

## Inclusion Modification Chart

### Choosing Appropriate Modificatons

<i>Areas of Functioning</i>	<b>Language problems:</b> Students have difficulty with receptive (comprehension) and/or expressive (production) language	<b>Learning Skills problems</b> Students have attention problems difficulty learning independently, remembering information, and organizational skills suffer	<b>Academic Difficulties</b> Students with reading, writing, mathematical difficulties	<b>Social Emotional Problems</b> Students with low self-concepts. Difficulty with friendships, following directions, controlling anger and staying on task
<i>Modifications Suggested</i>	Relate new knowledge to student's prior knowledge.	Gain student attention/use verbal and nonverbal cues throughout the lesson.	Accompany oral directions with short, simple written directions and/or visual models (pictures)	Seat student close to teacher and positive peer models. Avoid distractions (noise).
	Preteach vocabulary. Use words in context	Provide outlines and visual organizers	Shorten assignments	Prepare student for transition
	Use direct, explicit instruction to teach skills/concepts	Repeat and restate main ideas.	Model examples more than once	Establish structure and periodically review class rules.
	Provide many varied examples	Relate material to student's experiences.	Make copies of notes, lab sheets in order to reduce the amoun to reduce the amount o amount of copying by the student.	Provide positive reinforcement. Catch students doing right and let them know it.
	Use precise vocabulary.	Communicate to all students that you believe they can learn- and mean it.	Provide a working or reading partner	Use language that encourages appropriate behaviors: "I like when you..."
	Highlight key words in visual and oral directions.	Make frequent checks for work/ assignment completion.	Build on student's prior knowledge using concrete concepts	Be visible, helpful and encouraging
	Allow processing time.	Have student check off each completed step.	Ask questions you know student can answer	Provide for movement during a lesson.
	Provide a model for the student to follow	Call student's name before asking a question	Vary criteria for success for individual needs	Reward more than punish to build self-esteem

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#### Adaptations and Modifications of Instruction

<i>Technique</i>	<b>Presenting Information</b>	<b>Conducting Discussions</b>	<b>Learning Groups</b>	<b>Hands-on Lessons</b>
<i>Modification</i>	Maintain student attention throughout the lesson	Visually display points as they are made	Explain procedures the group will follow	Give purpose and expected outcome of experiment
	Be specific and direct when giving directions and teaching skills/concepts	Call student's name before asking a question	Give each student a structured role and clear list of responsibilities	Model procedures and allow student to assist
	Provide outlines and visual organizers	Ask questions student can answer	Give group members different assignments	Provide background knowledge
	Provide memory strategies	Review main points/ideas discussed	Vary criteria for success for each group member	Preteach vocabulary
	Give small segments of information			Provide short, simple, sequential directions with visual models
	Provide examples to help student understand concepts			

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