**005.1 A Critique of the Process Used for Modifying Curriculum and Instruction to meet various students needs**.

When teachers modify the curriculum to meet a student’s needs, they are essentially recognizing that all students are individual learners and those learners have unique styles of gathering information. All students including those with special needs are guaranteed a free and appropriate education by law. The appropriate portion of the proceeding statement could serve as an indicator that some students require a different approach to instruction. All students are not the same therefore all students cannot be expected to learn in the same manner.

Instructional modification is an attempt to bridge the gap between the information and how it is the student can decipher the information. Some positive techniques that research has proven to be effective in instructional modification include teaching vocabulary prior to the lesson, providing outlines, and stating the objective, which provides a reason for paying attention. During the lesson the teacher should attempt to provide visuals, flash cards, written and oral directions. Instructions should be given in small steps in order to check for comprehension of the activities. The portion of time that the student is required to listen to the instructions should be shortened in order to ensure proficiency of the activity.

There are various ways in which educators can modify the curriculum to meet students’ needs. Many attempts to modify instruction and the curriculum are very valiant, however modification tends to vary based on the needs of the student. Currently some modification techniques do not include the proceeding strategies and are not effective for students with learning disabilities. Considering the components of a student’s educational record such as an I.E.P or data from evaluations and formal testing can be great pieces of information in order to choose modification strategies.