

<b>GUIDELINES AND PROCEDURES FOR ADAPTING INSTRUCTIONAL MATERIALS</b>	
<b>PROBLEM</b>	<b>ADAPTATION / STRATEGIES</b>
<b>Enlarge Print</b>	
Visual Perception, Visual Skills for Reading Behavior	<ul style="list-style-type: none"> <li>• Retype materials on primary typewriter</li> <li>• Utilize individual magnifying glasses</li> <li>• Project material on wall using opaque projector</li> <li>• Enlarge font within document</li> </ul>
<b>Reduce Distraction on Page</b>	
Visual Perception, Visual Skills in Reading, Spelling, Computation, Behavior, Arithmetic Readiness, Problem Solving	<ul style="list-style-type: none"> <li>• Reduce problems or items on page</li> <li>• Frame specific items on page</li> <li>• Cover area on page to reduce items</li> </ul>
<b>Enlarge Space In Which Student Responds</b>	
Visual Perception, Handwriting, Motor, Behavior	<ul style="list-style-type: none"> <li>• Provide separate answer sheet with space for response</li> <li>• Provide blackboard/whiteboard for written response</li> </ul>
<b>Color Code Material</b>	
Visual Skills in Reading, Reading Comprehension, Spelling, Memory, Perception, Problem Solving, Computation, Behavior	<ul style="list-style-type: none"> <li>• Color code topic sentence in reading test and supporting sentences in another color</li> <li>• Color code directions, examples, and problems in different colors</li> <li>• Color code math symbols (= + - x) for easy recognition</li> </ul>
<b>Utilize Arrows for Directionality</b>	
Visual Perception, Visual Skills in Reading, Spelling, Handwriting, Motor, Perception, Arithmetic Readiness, Computation, Behavior	<ul style="list-style-type: none"> <li>• Provide arrows as cues for following obstacle course</li> <li>• Provide arrows at top of worksheet or tape on desk as a reminder of left to right progression in reading or writing</li> <li>• Utilize arrows to indicate direction of math operations on number line</li> </ul>
<b>Modify Vocabulary</b>	
Reading Comprehension, Inner Language, Receptive Language, Problem Solving, Behavior	<ul style="list-style-type: none"> <li>• Rewrite directions in workbook</li> <li>• Provide vocabulary list with synonyms or simplified directions</li> <li>• Instructor gives information or directions in simplified terms</li> </ul>
<b>Tape Record Material</b>	
Reading Comprehension, Auditory Skills in Reading, Auditory Perception, Receptive Language, Memory, Problem Solving, Behavior, Arithmetic Readiness, Computation	<ul style="list-style-type: none"> <li>• Record directions for learner to refer to</li> <li>• Record test; verbal or written learner response</li> <li>• Record passage; learner follows written text</li> </ul>

Source: Center for Innovations in Special Education (formerly Missouri LINC). Columbia, MO: College of Education.