

# Solution Tree | Press

## **Adapting Unstoppable Learning**

*By Yazmin Pineda Zapata and Rebecca Brooks*

*Edited by Douglas Fisher and Nancy Frey*

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### **Study Guide**

This study guide is a companion to the book *Adapting Unstoppable Learning* by Yazmin Pineda Zapata and Rebecca Brooks. *Adapting Unstoppable Learning* offers real school examples to help educators focus on the importance of accessible learning for all students.

This guide is arranged by chapter, enabling readers to either work their way through the entire book or focus on the specific topics addressed in a particular chapter. It can be used by individuals, small groups, or an entire team to identify key points, raise questions for consideration, assess conditions in a particular school or district, and suggest steps that might be taken to promote a healthy school culture.

We thank you for your interest in this book, and we hope this guide is a useful tool in your efforts to create a healthy culture in your school or district.

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## **Chapter 1**

### **Creating an Adaptation-Friendly Systems Thinking Classroom**

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1. What are the four essential systems thinking principles? How can you improve your use of these principles in your own classroom?
2. What three areas does the triangle of support encompass? How would you describe your school's triangle of support? What would you improve?
3. Describe the universal design for learning. As an educator, how can you prevent the assumption that universal design eliminates the need for adaptations? What can you do in your classroom to make sure the students who are *not* in the majority get the additional support they need?
4. What do student profiles accomplish? Why is it critical to note that student profiles can also benefit students who do not receive special education services?

## Chapter 2

### **Making Accommodations and Modifications While Ensuring Rigor**

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1. Why are accommodations for students sometimes viewed as adaptations that reduce rigor? What can you do to maintain rigor for *all* students in your class?
2. What types of learning activities can educators incorporate to avoid redundancy? How do these activities differ?
3. The authors state, “Modifications are not an effort to make the curriculum easier; rather, they distill what the teacher wants this particular student to learn from a specific assignment or activity” (page 46). Describe the approaches you can use to modify curriculum without taking away from learning objectives.
4. On page 50, the authors mention that teachers’ expectations affect their students’ learning opportunities, motivation, and learning outcomes. How can you avoid lowering your expectations for your students? How can you motivate them to exceed their own expectations?

## **Chapter 3**

### **Determining Personal Supports**

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1. Why is it critical to have support rotation?
2. In your own words, describe the goal of full-time support and how part-time personnel support students.
3. Why is it important to encourage peer support? In what ways can you encourage peer support within your classroom? What is the difference between *peer support* and *natural support*?
4. Name the four co-teaching models, and describe their strengths and the differences among them.

## Chapter 4

### Communicating With Key Collaborators

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1. Why do teachers need to collaborate with team members? How well does your education team collaborate at your school? What would you change about how you collaborate?
2. In your own words, describe the importance of the five key kinds of collaborators teachers should maintain communication with.
3. On page 64, the authors mention the importance of collaborative language, such as changing mentions of students from *my students* to *our students*. How does this simple shift in language change the views and culture of the collaborative process?
4. The goal of all educators is to ensure student success. In your experience, how have you collaborated with your education teams to ensure that your students succeed?