

# OVERVIEW OF ADAPTED ACTIVITIES

Activity	The Student Has Difficulty:	The Student Needs:
<p><b>Structured Study Guide:</b></p> <p>Provides structure and location clues to help students read for understanding and information.</p>	<ul style="list-style-type: none"> <li>• Listening to lectures</li> <li>• Taking notes</li> <li>• Organizing information</li> <li>• Participating in class discussion</li> <li>• Reading the text</li> <li>• Using complicated study guides</li> <li>• Completing work independently</li> <li>• Locating information</li> <li>• Recalling information</li> </ul>	<ul style="list-style-type: none"> <li>• Consistent routine</li> <li>• Practice and review</li> <li>• Structure</li> </ul>
<p><b>Information Organizer:</b></p> <p>Presents information in chart, graph or pictorial form to help students organize information, understand relationships, categorize information, sequence events, or identify cause and effect.</p>	<ul style="list-style-type: none"> <li>• Listening to lectures</li> <li>• Taking notes</li> <li>• Organizing information</li> <li>• Reading the text</li> <li>• Completing in-class assignments independently</li> <li>• Studying for tests independently</li> <li>• Locating information</li> <li>• Sequencing information</li> <li>• Making comparisons</li> <li>• Understanding relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Visual presentation</li> <li>• Concrete approach</li> <li>• Structure</li> </ul>
<p><b>Skeletal Outline:</b></p> <p>Provides a visual structure to accompany a lecture or text.</p>	<ul style="list-style-type: none"> <li>• Listening to lectures</li> <li>• Advance organizers</li> <li>• Organizing information</li> <li>• Reading the text</li> <li>• Completing written assignments</li> <li>• Writing legibly</li> </ul>	<ul style="list-style-type: none"> <li>• Structure</li> <li>• Taking notes</li> <li>• Practice and review</li> </ul>
<p><b>What You Need to Know Chart:</b></p> <p>Provides a list of important terms and concepts contained in each chapter or unit.</p>	<ul style="list-style-type: none"> <li>• Organizing information</li> <li>• Reading the text</li> <li>• Completing work independently</li> <li>• Defining new vocabulary</li> <li>• Locating information</li> <li>• Recalling information</li> <li>• Understanding relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Consistent routine</li> <li>• Structure</li> </ul>

## OVERVIEW OF ADAPTED ACTIVITIES cont.

Activity	The Student Has Difficulty:	The Student Needs:
<p><b>Concept Activity:</b></p> <p>Presents abstract concepts in a concrete manner using graphics or advance organizers.</p>	<ul style="list-style-type: none"> <li>• Listening to lectures</li> <li>• Taking notes</li> <li>• Participating in class discussion</li> <li>• Reading silently</li> <li>• Studying for tests independently</li> <li>• Defining new vocabulary</li> <li>• Recalling new information</li> <li>• Understanding relationships</li> <li>• Understanding abstract concepts</li> </ul>	<ul style="list-style-type: none"> <li>• Visual presentation</li> <li>• Advance organizers</li> <li>• Concrete approach</li> </ul>
<p><b>Application Activity:</b></p> <p>Encourages students to organize and apply learned information in a structured format, i.e., making a poster, conducting an interview, building a model or making a collage.</p>	<ul style="list-style-type: none"> <li>• Communicating through written expression</li> <li>• Applying information</li> <li>• Demonstrating understanding through written tests</li> </ul>	<ul style="list-style-type: none"> <li>• Structure</li> <li>• Hands-on activities</li> <li>• Concrete approach</li> <li>• Small group interaction</li> <li>• An alternative to written assignments</li> </ul>
<p><b>Game:</b></p> <p>Encourages students to practice and review facts and concepts using board games, card games, class interaction games, and puzzles.</p>	<ul style="list-style-type: none"> <li>• Organizing information</li> <li>• Participating in class discussion</li> <li>• Reading the text</li> <li>• Completing homework</li> <li>• Completing class assignments independently</li> <li>• Studying for tests independently</li> <li>• Recalling information</li> <li>• Applying information</li> </ul>	<ul style="list-style-type: none"> <li>• Positive reinforcement</li> <li>• Small group interaction</li> <li>• Immediate feedback</li> <li>• Hands-on activities</li> <li>• Additional practice and review</li> </ul>
<p><b>Manipulative:</b></p> <p>Provides a kinesthetic approach for applying, categorizing, and relating information in the form of pocket charts or study cards.</p>	<ul style="list-style-type: none"> <li>• Taking notes</li> <li>• Organizing information</li> <li>• Reading the text</li> <li>• Completing homework</li> <li>• Completing in-class assignments independently</li> <li>• Studying for tests independently</li> <li>• Writing legibly</li> <li>• Making comparisons</li> <li>• Understanding relationships</li> <li>• Answering completion questions</li> </ul>	<ul style="list-style-type: none"> <li>• Hands-on activities</li> <li>• Visual reinforcement</li> <li>• An alternative to written tests</li> </ul>

# Test Adaptation Guide

## Modification in Question Format

Sometimes the test format must be adapted to meet individual needs.

### **Matching Questions:**

1. Put the definitions on the left and the words on the right.
2. Present sets of questions and answers in small groups (5-8 in a set).
3. Give the same number of questions as answers.
4. Underline the clue words.
5. Use capital letters.

### **Multiple Choice:**

1. List the choices in vertical columns.
2. Eliminate the use of combination answers such as “all of the above”, “A and B.”
3. Offer fewer choices.
4. Use capital letters

### **True/False Questions:**

1. Use simple straightforward statements.
2. Avoid negative or comparative words.
3. Underline the key words that make the statement true or false.
4. Use “yes” and “no.”

### **Completion Questions:**

1. Do not count spelling errors. (Give a separate spelling test.)
2. Provide a word bank for possible answers.
3. Provide configuration clues for missing words.
4. Provide partial letter clues for missing words.
5. Allow the student to use a spelling list as a word bank.
6. Use an open book test.

### **Essay Questions—Alternative Methods:**

1. Ask students to complete incomplete statements.
2. Ask students to list the specific number of answers.
3. Ask students to complete a chart.
4. Allow students to complete a chart.
5. Allow students to answer questions in the form of an outline by providing a planning guide with sequential questions. Students then write an essay from the outline.
6. Give the questions a few days ahead of the test.
7. Allow students to open the book during the test.
8. Allow students to tape answers.
9. Provide an idea bank or list of topics to include in their answer.

## Simplification of Response Level

For students with memory difficulties or problems with abstract thinking:

1. Provide recall cues for students with memory difficulties (e. g., first letter clues, configuration clues, mnemonic devices).
2. Use methods that require students to recognize the correct answer (e. g., multiple choice, word—phrase—sentence banks, or matching questions instead of essay or completion questions).
3. Design questions that require the student to answer on a knowledge or comprehension level only. Rewrite higher level (analysis type questions) at a lower cognitive level.

## Modification of Testing Procedures

For student stress reduction

Modifications for:

- Time—Allow additional time for slower readers and those with comprehension difficulties.
- Length—Reduce the number of test items to allow students to complete the test in the required time limit.
- Frequency—Provide short tests on a more frequent basis.
- Content—Test only on content reviewed in class. During the review, specify information that will be tested.

<b>Alternative to Written Tests</b>	
Sometimes the students have difficulty demonstrating achievement by taking tests. Several options may be considered as alternatives to tests.	
<b>Alternative</b>	<b>Methods</b>
Oral/Written Report	<ul style="list-style-type: none"> <li>• Accept a report as a partial or total grade.</li> </ul>
Class Discussion	<ul style="list-style-type: none"> <li>• Accept classroom discussion as part of the grade.</li> </ul>
Projects	<ul style="list-style-type: none"> <li>• Allow students to build a model or make a collage to demonstrate knowledge of the topic.</li> </ul>
Oral Tests	<ul style="list-style-type: none"> <li>• Allow teacher, paraprofessional, or peer to read the test and have the student respond orally or in writing.</li> <li>• Allow student to read the question and respond orally to the teacher, paraprofessional, or peer.</li> <li>• Record the test on tape and have student respond in writing.</li> <li>• Record the test on tape and allow student to respond on tape.</li> </ul>
Open Book or Take Home Test	<ul style="list-style-type: none"> <li>• Permit students to use the book while taking the test.</li> </ul>
Study Guide	<ul style="list-style-type: none"> <li>• Give the study guides as the test.</li> </ul>
Manipulative	<ul style="list-style-type: none"> <li>• Allow the student to use pocket charts or study cards for the</li> </ul>

## Levels of Learning

*"...let us press on to know the Lord." Hosea 6:3*

*"The fear of the Lord is the beginning of knowledge." Proverbs 1:7*

### Knowledge

Name	Outline	List
Describe	Select	Match
Define	State	Label

### Comprehension

Match	Extend	Locate
Generalize	Identify	Write
Give examples	Research	Explain

### Application

Sketch	Change	Draw
Compute	Record	Operate
Solve	Apply	Use

### Analysis

Compare	Classify	Dissect
Survey	Advertise	Categorize
Separate	Analyze	Diagram
Select	Divide	Describe

### Synthesis

Create	Invent	Produce
Hypothesize	Design	Compose
Construct	Develop	Modify
Plan	Revise	Translate

### Evaluation

Defend	Decide	Predict
Debate	Determine	Suppose
Judge	Evaluate	Summarize
Justify	Recommend	Support

## Levels of Learning

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### Knowledge

When	Point to	List
What	Tell about	Match

### Comprehension

Why did...?	Find	How does...?
Tell how...	Match	Which one...?

### Application

Draw	Use	Change
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### Analysis

Pick	Put in order	Separate
Sort	Which one...?	Describe

### Synthesis

Make	Change	Build
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### Evaluation

Was it right...?	What do you think about?
What would happen if...?	In your own words, tell...
What if...?	What do you think will happen?