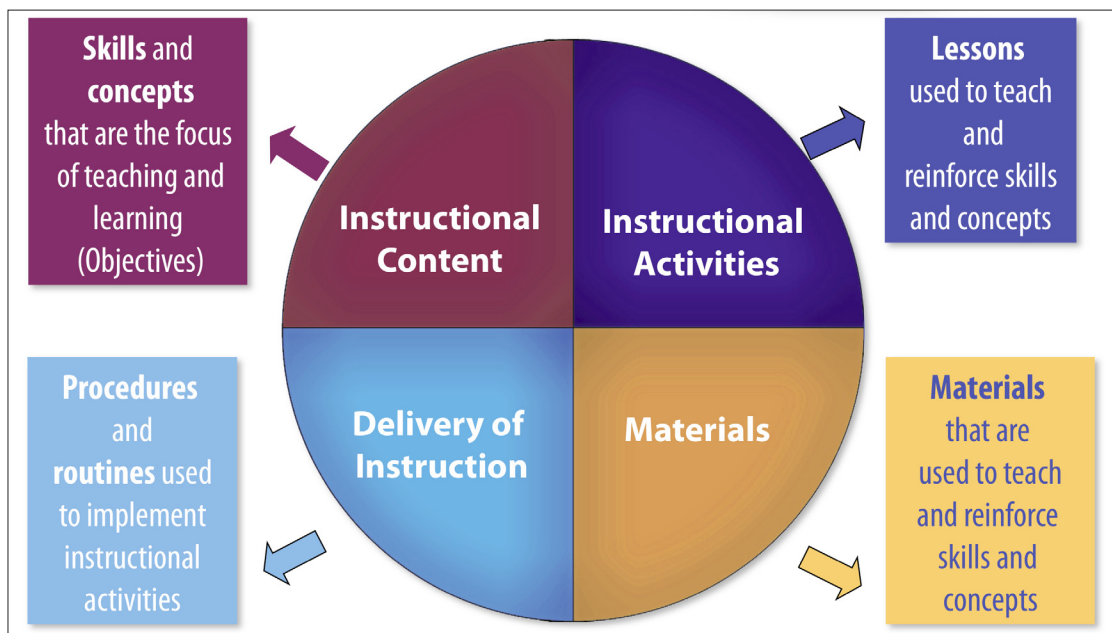


Adaptation Framework



Instructional Content

- Prioritize the information or skills that are taught in any given lesson.
- Prioritize the information or skills taught across lessons (e.g., the number of new vocabulary words introduced in a single week).
- Teach necessary prerequisite skills or content that students lack.

This does not mean “watering down the curriculum,” but rather focusing instruction on the essential concepts.

Instructional Activities

Teachers may design lessons that include:

- Increased active student involvement
- Small-group instruction
- Building background knowledge
- Preteaching the academic vocabulary used in instruction (e.g., *identify*, *regulate*) and content-specific vocabulary. In addition, recent immigrants may need support in understanding more basic words typically used in conversation.
- Cumulative practice of skills from previous lessons
- Allowing alternative ways to demonstrate learning. For ELLs, it is important to make response options that are not dependent on their productive language skill if they are still at a lower proficiency level. They can be asked to show, illustrate, role play, etc. For students with learning disabilities, additional support in academic language may be necessary.

- Integrating instructional routines included in modules in other units of this program (i.e., Anticipation-Reaction guides, providing examples and nonexamples of vocabulary words)
- Providing instruction and practice opportunities designed to motivate middle school students

Materials

Materials that can be used to adapt instruction for struggling secondary students include:

- Concrete examples
- Pictures
- Graphic organizers
- Study guides
- Audiovisual support
- Supplemental texts
- Assistive technology (e.g., word processors)

Delivery of Instruction

Perhaps the most powerful category of adaptations for struggling learners is adaptation of the delivery of instruction. This refers to the procedures and routines used to implement the instructional activities, such as:

- Making instruction visible and explicit
- Adjusting pacing
- Dividing tasks into smaller steps (divide projects or assignments into steps and give students feedback on each step as they are completed)
- Increasing opportunities for practice
- Providing daily review
- Providing guided practice and independent practice
- Providing clear feedback and scaffolding
- Monitoring student learning
- Checking frequently for understanding
- Providing additional instruction, if needed
- Ensuring mastery before moving on to the next skill
- Providing opportunities to engage in meaningful discussion about text and about problem-solving

Excerpted from Vaughn Gross Center for Reading and Language Arts at The University of Texas at Austin. (2010). *Response to intervention: Intervention instruction*. Austin, TX: Author.

Adapted with permission from University of Texas Center for Reading and Language Arts. (2003). *Special education reading project secondary institute – Effective instruction for secondary struggling readers: Research-based practices*. Austin, TX: Author.