

Adapt curriculum tasks and materials for specific learning goals

- Provide instruction that meets each student’s individual needs by intentionally planning for differentiation.
- Examine the directions of a task/activity to identify advanced vocabulary, sentence complexity, and/or length, and simplify these directions as needed.
- Accompany directions with visual aids to illustrate each step and help students better comprehend how to complete a task.
- Use technology to facilitate students’ understanding of tasks and concepts.
- Use a combination of adaptations to increase the likelihood of student success.
- Adapt materials by reducing the amount of content presented or required for completion.
- Differentiate tasks/materials, building from easier to more challenging content, to enable access to challenging content for lower performing students while simultaneously providing a warm up for higher performing students.
- Highlight relevant information within a text, lecture/notes, and/or worksheet activities to make important ideas and concepts more visible to students.
- Use (and gradually fade) guided notes to assist students with retention of course content information and improve note-taking skills.
- Create and use graphic organizers to help students understand relationships between, and organization of, concepts. Teachers also explicitly teach and scaffold use of graphic organizers with students.
- Provide and explicitly teach students to use mnemonic strategies to help students remember important aspects of lessons and content.

Tips for Faculty to Support Candidate’s Learning and Enactment

Introduce – Model and explain multiple examples of adapted materials and tasks explaining the rationale and purpose of each adaptation.

Prepare – Share common barriers that students encounter during instruction (e.g., difficult vocabulary and text, complex directions, overwhelming volume of information, abstract nature of information, etc.) and ask candidates to name content or a skill that they anticipate teaching, identify the inherent barriers to learning within that content or skill, choose a graphic organizer, mnemonic device, or other approach that would make the content or skill more accessible to students, and explain their choice.

Enact – Provide candidates the opportunity to deliver complex directions using clear, concise, and developmentally appropriate language, a visual aid if needed, and an adequate check for understanding.

Analyze – Using classroom assignment artifacts, ask candidates to analyze and recommend accommodations noting the type of accommodation and purpose and rationale for employing it.

Questions to Prompt Discussion, Self-Reflection, and Observer Feedback

- In what ways can instruction, tasks, and materials be differentiated to meet students’ individual needs?
- Why is gradually fading certain adaptations/supports over time important?
- What is the difference between adapting or modifying materials versus providing accommodations?

CEC Standards

CEC Initial Practice-Based Professional Preparation Standards for Special Educators (Initial K12).

Alignment of the CEC High Leverage Practices with CEC Initial Practice-Based Professional Preparation Standards for Special Educators (Initial K12).

Initial Practice-Based Professional Preparation Standards for Early Interventionists/Early Childhood Special Educators (EI/ECSE)

Alignment of the Division of Early Childhood Recommended Practices (birth- age 5) and CEC High Leverage Practices (age 5-8) with the Initial Practice-Based Professional Preparation Standards for Early Interventionists/Early Childhood Special Educators (EI/ECSE).

Books

Berlinghoff, D. & McLaughlin, V.L. (Eds.) (2022). Practice-Based Standards for the Preparation of Special Educators (The Purple Book). Council for Exceptional Children

McLeskey, J., Barringer, M-D., Billingsley, B., Brownell, M., Jackson, D., Kennedy, M., Lewis, T., Maheady, L., Rodriguez, J., Scheeler, M. C., Winn, J., & Ziegler, D. (2017, January). High-leverage practices in special education. Arlington, VA: Council for Exceptional Children & CEEDAR Center.

McLeskey, J., Maheady, L., Billingsley, B., Brownell, M. T., & Lewis, T. J. (Eds.). (2022). High leverage practices for inclusive classrooms. Routledge.

Pennington, R., Ault, M. J., Courtade, G., Jameson, J. M., & Ruppard, A. (Eds.). (2022). High leverage practices and students with extensive support needs. Taylor & Francis.

Journal Articles

Brownell, M. T., Benedict, A. E., Leko, M. M., Peyton, D., Pua, D., & Richards-Tutor, C. (2019). A continuum of pedagogies for preparing teachers to use high-leverage practices. *Remedial and Special Education, 40*(6), 338-355.

Dunst, C. J., Hamby, D. W., Howse, R. B., Wilkie, H., & Annas, K. (2020). Research synthesis of meta-Analyses of preservice teacher preparation practices in higher education. *Higher Education Studies, 10*(1), 29-47.

Foxworth, L. L., Hashey, A. I., Dexter, C., Rasnitsyn, S., & Beck, R. (2022). Approaching explicit instruction within a universal design for learning framework. *TEACHING Exceptional Children, 54*(4), 268-275.

HURLBUT, A., & KRUTKA, D. (2020). Where do we start?: Initiating a practice-based teacher education program around high-leverage practices. *Journal of Teacher Education and Educators, 9*(2), 169-199.

Maheady, L. J., Patti, A. L., Rafferty, L. A., & del Prado Hill, P. (2019). School-university partnerships: One institution's efforts to integrate and support teacher use of high-leverage practices. *Remedial and Special Education, 40*(6), 356-364.

O'Flaherty, J., & Beal, E. M. (2018). Core competencies and high leverage practices of the beginning teacher: a synthesis of the literature. *Journal of Education for teaching, 44*(4), 461-478.

Satterlee Vizenor, A., & Matuska, J. (2018). Actualizing characteristics of successful schools for young adolescents through co-teaching. *Middle School Journal, 49*(3), 17-25. <https://doi.org/10.1080/00940771.2018.1439666>

Torres, C., Farley, C. A., & Cook, B. G. (2014). A special educator's guide to successfully implementing evidence-based practices. *TEACHING Exceptional Children, 47*(2), 85-93. <https://doi.org/10.1177/0040059914553209>