TEACHER ADAPTATION

DRAFT FOR REVIEW

Inspired by Sara Mehrabi

Design a Better Classroom Routine

Learning goal: Use observed feedback to justify one change to a low-risk paper prototype.

At Dove Virtual Academy in Oklahoma, math teacher and Academic and Outreach Programs Coordinator **Sara Mehrabi** guided Ride Without Limits students through research, prototypes and revisions to toy ride-on controls for a child. This paper-only routine is a **Champions of Learning editorial adaptation** inspired by her story, not Sara's verified lesson or an endorsed resource.

Suggested use

Grades 6-9 STEM, design or ELA. Adjust for your learners.

Planning estimates

45-minute class; 10-15 minutes of prep. $0 added with existing supplies; printing varies.

Prepare

Choose a harmless, teacher-approved routine: storage labels or material requests. Gather paper/card, markers, removable tape, current bin labels and an observation sheet.

Access and low-tech

Use large, high-contrast type and words with clear symbols, not color alone. Offer read-aloud, pointing, oral/drawn replies and observer/scribe roles; no speed scoring. No AI is needed.

Safety and choice

Users may decline or stop/change role anytime. No disability simulations, medical/personal questions or equipment, mobility-device or ride-on changes.

Try four steps in 45 minutes

1 Notice and define 5 min

Choose one barrier in the routine. Name a task and observable goal, e.g., "A willing classmate locates the named materials using the label and agreed supports, without extra coaching."

2 Sketch and build 15 min

Sketch two approaches. Choose one and build only a paper prototype. Explain how the change could help with the task.

3 Invite and observe 10 min

Invite a willing user; explain they can decline. Give a neutral task without coaching. Record what they do, not what you assume they need.

4 Revise and retest 15 min

Use one observation to justify a change. Retest the same task with the same agreed supports. Reflect: "What did we observe, and why did we revise?"

Look for evidence

Collect the initial design, task/goal, observation, revision/reason and retest result. Look for a specific change justified by evidence. A small test is not proof that all users benefit.

Vary the challenge

Younger learners: model one redesign. **Older learners:** compare two alternatives using the same task.

Three AI Prompts for Teachers

Optional teacher support; this does not imply Sara used AI. Replace bracketed fields. Use a school-approved tool with broad, nonidentifying class-level patterns or teacher-created examples. Exclude names, photos, IEPs, diagnoses, identifying work and distinctive incidents, even without names.

1 Plan and adapt

For [grade/subject], plan a [minutes]-minute paper-only activity to improve [label/material-request routine]. Goal: [observable user task]. Constraints: [materials/access supports]. Give a sequence, roles and paper option. Do not modify equipment, infer needs from disability labels or simulate disability. Identify assumptions.

Teacher check: Confirm curriculum fit, timing, access supports and safety before use.

2 Create materials and implement

Make a student instruction sheet and observation log for [routine] and [goal], using [general reading/language needs]. Include a neutral invitation and test direction; users may decline. Add fields for task, observed action, revision, reason and retest. Distinguish observation from assumption.

Teacher check: Check language, usability, privacy and bias; pilot the instructions yourself.

3 Reflect on evidence and improve

From [nonidentifying class-level patterns or teacher-created examples], compare results with [goal]. Separate observed evidence from interpretations and flag missing information. Suggest two revisions and a same-task retest. Do not infer diagnoses or learner labels, or make causal, whole-class or all-user claims.

Teacher check: Judge suggestions against your own evidence. Reject unsupported inferences; choose a feasible change.

Credits and research

Inspired by Sara Mehrabi's account in Digital Promise, 30 Sep 2026. Editorial adaptation; not endorsed.

Research context: Yates & Rice (2026) describe caregiver reports for three children. These qualitative accounts are not causal or student-learning evidence, or an evaluation of Sara's project.