

**HLP Highlight Tool**

**HLP 13: Adapt Curriculum Tasks and Materials for Specific**

**Learning Goals**

# **Here’s What It Is:**

* Adapt curriculum materials based on assessment data and student needs
* Using relevant information to make modifications
* Changing task direction and decreasing the amount of material
* Integrating relevant technology

# **When Do I Use It?**

* When creating instruction lessons aligned with the student’s IEP goals
* When making decisions on content to meet stated goals
* When meeting students’ needs and altering the difficulty level and amount of material

# **Here’s What It Looks Like:**

* [HLP #13 Video](https://highleveragepractices.org/701-2-4-3-3/)  (15:55)

# **Resources to Extend Learning**

* [The Iris Center](https://iris.peabody.vanderbilt.edu/resources/high-leverage-practices/)
* [Introducing High-Leverage Practices in Special Education: A Professional Development Guide for School Leaders](https://highleveragepractices.org/a-professional-development-guide-for-school-leaders/)
* [VDOE K-12 Inclusive Practices Guide](https://ttaconline.org/Resource/JWHaEa5BS75C1bTWZe8KQA/Resource-k-12-inclusive-practices-guide-virginia-department-of-education-vdoe)
* [VDOE Virtual Learning & Accommodations Guide](https://ttaconline.org/Resource/JWHaEa5BS76pntsE_prqWg/Resource-virtual-learning-and-accommodations-guide-assistive-technology-network-of-virginia)
* [Examples of Mnemonic Strategies](http://www.specialconnections.ku.edu/?q=instruction/cognitive_strategies/teacher_tools/mnemonic_strategies)

# **Here Are My Work Plans:**

* Identify necessary accommodations and modifications, *View HLP #13 Video 8:30-10:15*
* Support student needs by combining content enhancements with traditional accommodations, *View HLP #13 Video 10:16-13:35*
* Evaluate the adaptations for student impact, *HLP #13 Video 14:10 – 14:56*

[*Click Here for full HLP #13 Video*](https://youtu.be/JYxfJTf39CY)

# **Suggested Activities:**

* [Content Enhancement strategies](https://www.ttac.vt.edu/content/dam/ttac_vt_edu/CE_Overview1.pdf) such as graphic organizers, bold, underlined, italicized, color-coded content,
* [Guided notes](https://www.interventioncentral.org/academic-interventions/study-organization/guided-notes-increasing-student-engagement-during-lecture-)
* [Mnemonics](http://faculty.bucks.edu/specpop/mnemonics.htm)
* [Interactive Notebooks](https://www.edutopia.org/blog/interactive-notebooks-no-special-hardware-christina-lovdal-gil)

# **HLP 13 In Action!**

# **Design a Graphic Organizer**

**Directions:** Design a graphic organizer to introduce a new standard concept for a student using the following steps:

**Step 1**: Identify the information or content you wish to share with students

**Step 2:** Identify key components from the content

**Step 3:** Create a graphic representation of the information. The chart should represent key ideas and components of the content and show relationships among them.



## **References**

Hashey, A. I., Kaczorowski, T. L., & DiCesare, D. M. (2020). *High-Leverage Practices in Special Education, Guide 4.* Council for Exceptional Children.

McLeskey, J. (Ed.). (2019). *High leverage practices for inclusive classrooms*. New York: Routledge.

Find additional HLP Highlight Tools on [TTAC Online](http://ttaconline.org/Resource/JWHaEa5BS75BpXRi_D6u2A/Resource-hlp-highlight-tools-1-2-3-4-5-6-7-8-9-10-11-12-13-14-15-16-17-18-19-20-21-22).

For additional information about TTAC Region 4, go to <https://ttac.gmu.edu/>.