

# ACCESS FOR ALL

## GUIDE 2.0



MISSISSIPPI STATE UNIVERSITY™  
RESEARCH & CURRICULUM UNIT



MISSISSIPPI  
DEPARTMENT OF  
EDUCATION

Ensuring a bright future for every child



# 2021 Access for All Guide 2.0

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Special thanks to the educators across the state who contributed to the research and writing of the *Access for All Guide*.

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# Introduction

The dissemination of the *Access for All Guide Version 2.0* signals an important shift in the way educators in Mississippi view the provision of educational adaptations. For the purpose of this guide, the term *adaptations* will be used to describe instructional and curricular changes that address the needs of diverse learners. The terms *accommodations* and *modifications* will be used when addressing students with disabilities and their specific Individualized Education Plans (IEPs). This guide will aid in providing quality classroom instruction for *all* students who receive instruction in general education settings, including early childhood, general education students, gifted learners, English learners, and students with disabilities. Providing access for all students takes a collaborative effort between administrators, general educators, special educators, parents, and the students themselves.

Legislation promoting accountability and facilitating the inclusion of *all* students has been enacted to ensure equal access to grade level academic content standards, or educational targets for students to learn at each grade level. Teachers can ensure that students work toward grade-level content standards by using a range of instructional strategies based on the varied strengths and needs of students. Again, it is important to note that educational adaptations are needed for *all* students to be successful.

More inclusive and diverse general education classrooms have made it imperative for educators to gain a working knowledge of adapting curricula, assessments, and instruction to meet the changing needs of their students and promote success (Conderman, Liberty, & Despain, 2017). If curriculum and instruction are not adapted to meet the individual needs and abilities of diverse learners, then students on the edges or margins—including those with learning differences, gifted learners, and culturally diverse learners—most often miss opportunities to learn at levels that are personally appropriate (Delisle, 2018). Adapting teaching and learning practices is instrumental in creating an inclusive learning environment where all students are actively engaged, challenged, and valued.

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## Adaptations

**Adaptations** are changes in the way instruction and assessments are carried out to allow a learner equal opportunity to demonstrate mastery of concepts and achieve the desired learning outcomes (Kurth & Kegan, 2014). They are essential to ensuring that all students experience the most success in the classroom. Adaptations are appropriate for students who have identified disabilities, as well as those who do not. They are also just as essential for students working above grade level since these particular students are not necessarily advanced in all areas. According to Classful Shop, it is useful to identify early on where they are working above grade level to plan adaptations that allow you to capitalize on their strengths and to help support areas in which they are weaker (2021). For many students, making adaptations to instruction and other classroom activities can determine their success in the classroom.

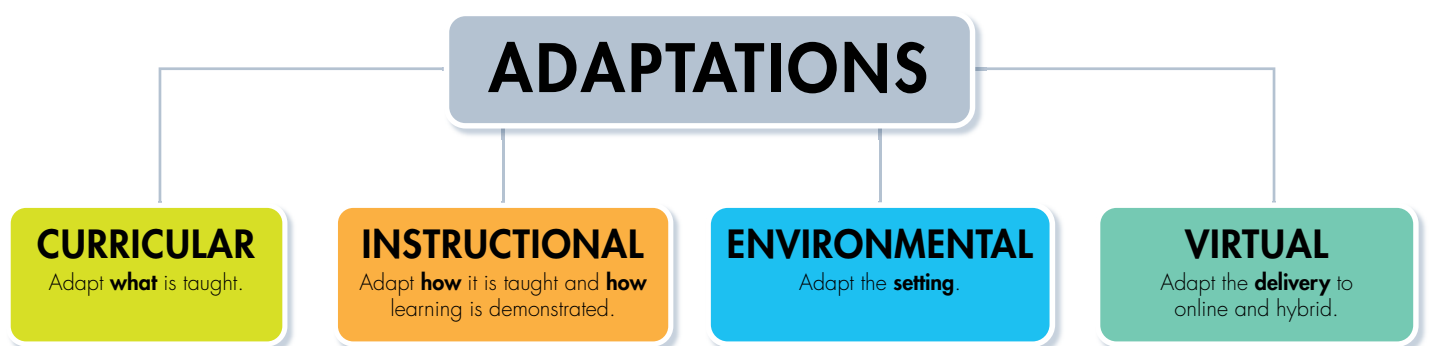
The key is to adapt the curriculum and instruction to the differing needs of students instead of requiring students to adapt to the curriculum.

Adaptations can be as simple as moving a student who is easily distracted to the front of the class, or more complex, such as altering the difficulty level of content that is covered in an assignment (Darrow & Adamek, 2018, Kessler, 2018). It is important to note, however, that there is little evidence to support the idea of ability-specific teaching strategies, but rather that all learners benefit from a common set of strategies that must be adapted to address the varying cognitive, emotional, and social capabilities of students (Mitchell & Sutherland, 2020; Kurth & Kegan, 2014). Because the adaptation that is most beneficial for each student is not always obvious, this guide was developed to support educators in making appropriate changes in the classroom based on their students' needs. This guide provides an overview of various adaptations as well as suggestions and resources that are relevant to various learners' needs.

Although the concept of education adaptation is fairly straightforward, it can take many different forms. In essence, teachers and curriculum specialists adjust and modify curricula according to student needs (Mitchell & Sutherland, 2020; Kurth & Kegan, 2014). Adaptations need to be individualized for students, based upon their needs and their personal learning styles and interests (Hamilton & Kessler, 2018). This allows students to relate to the general curriculum and other learning materials and activities and to demonstrate what they have learned. As they experience success in the classroom, motivation and learning increase, and overall student outcomes improve.

The simplest curricular adaptations focus on students who are able to comprehend and perform at the general education curriculum's levels of content and conceptual understanding but require differentiation in instructional techniques and the means in which each student demonstrates their depth of understanding.

### Types of Adaptations





## Curricular Adaptations

### CURRICULAR

Adapt **what** is taught.

- **Difficulty**
- **Preference**
- **Meaningfulness**

**Curricular Adaptations** adapt *what* is taught. It is a change to the classroom activity or materials in order to facilitate or maximize a child's participation in planned activities, interactions, and routines (Davis, Palincsar, Smith, Arias, & Kademian, 2017). Curriculum adaptations do not significantly alter the content, scope, or sequence of a curriculum. A curriculum adaptation is a small change that can have a powerful impact on a child's participation, sense of belonging, and opportunity to learn. The goal of curricular adaptations is to allow access to the general education curriculum for all students. It should broaden or alter the scope and sequence to accommodate a greater range of student learning goals. Curricular adaptations involve variations to any part of the teaching-learning process, including:

1. **Difficulty:** This type of curricular adaptation addresses skill levels, or how the student can do the work.
  - › Adjust difficulty level (e.g., reading the same story at a lower reading level).
  - › Complete task steps at a lower difficulty (e.g., science projects).
  - › Shorten difficult assignments.
  - › Use homework only for practice of previously acquired skills.
2. **Preference:** This type of curricular adaptation adapts the task or assignment to a student's learning preference.
  - › Incorporate students' preferences into tasks.
  - › Alternate between preferred and non-preferred tasks.
  - › Ensure all instructional objectives remain constant.
3. **Meaningfulness:** This type of curricular adaptation engages students and provides a purpose beyond the classroom.
  - › Keep previous knowledge in mind.
  - › Teach skills that help the student participate fully in individual community activities.
  - › Develop a "functional" activity that meets the overall objective, making traditional tasks more purposeful.
  - › Provide activities that help "awaken" the student's interest.
  - › Provide activities that allow the student to give his or her opinions, exchange ideas, and debate.

## Instructional Adaptations

### INSTRUCTIONAL

Adapt **how** it is taught and **how** learning is demonstrated.

- **Presentation**
- **Student Response**
- **Materials**

**Instructional Adaptations** are changes to the delivery of classroom instruction or the accompanying materials. Instructional adaptations change *how* students learn but do not change *what* they learn. They do not alter the scope or range of the grade-level academic content standards, nor do they change the complexity of the knowledge students are expected to learn. These adaptations involve changing the way in which material is presented and/or the way the student practices or demonstrates learning (Parsons & Vaughn, 2013). Teachers who adapt activities and materials based on individual needs and strengths ensure students are not bound by a single way of participating. Three common types of instructional adaptations include:

1. **Presentation:** These instructional adaptations change the way that instruction, directions, and information are presented.
  - › Heighten the student's interest and understanding.
  - › Activate prior knowledge.
  - › Establish the purpose and goals of a lesson.

For information regarding the allowable statewide testing accommodations, please refer to the [Mississippi Testing Accommodations Manual](#).

Questions? Contact the [MDE Office of Student Assessment](#).



2. **Student Response:** These instructional adaptations allow students to demonstrate their learning by completing instructional assignments or assessments through ways other than typical verbal or written responses. **These are specifically classroom adaptations.** For information regarding the allowable statewide testing accommodations, please refer to the [Mississippi Testing Accommodations Manual](#).
  - › Mark the answer sheet after the student responds orally.
  - › Allow the student to use a spelling dictionary or word wall.
  - › Allow the student to show knowledge with hands-on materials.
  - › Have the student follow written, pictorial, or audio-recorded task steps instead of giving them oral instructions.
  - › Reduce the number of items the student is expected to complete (e.g., working even or odd problems).



- › Allow for more creative ways for the student to show what he or she knows (e.g., creating a poster, building a model, or drawing a map in place of a written assignment).
3. **Materials:** These instructional adaptations are necessary to ensure students can participate as independently as possible. These strategies help to increase the participation of students who need more support or challenge. They are small changes or additions to classroom activities that have a big impact on a student's engagement or learning.
- › Incorporate more visuals to present content in different ways, such as maps, drawings, pictures, objects, and videos.
  - › Use graphic organizers to arrange key points in a way the student can easily grasp.
  - › Make content easier to learn by giving the student enhanced texts in which key parts are highlighted, pictures or symbols are added, and/or text is enlarged.
  - › Optimize positioning (e.g., placing materials within reach, arranging paper vertically rather than horizontally).
  - › Stabilize materials.
  - › Make materials larger or brighter.
  - › Modify the response.
  - › Present the same content, but offer variations in size, number, and format.



## Environmental Adaptations

### ENVIRONMENTAL

Adapt the **setting**.

- **When**
- **Where**
- **Who**

**Environmental Adaptations** involve changes to the physical surroundings of the situation, the setting for the task/activity, sights, sounds, and arrangements. The purpose of environmental adaptations is to enable a student with academic, social, behavioral, or emotional needs to cope with the demands of the environment while learning new skills (Shernoff, Ruzek, & Sinha, 2017).

The three types of environmental adaptations are:

1. **When**—These adaptations change the time during which the student is expected to work on a particular task.
  - › Adapt the daily schedule to provide additional breaks.
  - › Allot opportunities for the student to spend extra time with preferred adults or peers.
  - › Post a daily schedule.
  - › Develop individualized student schedules when needed.
  - › Post procedures for transition and no-transition times.
  - › Provide predictable routines.
  - › Color code scheduling information.
2. **Where**—These adaptations change the place in which the student is to work on the task or activity.
  - › Provide preferential seating.
  - › Provide study carrels.
  - › Provide a small group setting.
  - › Provide an individual setting.
  - › Provide a different location in the classroom (e.g., near an electrical outlet or the end of a row).
  - › Provide a separate location to access equipment (e.g., computer lab).
  - › Provide a private place for a student who has difficulty concentrating or staying on task (e.g., a study carrel or a quiet room).
  - › Minimize congestion and clear traffic lanes.
  - › Position groups/stations to minimize distractions.
  - › Provide clear lines of vision to the students.
  - › Post all instructional displays so that students may see them.
  - › Post behavioral expectations on classroom walls or other prominent places.

3. **Who**—These adaptations change the people involved as a student is completing a particular task or activity.
- › Utilize a different teacher for a particular subject or activity.
  - › Reduce the adult-to-student ratio.
  - › Change the number of peers with whom the student is grouped for instruction.
  - › Promote friendships between students with and without disabilities.
  - › Provide inclusive opportunities for students with disabilities.
  - › Put mechanisms in place for regular and effective communication between student and teacher.



## Virtual Adaptations

### VIRTUAL

Adapt the **delivery** to online and hybrid.

- **Communication**
- **Social-Emotional**
- **Cognitive**

During the COVID-19 pandemic, educators were forced to make adaptations beyond the classroom. Adaptations to technology, expectations, and environment were thrust to the forefront of the educational process. Educators who have been teaching for multiple decades adapted their practices countless times (Moorhouse, 2020; Sturm, 2020); however, the adaptations teachers made in the wake of COVID-19 had immediate implications for students.

A changed environment does not mean changing the rules, but it does mean adapting them so that all students can experience the learning fully. As schools and students move fluidly from traditional, hybrid, and virtual settings, teachers may consider the following adaptations to sustain student learning:

### 1. **Communication Adaptations:**

- › Offer transcripts and video recordings of your lessons.
- › Provide a hard copy of your assignments.
- › Use the chat box as another way to encourage participation that does not involve speaking. The students can interact and respond by typing sentences, letters (e.g., T for “True” and F for “False”), or emojis.
- › Record yourself reading lesson content or instructions so the student can follow along.
- › Turn on closed captioning for videos (or give the student clear instructions for turning on closed captioning in the videos you assign).
- › Allow students to communicate using a variety of formats (e.g., school-approved systems such as email, phone calls, or online meetings).

### 2. Social-Emotional Adaptations:

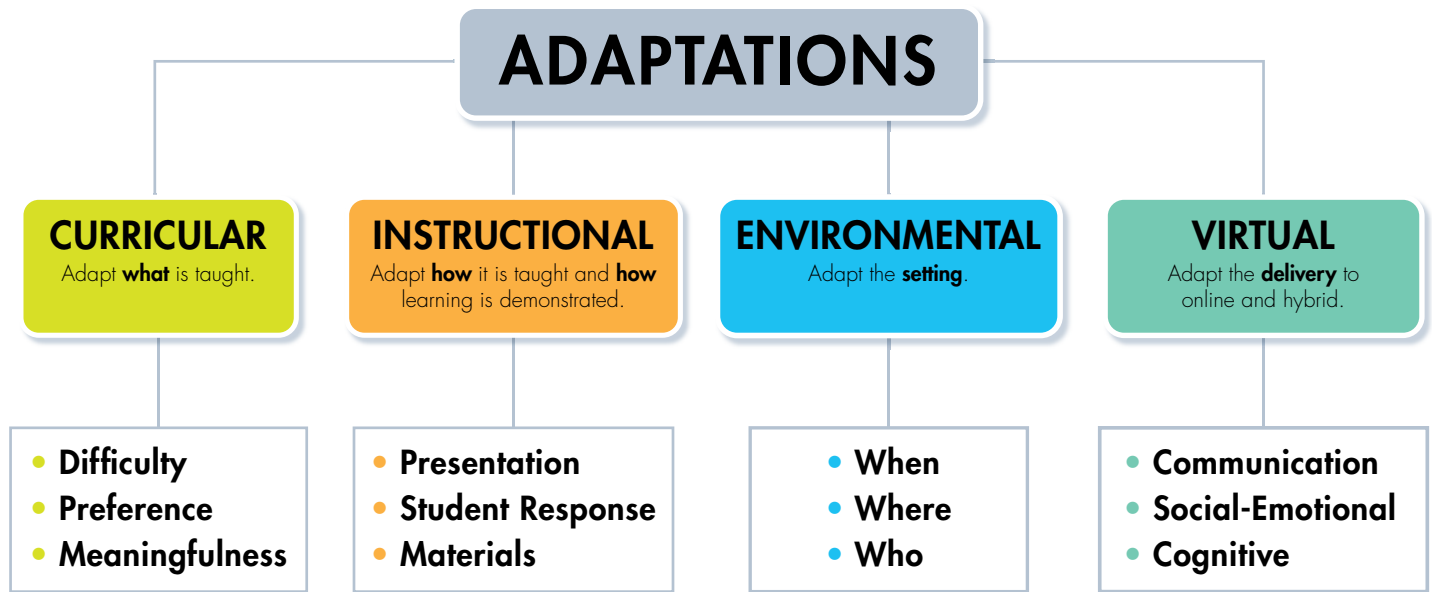
- › Be mindful of students who may feel anxious about having their camera turned on. Speak privately with the student to find a solution they feel comfortable with, such as using a filter or Bitmoji™.
- › Provide a variety of ways for the student to express his or her social and emotional needs. This can be done through conversations, writing prompts, feedback forms, and questionnaires.
- › Set aside time to review the daily schedule or checklist of tasks. Many students will find it reassuring to know exactly what to expect during the virtual school day.
- › Plan team-building activities to help students stay connected and feel a sense of belonging. For example, you can arrange for a virtual “spirit-week” during which students show school (or class) pride by participating in an activity related to the school. Offer students a variety of ways to participate.

### 3. Cognitive Adaptations:

- › Provide the student with visual aids that clearly explain how to complete tasks such as signing into class, asking questions, and maintaining appropriate online behavior.
- › When using a slide show, avoid overusing bullet points and including too much text on each slide.
- › Give oral, written, and visual directions.
- › Break lengthy lessons down so they can be delivered in small chunks of time.
- › Use an embedded timer in the lesson for the student to keep track of time.
- › Allow more time when asking the student a question, giving directions, or completing work.
- › Give the student “brain breaks” during long periods of instruction so the student can stretch and move his or her body.
- › Use videos and online graphic organizers to reinforce concepts.

Offer students a variety of ways to participate.

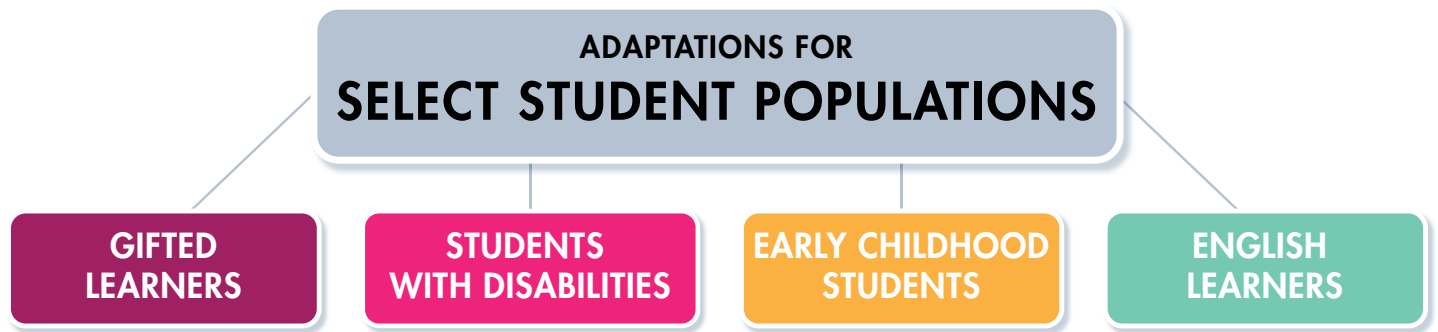




[Click here to download and/or print the Adaptations chart.](#)

## Adaptations for Select Student Populations

Special consideration and attention should also be given to adapting curriculum and instruction to respond to the wide range of instructional needs of select student populations. Adaptations to academic learning activities influence not only student motivation for academic engagement, but also the social dynamics within the classroom, as some students are repeatedly revealed to be successful, and others to be failures (Hymel & Katz, 2019). In fact, students' learning experiences as early as preschool can have long-term benefits in areas of academic achievement, grade progression, and high-school graduation (Boivin & Bierman, 2013). Instructional strategies that address the many forms of diversity in the classroom foster an inclusive learning environment where all students thrive because they feel accepted and respected.



Particular groups of learners may require a more tailored approach to adaptations. In teaching, one size does not fit all. Today's schools serve individuals with a variety of cultural, personal, emotional, and educational strengths and needs. Adaptations offer a flexible and individual approach to instruction. When a teacher reaches out to an individual or group and varies her teaching to create the best learning experience possible, that teacher is utilizing adaptations to create an optimal learning environment (Mitchell & Sutherland, 2020; Kurth & Kegan, 2014). It is not easy, but it is critical for success.

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### Adaptations for Gifted Learners

Gifted students in the general education classroom also benefit from adaptations that enrich curriculum and instruction. The U.S. Department of Education defines gifted students as students who show evidence of high achievement in multiple capacities. Gifted learners often feel like time spent in the general education classroom is unproductive when they are not challenged. Additionally, when students do not find the curriculum interesting or relevant, they are at risk of losing motivation, which can lead to underachievement (Brigandi, Weiner, Siegle, Gubbins, & Little., 2018; Delisle, 2018). Gifted learners will more likely perceive learning as beneficial, find the learning process more enjoyable, and maintain interest when the learning environment supports their talents (Barnett, 2019; Brigandi et al., 2018).

In Mississippi schools, gifted education programs are mandated in grades 2-6 for intellectually gifted students. The Mississippi Department of Education (MDE) Gifted Programs provides professional development and guidance for local gifted programs. For more information, please visit the [MDE Gifted Programs website](#).

Additional suggestions for how to best serve these students in the general education classroom are outlined in *Table 1 (Brown, 2017)*.

DO	DON'T
Provide extension, enrichment, acceleration, and complexity to area(s) in the student's specific area of strength.	Expect the gifted student to be gifted in every subject area.
Offer the gifted student choices within instruction.	Isolate the gifted student by having them work independently without oversight.
Ensure that tasks and assessments are linked to high-level content.	Penalize the gifted student for finishing assignments early by giving them more work.
Allow gifted students to collaborate with one another.	Assign gifted students as peer mentors for other students who need support.
Modify assignments so the gifted student can show mastery without repetition.	Lower grades for additional assignments that were not given to all students.

Table 1. Suggestions for serving gifted students in the general education classroom



## Adaptations for Students with Disabilities

"Specially Designed Instruction is what makes special education 'special.'"

– Dr. Marilyn Friend



By definition, special education is “specially designed instruction.” IDEA defines that term as adapting, as appropriate, to the needs of an eligible student [as defined by this law], the content, methodology, or delivery of instruction (i) to address the unique needs of the student that result from the student’s disability; and (ii) to ensure access of the student to the general curriculum, so that the student can meet the educational standards within the jurisdiction of the public agency that apply to all children [§300.39 (b)(3)]. Special education, therefore, involves adapting the “content, methodology, or delivery of instruction” (Center for Parent Information and Resources, 2017).

The [MDE Office of Special Education \(OSE\)](#) seeks to improve the education experience for children with disabilities. In keeping with the Individuals with Disabilities Education Act (IDEA) and State law, the OSE helps local schools and districts provide effective educational programs to students with disabilities, ages 3-20, who need special education and related services.

The OSE ensures that local school districts in Mississippi have special education programs, policies, and procedures that comply with the Federal IDEA and its implementing regulations, and that eligible children and youth with disabilities receive a Free Appropriate Public Education (FAPE).

Adaptations for students with disabilities can be provided in the form of accommodations and modifications which should be recommended based on the student's characteristics, access needs, and accommodation needs. Accommodations and modifications are documented by the eligibility process and specified in a student's Individualized Education Program (IEP). They are provided to enable the student to gain access to the classroom or the curriculum. For more information, please visit the [MDE Office of Special Education website](#).

In order to make effective accommodation decisions, the IEP committee should gather and review information about the student's present level of academic achievement, his or her functional performance in relation to the curriculum, and the supports the student requires during instruction and classroom assessment. IEP committee meetings must include discussions about providing the student equal learning opportunities and identifying practices and approaches intended to help the student overcome learning obstacles during instruction and assessment. Accommodations and/or modifications are generally grouped into the categories of presentation, response, timing/scheduling, and setting (Tennessee Department of Education, 2018).



### Adaptations for Early Childhood Students

The early childhood years are a critical time in the development of every child. The learning that takes place during the first eight years of life serves as the foundation for all later academic, social, emotional, physical and motor development. All children are capable of learning and meeting developmental milestones. In meeting those learning expectations and developmental milestones, all young children have different abilities and needs.

Some need more emotional support than others. Others may need more structure and direction. There are many variations of what is “typical” for young children and many differences among children in terms of how they grow and develop.

A high-quality early childhood program focuses on improving self-concept; increasing intellectual growth; enlarging understanding of the world, people, experiences, and ideas; increasing oral language, literacy, writing, listening, and thinking skills; increasing mathematical reasoning skills and scientific exploration. They work on increasing physical coordination and gross and fine motor skills; increasing their competency in dealing with emotions, feelings, and social situations; increasing self-direction and independence; developing cooperative, trusting relationships; and developing natural curiosity and creative potential, all while developing a love for learning.

As educators, we know that Inclusive Practices are the best practices. Inclusion starts when students are in structured group settings. An inclusive prekindergarten program recognizes and addresses the diverse needs and interests of each child. Adaptations should be used to overcome barriers and help children learn.





Click here to download  
*Making Adjustments.*

A high-quality early childhood program meets the requirements of the [\*Mississippi Early Learning Guidelines for classrooms Serving Three- and Four-Year-Old Children\*](#) (including principles of developmentally-appropriate practice based on child development and the strengths, interests, and needs of each individual child).

The [\*Making Adjustments Booklet\*](#) is available for teachers seeking adaptations in the Early Childhood curriculum and classrooms.

For more information, please visit the [MDE's Early Childhood website](#).



## Adaptations for English Learners

An English learner (EL) is an individual:

- Aged 3 through 21;
- Enrolled or preparing to enroll in an elementary school or secondary school;
- Not born in the United States or whose native language is a language other than English;
- who is a Native American or Alaska Native, or a native resident of the outlying areas; and
- who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or
- who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
- whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual
  - › the ability to meet the state's proficient level of achievement on state assessments;
  - › the ability to successfully achieve in classrooms where the language of instruction is English; or
  - › the opportunity to participate fully in society.

Adaptations used for all general education students (or special education students, if the EL student also has a special education eligibility) can also be used for English learners. The student's level of language proficiency should not be a barrier to academic or behavioral supports. All classroom adaptations as well as state accommodations and modifications for state testing should be documented in the student's Language Service Plan.

### MISSISSIPPI ENGLISH LEARNER GUIDELINES: REGULATIONS, FUNDING GUIDANCE, AND INSTRUCTIONAL SUPPORTS 2018



[Click here to download the Mississippi EL guidelines.](#)

The [\*Mississippi English Learner Guidelines: Regulations, Funding Guidance, and Instructional Supports 2018\*](#) is a resource guide available for teachers seeking adaptations for English learners. ELs are a diverse population, representing many, varied formal schooling backgrounds. See page 10 for a list of the types of English learners and characteristics related to each type.

## Awarding Carnegie Units



There is **no policy** that prohibits the awarding of Carnegie Units if adaptations are used as long as the student demonstrates mastery of the content.

There is **no policy** that prohibits the awarding of Carnegie Units if adaptations are used so long as the student demonstrates mastery of the content. Adaptations must be designed to make adjustments to the presentation and response of material outlined in the standard. As long as the content is not changed, a Carnegie Unit will be awarded.

When developing the IEP document for students with disabilities, the IEP committee must consider instructional/functional accommodations and/or program modifications when considering a student's work toward earning Carnegie Units. Some examples include:

- A student is expected to examine the contributions of archeology in the Middle East. Having the material presented at a lower readability level would not keep the student from mastering the content.
- A student is asked to cite strong and thorough textual evidence to support analysis of what the text explicitly says as well as inferences drawn from the text (English II RL.10.1). Allowing the student to present the material orally or visually would fulfill this requirement.

## Grading

In accordance with [Mississippi State Board of Education Policy Part 3, Chapter 2: Accreditation, Rule 2.3: Grading](#) and the Mississippi Public School Accountability Standards, each school district shall have a grading policy that is uniform by school grade designation. **The grading policy is not required to be uniform across all grade levels.** The grading policy shall be adopted by the local school board, published in the student handbook, and disseminated to parents. It is the intent of the Commission on School Accreditation and the State Board of Education that grading is the responsibility of teachers. Individuals with a disability, may have certain accommodations and/or modifications that are required by law as documented in their IEP. Examples of available grading adaptations include, but are not limited to, any one of a combination of the following:

- Base grades on individual progress.
- Use individualized grading standards.
- Grade process and product separately.
- Use rubrics with the student for the completion of the task.
- Weigh grades based on the difficulty of the assignments.
- Use a self-referenced system of grading.
- Use an inventory checklist noting mastery or non-mastery.
- Provide a performance report as an alternative to a letter grade or in addition to a letter grade.
- Involve the student in self-evaluation using goal setting, learning contracts, weekly conference.
- Use a multiple-marking system (examples may include but are not limited to: traditional letter grade system (A, B, C, D, F), pass/fail system, checklists of IEP goals/objectives, letters to parents/guardians, portfolios of student work, and parent-teacher conferences).
- Develop a school-wide or grade-level wide policy concerning adapted grades.
- Grade frequently to allow opportunities for increased feedback.
- Offer options of extra credit.
- Provide partial credit for items attempted or for partial answers.
- Share responsibility for grading among several educators.

## Whose Responsibility Is It Anyway?

The following chart provides information regarding the roles of those who are involved in developing and implementing appropriate curricular, instructional, and ecological adaptations.

<b>ROLES AND RESPONSIBILITIES</b>
General Educators
<ul style="list-style-type: none"><li>• Work with administrators, special education teachers, families, and the student to develop and maintain an appropriate IEP, modify assignments and tests, and implement behavioral supports as appropriate.</li><li>• Accept responsibility for all students in their classroom including students with disabilities, gifted students, and EL students.</li><li>• Explain and post learning and behavioral expectations and consequences for all students to reference.</li><li>• Meet individually and in private with each student to explain that you are available to assist with and discuss assignments, explain how you will apply adaptations, and restate your academic and behavioral expectations for the student.</li><li>• Provide the materials needed (e.g., tests, assignments, and answer keys) well in advance of due dates.</li></ul>
Related Service Providers
<ul style="list-style-type: none"><li>• Collaborate with special and general education teachers to determine appropriate ways for the student to access an appropriate education and facilitate their pursuit of important learning outcomes.</li></ul>
Administrators
<ul style="list-style-type: none"><li>• Promote the expectation that all students are capable learners.</li><li>• Implement the school district's policies that provide equal access to instructional and assessment programs for <b>all</b> students.</li><li>• Be familiar with the policies and procedures included in the accommodations and/or modifications and test administration manuals.</li></ul>

## ROLES AND RESPONSIBILITIES

### Parents/Guardians

- Provide information about the strengths and needs of their child.
- If their child has a disability, participate in the development, review and revision of their child's IEP and discussion about the need for instructional/functional and testing accommodations and/or program modifications.
- Provide information about strategies their child uses to complete homework and other tasks around the home.
- Encourage their child's self-advocacy skills.

### Students

- Provide information on their strengths and how the adaptations they use are working.
- Participate in ongoing conversations with the general education and special education teachers regarding adaptations.
- If appropriate, attend IEP committee meetings when the student turns 14 years old (or younger as appropriate).
- Provide information on needed adaptations.

### Special Educators

- Gather information regarding the student's learning characteristics, need for access, and potential accommodations and/or modifications as well as information regarding those who have been successful in the past to present to the IEP committee.
- Communicate with general educators and administrators **prior** to the start of the school year and frequently throughout the school year.
- Share the unique qualities and learning styles of the student.
- Share the legal requirements for general education accommodations and/or modifications.
- Partner with parents/guardians, general education teachers, and administrators to help implement accommodations and/or modifications.

## ROLES AND RESPONSIBILITIES

### Special Educators

- Be familiar with the policies and procedures included in the accommodations and/or modifications and test administration manuals.
- Work with the general education teachers and administrators, parents/guardians, and the student in modifying assignments and tests and implementing behavioral supports as appropriate.
- Be available, helpful, and supportive of general education teachers and administrators.
- Develop a system in conjunction with the general education teachers and administrators to devise and implement specially designed instruction in a timely manner.
- Respect the additional responsibilities of general education teachers and administrators and help in any way possible.

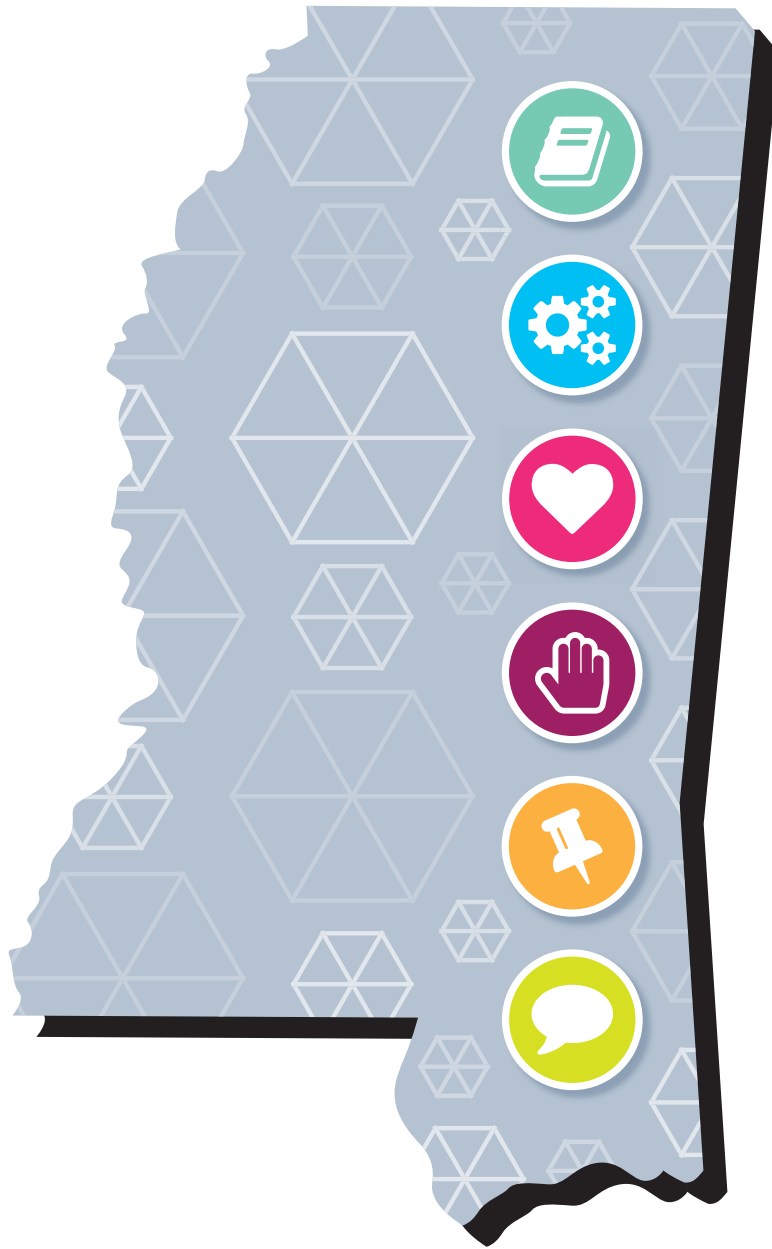
## Conclusion

The goal of classroom adaptations has always been to ensure that *all* students are successful. A crucial expectation is that with evidence-based strategies for instruction and support, all students can move toward learning grade-level academic standards, and all but a small percentage of students with the most significant deficits can achieve proficiency on those standards. This goal cannot be met with any one strategy or method of support. There are no “magic bullets” (University of Kansas, n.d.).

John Dewey said, “Education is not preparation for life; education is **life** itself.”

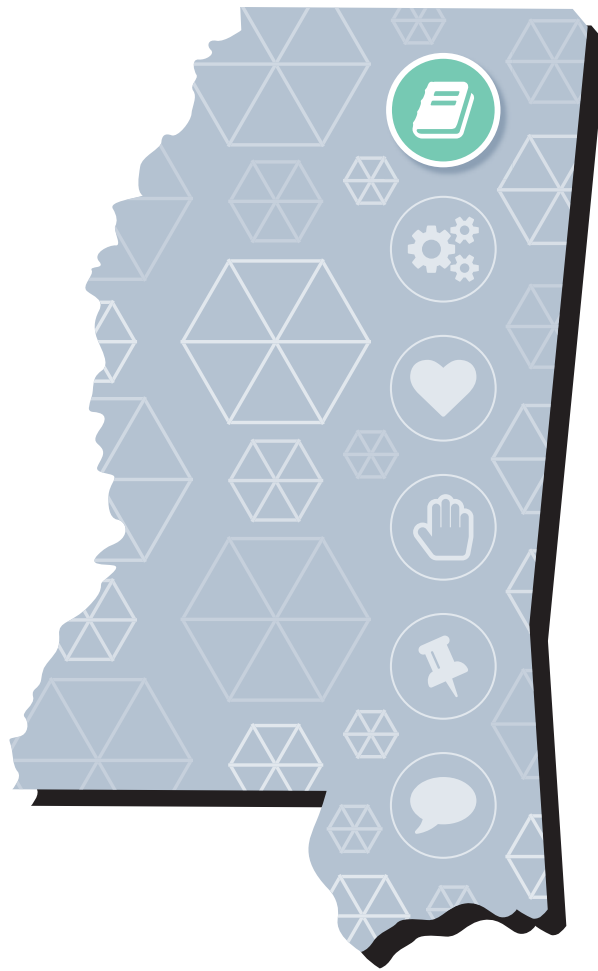
The goal has and will always be to help students become lifelong learners. Creating an environment in which students are encouraged to learn is vitally important (Haegle and Sutherland, 2015). Regardless of the student’s ability, if he or she can stand before others, show passion about a topic, and tell or demonstrate what he or she knows, then he or she is educated about a topic.

This updated version of the Access for All Guide was developed for the purpose of giving educators a tangible resource that provides adaptations in academic, physical, speech/language, social/emotional, behavioral, and organizational deficit areas. Each deficit area includes curricular, instructional, environmental, and virtual “Adaptations in Action.” This extensive array of digital resources and links will continue to be modified and updated.



ACCESS FOR ALL GUIDE 2.0

# INSTRUCTIONAL IMPLEMENTATION



# ACADEMICS

## DEFICIT AREA

- Reading Comprehension ..... 25
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# Reading Comprehension

## Questions that Address Potential Areas of Difficulty for the Learner

- Does the student have appropriate reading fluency?
- Does the student have the relevant background knowledge?
- Can the student make connections between prior knowledge and new information?
- Can the student identify inconsistencies between prior knowledge and new information?
- Does the student know the essential vocabulary?
- Can the student formulate appropriate/relevant questions about the text?
- Can the student make inferential connections?
- Can the student identify and differentiate several types of text structures?
- Does the student have familiarity with text features (e.g., table of contents, headings, glossary, etc.)?
- Can the student paraphrase or summarize what he or she has just read?
- Is the student aware when he or she is experiencing difficulties understanding the text?

## Possible Adaptations

- Provide recorded/digital versions of material.
- Highlight important ideas and have the student read those first.
- Provide study guides for the student to follow when reading independently.
- Allow the student to use books written slightly below their reading level.
- Provide visual/audio support for ideas in text.
- Provide relevant background knowledge through multiple modalities.
- Structure brainstorming activities so that relevant knowledge is activated, and inaccurate knowledge is revised.
- Provide advanced/graphic organizers based on text structure (may need to fill in information for some students).
- Provide the student with generic question prompts to use while reading (e.g., What did the character just do? How does this new information fit with what I already know?).
- Reduce the amount of information presented at one time.
- Allow the student to reread material or practice skills/strategies on previously read text rather than on new text.
- Allow the student to take notes, highlight, write in the text, or provide a copy of the text so that the student can mark directly on the text.



- Have the student draw images from text.
- Provide self-monitoring checklists for comprehension.
- Use simple written instructions or provide visuals.
- Provide study guides that feature the most important content.
- Block out extraneous stimuli (cover all text except section being read).
- Use consumable materials so that the student can highlight or mark on text.
- Reduce the complexity of the reading material.
- Provide a glossary of content-related terms.
- Outline reading material using words and phrases on the student's ability level.
- Use cooperative learning.
- Conduct task analysis.
- Use scaffolding (i.e., introduce concept, guided practice, vary contexts, immediate feedback, increase student responsibility, independent practice).
- Use high-interest, age-appropriate texts (adapted texts).
- Encourage “thinking time.”
- Reduce amount of information per page.
- Allow the student to perform alternate versions of assignments, including role playing the sequence of events in stories.
- Use story boards or other manipulatives (e.g., cut up comic strips) for sequencing.
- Use mnemonic devices.
- Shorten assignments based on mastery of content.
- Give directions in small steps.

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### Adaptations in Action

- C I** Teach pre-reading strategies (e.g., activate prior knowledge, identify text structure, set purpose for reading, etc.).
- C I** Teach note-taking skills.
- C I** Provide examples and teach names of different text structures.
- C I** Compare/contrast different text structures.
- C I** Teach the main idea (somebody, wanted, but, so, etc.).
- C I** Teach visual imagery of ideas in text.
- C I E** Teach self-monitoring of comprehension.
- C I E** Use flexible grouping strategies so that students can work on key skills in small groups.



## Adaptations in Action (continued)

- C I** [Teach comprehension strategies](#) (e.g., summarization, prediction, clarification, inferences, questioning, using high interest signs, movie, TV, car, motorcycle, sports ads, etc.).
- C I** [Teach vocabulary strategies](#) (e.g., how to determine meaning of unfamiliar words).
- C I** [Build comprehension skills using progressively longer segments of material.](#)
- C I** [Teach key words and phrases when reading directions such as circle, underline, and so forth.](#)
- C I** [Teach using context clues.](#)
- C I** [Have the student verbally paraphrase reading material.](#)
- C I** [Teach the student to read, stop, and summarize as they go.](#)
- C I** [Check for fluency](#) (accuracy of fluency, reading rate, word reading efficiency, and sentence fluency).
- C I E** [Check for comprehension](#) (passage reading, sentence comprehension, oral reading, silent reading, words in isolation or in context, matching vocabulary).
- C I** [Check the student's understanding of first, next, and last order.](#)
- C I** [Have the student verbally paraphrase reading material.](#)
- C I E V** [Provide practice in sequencing using software programs that give immediate feedback.](#)

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# Word Recognition/Decoding

## Questions that Address Potential Areas of Difficulty for the Learner

- Does the student have difficulty in perceiving or producing complex sounds?
- Does the student have a deficiency in awareness of sounds (phonological awareness)?
- Does the student have difficulty reading one/two/multisyllabic words?
- Does the student have difficulty reading words with affixes, prefixes, or suffixes?
- Does the student have difficulty reading the words?
- Does the student read with prosody (inflection)?
- Does the student have adequate reading speed?

## Possible Adaptations

- Allow the student to use books written slightly below their reading level.
- Provide recorded/ digital versions of material.
- Use a video or a movie that presents the same information.
- Use assistive technology to transfer printed words to speech.
- Have a reading buddy read aloud textbooks or other printed material.
- Provide opportunities for several rereadings of the same text.
- Reduce the amount of required reading.
- Provide a glossary of content-related terms.
- Allow extra time.
- Provide the same text at a lower readability level.
- Include a self-monitoring strategy.
- Use peer tutors.
- Use direct teaching.
- Teach “key words.”
- Teach word-analysis skills.
- Teach sight word recognition.
- Provide a vocabulary list.
- Shorten assignments based on mastery of content.



## Adaptations in Action

- C I** [Model appropriate reading speed and prosody.](#)
- C I E V** [Provide multiple interactions with the same text.](#)
- C I E V** [Encourage repeated readings using motivating and interesting activities.](#)
- C I** [Teach phonemic-awareness skills.](#)
- C I** [Teach word reading strategies](#) (e.g., letter-sound relationships, reading by analogy, variable vowel sounds, affixes, etc.).
- C I** [Teach commonly used prefixes and suffixes.](#)

- C I E** [Use flexible grouping strategies so that students can work on key skills in small groups.](#)

For reading fluency, use:

- C I** [Repeated reading](#)
- C I E** [Paired reading](#)
- C I** [Chunking](#)
- C I** [Paraphrasing](#)
- C I E** [Teach word recognition](#) (e.g., letter sound association, sound blending manipulating letter sounds, reading nonsense words, word identification, etc.).

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# Auditory or Language Comprehension

## Questions that Address Potential Areas of Difficulty for the Learner

- Is the student frequently off task?
- Does the student have problems with listening comprehension?
- Does the student have problems remaining attentive during verbal instruction or lectures?
- Does the student use shorter and less complex sentences for their age?
- Does the student have difficulty understanding what should be written?
- Does the student have difficulty understanding sentences that express relationships?
- Does the student frequently use the same sentence structures?

## Possible Adaptations

- Use visual aids, such as a whiteboard, overhead, PowerPoint, or charts.
- Provide an overview of the content at the beginning of the lesson.
- Introduce new vocabulary (preload) and concepts before the lesson.
- Provide a summary of important information from the lecture with a list of questions to be answered.
- Review previously learned content prior to the activity.
- Provide a glossary of content-related terms.
- Keep the student involved by encouraging him or her to ask questions or by breaking up the lecture with small group activities or discussions.
- Identify the main steps or key components of the information (restate using multi-sensory approaches).
- Write important ideas down on the board/chart, and use colored chalk or markers for emphasis.
- Give the student copies of lecture notes.
- Allow the student to use a recorder in order to record lectures and class discussions.
- Repeat, use other words, and summarize all key points (this is particularly important at the end of the lecture or discussion).
- Provide help for note-taking, such as giving a copy of material presented on smartboards, an outline of a lecture, or a diagram.
- Introduce new vocabulary and concepts before the lesson and ensure the student understands the vocabulary words.
- Use pictures, written words, charts, or diagrams to reinforce what is presented orally.
- Have the student say or show the directions in his or her own words.



- Provide an assignment notebook or a personal planner (the student may need to have the teacher fill it in at the beginning).
- Give step-by-step instructions, outlining the steps in writing or by using pictures.
- Rewrite or simplify the directions.
- Model sample problems or tasks.
- Combine spoken directions with pictures, words, or diagrams.
- Use predictable, consistent routines for assignment submission and return.
- Break long assignments into parts. Set a separate due date for each part.
- Give partial credit for late assignments or incomplete work until the student is able to complete work on time.
- Highlight important ideas and have the student read those first.
- Provide a study guide for the student to follow during lectures that contains the most important content.
- Allow the student to use books written slightly below his or her reading level.
- Provide visual/audio support for ideas in text.
- Provide high-interest lower-level vocabulary reading material.
- Shorten assignments based on mastery of content.

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## Adaptations in Action

- C I** [Teach pre-reading strategies](#) (e.g., activate prior knowledge, identify text structure, set purpose for reading, etc.).
- C I V** [Use graphic organizers for visual support.](#)
- C I** [Teach vocabulary strategies](#) (e.g., how to determine meaning of unfamiliar words).
- C I** [Teach comprehension strategies](#) (e.g., summarization, prediction, clarification, inferences, questioning, etc.).
- C I V** [Teach note-taking skills and strategies](#) (model in co-teaching).
- C I** [Teach the student how to identify main ideas and important information.](#)
- C I** [Teach summarization skills.](#)
- C I** [Teach the student how to ask clarification questions.](#)
- C I V** [Teach how to use assignment notebooks or personal planners.](#)
- C I E** [Teach self-regulation strategies.](#)
- C I E** [Teach organizational skills.](#)

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## Fine Motor Control/Spelling

### Questions that Address Potential Areas of Difficulty for the Learner

- Does the student have difficulty with handwriting or spelling?
- Does the student have large handwriting that does not stay within the lines?
- Does the student have small, cramped handwriting?
- Is the student's handwriting legible?
- Does the student have difficulty with cursive handwriting?
- Is the student's handwriting slow and labored?
- Does the student have predictable spelling patterns?
- Does the student have difficulty spelling irregular or multisyllabic words?
- Does the student have difficulty spelling words while writing?

### Possible Adaptations

- Allow the student to write directly in the workbook or on a copy of the workbook page.
- Provide an outline where the student has less to write.
- Reduce the amount of written work.
- Grade content and mechanics separately in written assignments.
- Allow the student to use a word processor or iPad with specific software (such as text to speech).
- Allow the student to dictate his or her work to a teaching assistant or classmate who will write the ideas down.
- Allow the student to record his or her ideas before writing them down.
- Allow the student to respond orally.
- Allow the student to use adaptive devices, such as pencil grips or special pen or pencil holders, erasable pens, and/or small papers with raised or color-coded lines.
- Allow the student to write in either print or cursive when writing for an extended time.
- Reduce the amount of copying.
- Allow extra time.
- Allow the student to use a spelling dictionary or electronic spelling aid.
- Give the student a chance to correct spelling errors.
- Provide a glossary of content-related terms.





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## Adaptations in Action

**C I** [Teach handwriting skills to improve legibility, fluency, or letter retrieval.](#)

**C I** [Teach handwriting skills both separately and within writing assignments.](#)

**C I V** [Teach word processing skills.](#)

**C I** [Teach specific spelling skills to improve word spelling, fluency, and retrieval.](#)

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# Writing

## Questions that Address Potential Areas of Difficulty for the Learner

- Does the student write only a few sentences?
- Does the student complain of not knowing what to write?
- Does the student have difficulty with handwriting?
- Does the student have difficulty with spelling?
- Does the student frequently write on the same topic?
- Does the student's writing lack detail?
- Does the student frequently use the same words when writing?

## Possible Adaptations

- Allow the student to use a thesaurus to find words to write or say.
- Provide brainstorming activities before writing.
- Provide graphic organizers that prompt the student in specific areas before writing.
- Let the student record his or her ideas before writing them down.
- Provide a glossary of content-related terms.
- Provide a graphic organizer to brainstorm vocabulary and ideas before writing.
- Provide speech-to-text software to reduce writing.
- Allow the student to type rather than write and encourage the use of spell check.
- Offer extended time.
- Utilize a rubric for mastery on specific skills.
- Provide a copy of notes.
- Modify assignments based on content (i.e., if an assignment is focused on writing content, then do not focus on grammar and spelling for grading).
- Provide sentence stems and focus on conjunctions to extend writing.

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## Adaptations in Action

**C I E** Have the student read and work on assignments out loud.

**C I E** Have the student orally construct paragraphs.

**C I** Break down written assignments.

**C I** Write one paragraph at a time on separate pages.



## ↗ Adaptations in Action (continued)

- C I V** [Provide a vocabulary list.](#)
- C I E** Use [written expression strategies](#) (e.g., hold/use pencil, trace/copy, letter/word writing, word sequences, spelling, planning, composing, reviewing, revising, etc.).

For written expression, use:

- C I** [Letter formatting](#)
- C I** [Letter associations](#)
- C I** [Mechanics](#)
- C I** [Sentence/paragraph structure](#)
- C I E V** [Graphic organizers](#)
- C I** [Teach brainstorming or pre-writing skills and strategies.](#)
- C I** [Teach new vocabulary appropriate to the writing situation.](#)

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# Dyslexia

## Questions that Address Potential Areas of Difficulty for the Learner

- Does the student have difficulty decoding words and reading fluently?
- Does the student have difficulty spelling and getting his/her thoughts on paper?
- Does the student have family members who also struggle(d) academically?
- Does the student have difficulty memorizing information such as the alphabet, his/her address, and the days of the week or months of the year?

## Possible Adaptations

### Classroom:

- Provide digital versions of text that the student can listen to, especially for content areas.
- Create opportunities for oral reading on a one-on-one basis and only ask the student to read aloud in class if he or she feels comfortable/volunteers to do so.
- Allow the student to use a highlighter to mark important parts of the text.
- Use shared reading or reading buddies.
- Allow the student to discuss, one-on-one, material after reading with a classroom aide, a partner student, or the teacher.
- Provide outlines, summaries of chapters, vocabulary words, and preview questions before reading.
- Give spelling tests orally.
- Do not penalize for spelling errors on written work.
- Reduce the number of spelling words.
- Allow the student to dictate work to a parent or aide.
- Provide speech-to-text software.
- Offer alternative projects instead of written reports.
- Photocopy another student's notes or designate a notetaker who will share notes at the end of class.
- Minimize the amount of copying from the board.
- Allow the student to use a keyboard to take notes.
- Allow the student to respond to questions orally rather than writing each answer.
- Use worksheets with minimal writing.
- Allow the use of electronic spell-checkers.
- Allow the student to record lessons.



- Have the student sit near the teacher.
- Use color coding to help the student organize his or her desk, notes, and books.
- Provide high-contrast materials with limited visual clutter.
- Give the student a chance to pre-read before asking him or her to read aloud.
- Provide manipulatives to use during spelling test (e.g., letter tiles).
- Provide an advance copy of notes.

### Homework:

- Reduce homework, especially assignments requiring reading.
- Provide a set of books/textbooks for the student to keep at home.
- Allow the student to dictate answers to a parent, sibling, or tutor.
- Allow typewritten homework.

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## Adaptations in Action

- C I E V** Teach using multisensory systems through all learning pathways: visual, auditory, kinesthetic, and tactile.
- C I E** Break tasks down into smaller chunks.
  - C I** Teach from easiest to most challenging material.
  - C I** Systematically review concepts using visual-spatial working memory.
- C I E** Teach phonemic awareness and letter knowledge, giving explicit instruction in sound identification, matching, segmentation, and blending, when linked appropriately to sound-symbol associations.
- C I** Have the student apply his or her decoding skills to fluent, automatic reading of text.
- C I** Have the student process word meanings to develop an understanding of words and their uses as well as connections among word concepts.
- C I E** Make sure the student understands what he or she is reading by frequently asking questions and having the student stop and summarize as he or she read parts of the text.
- C I E V** Teach the student to compose writing in stages: generating and organizing ideas, initially with a group or partner; producing a draft; sharing ideas with others for the purpose of gaining feedback; revising, editing, proofreading, and publishing.
- C I V** Use editing checklists.

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# General Math Strategies

## Questions that Address Potential Areas of Difficulty for the Learner

- Is the student having difficulty in math and learning given concepts?

## Possible Adaptations

- Provide an example of a correctly solved problem at the beginning of every lesson.
- Have the student verbally or visually explain how to solve a problem.
- Introduce only one concept at a time and teach it to mastery.
- Teach in small chunks so that the student gets lots of practice.
- Include manipulatives along with calculators to promote the use of manipulatives to build, remediate, and reteach conceptual understanding.
- Routinely model the use of estimation and have the student estimate a reasonable solution before starting any computation.
- Demonstrate all concepts with manipulatives.
- Manage classroom time and activities.
- Have routines and procedures.
- Provide clear expectations for the class and other areas.
- Individualize responsibilities and schedules.
- Use cooperative learning and teaming.
- Provide study guides.
- Activate prior knowledge.
- Check for understanding.
- Use graphic organizers.

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## Adaptations in Action

**C I** Daily re-looping of skills and concepts

**C I E** MLA (Model Lead Assess):

**C I** M: Teach the student skills with distinct, explicit steps.

**C I E** L: Lead the student in guided practice and correct missed steps throughout the process.

**C I E** A: Assess and reteach as necessary missed steps and parts not mastered.

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# Recalling Facts or Steps in a Process

## Questions that Address Potential Areas of Difficulty for the Learner

- Does the student have difficulty attending to important details?
- Does the student have difficulty recalling facts or steps in a process?

## Possible Adaptations

- Highlight operational signs/key words.
- Use vertical lines/graph paper for organization.
- Reduce the number of problems per page.
- Use a window overlay to isolate problems.
- Have the student repeat directions to the teacher.
- Use mnemonic techniques.

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## Adaptations in Action

- C I** Use RACE and RIDE strategies
  - C I** R: Restate the question: Did you restate the question in your own words?
  - C I** A: Answer the question: Did you answer the question completely? Did you label your answer?
  - C I** C: Cite evidence: Did you cite evidence by showing your work?
  - C I** E: Explain the answer: Did you explain how you solved the problem? What strategy did you use?
- C I** R: Remember the problem correctly.
- C I** I: Identify the relevant information.
- C I** D: Determine the operations and unit for expressing the answer.
- C I** E: Enter the correct numbers, calculate, and check the answer.

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# Word Problems

## Questions that Address Potential Areas of Difficulty for the Learner

- Does the student struggle to understand words related to math, such as greater than and less than?
- Does the student struggle to identify +, - and other signs, and to use them correctly?

## Possible Adaptations

- Allow the student to use a calculator when solving word problems.
- Provide a math reference sheet (e.g., steps used in doing subtraction, addition, multiplication, and division problems).
- Highlight key words in math word problems.
- Reduce the number of word problems assigned at one time.
- Reduce distracting stimuli by providing a quiet place.
- Provide immediate feedback.
- Provide multiple-choice answers.
- Use cloze notes.
- Provide computer-assisted instruction.
- Use video modeling.
- Provide peer tutoring.
- Use self-monitoring.
- Give instructional choice.
- Use mnemonic devices.
- Use graphic organizers.
- Use task analysis.
- Use modeling.
- Use recasting.
- Encourage “thinking time.”
- Use errorless learning.
- Teach “keywords.”
- Use concrete examples.
- Highlight key operational words/signs.
- Have the student restate the problem.
- Use a calculator/manipulatives.





## Adaptations in Action

- C I** [Teach the student to look for “clue” or “key” words/phrases in word problems](#) (e.g., altogether, sum, in all, how many left, remain, how many more, product, quotient, etc.).
- C I** [Teach analysis of steps](#) (e.g., “What is given?” “What is asked?” “What operation is needed?”).
- C I** [Teach the student to convert words into their numerical equivalents](#) (e.g., two weeks=14 days, one third= $\frac{1}{3}$ , one year=12 months, one yard=36 inches, one quarter=25 cents, etc.).
- C I** [Use teacher-made word problems using the student’s name and realistic experiences.](#)
- C I** [Have the student write number sentences after reading a word problem.](#)
- C I** [Have the student create word problems.](#)
- C I** [Pre-teach vocabulary.](#)
- C I E V** [Have the student develop a glossary of math terms.](#)
- C I** [Teach/build vocabulary.](#)

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# More Abstract/Complex Mathematical Operations

## Questions that Address Potential Areas of Difficulty for the Learner

- Does the student have difficulty following the steps required to solve simple math problems?
- Does the student have difficulty learning math concepts beyond the basic math facts?
- Does the student have difficulty finding different approaches to the same math problem?

## Possible Adaptations

- Provide tangible objects (e.g., clocks, money, rulers, scales, objects with different shapes, measuring cups, teaspoons, etc.).
- Use peer tutors to reinforce instruction.
- Highlight operational signs/key words.
- Use vertical lines/graph paper for organization.
- Reduce the number of problems per page.
- Use a window overlay to isolate problems.
- Have the student repeat directions to the teacher.

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## Adaptations in Action

**C I E** Provide repeated physical demonstrations of abstract concepts (e.g., identify things far away and close, small box in large room, more and less, etc.).

**C I E** Teach the student one concept at a time before pairing concepts (e.g., dimensionality, size, shape, space, etc.).

**C I** Reinforce why the student is learning a math concept, indicating how it is used in real-life situations.

**C I E** Teach first problems explaining how to associate concrete examples (e.g., 9 minus 7 becomes 9 apples minus 7 apples).

**C I** Continually review those abstract concepts which have been previously introduced.

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# Basic Math Facts/Foundations Skills

## Questions that Address Potential Areas of Difficulty for the Learner

- Does the student have difficulty learning and recalling basic math facts, such as  $2 + 4 = 6$ ?
- Does the student have difficulty with mental math?
- Does the student have difficulty remembering basic math concepts and basic math facts?
- Does the student still use his or her fingers to count instead of using more advanced strategies, like mental math?

## Possible Adaptations

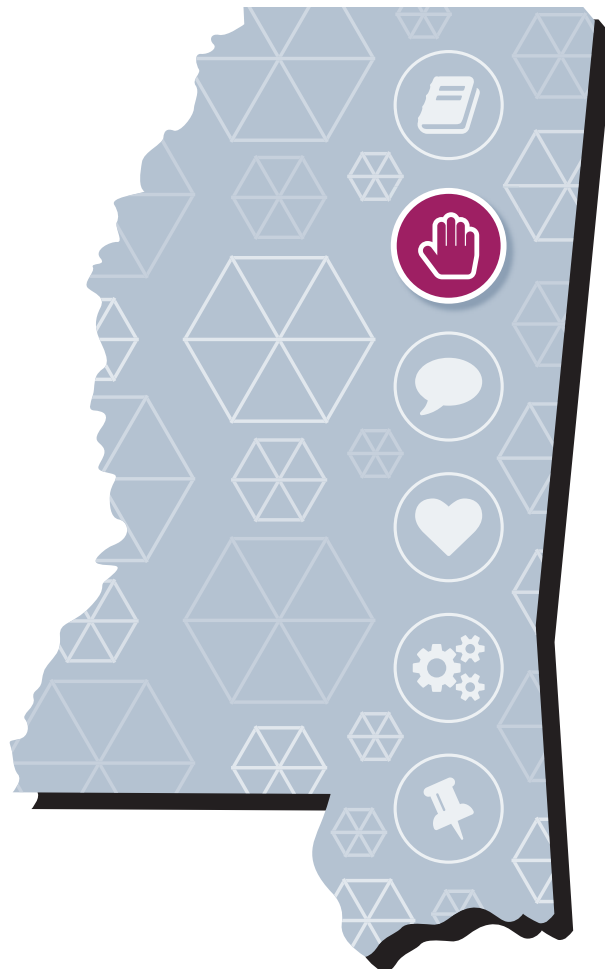
- Provide calculators.
- Provide manipulative objects (e.g., peg board, abacus, base ten blocks, etc.).
- Provide a math facts reference sheet for all operations for the student to use at his or her desk.
- Have a peer tutor work with the student on daily drill activities.
- Provide number lines on desks.
- Teach families of facts and separate facts into sets of fact families.
- Provide extra opportunities.
- Provide references to assist in fact calculation.
- Use manipulative objects.
- Practice flashcards with a peer/volunteer.
- Use folding-in technique for flashcard practice.
- Use student self-check/correct practice sheets.

**C** CURRICULAR   **I** INSTRUCTIONAL   **E** ENVIRONMENTAL   **V** VIRTUAL

## Adaptations in Action

- C I** Use tracking techniques, presenting a few facts at a time and gradually increasing number of facts as the student succeeds.
- C I E V** Use daily drill activities using graphic organizers, flash cards, written problems, auditory games, and so on.
- C I E** Provide timed drills in which the student competes to beat his or her own time.
- C I E** Provide opportunities for applying math facts to real life (e.g., measuring lengths of objects, weighing objects, getting change in cafeteria, etc.).
- C I** Choose a “fact of the day” for facts that are most problematic.

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# PHYSICAL

## DEFICIT AREA

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# Hearing

## Questions that Address Potential Areas of Difficulty for the Learner

- Does the student have difficulty hearing?
- Does the student lose attention when the instruction is auditory?

## Possible Adaptations

- Provide noise reduction (e.g., carpet and other sound absorption materials).
- Provide amplification options (e.g., personal hearing device or an FM system).
- Provide assistive devices such as TDD and TV captions.
- Use visual supplements (e.g., PowerPoint slides, smartboards, overheads, chalkboard, charts, vocabulary lists, lecture outlines, etc.).
- Use captioning or scripts for announcements, television, videos, or movies.
- Use real-time speech-to-text translation (i.e., computer on a student's desk).
- Provide specialized seating arrangements.
- Obtain the student's attention prior to speaking.
- Reduce auditory distractions (i.e., background noise).
- Reduce visual distractions.
- Enhance speech reading conditions (e.g., avoid hands in front of face, mustaches well-trimmed, no gum chewing, etc.).
- Present information in simple, structured, and sequential manner.
- Clearly enunciate speech.
- Allow extra time for processing information.
- Repeat or rephrase information when necessary.
- Use a buddy system for notes and extra explanations/directions.
- Check frequently for understanding of information.
- Offer downtime or a break from listening.
- Give extra time to complete assignments.
- Give step-by-step directions.
- Allow the student to utilize a notetaker.
- Remind the student to wear his or her hearing aids.
- Provide an interpreter if necessary.



## Adaptations in Action

- C I** [Use systematic and explicit instruction of skills.](#)
- C I E** [Use explicit instruction of question/answer routines and following directions.](#)
- C I E** [Use consistent classroom routines.](#)
- C I** [Use pragmatic and figurative language.](#)
- C I E** [Use printed material posted to support routines in the environment.](#)
- C I E** [Use small group instruction.](#)

Use:

- C I E** [Visual phonics](#)
- C I E** [Cued speech](#)
- C I E** [Sign language](#)
- C I V** [Incorporate graphic organizers and picture prompts.](#)
- C I** [Pre-teach new concepts.](#)
- C I** [Reteach and review previously learned concepts.](#)
- C I E** [Teach using visual and auditory prompts and cues.](#)

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# Vision

## Questions that Address Potential Areas of Difficulty for the Learner

- Does the student squint or strain eyes to see or read?
- When reading, does the student hold reading material up close to the eyes or at a distance from the eyes?
- When reading, does the student tilt his or her head, using primarily one eye?

## Possible Adaptations

- Provide assistive technology adaptations such as screen readers and screen enlargement software.
- Provide adaptive devices such as talking calculators, magnifiers, and closed-circuit televisions.
- Use alternative communication systems such as tactile sign language; haptic, symbol or object communication; or calendar boxes.
- Use appropriate special devices for reading and writing, such as slates and styli; optical aids; closed-circuit television systems; electronic note-taking devices; computers adapted with speech, enlarged type, or braille; and other voice, video, and data information technologies.
- Use extended time.
- Use specialized adaptive materials.
- Make environmental adaptations.
- Remind the student to wear his or her glasses.
- Provide high-contrast materials with limited visual clutter.

**C** CURRICULAR   **I** INSTRUCTIONAL   **E** ENVIRONMENTAL   **V** VIRTUAL

## Adaptations in Action

**C I E V** Use sequential, hands-on, multi-sensory lessons.

**C I E** Increase reliance on tactual skills.

**C I E V** Use systematic instruction in auditory skills.

**C I E V** Use appropriate modes (e.g., braille, print, or recorded format) for such purposes as gaining academic information and demonstrating competency.

**C I E V** Teach computer keyboarding skills.



## ↗ Adaptations in Action (continued)

- C I** [Summarize information using multiple modalities](#) (e.g., visual, auditory, kinesthetic, tactile, etc.).
- C I E** [Model think-aloud procedural steps.](#)
- C I** [Teach, model, and practice color coding or highlighting text for organization.](#)
- C I E V** [Teach keyboarding instruction.](#)
- C I E** [Teach, model, and practice methods of taking in new information.](#)
- C I E** [Teach using visual and auditory prompts and cues.](#)

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# Chronic Health Problems, Congenital Conditions, and Head Injuries

## Questions that Address Potential Areas of Difficulty for the Learner

- Is the student frequently absent from school?
- Does the student have extended stays in the hospital?

## Possible Adaptations

*Adaptations for students with chronic health problems, congenital conditions, and head injuries depend on the nature and functional limitations of a student's documented disability; these students may be eligible for academic adjustments and/or auxiliary aids and services.*

**C** CURRICULAR    **I** INSTRUCTIONAL    **E** ENVIRONMENTAL    **V** VIRTUAL

## Adaptations in Action

- C I** [Research specific health conditions to develop a full awareness of the specific needs of each student with chronic health issues, congenital conditions, and head injuries.](#)
- C I V** [Collect as many resources as possible about the condition of each student.](#)
- C I** [Communicate regularly with the student's parents/guardians.](#)
- C I E** [Create a school support team for each student with any of these conditions being sure to include at least one of each student's peers on the support team.](#)

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# SPEECH

## DEFICIT AREA

- Speech Impairment ..... 51
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# Speech Impairment

## Questions that Address Potential Areas of Difficulty for the Learner

1. Articulation
2. Fluency/Stuttering
3. Voice
  - Is the student difficult to understand when speaking?
  - Does the student need more time to communicate his or her wants and needs?
  - Does the student speak at an appropriate rate with appropriate volume, pitch and voice quality?

## Possible Adaptations

### Articulation

- Alternate means of communication, such as augmentative or alternative communication devices, sign language, or communication boards.
- Model good speech production in the classroom.
- Reinforce accurate production of speech sounds.

### Fluency/Stuttering

- Reinforce instances of “easy speech” in the classroom.
- Allow longer oral response time.
- Avoid telling the student to “slow down” when participating in group discussions.
- Discuss fluency concerns with the speech-language pathologist.

### Voice

- Encourage appropriate use of voice in the classroom.
- Help the student reduce instances of yelling or throat clearing.
- Reduce the amount of background noise in the classroom.
- Provide preferential seating near the teacher or at the front of the class.

### All

- Modify assignments requiring the student to make oral classroom presentations.
- Discuss concerns with the speech-language pathologist.
- Reduce amount of pressure to communicate in the classroom.



## Adaptations in Action

- C I E** Avoid correcting speech difficulties; model correct speech patterns.
- C I E** Provide a positive learning environment.
  - C I** Capitalize on the student's strengths as much as possible.
- C I E** Be patient when the student is speaking.
  - C I** Develop a procedure for the student to ask for help.
  - C I** Speak directly to the student.
- C I E V** Be aware that the student may require another form of communication.
- C I E** Encourage participation in classroom activities and discussions; model acceptance and understanding in classroom.
- C I** Anticipate areas of difficulty and involve the student in problem-solving.
- C I E V** Devise alternate procedures for an activity with the student.
- C I** Consult a speech-language pathologist concerning your assignments and activities.
- C I** Connect with the speech-language pathologist to ensure the correct accommodations are in place.

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# Language Impairments

## Questions that Address Potential Areas of Difficulty for the Learner

- Does the student have difficulty following directions?
- Is the student able to answer questions with an appropriate response? For example, do *where* questions yield *place* answers?
- Does the student seem to understand what is being said?
- Does the student use age-appropriate vocabulary?

## Possible Adaptations

- Shorten and/or modify oral directions.
- Allow longer response time.
- Provide visuals to enhance explanation of new material, especially with abstract concepts.
- Give written directions or visual cues for verbal directions.
- Obtain the student's attention before giving a direction.
- Assist the student in giving correct responses by accepting his or her answers and expanding, or giving the student an opportunity to explain his or her response.
- Simplify question forms by asking basic questions, one at a time.
- Modify assignments requiring the student to make classroom presentations.
- Provide individualized instruction to improve the student's ability to complete activities requiring listening.
- Provide varied opportunities for language development through participation in regular classroom activities.
- Discuss language concerns with the speech-language pathologist.

**C** CURRICULAR   **I** INSTRUCTIONAL   **E** ENVIRONMENTAL   **V** VIRTUAL

## Adaptations in Action

**C I E** Incorporate the student's interests into instruction.

**C I V** Ensure the student has a way to appropriately express their wants and needs.

**C I V** Reinforce communication attempts (e.g., their gestures, partial verbalizations, etc.) when the student is non-verbal or emerging verbal.

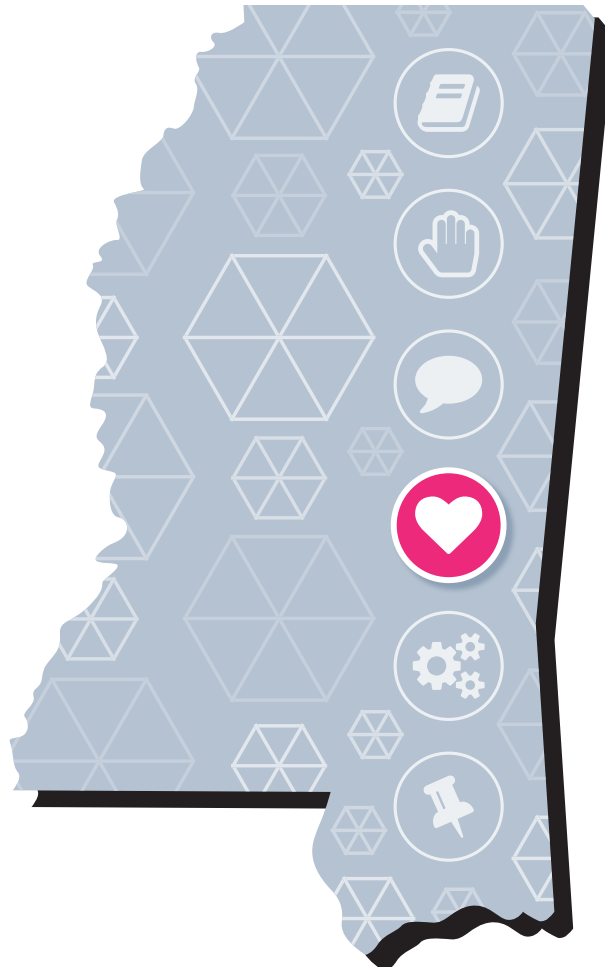
**C I** Provide step-by-step directions, repeating when necessary.



## ↗ Adaptations in Action (continued)

- C I** [Paraphrase back what the student has said or indicated.](#)
- C I E** [Use storybook sharing in which a story is read to the student and responses are elicited \(and give praise for appropriate comments about the content\).](#)
- C I** [Give multiple-choice instead of open-ended questions.](#)
- C I** [Use linguistic scaffolding techniques that involve a series of questions.](#)
- C I E** [Use language for social interaction and to resolve conflicts.](#)
- C I** [Emphasize goals and tasks that are easy for the student to accomplish.](#)
- C I** [Work at the pace of the student.](#)
- C I** [Present only one concept at a time.](#)
- C I E V** [Use computers in the classroom for language enhancement.](#)
- C I** [Encourage reading and writing daily.](#)
- C I E V** [Use tactile and visual cues \(e.g., pictures, 3D objects, etc.\).](#)
- C I** [Incorporate vocabulary within the context of the unit being taught.](#)
- C I E V** [Provide fun activities that are functional and practical.](#)
- C I** [Be aware of the student's functioning levels in auditory skills, semantics, word recall, syntax, phonology, and pragmatics \(and how they affect academic performance\).](#)
- C I** [Gain the student's attention before giving verbal instructions.](#)
- C I** [Ask the student to repeat the instructions.](#)
- C I** [Prompt the student when necessary.](#)
- C I E** [Provide a quiet spot for the student to work whenever possible.](#)
- C I E V** [Provide visual cues—on the board, in PowerPoint slides, or on chart paper.](#)
- C I E** [Use gestures that support understanding.](#)
- C I E** [Ask the speech-language pathologist to present language units to the entire class.](#)

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# SOCIAL EMOTIONAL DEFICIT AREA

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- Inappropriate Social Behaviors ..... 58
- Relationships and Social Interactions, Building and Maintaining Interpersonal Relationships ..... 60
- Trauma Induced ..... 62



# Depression and Unhappiness, Physical Symptoms and Fears

## Questions that Address Potential Areas of Difficulty for the Learner

- Does the student appear unhappy?
- Is the student disorganized?
- Does the student appear disheveled?
- Is the student irritable?
- Is the student connected to any social groups?
- Does the student have any close relationships?
- Is the student exhibiting extreme or frequent emotions?
- Does the student exhibit extreme emotions at inappropriate times?
- Is the student devoid of any emotions or expresses very little emotion?
- Does the student act overly happy or overly sad?



### IMPORTANT

If you think or know a student has suicidal thoughts or tendencies contact the school social worker or counselor immediately. Alert administration and provide the student and his or her parents/guardians with the following contact information:

**Suicide Prevention Hotline**  
**1.800.273.8255**  
**[suicidepreventionlifeline.org](http://suicidepreventionlifeline.org)**

## Possible Adaptations

- Provide alternative activities to stress-producing tasks (e.g., writing a poem instead of reciting it to the class).
- Allow the student to be an observer of some activities without requiring him or her to be an active participant (e.g., scorekeeper, note taker, etc.).
- Allow the student to attempt something new in private before doing it in front of others.
- Provide time for relaxation techniques.
- Establish a quiet, calming area.
- Be aware of any medications the student might be taking and potential side effects.
- Anticipate behavioral unpredictability.
- Extend time for tasks.
- Reduce the number of practice items once the student has demonstrated mastery of a task.
- Implement a Multi-Tiered System of Support (MTSS).
- Implement an Early Warning System (EWS).





## Adaptations in Action

- I E [Create a calm atmosphere.](#)
- I E [Make necessary adjustments in the environment to prevent the student from experiencing stress, frustration, or anger.](#)
- I E [Be especially attuned to other students who may make fun of, tease, or bully the student and prevent it from happening.](#)
- I E [Provide a consistent routine in order to enhance stability.](#)
- C I E [Teach the student acceptable ways to communicate frustration, stress, anger, and fear.](#)
- I [When correcting the student, be honest yet supportive.](#)
- C I E [For some activities, pair the student with a peer who helps the student feel comfortable.](#)
- C I [Make sure the student has adequate time to perform tasks.](#)
- I E [Separate the student from peers who stimulate sudden or dramatic mood changes.](#)
- I E [Teach the student to recognize a mood change so that he or she may deal with it effectively.](#)
- C I [Break assignments down to smaller tasks and reinforce task completion.](#)
- C I [Follow low-interest activities with high-interest activities.](#)

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# Inappropriate Social Behaviors

## Questions that Address Potential Areas of Difficulty for the Learner

- Does the student overreact to situations?
- Does the student respond inappropriately to teachers or peers?
- Is the student talking out in class?
- Does the student respect basic classroom procedures?
- Is the student non-compliant?
- Is the student over-emotional?

## Possible Adaptations

- Establish a continuum of consequences (positive and negative) to increase appropriate behavior.
- Make classroom management plans based on student behavioral data.
- Provide reminders and/or prompts and actively scan, move, and interact with the student.
- Have three to five classroom rules that are posted, clearly defined, and explicitly taught.
- Record how often and how long (duration) a behavior problem lasts.
- Record events that occurred before, during, and after a behavior incident.
- Use planned ignoring (systematically withholding attention from the student when he or she exhibits minor undesired behavior that is maintained or reinforced by teacher attention).
- Give reminders before an inappropriate behavior is exhibited that describes the appropriate expected behavior.
- Use a special sign or signal between the teacher and student to notify student of an inappropriate behavior occurring.
- Provide “hot pass” or “cool-off card,” which is a card the student gets and can show to the teacher that allows them to go to the office, a school counselor, or a nurse (designated ahead of time) to cool off if they feel a negative behavior coming on.
- Offer short breaks for yoga, meditation, and/or relaxation techniques.
- Provide cooperative games rather than win/lose games.
- Offer facilitated socialization at recess, lunch, and breaks.
- Conduct structured role playing, both with successful and undesired outcomes (i.e., troubleshooting).
- Use calming strategies.
- Establish a quiet cool-off area.
- Implement Positive Behavioral Interventions and Supports (PBIS).



- Implement a Multi-Tiered System of Support (MTSS).
- Implement an Early Warning System (EWS).
- Establish a plan for violence prevention and recovery.

**C** CURRICULAR    **I** INSTRUCTIONAL    **E** ENVIRONMENTAL    **V** VIRTUAL

## Adaptations in Action

- C I E** Model, prompt, monitor, and reinforce academic and social behaviors.
- I E** Provide an environment that is calm, consistent, and structured.
- C I E** Develop predictable classroom routines and teach them to the student.
- I E** Provide the student with a predetermined signal if he or she begins to exhibit inappropriate behavior.
- C I E** Teach and implement self-monitoring and self-control techniques.
- C I E** Teach appropriate behavior for arrival time, transition from classes, lunch time, dismissal time, and what to do after work is completed.
- I E** Give frequent and specific praise for desired/positive behaviors.
- C I E** Teach respectful and safe behavior.
- I E** Use peer modeling to demonstrate appropriate play and interaction.
- C I** Use guided notes to document critical content.
- I E** Use visual cues and prompts to remind the student to remain on task.
- C I E** Intersperse preferred and non-preferred tasks.
- C I E** Intersperse easy and difficult demands on an 80/20 basis and work to increase the percentage of difficult demands.
- I E** Use self-monitoring checklists.
- C I E** Use behavioral contracts and management plans.
- C I E** Teach replacement behaviors.
- C I E** Teach de-escalation strategies.
- I E** Be consistent and sincere with praise for appropriate behavior.
- C I E** Develop a behavioral contract for the student specifying the behavior that is expected.

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# Relationships and Social Interactions, Building and Maintaining Interpersonal Relationships

## Questions that Address Potential Areas of Difficulty for the Learner

- Does the student respond to teachers or peers appropriately?
- Does the student have close personal family relationships?
- Is the student involved in extra-curricular activities?
- Does the student initiate social interactions?
- Can the student maintain an interaction with peer or teacher for at least five minutes?

## Possible Adaptations

- Establish personalized goals and strategies so the student can experience success.
- Use seating arrangements to encourage social interactions.
- Implement a Multi-Tiered System of Support (MTSS).
- Implement an Early Warning System (EWS).
- Implement Positive Behavioral Interventions and Supports (PBIS).

**C** CURRICULAR   **I** INSTRUCTIONAL   **E** ENVIRONMENTAL   **V** VIRTUAL

## Adaptations in Action

- C I E** Provide as many social and academic learning opportunities as possible for the student to feel successful.
- C I E V** Watch videos of social stories/interactions and ask them to explain.
- C I E** Use explicit social skills instruction.
- I E** Use a variety of groupings to determine the situation in which the student is most comfortable.
- C I E** Set up goals aimed at social interactions.
- I E** Use role-playing situations.
- C I E** Teach respectful and safe behavior.
- C I E** Teach anti-bullying techniques regularly and often.
- C I E** Teach appropriate behavior for arrival time, transition from classes, lunch time, dismissal time.
- I E** Model socially acceptable ways of expressing feelings.



## ↗ Adaptations in Action (continued)

- I E [Give the student the responsibility of helping another student.](#)
- I E [Call on the student when he or she is most likely to respond successfully.](#)
- C I E [Have peers invite the student to participate in extracurricular activities.](#)
- I E [Start grouping in pairs or groups of three or four, and increase group size as the student's comfort level increases.](#)
- I E [Assign outgoing, nonthreatening peers to help the student participate in activities.](#)
- C I E [Teach appropriate ways to interact with others \(e.g., sharing materials, taking turns, having conversations, problem solving, etc.\).](#)

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# Trauma Induced

## Questions that Address Potential Areas of Difficulty for the Learner

- Has the student experienced a traumatic event or events?
- Has the student been physically, sexually, or emotionally abused?
- Is the student in foster care?
- Is the student frequently late?
- Does the student have a stable home environment?
- Are the student's daily needs being met (e.g., food, clothing, shelter, etc.)?
- Is the student homeless?
- Is the student fearful?
- Does the student interact with teachers and peers appropriately?
- Does the student overreact emotionally or physically to situations?



### IMPORTANT

If you think or know a student has suicidal thoughts or tendencies contact the school social worker or counselor immediately. Alert administration and provide the student and his or her parents/guardians with the following contact information:

**Suicide Prevention Hotline**  
**1.800.273.8255**  
**[suicidepreventionlifeline.org](http://suicidepreventionlifeline.org)**

- Is the student withdrawn?
- Does the student participate in risky behavior?
- Does the student create chaotic events when the atmosphere is calm?

## Possible Adaptations

- Implement a Multi-Tiered System of Support (MTSS).
- Implement an Early Warning System (EWS).
- Check in and out with a trusted adult.
- Practice positive reinforcement.
- Encourage peer support.
- Use specialized instruction from the school counselor.
- Prepare an alternate schedule.
- Reduce assignments.
- Provide a calming or break area.
- Vary environmental arrangements.
- Provide a quiet space to complete activities or tasks.
- Allow extra opportunities to complete work.
- Allow extra time.



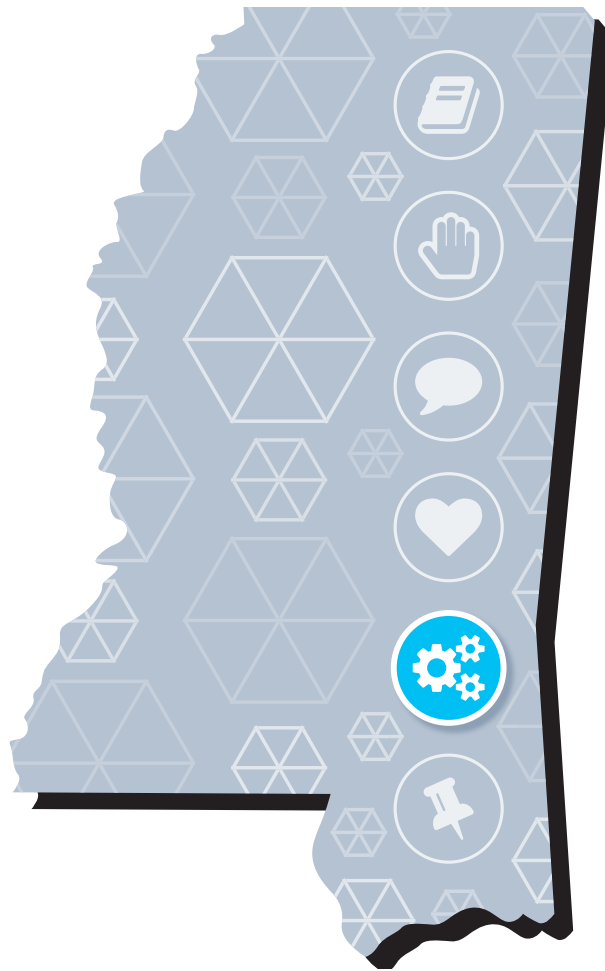
- Reduce questions on assignments and assessments.
- Encourage parent involvement.
- Provide or allow stress-relieving fidgets.

**C** CURRICULAR   **I** INSTRUCTIONAL   **E** ENVIRONMENTAL   **V** VIRTUAL

## Adaptations in Action

- I** **E** Design a morning and/or afternoon check in/out with a trusted adult by providing a form for the adult to reference and document exchange.
- I** **E** Check with the student every day, saying hello and asking the student open-ended questions.
- I** **E** Give positive reinforcement and encouragement.
- I** **E** Assign a peer to support the student during extra-curricular and academic tasks.
- E** Create a quiet space for the student to retreat to when feeling stressed or when he or she needs a quiet place to complete assignments.
- I** **E** Post clear expectations in numerous areas.
- C** **I** Divide work into smaller chunks.
- C** **I** **E** **V** Give the student extra opportunities and alternate assignments.
- E** Provide a calm and consistent environment.
- I** **E** Be aware of what is going on in your classroom—watch for bullying behavior or students treating peers disrespectfully.
- C** **I** **E** Reduce academic requirement during episodic moments of extreme stress.
- I** **E** Ask families to inform you of any setting events that could trigger behavior (e.g., parents being out of town, deaths in family, not enough sleep, family disturbance, court, etc.).
- I** **E** Create a calming area in your classroom that is age appropriate.
- C** **I** **E** Teach the student to appropriately use stress fidgets (e.g., stress balls, sensory bottles, weighted items, etc.).
- E** Provide flexible seating (e.g., yoga balls, bicycle desks, bungee on bottom of chairs, etc.).

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# Academic Deficits

## Questions that Address Potential Areas of Difficulty for the Learner

- Does the student complete assignments on time?
- Does the student complete assignments correctly?
- Does the student perform below grade level?
- Does the student struggle to complete assignments?
- Is the student engaging in inappropriate classroom behavior?
- Is the student participating in class-clown behavior?

## Possible Adaptations

- Provide reinforcement for any improvement.
- Encourage peer interaction.
- Implement a Multi-Tiered System of Support (MTSS).
- Refer to previously mentioned adaptations that may be of assistance in behavioral situations.
- Provide a parent connect homework guide—an overview of topics, strategies, sample problems, and tips to support the student.

**C** CURRICULAR    **I** INSTRUCTIONAL    **E** ENVIRONMENTAL    **V** VIRTUAL

## Adaptations in Action

**C I** Give the student measurable step-by-step goals with small, easily attainable objectives so that the student will feel more successful.

**I E** Arrange the classroom in alternate groupings to place the student with other peers who will assist in guiding the student when needed and monitor groupings to ensure the students are engaging with and are kind to each other.

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# Incomplete Classroom and Homework Assignments

## Questions that Address Potential Areas of Difficulty for the Learner

- Does the student complete homework on time?
- Does the student complete homework correctly?
- Does the student perform below his or her grade level?
- Does the student struggle to complete homework?
- Is the student engaging in inappropriate classroom behavior?
- Is the student participating in class-clown behavior?
- Does the student have adult support at home?

## Possible Adaptations

### Classroom

- Decrease the difficulty or amount of work.
- Reinforce student behavior of turning in assignments.
- Gradually increase assignments or complexity as the student is more successful.
- Check often for understanding.
- Give the student a certain amount of time to complete assignments with time left over for a reinforcer.
- Expect quality work from the student, making sure the assignment is within his or her ability level.
- Give the student options as to when the assignment may be completed (if applicable).
- Reinforce the student's behavior for beginning the assignment, staying with the assignment, and then the completion of the assignment.
- Implement a Multi-Tiered System of Support (MTSS).
- Implement an Early Warning System (EWS-Academic and Behavior Data).
- Use specialized instruction from the school counselor.

### Homework

- Write a contract with the student.
- Have the student create a graph or chart to keep up with his or her homework completion.
- Relate tasks to interests of the student.
- Give assignments in shorter form and increase the length over time as the student's completion increases.
- The student may need step-by-step directions to complete assignment (e.g., written, visual, task analysis).



- Chunk assignments, and only give the most important items.
- Reduce or eliminate homework.
- Implement a Multi-Tiered System of Support (MTSS).

**C** CURRICULAR   **I** INSTRUCTIONAL   **E** ENVIRONMENTAL   **V** VIRTUAL

## Adaptations in Action

### Classroom

- C I** Decrease complexity to skill level or just below for independent work; change wording and chunk the assignment to include the most important information.
- C I E** Structure the environment to give the student the freedom to question any part of assignments they do not understand.
- I E** Work with the student to create a schedule for the completion of the assignments.
- I E** Give the student choices; they are your choices, but having choices helps the student feel more in control and less controlled.
- C I** Put into place specific reinforcers of the student's preference for the level of completion, understanding that these reinforcements can be weaned after a time.

### Homework

- C I** Sit down with the student (and parents if necessary) to create a contract the student feels a part of and will take ownership in; detail in the contract areas of responsibility (teacher, student, and parent).
- C I** If the assignment has 10 questions, consider reducing the number of questions depending on the needs of the student.
- C I** Choose the most important parts of the assignment for the student; for example, if teaching the endocrine system, identify the most important items that would benefit the student the most.
- C I E** Consider whether the student is able to complete work independently and if those at home can or will help.

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# Avoidance

## Questions that Address Potential Areas of Difficulty for the Learner

- Does the student get angry when beginning a task or activity?
- Does the student crumple work or destroy materials?
- Does the student respond disrespectfully when given a task?
- Does the student sit and not participate?

## Possible Adaptations

- Give choices or a choice board.
- Consider student preferences.
- Create a schedule.
- Give frequent breaks.
- Implement a Multi-Tiered System of Support (MTSS).
- Implement an Early Warning System (EWS-Academic and Behavior Data).
- Use specialized instruction from the school counselor.

**C** CURRICULAR   **I** INSTRUCTIONAL   **E** ENVIRONMENTAL   **V** VIRTUAL

## Adaptations in Action

**C I E** Give the student the opportunity to select assignments or create a choice board from which the student chooses the order in which he or she completes assignments.

**C I E V** Give the student alternate activities, and when those activities are completed, decrease and gradually add in original assignments.

**C I** Seek out student input for assignments and activities.

**C I E** Have an assignment schedule for the student that includes transitions and breaks.

**C I** Give the student preferred extra responsibilities to be completed at different times during the day if that student's assignments are completed.

**I E** Teach the student to ask for a break; frequency and duration of breaks can be decreased as avoidance behavior decreases.

**E** Only keep necessary materials for student use in area.

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# Inability to Accept Constructive Criticism

## Questions that Address Potential Areas of Difficulty for the Learner

- Is the student overly emotional?
- Does the student respond defensively when given constructive criticism?
- Does the student lash out at teachers or peers when corrected or perceives that he or she is being corrected?

## Possible Adaptations

- Frequent checks for understanding.
- Self-reflection checklists.
- Positive reinforcement.
- Implement a Multi-Tiered System of Support (MTSS).

**C** CURRICULAR   **I** INSTRUCTIONAL   **E** ENVIRONMENTAL   **V** VIRTUAL

## Adaptations in Action

- I E** [Reinforce student behavior when he or she accepts constructive criticism.](#)
- I E** [Provide positive reinforcement when the student may be exhibiting a positive attitude and cushion criticism with positive comments.](#)
- I E** [Give the student the freedom to question for understanding.](#)
- I E** [Give the student an explanation of constructive criticism](#) (this also helps you improve).
- C I E V** [Teach the student to self-reflect by completing easy graphs and checklists.](#)

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# Does Not Follow Written or Oral Directions

## Questions that Address Potential Areas of Difficulty for the Learner

- Does the student seem lost in tasks or activities?
- Is the student beginning work when directions are given?
- Are you giving clear and concrete information?
- Does the student make off-topic remarks?
- Is the student easily distracted?
- Is the student's work often incomplete or incorrect?

## Possible Adaptations

### Written

- Repeat directions.
- Have a peer reinforce directions.
- Simplify directions.
- Give directions in order of importance.
- Give directions in small, distinct steps.

### Oral

- Offer preferential seating.
- Offer environmental arrangement.
- Check frequently for understanding.

**C** CURRICULAR   **I** INSTRUCTIONAL   **E** ENVIRONMENTAL   **V** VIRTUAL

## Adaptations in Action

### Written

- I** **E** Have the student repeat directions to a teacher or peer.
- I** **E** Assign a peer tutor to assist the student or model appropriate behavior for the student.
- C** **I** **E** Give written instructions first before handing out the materials.
- I** **E** Check with the student frequently to ensure understanding; develop a signal the student can give you if he or she does not understand.
- C** **I** **E** Have the student complete one step at a time in a check list form.
- I** **E** Give directions in both written and verbal form.
- I** **E** Give directions using visual supports.



## Adaptations in Action (continued)

### Oral

- I E Reduce stimuli and understand that the student may need a quiet area.
- I E Restructure the environment to provide the student with support.
- I E Interact with the student; do not wait until the student is acting out.
- C I E Assess the directions, checking for clarity (are they clear?) and completeness (are all steps included?).
- I E Be concrete and simple when giving directions; for example, when telling a student to stay in their own space, do not say, “You stay in your sand box” (to which the student might think, “what sandbox?”), but rather state the actual issue.
- C I E Provide written or visual directions with verbal directions.
- I E Place directions in accessible places in the classroom.
- C I E If necessary, provide the student with a personal copy of directions.

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# Disorganized

## Questions that Address Potential Areas of Difficulty for the Learner

- Is the student often losing items?
- Does the student come to class without materials?
- Is the student's desk or locker messy?

## Possible Adaptations

- Provide additional time.
- Provide materials to assist the student in becoming organized.
- Adhere to a schedule.
- Create a contract with achievable goals for the student.
- Simplify tasks or activities.
- Use checklists.

**C** CURRICULAR    **I** INSTRUCTIONAL    **E** ENVIRONMENTAL    **V** VIRTUAL

## Adaptations in Action

- C E** Have important materials available in work areas of the classroom.
- C I E** Provide, or have the student make, a daily checklist of items needed.
- I E** Predetermine a storage area for the student to store items not in use.
- C I E V** Provide the student with a daily schedule (written or visual), understanding that some students may require an extensive schedule.
- I E** Be clear on expectations.
- I E V** Give the student only one task at a time; use a first/then board to keep the task list simple.
- I E** Be consistent and provide structure.
- C I E** The student may need to be taught how to prioritize and why.
- E** The student may need a larger work area.
- I E** Provide a time for the student to get organized each day (some students may need time several times a day).
- C I E** Teach the student how to follow a schedule; begin on their skill level.

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# Impulsiveness and Over-Excitement

## Questions that Address Potential Areas of Difficulty for the Learner

- Does the student interrupt teachers or peers?
- Is the student off topic or does the student jump from topic to topic often?
- Does the student fidget often (e.g., tapping his or her pencil, humming, being out of his or her seat, making noises, squirming/rocking in seat, etc.)?
- Does the student overreact to good or bad news?
- Is the student overly emotional?
- Does the student inappropriately respond to teachers' or peers' questions or gestures?
- Does the student invade others' personal space?
- Is the student aware of boundaries?
- Does the student frequently cross physical or social boundaries?

## Possible Adaptations

- Modify test delivery with oral testing, performance testing, quiet testing space, and extra time for test-taking.
- Use audio recorders, computer-aided instruction, and other audiovisual equipment.
- Select modified textbooks or workbooks.
- Allow headphones or earplugs.
- Allow stress balls or fidget items.
- Offer frequent test breaks with opportunities to move.
- Test in a study carrel.
- Test in the morning only.
- Modify assignments to include essential elements only.
- Provide preferential seating away from distractions, windows, doors, speakers, air conditioners, and so on.
- Provide calming manipulatives.
- Remove nuisance items.
- Allow for “escape valve” outlets, permitting the student to leave the classroom for a moment on an errand (e.g., returning a book to the library, taking an absentee report to the office, etc.; this is not to be confused with time out).
- Establish a positive, quiet cool-off area.
- Offer alternative seating.
- Implement a Multi-Tiered System of Support (MTSS).
- Implement Positive Behavioral Interventions and Supports (PBIS).



## Adaptations in Action

- C I E** Provide a structured learning environment with clear rules and expectations.
- C I E** Teach and implement self-monitoring and self-control techniques.
- C I E** Implement activities that are relevant to the student's social and emotional interests.
  - C I** Incorporate the student's choice in content, process, and products.
- C I E** Incorporate topics relevant to the student's life and concerns; involve the student through inquiry, creativity, and meaningful experiences; and teach responsibility and problem-solving through real-life applications.
  - I E** Repeat and simplify instructions about in-class and homework assignments.
  - E** Selectively ignore inappropriate behavior when possible.
  - I E** Use visual cues and prompts to remind the student to remain on task.
- C I E** Supplement verbal instructions with visual instructions.
  - I E** Give clear expectations and offer immediate feedback on behavior.
  - E** Allow for movement frequently.
  - I E** Give positive reinforcement when warranted.
  - I E** Adjust class schedules.
- C I E** Tailor homework assignments.
- C I V** Teach how to take notes when organizing key academic concepts.
  - E** Maintain supervision in all areas of the school.
- C I** Teach the student activities to help calm and make responsible decisions, such as counting to 10 or breathing deeply.
- C I E** Plan calming activities that prevent the student from becoming too excited.
- I E** Explain to the student the importance of acting responsibly (e.g., respecting other's rights).
- I E** Have an agreement with the student for a hand signal when the student needs to be reminded to be more responsible.
  - E** Provide the student with a calming area in the classroom.
- I E** Model for the student—or have a peer model—appropriate ways to interact.
- I E** Teach the student how, when, and where to appropriately express excitement.
- I E** Reduce auditory and visual stimulation.
- C I E** Teach the student to use calming manipulatives (e.g., stress balls, sensory bottles, Velcro under desktop, etc.).
  - E** Provide flexible seating (e.g., yoga balls, stools, bicycle desks, discs, etc.).
  - E** Place a bungee or yoga stretch band on legs of chair for the student put his or her feet on and bounce (to eliminate or reduce foot tapping or fidgeting).



# Inappropriate Social Responses

## Questions that Address Potential Areas of Difficulty for the Learner

- Does the student react in an overly emotional manner?
- Does the student allow others to finish in a conversation?
- Is the student aggressive?
- Is the student overstimulated?
- Does the student act impulsively?
- Does the student interact with peers in a positive manner?
- Is the student non-responsive to stimuli?

## Possible Adaptations

- Implement a Multi-Tiered System of Support (MTSS).
- Implement an Early Warning System (EWS).
- Use specialized instruction from the school counselor.
- Encourage peer support.
- Allow environmental changes.
- Allow changes in participation requirements.
- Use concrete terms.
- Encourage cooperative strategies.
- Increase opportunities.
- Use a social script.
- Provide visual support.
- Check for understanding.

**C** CURRICULAR    **I** INSTRUCTIONAL    **E** ENVIRONMENTAL    **V** VIRTUAL

## Adaptations in Action

- C I E** Give positive feedback reinforcing the student's appropriate behavior.
- I E** Always treat the student with respect by talking calmly and respectfully to him or her.
- I E** Model appropriate behavior for the student.
- I E** Do not wait for a situation to escalate but rather intervene early.
- C I E** Integrate a social script throughout the day if appropriate.
- I E** Role-play with the student.
- I E** Explain inappropriate behavior to the student and give appropriate responses.
- I E** Allow the student to be a part of the group with active participation (parallel play).



### ↗ Adaptations in Action (continued)

- I E** Explain to the student what he or she is doing incorrectly in concrete terms (without embarrassing them) and teach the correct responses.
- I E** Play cooperative games that encourage appropriate interactions.
- I** Give positive feedback reinforcing the student's appropriate behavior.
- I E** Set up opportunities for the student to be successful by introducing that student to new people (and pre-arrange the meeting by giving the people with whom the student meets instructions on how to respond).
- C I E** Use a social script or other visual supports to teach appropriate responses.
- C I E** Ask the student to write, draw, or orally dictate alternate appropriate responses.

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# Irresponsible

## Questions that Address Potential Areas of Difficulty for the Learner

- Does the student frequently miss assignments or not turn in work?

## Possible Adaptations

- Implement a Multi-Tiered System of Support (MTSS).
- Create a contract with the student.
- Encourage peer support.
- Encourage parental involvement.
- Use role-play.
- Model appropriate behavior.
- Utilize video modeling of appropriate behavior.
- Establish a check-in/check-out system (set daily goals/expectations and incentives).

**C** CURRICULAR   **I** INSTRUCTIONAL   **E** ENVIRONMENTAL   **V** VIRTUAL

## Adaptations in Action

- I** **E** [Give the student the chance to engage appropriately](#) (provide opportunities).
- I** **E** [Reduce stressors in the environment.](#)
- E** [Check the classroom daily, making sure all materials are in working order.](#)
- C** **I** **E** [Create opportunities for the student to succeed.](#)
- I** **E** [Offer the student a quiet area to complete an activity and explain that this is not a punishment.](#)
- I** **E** [Be aware of when the student may need assistance.](#)

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# Non-Compliant with Classroom Rules, Teachers, or Other Personnel

## Questions that Address Potential Areas of Difficulty for the Learner

- Does the student argue with teachers or peers?
- Does the student refuse to do assignments?
- Is the student destroying materials or property?
- Does the student sit and not complete assignments or homework?
- Does the student have difficulty in transitions?

## Possible Adaptations

- Implement a Multi-Tiered System of Support (MTSS).
- Use schedules.
- Provide visual supports.
- Post reminders.
- Employ frequent checks of understanding.
- Provide a calming/break area.
- Provide positive consequences.
- Reduce wording.

**C** CURRICULAR    **I** INSTRUCTIONAL    **E** ENVIRONMENTAL    **V** VIRTUAL

## Adaptations in Action

### Classroom Rules

**E** Structure the environment to keep the student active and involved.

**C I** Identify strengths and weaknesses in order to set goals for improvement.

**C I E** Post rules in various formats (e.g., written, visual, etc.).

**I E V** Create a chart or graph to keep track of appropriate behavior.

**C I E** Post rules in different areas (e.g., on desks, walls, and other areas of the room and school).

**I E** Reinforce positive behavior.

**I** Be consistent.

**C I** Use first/then statements (e.g., first you do pages 123-124, then you may choose a preferred activity).



## Adaptations in Action (continued)

### Teachers or Other Personnel

- E** Create an environment where the student is actively engaged.
- I** **E** Move around the room and check on the student frequently.
- I** **E** Provide incentives.
- I** **E** Refrain from arguing with the student.
- I** **E** Ignore small, inconsequential behaviors.
- I** **E** Talk with, not at, the student.
- C** **I** **E** Reduce language and use concrete terms (i.e., emphasize the important details and move on, be succinct, etc.).

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# Outbursts

## Questions that Address Potential Areas of Difficulty for the Learner

- Does the student respond aggressively?
- Does the student get upset when an assignment or task cannot be completed?
- Does the student destroy materials or property?
- Does the student react in an overly emotional manner?
- Does the student speak in a loud tone?
- Does the student throw items (even small ones)?
- Does the student respond inappropriately when there seems to be no irritant in the environment?

## Possible Adaptations

- Implement a Multi-Tiered System of Support (MTSS).
- Provide visual supports.
- Create schedules.
- Use timers.
- Use social scripts.
- Allow environmental arrangement.
- Encourage peer support.
- Use modeling.
- Use positive reinforcement.
- Provide frequent breaks.
- Check for understanding.
- Create a sensory-rich environment.
- Investigate the function of the behavior and respond accordingly.

**C** CURRICULAR   **I** INSTRUCTIONAL   **E** ENVIRONMENTAL   **V** VIRTUAL

## Adaptations in Action

- C I E** Explore different activities to find where the student is comfortable.
- I E** Make sure situations are not conducive to outbursts.
- I E** Explain to the student there is a time to have an outburst or even crying, and explain what and when those situations are and where the student may find an appropriate environment to express those emotions.





## Adaptations in Action (continued)

- I E** Assist the student in recognizing symptoms or emotions before they are out of control.
- I E** Provide the student a safe area to calm down in the classroom, such as a comfy area with fidget items or sensory items.
- C I E** Use social scripts to help the student understand emotions.
- I E** Teach the student an alternative way to deal with stressors.
- C I E** Teach the strategies before the student has an outburst (proactive instead of reactive).
- I E V** Use timers to outline for the student how long he or she going to be involved in a task (beginning and ending).
- C I E** Teach problem-solving skills.
- C I E** Integrate social learning opportunities throughout the day.
- I E** Teach the student to ask for a break.
- C I** Provide the student with positive reinforcement.
- C I E** Set up interactions for the student to be successful socially and academically.
- I E** Teach the student to identify the symptoms of the emotion (e.g., muscle tightening, upset stomach, gritting teeth, fingers tingling, etc.).
- I E** Teach the student how to appropriately interact with calming or fidget items.

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# Initial Reluctance to Participate

## Questions that Address Potential Areas of Difficulty for the Learner

- Does the student stand or sit without completing tasks?
- Is the student withdrawn socially?
- Does the student have difficulty following directions?
- Does the student have difficulty making decisions?
- Is the student self-conscious, or does the student have a lack of self-esteem?
- Is the student non-compliant in other areas?

## Possible Adaptations

- Implement a Multi-Tiered System of Support (MTSS).
- Use social scripts.
- Encourage peer support.
- Use modeling.
- Allow extra time.
- Use checklists.
- Post reminders.
- Use frequent checks for understanding.
- Simplify the task or activity.

**C** CURRICULAR   **I** INSTRUCTIONAL   **E** ENVIRONMENTAL   **V** VIRTUAL

## Adaptations in Action

- C I** [Establish clear expectations.](#)
- C I E** [Present tasks in engaging ways.](#)
- I E** [Give the student assistance, and then reduce help as the student has more success.](#)
- C I V** [Provide instructions in alternative formats.](#)
- I E V** [Provide visual instructions.](#)
- C I E** [Teach the student to self-monitor.](#)
- I E** [Give the student more time to complete assignments and tasks.](#)
- I E** [Allow the student to complete work over several sittings.](#)
- C I E** [Teach the student how to follow directions \(a checklist may be needed\).](#)
- I E** [Set a timer or teach the student to time his or her own activities.](#)
- C I E** [Breakdown the tasks or activities into smaller chunks over a longer period of time so the student is not overwhelmed.](#)
- I E** [Create steps for task or activity completion so the student can see a clear beginning and end.](#)

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# Transitions

## Questions that Address Potential Areas of Difficulty for the Learner

- Does the student like to complete assignments?
- Does the student get involved in activities while losing track of the time?
- Does the student have difficulty in free-time or less structured activities?
- Does the student have difficulty respecting physical and social boundaries?

## Possible Adaptations

- Implement a Multi-Tiered System of Support (MTSS).
- Follow a schedule.
- Use a timer.
- Allow extra time.
- Use a task analysis.
- Use frequent checks for understanding.
- Provide spatial boundaries.

**C** CURRICULAR   **I** INSTRUCTIONAL   **E** ENVIRONMENTAL   **V** VIRTUAL

## Adaptations in Action

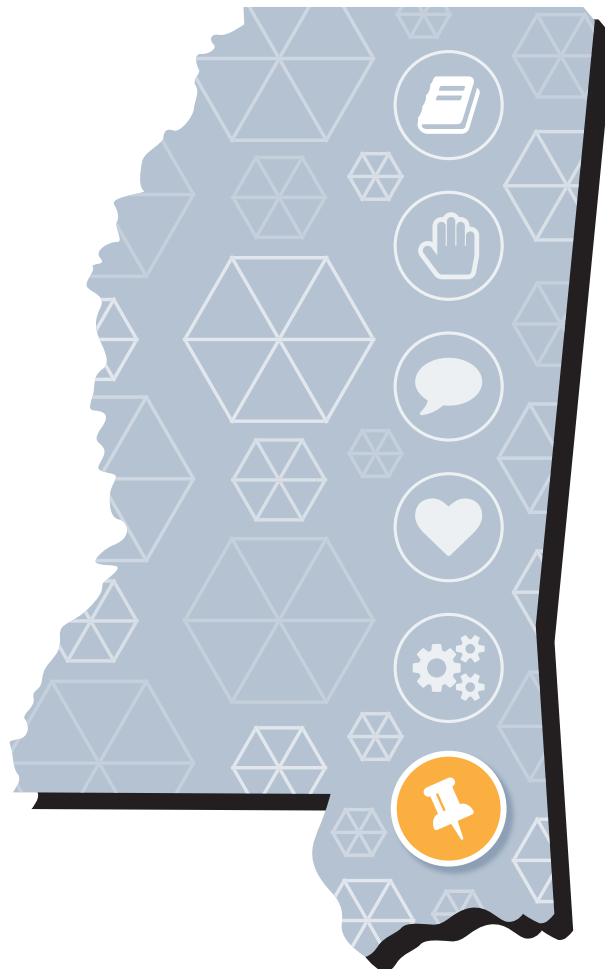
- C I** Explain to the student before the task that work not completed can be completed later.
- C I** Only give the student work that can be reasonably completed in allotted time.
- C I E** Teach the student to use a schedule, and schedule activities for the day or class time consistently.
- I E** Establish time limits and discuss these limits with the student before the activity or assignment begins.
- I E** Use timers to establish set times to begin and end.
- I E** Provide visual schedules.
- C I E** Offer a task analysis, or a sequenced list or visual representation of the steps needed to complete the task or activity.
- I E** Provide reinforcement for positive behavior .
- C I E** Give the student time reminders before transitions; this includes when a timer is in use. For example, if the timer has been set for 20 minutes, give the student a 10-minute reminder, then a 5-minute reminder, and even a 1-minute reminder.
- I E** Give the student an appropriate amount of work for the time frame. If the student cannot finish the work in one sitting, this may cause frustration.



## ↗ Adaptations in Action (continued)

- I E** Give the student clear spatial boundaries.  
This means they know where they should be in the environment (e.g., mark floor where student is supposed to stand in line, sit, etc.).
- C I E** Give positive reminders of expectations.  
For example, while walking in line, ask students to show you what an appropriate line looks like (make it fun, give them different formations, etc.).
- I E** Explain to the student before the task that work not completed can be completed later.

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# Physical Organization

## Questions that Address Potential Areas of Difficulty for the Learner

- Does the student have a short attention span?
- Does the student frequently lose materials?
- Is the student’s desk/backpack frequently disorganized?

## Possible Adaptations

- Provide verbal reminders for specific routines/areas and material organization.
- Provide a list of items needed for homework assignments.
- Provide time at various points throughout the day to organize materials (e.g., before school, during recess, at lunch, at the end of the day).
- Provide an extra set of books at home.

**C** CURRICULAR   **I** INSTRUCTIONAL   **E** ENVIRONMENTAL   **V** VIRTUAL

## Adaptations in Action

- I E** Act as a model for organization and appropriate use of work material.
- C I V** Teach how to use organizers, calendars, cubbies, notebooks, planners, color-coded folders, graphic organizers, and so on.
- I E V** Reinforce the student for being organized.
- C I E** Assign the student organizational responsibilities in the classroom.
- I E** Have the student clean out his or her book bag, desk, and locker either daily or weekly.
- I E V** Teach the student to clear away unnecessary books and materials before beginning his or her work.
- C I E V** Teach self-regulation strategies.

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# Time Management

## Questions that Address Potential Areas of Difficulty for the Learner

- Does the student have a short attention span?
- Is the student frequently off task?
- Does the student frequently lose assignments and belongings?
- Does the student have difficulty following multiple-step directions?
- Does the student understand the material?

## Possible Adaptations

- Provide written schedules on notebooks, desks, lunch boxes, or lockers.
- Provide visual cues in hallways to guide student to the next classroom, the cafeteria, and other destinations.
- Provide environmental cues and prompts (e.g., schedule of daily events, posted rules, steps for performing tasks, etc.).
- Present one activity or assignment at a time.
- Provide daily/weekly progress reports.
- Provide peer assistance.
- Provide checklists for assignments or classwork to be done.
- Provide organizational software or apps.
- Implement Positive Behavioral Interventions and Supports (PBIS).

**C** CURRICULAR    **I** INSTRUCTIONAL    **E** ENVIRONMENTAL    **V** VIRTUAL

## Adaptations in Action

- C I** [Provide structure for all academic activities](#) (e.g., specific directions, routine format for tasks, time units, etc.).
- C I E** [Use rubrics with clearly stated criteria for work.](#)
- C I** [Assign shorter tasks and gradually increase tasks over time as the student demonstrates success in organizing academic activities.](#)
- I E** [Have the student maintain an assignment notebook.](#)
- I E** [Establish a routine for the student to follow before, during, and after class.](#)
- E** [Tape a daily activity schedule on the student's desk.](#)
- C I E** [Teach how to take notes when organizing key academic concepts.](#)
- C I E** [Teach the student how to organize and approach complex assignments.](#)



# Keeping Track of Assignments

## Questions that Address Potential Areas of Difficulty for the Learner

- Does the student have a short attention span?
- Is the student frequently off task?
- Does the student frequently lose assignments?
- Is the student's desk/backpack frequently disorganized?

## Possible Adaptations

- Provide a specific, consistent location for each subject's assignments.
- Use predictable, consistent routines for assignment submission and return.
- Use color-coding to help the student identify different kinds of tasks or materials.
- Break a long assignment into parts, setting a separate due date for each part.
- Reduce or eliminate redundant work.
- Have the student record assignments in an assignment notebook or personal planner.
- Reduce the total amount of work, but be sure to select the tasks or items needed to accomplish the learning objectives.
- Allow for extra time.

**C** CURRICULAR   **I** INSTRUCTIONAL   **E** ENVIRONMENTAL   **V** VIRTUAL

## Adaptations in Action

**I** **E** [Provide time each week for the student to organize his or her desk and materials.](#)

**C** **I** **E** [Teach the student organizational skills.](#)

**C** **I** **E** [Teach self-regulation strategies.](#)

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# Access for All Centers, Offices, and Organizations

## **REACH MS**

Realizing Excellence for ALL  
Children in Mississippi  
The University of Southern Mississippi  
Mississippi Department of Education  
118 College Drive  
Hattiesburg, MS 39406-0001  
[usm.edu/reachms](http://usm.edu/reachms)  
[reachms@usm.edu](mailto:reachms@usm.edu)

## **Office of Special Education Programs**

Office of Special Education and  
Rehabilitative Services  
U.S. Department of Education  
Mary E. Switzer Building  
330 C Street SW  
Washington, DC 20202  
202.205.5507 (Voice/TTY)  
[ed.gov/about/offices/list/osers/osep](http://ed.gov/about/offices/list/osers/osep)

## **Mississippi Parent Training and Information Center**

2 Old River Place, Suite M  
Jackson, MS 39202  
601.969.0601  
800.721.7255  
[mspti.org](http://mspti.org)

## **Mississippi PTA**

P.O. Box 1937  
Jackson, MS 39215-1937  
601.352.7383  
800.795.6123  
[misspta.org](http://misspta.org)  
[misspta@ymail.com](mailto:misspta@ymail.com)

## **Parents for Public Schools**

125 South Congress Street, Suite 1218  
Jackson, MS 39201  
800.880.1222  
[parents4publicschools.org](http://parents4publicschools.org)

## **School Improvement**

Southeast Comprehensive Center  
440 Knox Abbott Drive, Suite 200  
Cayce, SC 29033  
803.936.0750  
[southeast-cc.org](http://southeast-cc.org)

## **MS SOARS**

Mississippi - Schools Obtaining  
Academic Results for Success  
Mississippi Department of Education  
P.O. Box 771  
Jackson, MS 39205-0771  
601.359.1003  
[healthyschoolsms.org/OSI/ms-soars](http://healthyschoolsms.org/OSI/ms-soars)

## **Center on School Turnaround at WestEd**

1000 G Street, Suite 500  
Sacramento, CA 95814-0892  
[cst\\_info@wested.org](mailto:cst_info@wested.org)  
[centeronschoolturnaround.org](http://centeronschoolturnaround.org)

## **P-16 Community-Based Engagement Council**

Mississippi Department of Education  
601.359.1003  
[mdek12.org/OSI/P-16](http://mdek12.org/OSI/P-16)

## **What Works Clearinghouse**

Institute of Education Sciences  
US Department of Education  
550 12th Street, SW  
Washington, DC 20202  
202.245.6940  
[ies.ed.gov/ncee/wwc](https://ies.ed.gov/ncee/wwc)

## **Center on Enhancing Early Learning Outcomes**

Education Development Center  
1025 Thomas Jefferson Street, NW, Suite 700  
Washington, DC 20007  
[ceelo.org](https://ceelo.org)

## **Center on Great Teachers and Leaders**

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