

HIGH-LEVERAGE PRACTICES IMPLEMENTATION GUIDE

ADAPT CURRICULUM MATERIALS AND TASKS



Overview

A hallmark of students with disabilities is they struggle to successfully learn content within the general education curriculum at the same rate and with the same success as peers without disabilities. All IEPs contain a section to record needed adaptations (which can be broken down into accommodations and modifications) to help the student bridge the gap between their current functioning level and the level needed to succeed within the stated curriculum. Teachers who are strategic about leveraging key accommodations and modifications are in position to help their students access the curriculum in powerful ways that can lead to learning and behavioral success.

Based on the HLP resources (www.highleveragepractices.org) and information shared at the workshop on May 16th, 2019 by Dr. Michael Kennedy, the following is a checklist to guide school leaders and other professionals as they address key elements that comprise ways to successfully adapt and modify curriculum tasks and materials for students with special needs.

Notes



High-Leverage Practices in Special Education

KEY PRINCIPLES AND ELEMENTS OF ADAPTING AND MODIFYING CURRICULUM TASKS AND MATERIALS FOR SPECIFIC LEARNING GOALS

Core Considerations When Adapting Lessons

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| | 1. Identify accommodations that make sense given a student's IEP & instructional setting and learning goals |
| | 2. Simplify task directions |
| | 3. Alter difficulty level of material |
| | 4. Alter amount of content |
| | 5. Highlight relevant/key information |
| | 6. Use content enhancements |
| | 7. Use mnemonics and other memory tools |
| | 8. Design instruction using principles of Universal Design for Learning (UDL) |
| | 9. Evaluate if adaptations are having intended impact |

Questions to Consider when Observing Teachers Making Adaptations to Instruction

Are accommodations being utilized logical and necessary given students' individualized needs?

Are modifications to the curriculum logical and necessary given students' individualized needs?

Are the accommodations or modifications helping the student access the curriculum in an effective and efficient manner?

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Additional Resources

Journal Articles (available in the cohort library)

“A unit-based approach to adaptations in inclusive classrooms,” by J.A. Kurth. *TEACHING Exceptional Children*, vol. 46.2

“Determining appropriate testing accommodations: Complying with NCLB and IDEA.,” by S.J. Salend. *TEACHING Exceptional Children*, vol. 40.4

“Guiding principles for appropriate adaptations and accommodations.” *TEACHING Exceptional Children*, vol. 38.1

“To adapt or not to adapt: Navigating an implementation conundrum,” by M.M. Leko. *TEACHING Exceptional Children*, vol. 48.2

Web Resources

[Examples of Accommodations & Modifications](#)

[The Difference Between Accommodations and Modifications](#)

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