



Instruction in Behavior and Academics

HLP Pillars

HLP 7

Establish consistent, organized, and responsive learning environments.

HLP 16

Use explicit instruction.

Embedded HLPs

What to teach

HLP 7: Teach social behaviors.
HLP 14: Teach cognitive and metacognitive strategies to support learning and independence.

HLP 20: Teach students to monitor and generate new learning across time and settings.

How to teach

HLP 13: Adapt curriculum tasks and materials for specific learning goals.
HLP 15: Provide scaffolded supports.
HLP 17: Use flexible grouping.

HLP 18: Use strategies to promote active student engagement.
HLP 19: Use assistive and instructional technologies.

HLP 22: Provide positive and constructive feedback to guide students' learning (HLP 22) and behavior (HLP 8).

HLP 13: Adapt Curriculum Materials and Tasks

By U.S. law, Individualized Education Programs (IEPs) must be written to align with the standards for the grade level in which a student is enrolled. Adaptations are changes, which can take many forms, including accommodations and modifications. To adapt tasks and materials, educators may prioritize content coverage, simplify task directions, alter the difficulty level of material, reduce the amount of material provided, highlight relevant information, or present information using multiple and different examples. Educators make decisions about adapting tasks and materials based on the stated learning goals, each student's individual needs, and the criteria for student success. HLP 13 is an embedded practice under the Instruction in Behavior and Academics Domain.

This resource is intended to support school leaders looking to embed the HLPs in professional development, implementation, teacher observation, and feedback efforts at their school site.

Teachers Who Effectively Adapt Curriculum Materials and Tasks

- 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 warmup 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 School Leaders to Support Teachers

- Ensure all educators have strong knowledge about available, possible, and relevant adaptations based on students' individualized needs.
- Evaluate the extent to which educators identify and implement adaptations that are a good match for students' needs given curriculum demands.
- Help novices avoid the common pitfall of over accommodating students by using data and ongoing decision making/instructional adjustments.
- Help educators break away from only considering accommodations and modifications that come on a pre-written list (e.g., extended time, preferential seating, etc.). Spur creativity and use data to evaluate impact on performance.

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

- How do we support teachers in using formative and summative assessments to track progress toward learning goals?
- What professional development opportunities do we offer to help teachers write high-quality long- and short-term learning goals?
- How do we evaluate the effectiveness of PD and coaching related to instructional goal setting?

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