

Differentiation: Meeting Students' Learning Needs in Diverse Ways

Teachers can differentiate by varying . . .	According to the students . . .
<ul style="list-style-type: none"> •Content •Process •Product •Learning Environment 	<ul style="list-style-type: none"> •Readiness •Interest •Learning Styles

Differentiate the Content/Curriculum

Vary what students will learn and the materials that represent the content.

1. _____ Organize content delivery in different ways (e.g., simple to complex, concrete to abstract)
2. _____ Use curriculum compacting (e.g., pre-test and increase challenge developmentally)
3. _____ Use graphics and steps in handouts and materials.
4. _____ tiered content
5. _____ mini-lessons
6. _____ digest of key ideas
7. _____ highlighted print materials
8. _____ graphic organizers illustrating the organization of the content (i.e., chunking)
9. _____ State and display learning objectives for each lesson.
10. _____ Activate and build background information related to the content.
11. _____ Use non-serif fonts and larger sizes (Arial 12).

Differentiate the Learning Environment

Vary the classroom conditions that set the climate, expectations for learning, and physical conditions.

1. _____ Use small groups or individual learning.
2. _____ Seat the student in front of classroom.
3. _____ Seat the teacher or aide near student.
4. _____ Provide special lighting or acoustics.
5. _____ Provide adaptive or special furniture.
6. _____ Provide an individual work area.
7. _____ Reduce extraneous noise.
8. _____ Allow movement to increase physical comfort and to maintain attention.
9. _____ Use tiered learning stations/centers (i.e. different levels of difficulty).
10. _____ Use flexible need grouping.
11. _____ Seek assistance from student service personnel (e.g., counselors, psychologists, special ed staff).
12. _____ Recognize effort and relate it to achievement.
13. _____ Encourage out-of-school tutoring.
14. _____ Use an effective behavior management.
15. _____ Use computer-assisted instruction.
16. _____ Teach parents how to tutor their child.
17. _____ Use instructional aides.
18. _____ Employ a student peer tutoring program.
19. _____ Create a safe environment for risk taking.
20. _____ Encourage students to use resource rooms productively.

Differentiate the Process/Instruction

Vary the activities through which students make sense of key ideas using essential skills.

Math Problem Solving

1. _____ Provide immediate feedback about progress.
2. _____ Model and use guided practice with tightly sequenced forms of explicit instruction.
3. _____ Teach and model the use of problem representation and problem solving.
4. _____ Use small group, cooperative learning.
5. _____ Use peer tutoring.
6. _____ Item analyze student performance to determine specific learning needs..
7. _____ Teach prerequisite skills prior to the introduction of new operations and concepts.
8. _____ Provide direct instruction in self-monitoring procedures.
9. _____ Use graphic organizers to illustrate processes and concepts.
10. _____ Explicitly teach summarizing and writing math extended responses.
11. _____ Incorporate manipulatives, concrete materials, and authentic situations.
12. _____ Use short timed math exercises that mirror state and district assessments.
13. _____ Provide opportunities to use calculators.
14. _____ Provide computer-assisted math instruction.
15. _____ Provide correctives and re-takes for grades below C (i.e., acceptable mastery level).
16. _____ Teach notetaking.
17. _____ Teach memory and retrieval strategies
18. _____ Teach math roots, prefixes, and suffixes.

Lectures/Presentations/Demonstrations

1. _____ Use assistive technology.
2. _____ Use guided or teacher's notes.
3. _____ Record lectures and demonstrations.
4. _____ Assign a notetaking peer partner.
5. _____ Provide a digest of key ideas.
6. _____ Repeat directions and show them in graphic form.
7. _____ Cue the student to remain on task.
8. _____ Give directions in simplified language.

Memory

1. _____ Use a three-column notetaking.
2. _____ Break down ideas into smaller chunks.
3. _____ Encourage distributed practice.
4. _____ Encourage drawing ideas/words to remember.
5. _____ Adapt handouts for memory.
6. _____ Provide a list of things to remember for focusing memorizing time.
7. _____ Encourage the use of flashcards and incremental rehearsal to learn facts.
8. _____ Assign study buddies.
9. _____ Use peer and parent tutoring.
10. _____ Provide storyboards and flowcharts.
11. _____ Allow the use of a calculator
12. _____ Allow the use of an index card for printed copy of facts, multiplication tables and formulas.

Differentiate the Process/Instruction

Vary the activities through which students make sense of key ideas using essential skills.

Reading

1. _____ books on DVD, CD, and MP3.
2. _____ large print editions of text
3. _____ Activate/build student background information before reading.
4. _____ SQ3R (survey, question, read, review, recite
5. _____ anticipation guides
6. _____ reading guides
7. _____ paired reading
8. _____ repeated reading
9. _____ teach text patterns (e.g., main ideas, comparison)
10. _____ graphic organizers
11. _____ assisted response for oral reading
12. _____ Herringbone format to generate questions or use as a comprehension checker (W's.
13. _____ summary templates/frames.
14. _____ reciprocal teaching with pairs and trios.
15. _____ encourage highlighting
16. _____ re-reading
17. _____ make and refine predictions
18. _____ paraphrase/retell
19. _____ visualize images from text
20. _____ structured notetaking
21. _____ roots, prefixes, and suffixes

Differentiate the Product/Assessment

Vary how students demonstrate and extend what they understand and can do as a result of a span of learning.

Homework

1. _____ Notify parents if an assignment is not turned in.
2. _____ Reduce the homework quantity and spread out homework over time.
3. _____ Require the homework to be redone/corrected if it is below a mastery level.
4. _____ Break down homework into small tasks

Spelling

1. _____ Allow spelling mistakes on in-class written assignments and non-spelling tests
2. _____ Allow the use of an electronic spell checker.
3. _____ Create customized "common mistakes" lists.

Oral Presentations

1. _____ Permit the use of notes or text during oral presentations instead of memorization.
2. _____ Permit students to video record their presentation instead of a live presentation

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Differentiate the Product/Assessment

Vary how students demonstrate and extend what they understand and can do as a result of a span of learning.

Assessment and Test Anxiety

1. _____ Read directions and/or test items students.
2. _____ Give extended time to students.
3. _____ Allow students to retake a test if they get below a C grade on a test and if the student participates in some remediation activity.
4. _____ Place fewer items on each test page.
5. _____ Assist students to track test items by pointing or placing the student's finger on the items with an aide.
6. _____ Provide modified tests if the student requires modification in complexity and format (e.g., 3 multiple-choice options instead of 4 or 5 options, word banks, etc.).
7. _____ Provide cues (e.g., arrows, stop signs) are provided on answer form.
8. _____ Provide physical assistance for kinesthetic tasks.
9. _____ The aide or special ed teacher can administer the assessment.
10. _____ Read assessments to the student when the intent of reading is to measure comprehension.
11. _____ Allow students to mark answers in test booklets or large-spaced paper.
12. _____ Allow students to mark answers by computer.
13. _____ Allow students to dictate to a scribe or recording device to be later transcribed.
14. _____ Allow the use of spell-check device.
15. _____ Allow the use of grammar-check device.
16. _____ Provide pencils adapted in size, special grip pencil.
17. _____ Allow the use of arithmetic table.
18. _____ Allow multiple testing sessions.
19. _____ Collect work in portfolios to show incremental progress.
20. _____ Vary evaluation criteria.
21. _____ Increase formative assessment and provide more feedback covering less content.
22. _____ Use non-serif fonts and larger sizes (Arial 12).

Written Expression and Handwriting

1. _____ Accept typed assignments and worksheets.
2. _____ Permit students to print rather than writing cursive.
3. _____ Allow students to rewrite papers if the evaluation is below a C grade.
4. _____ Allow student to use graphic organizers instead of outline format for pre-writing.
5. _____ Explicitly teach proofreading strategies.
6. _____ Permit students to turn in parts of the written work during the process for you or someone to read and comment.