Framework for Adapting Literature for VI Students with Autism Spectrum Disorders or Mild Intellectual Disabilities
Kalzen, Mogan, 2012 (Please do not reproduce without consent)

Literature Title: "The Ant and the Grasshopper"

Main Idea, Theme, or moral (There can be more than one):
Work first, play later

Modifications based on Student's interests and background experiences:

Modified characters and/or setting? Y/N
If yes, list modifications:
Characters = Students' own names  Setting = Classroom

Modified Literature Title:
"Andrew and Matthew"

Modified Details/Events:
Work = Brailling Sight words  Play = Making silly Sounds

Targeted Language/Literacy/Social Skills goal:
• Goal:
  Answering "Who" and "Where" questions using braille, tactual cues, understanding locations for work vs. play
  "What does Work mean?"  "What does play mean?"
  "Where do we work?"  "Who works?"  "Where do we play?"  "Who plays?"

• How will the student(s) practice the Language/Literacy goal during instruction? What questions will I need to ask to elicit the target language? e-mail 5 familiar staff members and set up times for independent retell
• How will the student generalize the Language/Literacy goal across settings or with different staff members? How will the student(s) practice story re-tell after instruction?

Literacy mode (e.g. print, braille, chant, oral retell with objects, tactual, play, etc.):
• How can the student help co-write the story (e.g. help make tactual symbols, dictate, choose sound effects, etc.)
  Students help generate solutions orally "Where do we work?"  "Where do we play?"

Check:
✓ Does my framework include a concrete setting, characters, and themes?
✓ Did I include my students' interests and background experiences in the story?
✓ Will my student be able to independently re-tell this story to another person?

* Interests to include - Dogs? Bon Jovi? Silly Sounds?