Authentic Differentiation for Students with Significant Intellectual Disabilities

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What is differentiation?

• No Child Left Behind (NCLB)
• Authentic Differentiation
• Classroom Instructional Strategies
Does your classroom look like this?

If so, We can help!
Let’s Differentiate
YOU ARE A FIRST YEAR SEVERE AND PROFOUND TEACHER AT A LOCAL ELEMENTARY SCHOOL. YOU HAVE THREE STUDENTS IN YOUR CLASS. LUCKILY ALL OF YOUR STUDENTS ARE IN THE FOURTH GRADE.

ONE STUDENT (STUDENT A) IS NON-AMPUTATORY AND HAS A DIAGNOSIS OF SEVERE INTELLECTUAL DISABILITY (SID). THE STUDENT HAS SOME VERBAL COMMUNICATION BUT LACKS CLARITY.

THE SECOND STUDENT (STUDENT B) IS NON-AMPUTATORY AND HAS A DIAGNOSIS OF PROFOUND INTELLECTUAL DISABILITY (PID). STUDENT B IS MEDICALLY FRAGILE AND NEEDS TOTAL ADULT SUPERVISION AND CARE.

THE THIRD STUDENT (STUDENT C) HAS A DIAGNOSIS OF AUTISM. HE IS AMBULATORY AND CAN FOLLOW BASIC ONE AND TWO STEP INSTRUCTION. HE IS NONVERBAL BUT IS ACCUMULATING AND LINKING FUNCTIONAL SIGNS. STUDENT C ALSO HAS DEVELOPED SOME HANDWRITING SKILLS.
Lesson 1: 4th Grade Mathematics

Geometry

Draw and Identify lines and angles, and classify shapes by properties of their lines and angles.

MCC.4.G.1: Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.

Identify the following

• What is the verb?
• What are the nouns?
• How many parts?
• How can it be chunked?
Geometry

Draw and Identify lines and angles, and classify shapes by properties of their lines and angles.

MCC.4.G.1: Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.

Identify the following

- What are the verbs? Draw and Identify
- What are the nouns? Points, Lines, Line Segments, Rays, Angles, Perpendicular and Parallel lines
- How many parts? Two
- How can it be chunked? In sets of ones, twos, or parts (dependent upon the functioning levels of the student).
YOU ARE A FIRST YEAR SEVERE AND PROFOUND TEACHER AT A LOCAL HIGH SCHOOL. YOU HAVE THREE STUDENTS IN YOUR CLASS. LUCKILY ALL OF YOUR STUDENTS ARE IN THE ELEVENTH GRADE.

ONE STUDENT (STUDENT A) IS NON-AMBULATORY AND HAS A DIAGNOSIS OF SEVERE INTELLECTUAL DISABILITY (SID). THE STUDENT HAS SOME VERBAL COMMUNICATION BUT LACKS CLARITY.

THE SECOND STUDENT (STUDENT B) IS NON-AMBULATORY AND HAS A DIAGNOSIS OF PROFOUND INTELLECTUAL DISABILITY (PID). STUDENT B IS MEDICALLY FRAGILE AND NEEDS TOTAL ADULT SUPERVISION AND CARE.

THE THIRD STUDENT (STUDENT C) HAS A DIAGNOSIS OF AUTISM. HE IS AMBULATORY AND CAN FOLLOW BASIC ONE AND TWO STEP INSTRUCTION. HE IS NONVERBAL BUT IS ACCUMULATING AND LINKING FUNCTIONAL SIGNS. STUDENT C ALSO HAS DEVELOPED SOME HANDWRITING SKILLS.
Lesson 2: 11th Grade ELA

Reading Informational Text

ELACC.11-12.RI.1: Cite strong and through textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Identify the following

• What is the verb?
• What are the nouns?
• How many parts?
• How can it be chunked?
Lesson 2: 11th Grade ELA

Reading Informational Text

ELACC.11-12.RI.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Identify the following

• What are the verbs? Cite
• What are the nouns? Textual Evidence, Inferences
• How many parts? Two
• How can it be chunked? In sets of ones, twos, or parts (dependent upon the functioning levels of the student).
## How can the standard be differentiated?

<table>
<thead>
<tr>
<th>Traditional Instruction</th>
<th>Example</th>
<th>Differentiated Instruction</th>
<th>Example</th>
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<tbody>
<tr>
<td>A single teaching approach for the entire class</td>
<td>The math teacher works sample word problems on the overhead.</td>
<td>A variety of approaches of lesson delivery</td>
<td>Math teacher works the first step then instructs students to discuss the next steps with a partner.</td>
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<tr>
<td>Student practice looks the same for the entire class.</td>
<td>Students work the odd problems from their textbook on their own with the teacher answering questions.</td>
<td>Students have access to the content through a variety of learning styles.</td>
<td>Students in small groups cycle through centers to tackle word problems visually, with math manipulatives and through journal writing.</td>
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<td>Students who have already mastered the material wait until the rest of the class catches up.</td>
<td>A student who worked ahead in the textbook spends the next half of class reading an off-topic book to kill time.</td>
<td>Students who have mastered the material are given “challenge assignments” which deepen their understanding of the content.</td>
<td>These students fill in a graphic organizer which promotes higher level thinking while the rest of the class does basic skill practice of the new concept.</td>
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<td>Students have little choice in what they study.</td>
<td>Students who are learning to write research papers are assigned topics randomly by the teacher.</td>
<td>Students are given choice in their areas of study whenever possible.</td>
<td>Students choose a topic for their papers which is of interest to them from within guidelines established by the teacher.</td>
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<td>Students are all expected to have the same outcomes and progress is judged using the same guidelines for everyone.</td>
<td>Students are assigned a five-paragraph essay, and those who do not perform up to the set standard fail.</td>
<td>The teacher modifies the grading rubric to take into account varying levels of readiness for this assignment among students.</td>
<td>A student struggling with writing would be given a modified version of the assignment which would still be challenging but more appropriate for his current skill set.</td>
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what's Assistive Technology?

How can it be used?
Questions?