

## MONTCLAIR STATE UNIVERSITY

### Inclusion in Middle and Secondary Schools (CURR 310) Inclusive Classrooms in Middle and Secondary Schools (CURR 517) (2/27/10)

#### Adapting an Instructional Plan for a Student with a Disability: Task Guide

**Task:** To make the content of the curriculum accessible to students with disabilities, you will need to adapt your instructional plans in ways that build on the background experiences and past learning of these students while addressing their particular educational needs. This performance task will give you an opportunity to demonstrate your ability to adapt/modify instruction for a student with a disability. To help you carry out the task, you will receive in class an instructional plan and a descriptive profile of a student with a disability. You are expected to adapt that instructional plan for the profiled learner.

The expected product is a typewritten report that includes two parts: (1) a detailed explanation of how you would adapt the instructional plan provided to make the academic content accessible to the profiled student with a disability; and (2) a self-assessment of the instructional adaptations made. The report should follow the format outlined below.

1. Adapting an Instructional Plan for a Student with a Disability:
  - a. Describe the strength(s) of the identified learner relative to the planned lesson. (Refer to the instructional plan and profile of the student with a disability distributed in class.)
  - b. Explain what difficulties, if any, you anticipate the identified student will experience in the planned lesson? **For each anticipated difficulty, explain why you believe this is likely to be a problem for the student.**
  - c. *Instructional Adaptations:*
    - i. What adaptations, if any, would you make in the originally planned learning materials to render the curriculum content accessible to the identified student? **Make certain you provide a clear and detailed rationale for the adaptations made. If you believe that no adaptations are required, explain why.**
    - ii. What adaptations, if any, would you make in the originally planned learning activities to render the curriculum content accessible to the identified student? (If your adaptation of the learning activities involves the use of visuals, charts, timelines, graphic organizers, outlines, or similar strategies, include copies of these with the report.) **Make certain you provide a clear and detailed rationale for each adaptation made. If you believe that no adaptations are required, explain why.**

- iii. What adaptations, if any, would you make in the originally planned homework assignment (if applicable) to render the content accessible to the identified student? **Make certain you provide a clear and detailed rationale for the adaptations made. If you believe that no adaptations are required, explain why.**
  - iv. What adaptations, if any, would you make in the originally planned assessment to accurately determine what the identified student learned from the lesson? **Make certain you provide a clear and detailed rationale for the adaptations made. If you believe that no adaptations are required, explain why.**
  - v. Explain how the modified lesson will help the identified student with a disability be part of the classroom community.
2. Self-assessment: Use the rating form that accompanies this performance task to self-assess the adaptations you made in this instructional plan for the identified student. **Make sure you use the corresponding rubric to arrive at your ratings for items 1 through 6. For each of these items, write a comment that will help me understand the rating you are giving yourself.**