



**Millbay
Academy**

Adaptive teaching

Adaptive teaching moves away from the idea of labelling individuals and groups according to their ability and is instead centred around the idea that teachers have high expectations for every pupil in their care. Within the practice of effective adaptive teaching, all learners experience the same high expectations set out by the teacher, with differing layers of support, to help them make good progress and achieve well over time.

In-the-moment adaptive teaching includes:

- Rephrasing questions or content.
- Adapting language to ensure all learners understand the content.
- Providing exemplars or WAGOLs – ‘what a good one looks like.’
- Highlighting and emboldening key learning points.
- Prompting learners with key words, visuals, sound bites or other sensory stimuli.
- Setting up temporary groups as an additional layer of scaffolding.
- Gauging group responses to support individual answers.
- Giving step-by-step instructions for tasks.

Input

Adapt the way instruction is delivered to the learner.

For example:

Use different visual aids; plan more concrete examples; provide hands-on activities; place students in cooperative groups.

Output

Adapt how the learner can respond to instruction

For example:

Allow a verbal vs. written response; use a communication book for students; allow students to show knowledge with hands-on materials.

Time

Adapt the time allotted and allowed for learning, task completion or testing.

For example:

Individualize a timeline for completing a task; pace learning differently (increase or decrease) for some learners.

Difficulty

Adapt the skill level, problem type, or the rules on how the learner may approach the work.

For example:

Allow a calculator for math problems; simplify task directions; change rules to accommodate learner needs.

Level of Support

Increase the amount of personal assistance with specific learner.

For example:

Assign peer buddies, teaching assistants, peer tutors or cross-age tutors.

Size

Adapt the number of items that the learner is expected to learn or compete.

For example:

Reduce the number of social studies terms a learner must learn at any one time.

Degree of Participation

Adapt the extent to which a learner is actively involved in the task.

For example:

In geography, have a student hold the globe, while others point out the locations.

Alternate Goals

Adapt the goals or outcome expectations while using the same materials.

For example:

In social studies, expect one student to be able to locate just the states while others learn to locate capitals as well.

Substitute Curriculum

Provide the different instruction and materials to meet a learner's individual goals.

For example:

Individualize a timeline for completing a task; pace learning differently (increase or decrease) for some learners.

Input	Output	Time
Difficulty	Level of Support	Size
Degree of Participation	Alternate Goal	Substitute Curriculum

English - adaptation example reading focus.

Input Place students in cooperative groups and divide the task between group members. Each member teaches their vocabulary work to team members.	Output Allow the student to record all or part of the assignment on tape.	Time Ask the student to complete the assignment at home and return it the next day.
Difficulty Select different vocabulary words for the student to learn; words that are less difficult or in some cases more difficult.	Level of Support Ask a classmate, peer tutor or teaching assistant to assist in completing the assignment.	Size Select fewer (or more) words for the student to learn, but leave the assignment the same as for other students.
Degree of Participation Ask the student to check classmates' definitions against an answer key.	Alternate Goal Set the goal as being to write the words only, or being able to pronounce the words, or just listening to the words and definitions.	Substitute Curriculum Choose a different story for the student to read and identify one or several words the learner needs to know.

Science - adaptation example topic "Cells"

Input Provide a review of the chapter prior to having the student complete the written work.	Output Allow the student to use a tape recorder to dictate the assignment instead of having to write the answers.	Time Allow the student an extra day to complete the task either in study hall or at home.
Difficulty Identify the key concepts for the student but keep the remainder of the assignment the same.	Level of Support Place the students in cooperative groups to complete this assignment. Group members can assist the student with reading or writing.	Size Select fewer or more concepts for the student to learn, but leave the assignment the same as for other students.
Degree of Participation Ask the student to pick out related books from the library that will provide supplementary information for classmates.	Alternate Goal Set the goal as being to write the key concept words only, or being able to pronounce the words, or just listening to the words and descriptions.	Substitute Curriculum During this lesson the student can work on keyboarding skills in the computer lab.

Input	Output	Time
Difficulty	Level of Support	Size
Degree of Participation	Alternate Goal	Substitute Curriculum