

CURRICULUM MODIFICATION LADDER

1. Can the student do the same as peers?
(e.g. spelling)
- if not can... 2. the student do the same activity but with adapted expectations? (e.g., less words)
- if not can... 3. the student do the same activity but with adapted expectations and materials?
(e.g., matching the words to pictures)
- if not can... 4. the student do a similar activity but with adapted expectations? (e.g., words that are functional and in the student's daily environment)
- if not can... 5. the student do a similar activity but with adapted materials? (e.g., computer spelling program)
- if not can... 6. the student do a different, parallel activity?
(e.g., learn a computer typing program, learn word processing with a spell checker, write or put pictures in a journal)
- if not can... 7. the student do a different activity in a different section of the room?
- if not can... 8. the student do a functional activity in another part of the school? (e.g., in the library, kitchen, gym, office, another room doing helper tasks, with a same age or older peer helper or adult)

Adapted by Dave Gaston, Olympia School District, Project Dakota Outreach