**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.