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# **HLP Highlight Tool**

# **HLP 13 – Adapt Curriculum Tasks & Materials for Specific Learning Goals** Embedded HLP under Pillar Explicit Instruction (HLP 16) & HLP 7

## Here’s What It Is:

When planning explicit instruction, consider students’ prior knowledge, needs and learner characteristics. To differentiate, adapt tasks and materials to facilitate students’ understanding of skills taught in a lesson and learning goals. Examples of common adaptations include simplifying directions, guided notes, highlighting important information, reducing practice problems and assistive technologies like read aloud and Bookshare. Some students with disabilities have required accommodations and modifications to make content and learning accessible. Accommodations and modifications will be recorded in students’ IEPs or 504 Plans.

Tools: [HLP 13 Checklist](https://ttaconline.org/Resource/JWHaEa5BS76_1CwnxOU9Qg/Resource-hlp-13-checklist-adapt-curriculum-materials-and-tasks-high-leverage-practices-implementation) [HLP 13 Rubric](https://ttaconline.org/Resource/JWHaEa5BS74wXKojKdARwQ/Resource-rubric--hlp-13-make-adaptations-to-tasks-and-materials-vdoe-ttac-at-gmu)

## When Do I Use It?

* When planning explicit instruction.
* When creating materials and tasks to facilitate understanding of skills and learning goals.
* When meeting students’ needs and altering the difficulty level and amount of material.
* When students with disabilities have required accommodations and modifications in their IEPs or 504 plans.

## Here’s What It Looks Like:

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

## Selected Resources:

### Literacy

* [IDA: Accommodations for Students with Dyslexia](https://dyslexiaida.org/accommodations-for-students-with-dyslexia/)
* [Reading Rockets: Accommodating Students with Dyslexia in all Classroom Settings](https://www.readingrockets.org/article/accommodating-students-dyslexia-all-classroom-settings)
* [Understood: Classroom Accommodations for Dyslexia](https://www.understood.org/en/articles/at-a-glance-classroom-accommodations-for-dyslexia)
* [TTAC Online: Virginia Essentialized Standards of Learning (VESOL) Instructional Resources](http://ttaconline.org/vesol)

### Mathematics

* LDA [Concrete-Representational-Abstract Approach](https://www.ldatschool.ca/learning-modules/cra-strategies/the-cra-strategy/)
* [Guided notes](https://www.interventioncentral.org/academic-interventions/study-organization/guided-notes-increasing-student-engagement-during-lecture-)
* Learner Variability Project [Worked Solutions](https://lvp.digitalpromiseglobal.org/content-area/math-7-10/strategies/worked-examples-math-7-10/summary)

### Overall

* [Understood: Common Accommodations and Modifications](https://www.understood.org/en/articles/common-classroom-accommodations-and-modifications)

## Resources to Extend Learning:

* [Accommodations Research from National Center on Education Outcomes](https://publications.ici.umn.edu/nceo/)
* [High Leverage Practices](http://www.highleveragepractices.org)
* IRIS Center [Universal Design for Learning: Creating a Learning Environment that Engages All Students](https://iris.peabody.vanderbilt.edu/module/udl/)
* IRIS Center [Differentiated Instruction: Maximizing the Learning of All Students](https://iris.peabody.vanderbilt.edu/module/di/)
* IRIS Center [Accommodations: Instructional and Testing Supports for Students with Disabilities](https://iris.peabody.vanderbilt.edu/module/acc/)
* [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)

## References

Aceves, T. C., & Kennedy, M. J. (Eds.) (2024, February). *High-leverage practices for students with disabilities. 2nd edition*. Arlington, VA: Council for Exceptional Children and CEEDAR Center.

Archer, A. L., & Hughes, C. A. (2011). Explicit instruction: Effective and efficient teaching. New York: Guilford Press.

CEEDAR Center (2024). *High-leverage practices self-assessment tool*.  Retrieved from

<https://ceedar.education.ufl.edu/high-leverage-practices/>

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.

## For additional HLP Highlight Tools, go to [TTAC](https://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) Online

For information about TTAC Region 4, go to [https://ttac.gmu.edu/](https://nam11.safelinks.protection.outlook.com/?url=https%3A%2F%2Fttac.gmu.edu%2F&data=04%7C01%7Cctalber1%40gmu.edu%7C717a601d8f47402ccfc108d9fd416faf%7C9e857255df574c47a0c00546460380cb%7C0%7C0%7C637819279759882488%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000&sdata=GbznIwsPLTJua0kFL7zcwup4SVohdCUFFXuU1cQkHck%3D&reserved=0).