

# INDIVIDUAL CURRICULUM ADAPTATION PLAN

**Student: John**

**Subject: All**

**IEP date: 1/04/03**

## QUANTITY

Due to slow processing and performance speed, John may need to complete less work before proceeding to post-testing (quizzes, mid-terms, finals) to determine if he has mastered concepts, course content and learning objectives in English, social studies, and math classes.

In shop and foods, with extended time John should be able to complete all assignments.

## TIME

Due to slow processing and performance speed, John may require additional time to complete assignments both during class time and in homework with no grading penalty if final product meets teacher satisfaction.

Extended time on tests, as well as taking tests over a longer period of time may be necessary to accommodate processing and writing speed in English, social studies, and math classes. For high stakes tests, John may also need extended time.

## LEVEL OF SUPPORT

To improve John's attention and focus on critical elements of a lesson/project, he may benefit from peer lab partners in foods, math, and shop classes.

In English, Social Studies, and math, peer workgroups may aid sustained attention to task.

## INPUT

Expectation: John can be expected to read all necessary materials, with extended time limits and occasionally with the templates and organizers (as listed below) templates to aid comprehension.

John may benefit from being given class notes and/or copies of peer notes to refer to during lessons, projects, and/or homework assignments due to slow processing speed.

Teacher lecture notes, key words, scaffolds (fill-in-the-blank templates, organizers) to fill in key concepts during a listening or reading activity may be helpful in English, and social studies.

## DIFFICULTY

Expectation: John will complete all course assignments and objectives and meet standards with necessary accommodations for his slow processing speed.

For assignments that require higher order thinking skills such as developing hypotheses, drawing conclusions, or making inferences he will require systematic instruction and assistance. Changes which do not substantially alter course objectives may be necessary.

In English and Social Studies, for testing concept mastery, he may require multiple choice, fill-in-the-blank, or short answer formats, rather than extended essays.

## OUTPUT

Keyboarding is the preferred output mode for all written assignments, due to slow writing speed.

He should be given the opportunity to demonstrate concept and course mastery in multiple ways, such as projects, demonstrations, and simulations.

## PARTICIPATION

During foods and shop, John is likely to be actively participating and therefore needs no further accommodations in this area.

In English, social studies, and math, John may require frequent checks on his comprehension, and active engagement in listening to lectures and/or directions.

## ALTERNATE GOALS

N/A

John will be expected to achieve all course content, objectives, and standards with the necessary accommodations in place.

## SUBSTITUTE CURRICULUM

N/A

John will be expected to participate in all general curriculum areas.

## GRADIN G

With appropriate accommodations, John can be expected to demonstrate mastery of standards and course content. If John has not yet completed all assignments after reduced quantity and extended time limits have been provided at the end of a grading period, he will be given an Incomplete until necessary work is completed.

