### Types of Curriculum Modifications Used to Alter Instruction

<table>
<thead>
<tr>
<th>Curriculum Modification</th>
<th>Definition</th>
<th>Example(s)</th>
</tr>
</thead>
</table>
| Environmental support   | The physical, social, and **temporal environment** is altered to promote participation, engagement, and learning | • Rearrange the physical environment by creating a quiet space where the learner with ASD can go when he gets overstimulated  
• Provide learner with more independent work time if small-group activities become overstimulating  
• Rearrange the schedule so that the learner with ASD gets free time after each work activity |
| Materials adaptation     | Materials are modified so that learners can participate as independently as possible | • Secure worksheet to a clipboard if the learner has difficulty stabilizing the paper and writing on it at the same time  
• Modify the response required from the learner (e.g., one word rather than a phrase/sentence)  
• Make the materials larger or brighter (e.g., highlighting where to write the answer, making the words larger on a worksheet) |
| Simplification of the activity | A complicated task is simplified by breaking it down into smaller parts or by reducing the number of steps. | • Allow the learner to complete the first two steps of a new task rather than the whole thing  
• Ensure that the learner finishes a more difficult task successfully |
| Adult support           | Adult intervenes to support the learner’s participation in an activity | • Model the correct response  
• Imitate the learner’s play  
• Use praise and encouragement  
• Sit behind the learner during circle time to teach motions to a song |
| Peer support            | Peers help teach learners with ASD important skills                        | • Model the correct response  
• Pair learner with peer during lunch time to teach social skills |
| Visual support          | Events or materials are purposefully arranged within an activity to provide learners with additional support to complete the activity | • Provide the steps needed to complete an activity  
• Sequence the tasks within a curriculum activity or area so that learners with ASD know what is expected of them |