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## CURRICULUM ADAPTATION

As is:

Students are involved in the same lesson as other students with the same objectives and using the same materials.

Providing physical assistance:

Assisting a student to complete activities by the actual manipulation of materials, equipment or his/her body.

Adapting materials:

Utilizing materials that allow for participation in age-appropriate activities without having pre-requisite basic motor, communicative or cognitive skills.

Multi-level curriculum:

Students are working in the same subject area, but working at different levels of curriculum.

Curriculum overlapping:

Students are involved in the same activity with other students but may have a goal from a different curriculum area.

Substitute curriculum:

Students are involved in alternative activities that meet primary instructional needs when the general education curriculum at that time does not.

## CURRICULUM ADAPTATION STRATEGIES

1. AS IS. Students are involved in the same lesson as other students with the same objectives and using the same materials.

Stacy participates in independent station time when students watch a video tape or play a game connected to the phonics lesson.

Stacy listens to audio tapes as a free time activity.

Brian does math application exercise by creating a geometric shape with toothpicks and clay balls, then dipping them into soapy water creating soap panes so sides and vertices can be counted.

Jason participates in science application exercise designed to simulate salmon spawning.

Dawn participates in science application exercise by dissecting owl pellets and gluing them to a diagram to identify diet.

### 2. ADAPTING MATERIALS/RULES

Christian utilizes pens that are larger and heavier than typical pencils allowing for more sensory input and compensating for fine motor deficits.

He also uses adapted scissors held stationary on his tray that allow him to use one hand to push down on one side of the scissors to cut paper.

Ann uses a calculator to compute her math problems.

Richard plays basketball at recess and is allowed to double dribble and take steps in shooting.

### 3. PROVIDING PHYSICAL ASSISTANCE

Another student assists Christian by turning his paper as he cuts it.

Another student moves Christian's book as he writes in it. (journal writing)

Peers assist Anna out to the picnic tables because she has trouble negotiating uneven terrain.

Someone rides on the regular school bus with Richard because he has trouble entertaining himself. This currently involves an adult and will fade to a peer.

Annette has assistance in getting around the bases after hitting a ball by having someone push her wheel chair.

### 4. MULTI-LEVEL CURRICULUM

Brian organizes pictures instead of printed words into categories in the animal habitat lesson.

Aaron pastes letters onto his worksheet instead of printing them.

Aaron, Brian and Jon identify 10 high interest sight words from their reading book or weekly theme instead of all the words.

During art time, Anna works on fine motor skills by opening her crayon box and taking out crayons.

During reading time, Sarah works on focusing on the book and the teacher for directions.

During first grade spelling, Anna works on one spelling word that has application to her and practices identifying that word in picture form.

During multiplication time, Brian lines up chips in two

columns to practice 2X tables, then writes down the correct number.

During cross-age tutoring time, when 4th graders read with 1st graders, Brain points out pictures in the book as requested by the tutor and turns the book pages.

During reading time in 5th grade, when ability level groups are operating, Tim works on increasing his sight vocabulary and reading comprehension by being read to by a peer, identifying specific words and answering questions about the story, generating and writing sentences that relate to the story and drawing a picture of the story to create a book.

During spelling time, Steven's teacher picks out three word for him to focus on, has him practice these at home and has an assistant or student write for him as he verbally spells the word.

During daily editing time (copying and correcting sentences from the board in cursive), David re-writes the sentences in printing.

Stacy traces over yellow marker lines to work on her printing skills during writing center time.

In typing class, when other students are working on various pages in the typing book, Matt works on fewer pages, works on typing a paragraph instead of a whole letter and uses a computer so the material is saved.

In Graphic arts, as other students work on the five arts projects they are responsible for, Ann works on 2-3 with a peer to assist.

## 5 CURRICULUM OVERLAPPING

Anna works on her ambulation skills by walking from learning center to learning center or to other classroom activities.

Anna practices moving from standing to sitting and sitting to standing during transition times in class.

Aaron works with reading sentence strips with pictures during reading so he can work on his articulation.

Joey practices writing his name during reading comprehension time.

During subtraction time, Anna works to take bristle blocks apart to work on increasing finger strength and respond to "off" and "on".

During subtraction time, Anna is requested to "give me one" working on following one step directions.

When other students are working on their portable chalk boards, writing down the answers to subtraction problems, Anna makes marks on the chalkboard using sidewalk chalk working on her fine motor and cognitive skills.

During academic class time, Sam's goals are to interact directly with his instructor by handing in work, taking direction, and with peers and helpers by saying hello and responding to questions from peers.

In moving from class to class, Sam works on following schedules independently and getting his work in to his teacher on time.

In Home Decorating class, Frances is in her standing table and works on her choice making with a peer using the same materials the class is using.

## 6. SUBSTITUTE CURRICULUM

Brian works in the school library shelving books during math time in his class when other students are working on fractions.

Aaron works on his computer during class time that does not meet his needs.

Anna practices communication skills with her picture card system during independent math time.

Rafael works on his street crossing and purchasing skills at the store during journal writing time.

Frances receives NDT therapy during one class period.

Frances goes into the community two days a week to work on shopping skills (choices) with peer aides using her chin switch to indicate yes/no.

When other students are in Jazzercise, Christian goes into the library to get out of his chair on the carpet to stretch out and listen to a tape.

Frances goes to the school office to deliver attendance and materials working on grasping materials and lifting her head up to make a social greeting.