

## Differentiation: Meeting Students' Learning Needs in Diverse Ways

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

### 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.