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**DIFFERENTIATING FOR THE
INCLUSIVE CLASSROOM**

2019

CO-TEACHING AND ROLE RELEASE

RELEASE YOUR TRADITIONAL ROLES

- » General educators shouldn't develop curriculum alone!
- » Special educators don't have "magic dust" that enables them alone to work effectively with students with disabilities!
- » Co-teachers share knowledge and skills about students and curriculum.
- » Co-teachers make time to collaborate on curriculum development and supports for students.



INCLUSIVE CLASSROOM ENVIRONMENTS

- » Avoid phrases like "my students" and "Beth's kids," refer to all students as "ours!"
- » Students with disabilities are dispersed throughout the classroom naturally.
- » Students (including those with significant disabilities) aren't pulled out.
- » Students don't participate in alternative activities to the extent that disruptions in the daily schedule /peer interactions occur.



CURRICULAR CONSIDERATIONS

- » Lessons address different modalities and the curriculum is differentiated to meet the needs of all students.
- » All students work toward the same standards-based outcomes.
- » All students receive access to appropriate technology, communication supports and accommodations to meet their unique needs.
- » Students with disabilities actively participate in the same classroom activities as their peers, rather than observe or engage in alternative or separate tasks.

MODIFICATIONS IN GRADING*



- ✔ Base grades on individual progress.
- ✔ Use IEP goals/objectives as the basis for determining grades and honors.
- ✔ Individualize or change the standards of quantity/quality to achieve a specific grade. (An “A” for each student looks different based on individual agreement with teacher).
- ✔ Grade product and process separately...that is the process to complete an assignment may be more highly valued/weighted than the correct final answer.
- ✔ Create individual contracts that base grade on the completion of agreed upon tasks.
- ✔ Grade reflects work with specific curricular or instructional adaptations.
- ✔ Grade for effort, perseverance, degree of cooperation, etc. when mastery or overall progress is limited.
- ✔ Use a pass/fail system.
- ✔ Use a checklist noting mastery or demonstration of key skills or content.
- ✔ Write a narrative description/report that substitutes for a grade or clarifies the grade. Grade more frequently for a range of academic and interpersonal skills.
- ✔ Develop a collective profile of progress by sharing grading among several educators.
- ✔ Provide partial credit for attempts, partial answers, or approximations.
- ✔ Provide multiple ways to demonstrate knowledge that is evaluated on multiple dimensions beyond mastery of content (e.g., acting out a key scene from Romeo & Juliet—creativity, memorization, dramatic performance may all be included as dimensions of evaluation).

Udvari-Solner, 1997 *Some suggestions adapted from Toni Strieker, 1994

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A CURRICULAR ADAPTATION AND DECISION-MAKING MODEL



EXAMINE THE STRUCTURE OF THE INSTRUCTION

1. Can the student actively participate in the lesson without modification? Will the student essential outcome(s) be achieved?
2. Can the student's participation be increased by changing the instructional arrangement?
From traditional arrangements to
 - Cooperative groups
 - Small groups
 - Peer partners
 - Peer or cross-age tutors
3. Can the student's participation be increased by changing the lesson format?
 - Interdisciplinary/thematic units
 - Activity-based lessons, games, simulations, role-plays
 - Group investigation or discovery learning
 - Experiential lessons
 - Community-referenced lessons
4. Can the Student's participation and understanding be increased by changing the delivery of instruction or teaching style?

EXAMINE THE DEMANDS AND EVALUATION CRITERIA OF THE TASK

5. Will the student need adapted curricular goals?
 - Adjust performance standards
 - Adjust pacing
 - Same content but less complex
 - Similar content with functional/direct applications
 - Adjust the evaluation criteria or system (grading)
 - Adjust management techniques

From Udvari-Solner, A. (1994). Curriculum Adaptations Project.

EXAMINE THE LEARNING ENVIRONMENT

6. Can the changes he made in the classroom environment or lesson location that will facilitate participation?
- Environmental/physical arrangements
 - Social rules
 - Lesson location

EXAMINE THE MATERIALS FOR LEARNING

7. Will different materials be needed to ensure participation?
- Same content but variation in size, number, format
 - Additional or different materials/devices
 - Materials that allow a different mode of input
 - Materials that allow a different mode of output
 - Materials that reduce the level of abstraction of information

EXAMINE THE SUPPORT STRUCTURE

8. Will personal assistance be needed to ensure participation?
- From peers or the general education instructor?
 - From the support facilitator'?
 - From therapists'?
 - From paraprofessionals?
 - From others?

ARRANGE ALTERNATIVE ACTIVITIES THAT FOSTER PARTICIPATION AND INTERACTION

9. Will a different activity need to be designed and offered for the student and a small group of peers?
- In the classroom
 - In other general education environments
 - In community-based environments

From Udvari-Solner, A. (1994). Curriculum Adaptations Project.

Checklist of Sample Supplemental Supports, Aids, and Services

Directions: When considering the need for personalized supports, aids, or services for a student, use this checklist to help identify which supports will be the least intrusive, only as special as necessary, and the most natural to the context of the classroom.

Environmental

- Preferential seating
- Planned seating
 - Bus Classroom Lunchroom Auditorium Other
- Alter physical room arrangement (Specify: _____)
- Use study carrels or quiet areas
- Define area concretely (e.g., carpet squares, tape on floor, rug area)
- Reduce/minimize distractions
 - Visual Spatial Auditory Movement
- Teach positive rules for use of space

Pacing of Instruction

- Extended time requirements
- Vary activity often
- Allow breaks
- Omit assignments requiring copying in timed situations
- Send additional copy of the text home for summer preview
- Provide home set of materials for preview or review

Presentation of Subject Matter

- Teach to the student's learning style/strength intelligences
 - Verbal/Linguistic Logical/Mathematical Visual/Spatial Naturalist
 - Bodily/Kinesthetic Musical Interpersonal Intrapersonal
- Use active, experiential learning
- Use specialized curriculum
- Record class lectures and discussions to replay later
- Use American Sign Language and/or total communication
- Provide prewritten notes, an outline, or an organizer (e.g., mind map)
- Provide a copy of classmate's notes (e.g., use NCR paper, photocopy)
- Use functional and meaningful application of academic skills
- Present demonstrations and models
- Use manipulatives and real objects in mathematics
- Highlight critical information or main ideas
- Preteach vocabulary
- Make and use vocabulary files, or provide vocabulary lists
- Reduce the language level of the reading assignment
- Use facilitated communication
- Use visual organizers/sequences
- Use paired reading/writing
- Reduce seat time in class or activities
- Use diaries or learning logs
- Reword/rephrase instructions and questions
- Preview and review major concepts in primary language

Materials

- Limit amount of material on page
- Record texts and other class materials
- Use study guides and advanced organizers
- Use supplementary materials
- Provide note-taking assistance
- Copy class notes
- Scan tests and class notes into computer
- Use large print
- Use Braille material
- Use communication book or board
- Provide assistive technology and software (e.g., Intelli-Talk)

Specialized equipment or Procedure

- Wheelchair
- Standing Board
- Computer
- Electronic typewriter
- Modified keyboard
- Switches
- Catheterization
- Braces
- Customized mealtime utensils, plates, cups, and other materials
- Walker
- Positioning
- Computer software
- Video
- Voice Synthesizer
- Augmentative communication device
- Suctioning
- Restroom equipment

Assignment modification

- Give directions in small, distinct steps (written/picture/verbal)
- Use written backup for oral directions
- Use pictures as supplement to oral directions
- Lower difficulty level
- Shorten assignments
- Read or record directions to the student(s)
- Give extra cues or prompts
- Allow student to record or type assignments
- Adapt worksheets and packets
- Use compensatory procedures by providing alternate assignments, when demands of class conflict with student capabilities
- Ignore spelling errors/sloppy work
- Raise difficulty level
- Reduce paper-and-pencil tasks
- Ignore penmanship

Self-Management/Follow-Through

- Provide pictorial or written daily or weekly schedule
- Provide student calendars
- Check often for understanding/review
- Request parent reinforcement
- Have student repeat directions
- Teach study skills
- Use binders to organize material
- Design/write/use long-term assignments timelines
- Review and practice real situations
- Plan for generalization by teaching skill in several environments

Testing Adaptations

- Provide oral instructions and/or read test questions
- Use pictorial instructions/questions
- Read test to student
- Preview language of test questions
- Ask questions that have applications in real setting
- Administer test individually
- Use short answer Use multiple choice Shorten length
- Extend time frame Use open-note/open-book tests
- Modify format to reduce visual complexity or confusion

Social Interaction Support

- Use natural peer supports and multiple, rotating peers
- Use peer advocacy
- Use cooperative learning group
- Institute peer tutoring
- Structure opportunities for social interaction (e.g., Circle of Friends)
- Focus on social process rather than end product
- Structure shared experiences in school and extracurricular activities
- Teach friendship, sharing, and negotiation skills to classmates
- Teach social communication skills
 - Greetings Conversation Turn Taking Sharing Negotiation Other

BEGIN SLOWLY – JUST BEGIN!



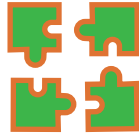
LO-PREP DIFFERENTIATION

- Choice of books
- Homework options
- Use of reading buddies
- Varied journal prompts
- Student-teacher goal setting
- Work alone or together
- Whole to part and part to whole explanations
- Flexible seating
- Varied computer programs
- Varied supplementary materials
- Options for varied modes of expression
- Varying scaffolding on same organizer
- Computer mentors
- Think-Pair-Share by readiness, interest, learning profile
- Use of collaboration, independence, and cooperation
- Open-ended activities
- Mini workshops to re-teach or extend skills
- Jigsaw
- Negotiated Criteria
- Exploration by interest
- Games to practice mastery of information and skill
- Multiple levels of question

HI-PREP DIFFERENTIATION

- Tiered activities/labs
- Tiered products
- Independent studies
- Multiple texts
- Alternative assignments
- Learning contracts
- Multiple intelligence options
- Compacting
- Spelling by readiness
- Entry points
- Varying organizers
- Lectures coupled with graphic organizers
- Community mentorships
- Interest groups
- Tiered centers
- Interest centers
- Personal agendas
- Literature circles
- Stations
- Complex instruction
- Group investigation
- Tape recorded materials
- Teams, games, and tournaments
- Choice boards
- Think-Tac-Toe
- Simulations
- Problem-based learning
- Graduated rubrics

MULTIPLE INTELLIGENCES PRODUCT GRID



| Linguistic | Logical/ Mathematical | Spatial | Bodily/ Kinesthetic | Musical | Interpersonal | Intrapersonal | Naturalist |
|----------------------|--------------------------|----------------------------|------------------------|------------------|------------------|-----------------|---------------------|
| Advertisement | Advertisement | Animated Movie | Calligraphy | Audio-Video Tape | Advertisement | Bulletin Board | Artifact Collecting |
| Annotated/Biblio | Annotated Biblio | Art Gallery | Charades | Choral Reading | Animated Movie | Chart | Diorama |
| Bulletin Board | Chart | Bulletin Board | Collage | Fairy Tale | Bulletin Board | Collection | Field Study |
| Code | Code | Bumper Sticker | Costumes | Film | Chart | Comic Strip | Field Trip |
| Comic Strip | Collage | Cartoon | Dance | Instrumental | Choral Reading | Diary | Fossil Collecting |
| Debate | Costumes | Chart | Demonstration | Juke Box | Comic Strip | Editorial Essay | Insect Collecting |
| Demonstration | Demonstration | Clay Sculpture | Diorama | Musical | Debate | Fairy Tale | Leaf Collecting |
| Diary | Detailed Illustration | Collage | Etching | Poem | Demonstration | Family Tree | Original Song |
| Editorial Essay | tion | Costumes | Experiment | Rap Song | Editorial Essay | Journal | Photo Essay |
| Fairy Tale | Edibles | Demonstration | Film | Riddle | Fairy Tale | Learning Center | Planning a Rock |
| Family Tree | Experiment | Diorama | Flip Book | Role Playing | Film Game | Poem | Collecting |
| Fiction Story | Fact Tile | Display | Food | Song | Interview | Riddle Maze | Scientific Drawing |
| Interview | Family Tree | Etching | Hidden Picture | Sound | Journal | Collage | Spelunking Trip |
| Jingle | Game | Film | Mosaic | | Lesson | Time-line | Time-line |
| Joke Book | Graph | Filmstrip | Mural | | Mazes | | |
| Journal | Hidden Picture | Flipbook | Musical | | Museum Exhibit | | |
| Lesson | Labeled Diagram | Game | Musical Instruments | | Pamphlet | | |
| Letter | Large Scale | Graph | Needlework | | Petition | | |
| Letter to the Editor | Drawing | Hidden Picture | Painting | | Play | | |
| Newspaper Story | Lesson | Illustrated Story | Pantomime | | Press Conference | | |
| Non-Fiction | Map with Legend | Maze | Paper Mache | | Role Playing | | |
| Oral Defense | Mazes | Mobile | Plaster of Paris | | TV Program | | |
| Oral Report | Mobile | Mosaic | Model | | Write a new law | | |
| Pamphlet | Model | Mural | Play | | | | |
| Petition | Petition | Painting | Poem | | | | |
| Play | Play | Paper Mache | Press Conference | | | | |
| Poem | Prototype | Photo Essay | Puppet | | | | |
| Press Conference | Puzzle | Picture Story for Children | Puppet Show | | | | |
| Radio Program | Recipe | Pictures | Radio Program | | | | |
| Riddle | Riddle | Play | Role Play | | | | |
| Science Fiction | Survey | Political Cartoon | Transparencies | | | | |
| Story | Time-line | Pop-up book | TV Program | | | | |
| Skit | Transparencies | Prototype | | | | | |
| Slogan | Venn Diagram | Rebus Story | | | | | |
| Soliloquy | Working Hypothesis | Slide Show | | | | | |
| Story Telling | Write a new law | Story Cube | | | | | |
| TV Program | | Transparencies | | | | | |
| Write a new law | | Travel Brochure | | | | | |

ADAPTING CONTENT: CURRICULAR & INSTRUCTIONAL ADAPTATIONS



WORD RECOGNITION/VOCABULARY

- » Use easier/less words
- » Use semantic mapping to create visual representations of how words are related
- » Provide magnetic letter boards to practice new sounds, letters and words
- » Have student match words to pictures

COMPREHENSION

- » KWL
- » Teach summarizing & paraphrasing
- » Reciprocal teaching
- » Provide illustrations, diagrams and concept maps
- » Make story maps & graphic organizers
- » Teach questioning strategies
- » Picture sequencing
- » Oral rather than written response
- » Adapt format of text— enlarge, rewrite at lower readability, tape record, use text-to-speech software
- » Ask only factual questions

SPELLING

- » Use fewer words
- » Have students use an electronic communicator
- » Read words and have the student write the first letter only
- » Provide adapted tests that provide multiple choice for spelling.
- » Ask the student to circle the correct picture that coincides with each word

WRITTEN ASSIGNMENTS

- » Provide stimulus questions
- » Provide sentence starters
- » Provide a scribe
- » Provide writing frames
- » Provide word processing
- » Create other products (PowerPoint, posters, videos, mobiles, paintings, etc.)

MATH

- » Use manipulatives and picture representations
- » Teach mnemonics for concepts, i.e. order of algebraic equations
- » Posters for cueing operations in word problems
- » Add cues (i.e. + means to add) to computation problems
- » Use highlighters
- » Allow use of calculator, number line and multiplication table
- » Reduce complexity of problems
- » Reduce number of items
- » Large-print
- » Provide examples on tests and worksheets
- » Provide answer boxes
- » Provide multiple choice

ORAL PRESENTATIONS/LECTURES

INPUT

- » Use guided lectures (explain objectives & purpose, relate material to real-life, pause frequently, pose questions, summarize)
- » Multisensory approach (role-play, drama, music, etc.)
- » Visual aids
- » Vocabulary instruction in context
- » Use temporal cues (first, next, last)

OUTPUT

- » Fill in the blank notes (slotted notes)
- » Provide lecture outline
- » Peer note takers
- » Recorded lectures to listen to at home

READING DEMANDS

- » Teach organization/structure of text
- » Rewrite short passages
- » Have student listen & retell what was read
- » Have student read & retell
- » Add Pictures & Symbols
- » Read text aloud to students
- » Paired reading
- » Silent & oral reading groups

PROJECTS

- » Picture cues or audiotape with steps for completing tasks
- » Allow student to only complete certain tasks of project
- » Reduce writing demands









ADAPTATION SYSTEMS



| | |
|---|---|
| <p style="text-align: center;">AUDITORY</p> <p>White noise for background Music during work time Sound amplification Head phones Tennis balls on bottom of chairs Nature sounds Warnings for fire drills Carpet Auditory cues for transition</p> | <p style="text-align: center;">VISUAL</p> <p>Timers Replace fluorescent lights with floor lamps Visual cues Graphic organizers Color in print materials/handouts Size of font Number of items on page Visual reminders for change/transition Sign language</p> |
| <p style="text-align: center;">TACTILE</p> <p>Fidgets Squish balls Pencil grips Twirling hair Pressure/leaning against someone/something Deep pressure Play dough Raised lined paper Velcro strips Gum/hard candy</p> | <p style="text-align: center;">SMELL</p> <p>Gum for concentration Avoid strong perfumes Smelly markers/stickers Mints Crunchy snacks Cooking Use of divided plates Oral motor plan (straws,etc)</p> |
| <p style="text-align: center;">PROPRIOCEPTIVE</p> <p>Fidgets Sensory brush Stress balls Weighted vest Disco seats Swings Brain gym Tight hugs Push ups Jumping jacks Dancing Stretch Walking Yoga Push/pull activities Exercise ball Squeeze balls</p> | <p style="text-align: center;">VESTIBULAR</p> <p>Rocking chair Chair wedge Seat cushion/disc Sit-n-spin Bouncy balls Aerobic moving Packing/walking Trampoline Running Rolling Hokey Pokey Parachute Brain gym Hula hoop Tunnel crawls Wheeled chairs Balance beam</p> |

MULTIPLE INTELLIGENCE THINK-TAC-TOE

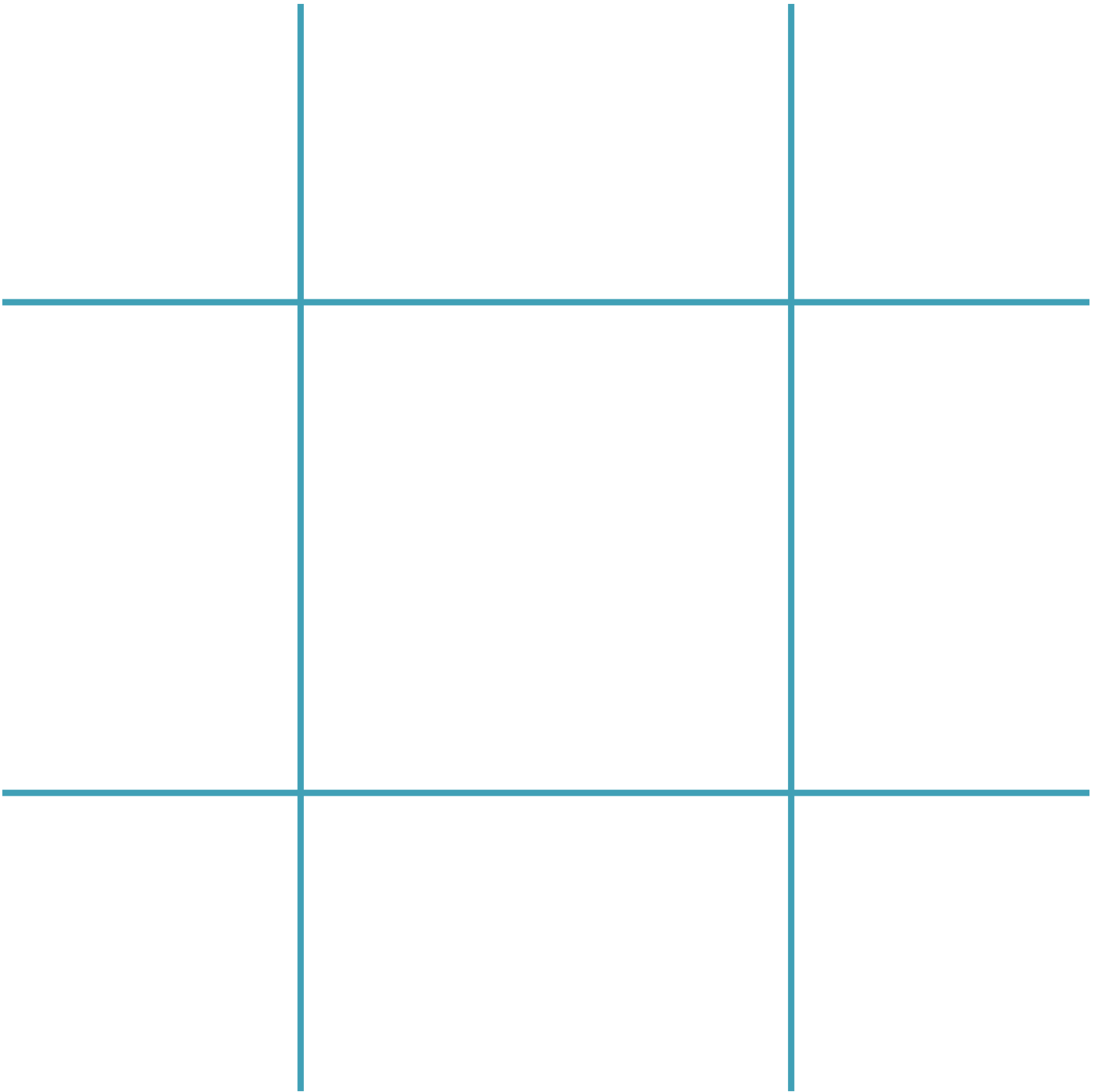
TOPIC: _____

| | | |
|---|--|---|
| <p>Verbal Linguistic</p>  <p>How can I use the written or spoken word?</p> | <p>Logical Mathematical</p>  <p>How can I bring in numbers, calculations, logic, classifications, or critical thinking skills?</p> | <p>Visual Spatial</p>  <p>How can I use visualization, visual aids, color, art, or metaphor?</p> |
| <p>Bodily Kinesthetic</p>  <p>How can I involve the whole body, incorporate movement, or use hands-on experiences?</p> | <p>FREE</p> | <p>Interpersonal</p>  <p>How can I engage students in peer sharing, cooperative learning, or large group simulation?</p> |
| <p>IntraPersonal</p>  <p>How can I evoke personal feelings or memories or give students choices?</p> | <p>Naturalistic</p>  <p>How can I incorporate living things, natural phenomena, or ecological awareness?</p> | <p>Musical</p>  <p>How can I bring in music, environmental sounds, or set key points in rhythmic or melodic frameworks?</p> |

Adapted from the work of Robbie Kronberg (Udvari-Solner, 2001)

MULTIPLE INTELLIGENCE THINK-TAC-TOE

TOPIC: _____



TIPS FOR USING THE DIFFERENTIATED INSTRUCTION MENU



- ✓ The topic for differentiated instruction menu can involve one general instructional area, unit, or broad goal.
- ✓ The appetizer, entre, side dish, and dessert areas each can address a particular learning objective in the unit.
- ✓ Each area appetizer, entre, side dish, and dessert can represent a different goal within the unit of study.
- ✓ The teacher can ask students to choose from an area of strength and an area of need.
- ✓ The teacher can modify the menu by reducing the number of items the student is required to do.
- ✓ The teacher can make individual menus.
- ✓ The teacher can act as the chef and can ask students to have their menus signed by the chef before they get started.
- ✓ Students can co-create menus and rubrics with the teacher

DINNER MENU

PHOTOSYNTHESIS

APPETIZER (EVERYONE SHARES)

- » Write the chemical equation for photosynthesis



ENTRÉE (SELECT ONE)

- » Draw a picture that shows what happens during photosynthesis.
- » Write two paragraphs about what happens during photosynthesis.
- » Create a rap or song that explains what happens during photosynthesis.



SIDE DISHES (SELECT AT LEAST TWO)

- » Define respiration, in writing.
- » Compare photosynthesis to respiration using a Venn diagram.
- » Write a journal entry from the point of view of a green plant.
- » With a partner, create and perform a skit that shows the differences between photosynthesis and respiration.



DESSERT (OPTIONAL)

- » Create a test to assess the teacher's knowledge of photosynthesis.

APPETIZER (EVERYONE SHARES)

»



ENTRÉE (SELECT ONE)

»

»

»



SIDE DISHES (SELECT AT LEAST TWO)

»

»

»



DESSERT (OPTIONAL)

»



TARGET STUDENTS

IN THE CENTER OF YOUR CIRCLES, WRITE A TARGET STUDENT'S NAME. AROUND THE NAME, JOT 3 POSITIVES (DESCRIPTORS, SKILLS, AND INTELLIGENCES) AND ONE DEFICIT AREA ABOUT THE STUDENT.

A large black-outlined circle with a horizontal line drawn across its lower portion, intended for writing a student's name and notes.A large black-outlined circle with a horizontal line drawn across its lower portion, intended for writing a student's name and notes.A large black-outlined circle with a horizontal line drawn across its lower portion, intended for writing a student's name and notes.



DIFFERENTIATION ACTIVITY

WITH YOUR TEAM CREATE AN ENGAGING, FUN AND DIFFERENTIATED LEARNING EXPERIENCE FOR YOUR CLASS. KEEP YOUR TARGET STUDENTS IN MIND!

COMMON CORE STANDARD:

ACTIVITY:

DIFFERENTIATION & ADAPTATIONS:

FAIR

YOU ARE A NURSE IN THE EMERGENCY ROOM AND 12 PEOPLE COME IN AT THE SAME TIME WITH VARIOUS EMERGENCIES. YOU NEED TO PLACE THE PEOPLE IN AN ORDER WHERE THE FIRST PERSON (1) TO BE TAKEN CARE OF IS THE MOST CRITICAL AND THE LAST PERSON (12) IS NOT CRITICAL AT ALL.

WITH YOUR PARTNER, NUMBER THESE EMERGENCIES IN THE ORDER YOU THINK THEY SHOULD BE TAKEN CARE OF 1-12.

A WOMAN IN LABOR

A CHILD WITH A BROKEN LEG

A PERSON IN A COMA

A MEAN WITH A SEVERE CUT ON THE HEAD

A BOY WITH A BAD NOSE BLEED

A GIRL WITH A POLE THROUGH THE LEG

A PERSON HAVING A STROKE

A TEEN WITH A CUT OFF FINGER

A MAN WITH A COLLAPSED LUNG

A BABY WITH A TEMP OF 104

A MAN HAVING A HEART ATTACK

A BOY WITH A PENCIL STUCK IN ARM

PROGRAM PLANNING MATRIX

STUDENT _____

CLASS _____

DATE _____

CLASS SCHEDULE

| | | | | | | | | | |
|-----------|--|--|--|--|--|--|--|--|--|
| IEP GOALS | | | | | | | | | |
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KEY: X=INSTRUCTION PROVIDED; O= ADAPTATIONS REQUIRED; • =DATA COLLECTED

NOTES