

## Tips for Adapting Materials

### Instructions

- Don't assume what students already know.
- Be inclusive in your language and pictures.
- Speak slowly and clearly.
- Pre-teach vocabulary or concepts.
- Write directions or ideas on the board. If more than 2 steps, provide an image.
- Simplify directions and language.
- Repeat directions or have students recite them back to you.
- Show or model rather than explain.

### Layout

- Reduce visual clutter on worksheets and whiteboard.
- Limit what they see and have in front of them.
- Use visuals, word banks, and diagrams.
- If using lines, number them.
- Fill in keywords, not whole sentences.
- Limit note-taking requirements.
- Use sentence starters.

### **Remember!**

- It's a good idea to observe a classroom prior to teaching and check in with staff on any possible content triggers or specific health needs.
- Keep parents and caregivers informed to reinforce messaging and skills learned.

### Facilitation

- Inform students when you will be utilizing an illustration, photo, or teaching object that may trigger discomfort: "Next, I'm going to show a picture of private parts of a female body."
- Provide a sturdy folder to cover additional text on a page to track reading place.
- Everyone reads together.
- "Let's number each paragraph. I'll read the first paragraph, everyone will say the 1<sup>st</sup> two words."
- Pair-share before or after a written response.
- Allow students to provide verbal response in place of written responses.
- Allow additional time (4-5 seconds) for response ("Stop and think about questions; talk with a friend; share out loud").
- Privately talk to student beforehand: "I'm going to ask about 'X' and call on you."