

# INSTRUCTIONAL MODIFICATIONS PLAN

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Modifications needed for this student to assure participation and supportive programs are specified below.

## PACING:

- Allow more time
- Vary activity often
- Allow breaks
- Avoid timed activities
- Other:

## ENVIRONMENT:

- Preferential seating
- Planned Seating:**
- \* Bus
- \* Classroom
- \* Lunch room
- \* Auditorium
- Alter physical room arrangement
- Define areas concretely

### **Reduce/minimize distractions:**

- \* Visual
- \* Auditory
- \* Spatial
- \* Movement
- Provide opportunity for separate seating
- Teach positive rules for use of space
- Other:

## PRESENTATION OF SUBJECT

### MATTER:

#### **Teach to student's learning style**

- \* Visual
- \* Tactile
- \* Auditory
- \* Multi-modal
- \* Experiential Learning
- Review prior to presenting new materials
- Individualized/small group
- Utilize manipulatives
- Emphasize critical information
- Pre-teach vocabulary
- Make/use vocabulary files
- Oral reading on vocabulary files
- Provide study guides/outlines
- Encourage feedback from student to check for understanding
- Other:

Other: \_\_\_\_\_

Other: \_\_\_\_\_

Other: \_\_\_\_\_

## MATERIALS:

- Arrangement of material on page
- Taped tests and/or other class materials
- Highlighted tests/study guides

### **Note taking assistance:**

- Carbonless/xerox copies of student notes
- Copy of notes from board provided
- Large print
- Graph paper
- Lined paper

### **Special Equipment:**

- Typewriter
- Computer
- Calculator
- Math fact sheets
- Other:

## ASSIGNMENTS:

- Give directions in small distinct steps (written, verbal, picture)
- Use written backup for oral directions
- Read or tape record directions
- Adjust difficulty level
- Shorten assignments/fewer items on page
- Reduce paper and pencil tasks
- Give extra cues or prompts
- Allow student to record, type or dictate assignments
- Avoid penalizing for spelling errors/sloppy papers/penmanship
- Student allowed to print
- Other:

## SOCIAL INTERACTION

### SUPPORTS:

- Peer/cross age tutoring
- Structure activities to create opportunities for social interaction
- Focus on social process rather than activity/end product
- Partial participation
- Cooperative learning groups
- Other:

## SELF MANAGEMENT/FOLLOW THROUGH:

- Visual daily schedule
- Calendar
- Daily/weekly assignment sheets
- Check often for understanding/review
- Request parent reinforcement
- Have student repeat directions
- Encourage use of notebook with dividers or file folders for organization
- Use study sheets to organize materials
- Design/write/use long term assignment time lines
- Plan for generalization
- Develop organized routine
- Schedule regular communication/reports between home and school
- Other:

## STUDENT ASSESSMENT:

- Oral/taped responses
- Taped tests
- Read test to student
- Shorten length
- Consider individual progress over time
- Consider effort
- Alternative assessment
- Administered by:**
- \*Short answer
- \*Multiple choice
- \*Modify format
- \*Extend time frames
- Other:

## MOTIVATION AND REINFORCEMENT:

- Verbal
- Nonverbal
- Positive reinforcement
- Concrete reinforcement
- Planned motivating sequences of activities
- Reinforce initiation
- Offer choice
- Use strengths/interests often
- Reinforce approximations
- Response cost
- Other: