

SUGGESTIONS FOR ADAPTATIONS AND MODIFICATIONS FOR SPECIAL NEEDS STUDENTS

The plans have been designed into two specific sections—for Grades 4-6 and for Grades 7-9. We realize that the IEP has specific adaptations and modifications listed for each student. We are including additional suggestions to help when teaching lessons from this project with your special needs students. Rather than designing these for specific grade levels, please use them for the needs of each individual student.

- For students with visual impairments, create a listening center in your classroom. Many of the interviews are also included on the website in audio format. You can provide your students with a headset to listen to these interviews. You will need to have disinfectant wipes handy to clean off the headsets after every use.
- For students with auditory impairments, again create a listening center. These students can turn up the volume to hear the interviews better. They can also move the interview back if they did not hear part of it clearly. You will need to have disinfectant wipes handy to clean off the headsets after every use.
- To make the photos larger for visually impaired students, scan the specific photo of the individual you are studying. You can then enlarge it when you print it out. The larger photo will help the student see the image better.
- Some students will have a special program on their individual program that assists visually impaired students. You can load the photos or images for the lesson onto their computers so they will be able to best view the images.
- For students who are ELL or ESL, research has shown that they work best in a small group setting. Many of the lessons involve small group work. When designating small groups, pair an ELL or ESL student with an English proficient student.
- For students with ADD or ADHD, many of the lessons use color throughout the lessons. Use color with the Smart Board, computer, and projector, or with an overhead transparency. This helps the students focus on the board. Color also benefits all learners. Research shows that they attain the information faster and retain the information longer if color is used throughout the lessons.
- For students with ADD or ADHA, give them a time limit to complete a specific task. You may want them to put their watch on their desk so they can keep track of the time. You can also tell the class the time limit and remind them to watch the class clock.
- For students with ADD or ADHA, many of the lessons transition from whole group learning to small groups, then back to whole group learning again. This movement is intended for students to get up and move a short distance. The movement helps to keep the oxygenated blood flow to the brain and throughout the body. This specifically helps students with attention problems, but all students benefit from the small movements. When the students come to the Smart Board or overhead machine to write an answer, they have the same benefit.
- For students with ADD or ADHA, various graphic organizers have been incorporated into these lessons to help students focus on the project and organize

their information. These graphic organizers benefit all students in the learning process.

- For students who are physically impaired in fine motor hand skills, prepare in advance if they are to cut, color, or paste parts of the lessons. Have their component pre-cut or pre-colored. Help them paste the components together.
- For students who are physically impaired in fine motor hand skills, allow them to tell a para-professional what they want written in a specific location on the page. They can verbally tell the information rather than write it. They may have a computer loaded with a “Natural Speaking” program that allows them to speak to the computer while it types the information.
- Each set of plans has a section entitled Enrichment. These suggestions may be used with a class of gifted students. You can also adapt these suggestions for a class lesson for your class, making modifications and adaptations for students with an IEP.