**Adaptations Framework Chart**

Student: Samuel

Setting: General Education Classroom

Age group: Middle School

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| *Setting-Specific Demands* | | *Person-Specific Characteristics* | | *Possible UDL adaptations/ Assistive Tech* |
| **Tasks in lesson**  **(minimum of 2)** | **Requisite abilities** | **Current abilities** | **Potential discrepancies** | **Simple to Complex** |
| Read about Maya Culture and how we learned about them through their art | -reading text  -having the ability to read and cognitively understand text | -having the ability to read and cognitively understand text | -reading print (text) | -enlarge text  -use video content to teach the same content  -OCR the text so that it is read aloud to him  -Use voiceover on apple to have the text read to him. |
| Examine Glyphs – access visual information on the internet | -use a computer to access the internet  -typing on a keyboard  -find the correct images online |  | -typing on a keyboard  -use a computer to access the internet  -find the correct images online | - large print keyboard  -Use video content to teach the same information.  -Use Apple voiceover to locate part of the internet browser and navigate to find pictures. |
| Write a piece of historical fiction | -Writing text (with technology or manually)  -Knowing writing formats  -Understand what historical fiction is | -Understanding of historical fiction  -knowing how to write. | -writing text efficiently | -provide bold print paper and markers.  -Use typing / braille depending on the student need for writing text.  -Use voice to text to get the student’s ideas written down. |

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