

LEVELS OF STRATEGIES FOR ACADEMIC MODIFICATIONS

Following is a description of the levels of academic modifications that can be used to allow a student to interact with the general education curriculum while still addressing his/her unique educational needs.

The strategies are organized in a hierarchy and will be described from the most advanced skills necessary to interact with the general education curriculum (open-ended) to the strategy that modifies the curriculum the greatest (yes/no). There is some evidence that yes/no is a more difficult strategy than choice; thus, these two can be interchangeable depending on the skills of the student.

The Academic Modification Hierarchy:

1. Yes / No Strategies
2. Choice Strategies
3. Closed Strategies
4. Visual Organization Strategies
5. **Open Ended Questions**

Open-ended questions are the hardest for students to complete. Many students who have trouble with written language skills or processing spoken language will not be able to answer open-ended questions in the curriculum.

EXAMPLES OF OPEN ENDED QUESTIONS

Math –

There are 5 blue birds in the cage. There are 5 times as many green birds in another cage. How many green birds are there?

Social Studies –

How are a globe and a dollhouse alike?

Science –

Describe at least two ways Mary can improve her experiment.

Language Arts –

In a story, a character usually faces a problem. For example, a child named Connor wants a pet but is allergic to cat and dog hair. The ending of the story is important. Finish the story in a few sentences.

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1. Yes / No Strategies
2. Choice Strategies
3. Closed Strategies
4. **Visual Organization Strategies**

This level should provide the student with a kick-start, which may assist him/her in organizing the answer. Visual Organization strategies can be used in conjunction with all the other academic modification strategies as well.

EXAMPLES OF VISUAL ORGANIZATION STRATEGIES

General Examples:

- Provide instructions in written/bulleted forms instead of in paragraph form
- Color code the important information
- Use symbols to connect important information
- Highlighting important passages or answers to particular items
- Expand the writing output area
- Highlight the important process information + - x, etc

Specific Examples:

Math –

There are 5 blue birds in the cage. There are 5 times as many green birds in another cage. How many green birds are there?

Social Studies –

How are a globe and a dollhouse alike? A globe and dollhouse are alike because they both _____.

Science –

Mary could improve her experiment by

1. _____
2. _____
3. _____

Language Arts –

Connor wants a pet but is allergic to cat and dog hair.

1. Connor should _____
2. This way he _____
3. In the end _____

LEVELS OF STRATEGIES FOR ACADEMIC MODIFICATIONS

1. Yes / No Strategies
2. Choice Strategies
3. **Closed Strategies**

Closed strategies allow the student to clearly understand what is expected in the curriculum and narrow the expected response. Students without mastery level skills can interact with the curriculum using closed strategies. Visual organization strategies also can be used to support the closed strategies.

EXAMPLES OF CLOSED STRATEGIES

General Examples:

- Provide a “Fill in the Blank”
- Provide a Word Bank
- Give the Page Number of the Reference
- Use Highlighter Tape to highlight answers
- Use Symbols and have student match – Box to box...triangle to triangle

Specific Examples:

Math –

There are $\boxed{5}$ blue birds in the cage. There are $\triangle 5$ times as many green birds in another cage. How many green birds are there?

$$\boxed{} \text{ blue birds } \times \triangle = \text{ green birds}$$

Social Studies –

A globe and dollhouse are alike because they are a _____ of the real thing.

Science –

Mary needs to be sure all the pieces of the cloth are _____.

Language Arts –

Connor is allergic to _____ and _____ hair. A pet he might not be allergic to is a _____.

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1. Yes / No Strategies
2. Choice Strategies

Explanation of Choice Strategies

Choice strategies provide a student a visual method for recalling information. It also narrows the expected response. Choice strategies can be provided with words, colors, pictures, or objects.

EXAMPLES OF CHOICE STRATEGIES

General Examples:

- COLOR CODE A WORD BANK TO OFFER TWO CHOICES
- COLOR MATCH FOR MULTIPLE CHOICE
- BLOCKING OUT CHOICES IN A MULTIPLE CHOICE TO REDUCE OPTIONS
- PROVIDE PICTURES OF THE TWO CHOICES

Specific Examples:

Math –

$$5 \times 5 = \underline{\hspace{2cm}}$$

20 25 30

Social Studies –

Circle 2 things that are alike because they both are models of the real thing.

Globe State Dollhouse

Science –

Circle one way Mary could improve her experiment

Pieces of cloth need to be the same size

Use more clothing made by Girbau

Language Arts -

What might be 2 good pets for Connor?

Bird Puppy Fish

LEVELS OF STRATEGIES FOR ACADEMIC MODIFICATIONS

1 Yes / No Strategies

Explanation of Yes / No strategies

Because of the ability level of some of students, a Yes / No response must be taught could be used but must be specifically taught. The person modifying the curriculum must consistently deliver the Yes / No system to the student if he/she is likely to learn it. Once the student has made a Yes / No decision, the student must be held accountable for his actions to teach the meaning of Yes / No.

General Example:

- CHANGE THE FORMAT OF THE QUESTION INTO YES/NO
- OVERLAY OTHER HIERARCHY STRATEGIES

Specific Examples:

Math –

$$5 \times 5 = 20$$

Yes No

Social Studies –

Are a globe and dollhouse both models of the real thing?

Yes No

Science –

If Mary wanted to improve her experiment, she could make sure the pieces of cloth were the same size

Yes No

Language Arts –

Is a bird possibly a good pet for Connor?

Yes No