**Adaptations Framework Chart**

Student: Paul

Setting: Grade 1 classroom

Age group: Age 6

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| *Setting-Specific Demands* | *Person-Specific Characteristics* | *Possible adaptations/ Assistive Tech*  |
| **Task** | **Requisite abilities** | **Current abilities** | **Potential discrepancies** | **Simple to Complex** |
| Writing his letters | -Gross motor control of arm-Cognitive understanding of letters-fine motor control of hand and wrist-ability to see the text | -Cognitive understanding of letters-a little fine motor control of hand and wrist | -Gross motor control of arm-fine motor control of hand and wrist (writing grip) | -different pencil thicknesses-adaptive pencil grips-slant board--different writing mediums (markers)-adapted paper (raised lines)-May need to switch to word processing versus handwriting-word to text typing |
| Copying teacher provided text | -seeing the text-shift gaze back and forth appropriately-remember and writing the provided text | -remember and write the provided text | -seeing the text-shift gaze back and forth | -enlarge text-take an enlargable photo of the text-Convert the text to OCR so it can be read aloud for copying |
| Repeating teacher modeled behaviors (e.g., counting on fingers) | -seeing the teacher-seeing the modeled motion-repeating the modeled motion | -repeating the modeled motion | -seeing the teacher, only-seeing the modeled motion clearly | -visibly isolate the teacher (use furniture, black out boards, etc.)-Make the motions large and colorful (Use a large colorful manipulative (pool noodles)-preferential seating-peer guided/paraprofessional assistance with the repetition of the movement for the student. |

Adapted from: Bryant, D.P. (2012). *Assistive Technology for People with Disabilities* (2nd ed.). Upper Saddle River: Pearson.