



Adaptation Plan

Accommodations, Modifications, Supports and Supplemental Aids and Services:

The following shall be provided to the pupil, or on behalf of the pupil (Ed Code §56345; 34 C.F.R. §300.323).

IEP Date: 04/01/2025

Student Name	Student ID Number	Gender	GL
Kaleb Xiong	55665746	M	TK

Include anticipated frequency, location, and duration in description:

<input checked="" type="checkbox"/> Time: Adapt the time allotted and allowed for learning, task completion, or classroom testing. <i>(Accommodation)</i> <ul style="list-style-type: none"> Think time before needing to respond when asked a question (up to 30 seconds). 	<input checked="" type="checkbox"/> Quantity: Adapt the number of items that the student is expected to learn or complete. <i>(Accommodation)</i> <ul style="list-style-type: none"> Teacher can reduce task items as needed. 	<input checked="" type="checkbox"/> Level of Support: Increase the amount of personal assistance with a specific student <i>(Accommodation)</i> <ul style="list-style-type: none"> Reminders for whole body listening with visuals or gestures. Positive praise and encouragement. Proximity to staff as needed. Access to fidgets Sensory breaks Student benefits from sensory-related tools and strategies to support sensory over- and under-responsivity as directed by the occupational therapist
<input checked="" type="checkbox"/> Input: Adapt the way instruction is delivered to the student. <i>(Accommodation)</i> <ul style="list-style-type: none"> Access to enrichment activities at student's ability level. Braille Tactile Graphics Realia (access to real-life objects) 	<input checked="" type="checkbox"/> Participation: Adapt the extent to which the student is actively involved in a task. <i>(Accommodation)</i> <ul style="list-style-type: none"> Opportunities to self-correct behavior or choices. Preferential seating Limit distractions that are reasonable and effective 	<input checked="" type="checkbox"/> Output: Adapt how the student can respond to instruction. <i>(Accommodation)</i> <ul style="list-style-type: none"> Hand signals/gesture to alert staff as needed Tactile Graphics Braille Writer AAC Device
<input type="checkbox"/> Difficulty: Adapt the skill level, problem type, or the rules on how the student may approach the work. <i>(Modification)*</i>	<input type="checkbox"/> Alternative Goals: Adapt the goals or outcome expectations while using the same material. <i>(Modification)*</i>	<input type="checkbox"/> Substitute Curriculum: Provide different instruction and materials to meet the student's individual goals. <i>(Modification)*</i>

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***Modifications alter or lower the standards and expectations of tests and course standards. Significant modifications may lead to a non-diploma outcome and modified test results**

CONFIDENTIAL