

# INDIVIDUAL CURRICULUM ADAPTATION PLAN FOR JOSEPH

FOR TEACHER USE ONLY  
NOT FOR DISPLAY

Joseph is bright, loves reading and play, and can be engaging and funny. However, he has difficulty coping with tasks he perceives as being beyond his ability level, (especially fine motor and math), or activities lasting longer than 30 minutes. He becomes very frustrated if work products do not meet his perfectionistic standards. Joseph also struggles in whole group learning situations, when activities have a high-level language load, or lack a clear finish point.

<b>QUANTITY</b>	<b>TIME</b>	<b>LEVEL OF SUPPORT</b>
<i>Reduce the amount of writing or math problems he is required to do. For Example: Write two words instead of five, write your initials instead of your full name, or pick three math problems out of five to complete.</i>	<i>Divide his lesson/activity into a series of short mini-lessons, and pace them intermittently throughout the day. Keep lessons to 30 minutes or under before transitioning him to more enjoyable activities, or breaks. Use quickly paced instruction with visual “closure” systems, such as star charts or task trays. Use written schedules and consistent routines to help Joseph pace himself.</i>	<i>Consider brief periods of 1 to 1 assistance for difficult activities. Use “rules” rather than appealing to Joseph’s empathy. Joseph enjoys reading and is far above grade level in this area, he may benefit socially from being a tutor (with supervision.)</i>
<b>INPUT</b>	<b>DIFFICULTY</b>	<b>OUTPUT</b>
<i>Use various multi-modal techniques (hands-on experiences, pictures, models) to help Joseph with language concepts and getting the “big picture.” Try to keep challenging activities as “play-like” as possible. Use creative attention grabbers, and incorporate Joseph’s interests when possible. Keep a quick instructional pace. Use sensory accommodations where appropriate. Speak at a lower rate, use gestures, intonation, and clear language. For Example: Have Joseph write words on a space-themed worksheet. Use gems as counters in computation.</i>	<i>Use lots of success-level tasks. Engineer success on novel tasks by closely task-analyzing the skill, teaching the initial steps with a high level of support, and ending the lesson by dropping back to Joseph’s success-level. For Example: On double digit addition, divide the problem into two columns, have Joseph add the ones column, show him how to carry over to the tens column. Have him do this 2-3 times with corrective feedback. Quickly drop back to having Joseph add only the ones column to end the mini-lesson successfully. When behavior indicates, make the problems easier. Provide a high level of support, especially for comprehension tasks, (helper words, listening to peer responses, modeling, closure statements, showing pictures, etc.)</i>	<i>Let Joseph complete tasks in various ways, provide choice-making opportunities. Give him extra response time. For Example: In writing, reduce writing demands, eliminate his need to copy, or provide assistance in various ways (have him fill in letters within words, continue to dictate his spelling, use letter stamps, trace, or keyboard).  <i>In math, partially complete the math problem with him, or provide modeling, calculators, cueing, prompting, or even hand-over-hand assistance. Consultation with an occupational therapist may be helpful.</i></i>
<b>PARTICIPATION</b>	<b>ALTERNATE GOALS</b>	<b>SUBSTITUTE CURRICULUM</b>
<i>Let Joseph be a helper, work in a small group, study carrel, or 1-on-1. Require minimal participation during preferred activities with leveled reinforcement, (do this, earn that) to ease him into large groups.</i>	<i>Let Joseph work on interactive play/social skills by having him participate in same-age classroom activities (such as recess, lunch, music, or listening to stories-time) with adult-provided supports.</i>	N/A