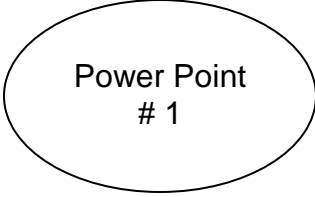


# Effective Co-Teaching:

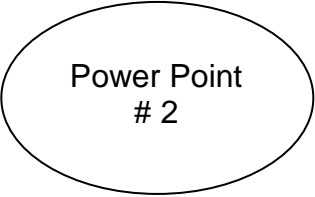
## Differentiated Instruction in the Co-Taught Classroom

### Introduction



Power Point  
# 1

To continue our quest to make co-teaching instruction the most effective and efficient, we must address the issue of differentiated of instruction. Differentiated instruction is important to all students. However, today we will focus on differentiating instruction for students with disabilities.



Power Point  
# 2

### What is Differentiated Instruction?

Differentiated instruction is a philosophy of teaching that assumes all students learn in different ways.

The words “differentiated instruction” in this context refers to all aspects of teaching, including planning which instructional strategy to use, activities, materials, products, assessments, and the environmental arrangement or instructional grouping that will best meet the learning needs of all students.

Instruction is designed to meet the unique needs of each learner, while also maximizing the student’s strengths and meeting the rigorous Georgia Performance Standards (GPS).

Power Point  
# 3

## **Outcomes for Co-Teachers:**

For those of you that have worked on developing GPS units for your grade level or course, you will recognize the different outcomes expected across a unit. This slide outlines the outcomes or expectations for this presentation with regard to differentiating instruction for students with disabilities.

### **Understanding:**

- Differentiation is the key to supporting students with disabilities in the general education classroom.
- Co-teachers must differentiate in order to be effective and efficient.

### **Essential Question:**

- How do co-teachers differentiate classroom instruction for students with disabilities?

### **Knowledge:**

- Identify the reasons to differentiate.
- Identify the options for differentiation.

### **Skills:**

- Determine student interests, learning profiles, and skill levels.
- Identify ways to differentiate content, products, assessments, instruction, materials, and activities.

Power Point  
# 4

Handout  
# 1

### **Graphic Organizer of the Differentiated Instruction Training**

To support those of you who are visual learners, this is a graphic organizer of the components that must be considered when differentiating instruction for students with disabilities.

The reasons to differentiate should be used as the basis for determining the needed accommodations and/or modifications. Generally, teachers most often differentiate instruction for students with disabilities based on their skill or ability level. Most often, this occurs during the assessment of learning. Accommodations are most often use during testing or evaluation. However, there are other reasons and options for differentiating instruction.

Power Point  
# 5

### **Three Reasons to Differentiate Instruction**

In order to differentiate instruction for students with disabilities, one must first understand the reasons for differentiating. As we continue to learn how the brain processes, stores, and retrieves information, it is critical that we apply this knowledge to our classrooms.

The three reasons to differentiate instruction are based on the:

- Student's interest
- Student's learning profile
- Student's skill level

## Reasons to Differentiate: Student Interest

The first reason to differentiate instruction is based on the student's interest. Students with disabilities usually have interest similar to that the general education students. However, there are some students with certain types of disabilities who have unique or alternative interests.

### **Example:**

Students with Asperger Syndrome may only have one or two topics of true interest. However, they may be "experts" in that area. For example, Andrew was a young man with Asperser who had a fascination with airplanes. He knew everything about airplanes.

One reason to know a student's interest is to motivate that student. By allowing students to use a favorite athlete, comedian or actor/actress as a topic for a narrative report, the students are much more likely to complete the task and do a better job. How do you know your student's interests? Simply ask them. Use a survey, checklist or questionnaire. This information will allow you to utilize student interests to differentiate assignments and activities.

### **Examples of incorporating student interest into Instruction:**

- Incorporating their interest in automobiles or clothing to research the depression era
- Allowing students to select from a list of animals for a presentation on the habitat of that animal
- The teacher allows students to select from three novels from early American literature that are varied in regard to gender, setting, plots, and genre (including action, romance, etc.), for a book report

Handout  
# 2

### **Activity:**

Have each participant complete a student interest inventory on one of their students.

Power Point  
# 7

## Reasons to Differentiate: Student Learning Profile

The second reason to differentiate instruction is the student learning profile. There are many aspects to a student's learning profile. A student's learning profile is unique to that individual. Student learning profiles refer to the way students learn including their strengths and weaknesses which may promote or deter learning.

Power Point  
# 8

Handout  
# 3

## Categories of Learning Profiles

There are several learning profiles we will discuss today. They are learning style, multiple intelligence, culture-influenced characteristics, and processing systems.

### Learning Style:

Knowing a student's learning style will tell you how the student best learns. There are many learning style inventories which can be accessed on the internet which can be used to assess student learning styles. See handout number three for a list and brief description of inventories that might be helpful.

### Multiple intelligences:

Howard Gardner looks at 8 different types of intelligences that can be very helpful in assessing your students' learning styles. Supporting students by utilizing the various types of intelligences can help pinpoint student strengths.

### Culture-influenced characteristics:

In addition to gender, socioeconomic level, and emotional needs, a student's culture can impact their ability to learn. If you have students from culturally diverse backgrounds, learn more about their cultures.

### Processing Systems:

Students with disabilities will have one or more processing deficits. The way a student with a disability processes information is unique to each student. We will spend time understanding the processing systems of students with disabilities.

Power Point  
# 9

## **Student Learning Profile: 7 Processing Systems**

There are seven processing systems that our brains use to acquire, store, and retrieve information. We will look at each one to examine how they affect learning.

The processing systems that we will review are attention, memory, visual/spatial, sequential, language, motor functioning, and higher-order thinking. These processing systems are the same for everyone. Everyone has strengths and weaknesses in their processing systems. But for students with disabilities, these strengths and weaknesses have a greater impact on learning.

Power Point  
# 10 & # 11

## **Student Learning Profile: 7 Processing Systems Attention**

Attention is the first processing system we will discuss today. As the quote implies, we all lack attention. This slide shows us the brain and the effects that ADHD has on learning. The first slide is a normal brain; the next is a brain with ADHD at rest, followed by a ADHD brain concentrating. The last slide is an ADHD brain with adderall, which is a medication prescribed to individuals with ADHD.

Power Point  
# 12

### **Activity: Think-Pair-Share**

Think about the brain SPECT study. Partner with the person next to you. Share with your partner your reaction to the Brain SPECT Studies shown on the slide.

Next, make a list with your partner of behaviors and academic issues exhibited in your classrooms by students with attention deficits.

Look at the handout on attention. Compare the behaviors you listed with the second column of the handout on attention. How many of the behaviors from the handout do you see in your classroom?

On this handout the first column address what is actually happening in the brain in order to process information. It is important to remember that for learning to take place, the brain must attend. Remember to prompt or key students to bring their attention back to your information. Look at the third column. It describes accommodations designed to support students with attention deficits in the learning process. Would any of these be helpful to students in your classroom?

Power Point  
# 13

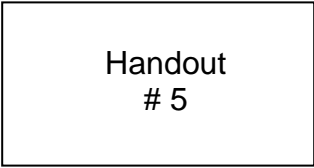
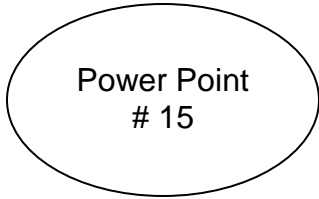
## **Student Learning Profile: 7 Processing Systems Memory**

The second processing system is memory. Remember, you have to attend to the learning before anything else can take place, but just attending is not enough. There must be a process to store the information. As the quote implies, poor memory is not all bad! Let's see if you stored any information from your American History class.

Power Point  
# 14

### **Activity:**

Read each question and allow a participant the opportunity to respond aloud. Did anyone know all of the answers to the questions? History teachers are exempt. Remind participants that this is information they all knew at one time in their lives.



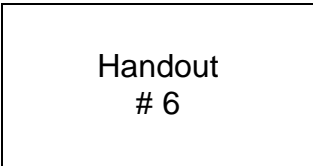
**Activity:**

Refer to handout five again.  
In your think-pair-share groups, look at the second column of the handout on memory processing systems.  
Identify which two behaviors would impact learning the most.  
Look at the first column. Are the behaviors you identified a short-term memory deficit, an active working memory deficit, or a long-term memory deficit?  
Look at the third column. What support can be given to students to help them bypass memory deficits?



**Student Learning Profile: 7 Processing Systems  
Visual Spatial Processing**

The third processing system is visual spatial processing. Visual-spatial processing is the brain visualizing or organizing information.



**Activity:**

Everyone point toward the North. For those of you that knew which way was North, how did you know? Most people have a sense of direction based on a “point of reference”, which is often a landmark.

Look at the handout on visual-spatial processing. In the middle column, check any or all of the indicators that would describe you. In the third column, which of the accommodations would you require?

**Just a reminder:** Students with disabilities are not messy or disorganized just to drive you crazy. They actually need help organizing and visualizing materials to support their learning.



Power Point  
# 18

## Student Learning Profile: 7 Processing Systems Sequential Processing

The fourth processing system is sequential processing. Sequential processing is the neurological function that arranges information in a sequential, linear, or temporal manner.

Power Point  
# 19

### **Activity:**

You will give the participants one minute to complete the problem.

The answer to the problem is 63.

Ask who gave up?

Ask how many are really bothered because they couldn't finish the problem?

For some students, their brain has a need to finish what they have started or they will become anxious. When you have students in your classroom that keep working when you have asked them to stop, they are trying to reduce their anxiety.

For students with disabilities, with sequential processing deficits may interfere with:

- math
- written expression
- problem solving

Often the students have difficulty with these tasks because they can't process the information in steps or they get confused during the process (cannot keep the steps in the correct order). Let's look at some possibilities to support their learning.

Power Point  
# 20

Handout  
# 7

**Activity:**

Look at the handout on sequential processing. Look at two of the accommodations in the third column listed to assist students with sequential processing deficits. Make a note describing how these accommodations might look in your classroom.

Power Point  
# 21

## **Student Learning Profile: 7 Processing System Language and Auditory Processing**

The fifth processing system is language and auditory processing. A deficit in language and auditory processing has the greatest impact on learning for students with disabilities. Deficits in language and auditory processing can take on many forms. For example, very young children will often have difficulty learning to read. For older students, content areas can become difficult because of the preponderance of whole group instruction through a lecture format. Often students with language and auditory processing deficits will be unable to simultaneously listen and take notes.

Power Point  
# 22 & # 23

**Activity:**

Everyone read the slide aloud and pay attention to the instructions on the left indicating when you see q pronounce it as a d or t, etc.  
Give the audience one minute to work on this – then show the next slide and have them read it as quickly as possible.  
Ask how difficult it was to read? If you were given more time could you have actually read the paragraph?

Students with language and auditory processing deficits often expend this much energy trying to decode individual words. By the time they decode the entire sentence, they are unable to remember the beginning and therefore did not comprehend what was read.

Power Point  
# 24

Handout  
# 8

**Activity:**

On the language and auditory processing handout you can easily see (in the middle column) how these indicators can strongly impact learning in these courses. Select three accommodations from the third column and describe how you would use them in a co-taught classroom with your think-pair-share partner.

Power Point  
# 25

## **Student Learning Profile: 7 Processing Motor Function**

The sixth processing system is motor function. Motor function refers to a number of areas including gross motor, fine motor, grapho motor, oral motor, and musical motor.

Power Point  
# 26

Handout  
# 9

**Activity:**

In one minute, write the quote from Justice Brandeis using your nondominant hand.  
“There is no great writing only great rewriting.”  
How difficult was this activity for you?  
What does your handwriting look like? What did it feel like?

It is obvious how motor functioning will impact writing. Look at handout #9 and read it to yourself. In the third column there are a number of accommodations to support these students.

While I lecture, take notes with your nondominant hand. It is difficult for some students with disabilities to take notes. They can not do two cognitive tasks simultaneously. They can write or listen.

Power Point  
# 27

## Student Learning Profile: 7 Processing System Higher-Order Thinking

The last processing system is higher-order thinking. Higher-order thinking is the brain's ability to understand concepts, solve problems, think critically or creatively and follow rules. Deficits in higher-ordered thinking will impact content-area learning.

Power Point  
# 28

Handout  
# 10

### **Activity:**

Look at the handout # 10 on higher-order thinking.  
Think of the learning activities that you did in your classroom last week.  
How would the indicators in the middle column have affected the learning of students with disabilities?

Strategies for accommodating higher-order thinking deficits are in column three. One very effective support is graphic organizers. Max Thompson was asked the question, "For what information do we need to develop a graphic organizer?" His answer, "Only the information we want the students to learn."

Power Point  
# 29

## **Guidelines for Using Learning Profiles**

Remember that the learning profile is larger than just the processing systems. We briefly talked about learning styles, cultural influences, poverty and gender playing roles in student's learning profile. Looking at these guidelines, you need to know the strengths and weaknesses in our own learning processes. A rule of thumb to remember is that about a third of your class will share your learning preferences. If listening and taking notes was an easy way for you to learn, that will probably work for about a third of the students in your class. To support the remaining 2/3 of your students, utilize your co-teacher by having them take notes on an overhead, develop a graphic organizer on the board or have a station where a hands-on activity supports the lecture material. This will increase the number of learners that can access the information you cover. It's also very important that you and your co-teacher talk about the various learning processes and model various approaches that you use. This will help students to understand their disability and teach them how to learn new information.

Power Point  
# 30

## **Reasons to Differentiate: Skill Level**

In review, the first reason to differentiate is student interest. The second reason to differentiate is student learning profile. The third reason to differentiate is student skill level.

Differentiating instruction based on student skill level is a common and effective practice for teachers. While information regarding skill level can be found in cumulative records, the best source of information is teachers. Teachers know which students catch on quickly and those that struggle.

Using on-going assessment, teachers identify the skill level of the individual student to determine the instructional level. The instructional level must match the skill level of the student in order for the student to benefit from instruction. If the instructional level is below the student skill level, the student is not pushed to a higher level of achievement. If the instructional level is beyond the skill level of the student, the student is unable to comprehend new skills and knowledge.

## **Reasons to Differentiate: Skill Level Factors Affecting Skill Level**

With regard to students with disabilities, one major reason for skill level differentiation is reading deficits. These deficits encompass both decoding and comprehension. Reading deficits impact learning at all grade levels and all content areas.

A question often raised by teachers:

"How does a student with a 3<sup>rd</sup> grade reading level participate in a high school science or social studies class?"

There are students with disabilities who cannot decode or decode so slowly that they are unable to obtain information in a written format. However, these students may process more information by listening. Whether the information is computer-read, books on tape/CD or read aloud by the teacher or peer, these accommodations allow students to access the curriculum and meet the GPS.

Comprehension deficits pose a far greater challenge for providing instruction. For these students, consideration must be given to the type of processing deficit: is it an inability to understand the language and/or process information auditorily? If so, we must present the information using visuals such as graphic organizers, video clips or hands-on-activities. If a student's learning process has a deficit in higher-order thinking, we must look at possibility of lowering the number of concepts and/or breaking broad concepts into simpler concepts (which leads to a modification of the GPS).

In addition to reading problems, students with disabilities will also have varying skill levels in math, writing and background knowledge in content areas. Decisions about providing accommodations and modifications would follow the procedures of first looking at their deficits and deciding how to access GPS.

Power Point  
# 32

## **Reasons to Differentiate: Skill Level Important Information Regarding Skill or Instructional Level**

As we referenced earlier, information regarding skill levels for students with disabilities can be found in a number of places. The general education and special education co-teaching team **must** review each student's IEP and any additional information in the student's special education files. Remember, general education teachers have access to records of any students with disabilities in their classes. This is not a breach of confidentiality. Skill level information can also be found in testing information such as the CRCT, end of course tests and/or any standardized achievement scores.

Power Point  
# 33

Handout  
# 11

## **Flexible Groups**

Flexible grouping is the cornerstone of differentiating instruction. Flexible groups provide teachers with the ability to match student skill level, interest and learning profile to instruction and learning activities. Effective and efficient co-teaching is based on flexible grouping by reducing the pupil/teacher ratio. Co-teachers should carefully consider various ways to group students, keeping in mind student skills and behaviors as they relate to the teaching and learning activities. Flexible groups include:

- Random Groups
- Cooperative
- Skill Level or Instructional Level
- Reading Level
- Interest
- Learning Profile
- Student Choice

Handout # 11 provides definitions and appropriate contexts for various groups. Examples are given to describe these groups can be used in classes.

## Options for Differentiating Instruction

Now that we understand the reasons to differentiate instruction, it is time to discuss what you can actually differentiate. There are several options for when to differentiate instruction. You can differentiate:

- content
- products and assessments
- materials
- activities

Before teachers can make a decision about what to differentiate for individual students (content, products, assessments, instruction, materials, and/or activities), they must first have their GPS unit well planned. You do not begin with differentiating for students with disabilities.

The first thing co-teachers must do is develop their GPS unit. In their book, *Understanding by Design* (UBD), Wiggins and McTighe describe the process for developing units of instruction. The Georgia Department of Education has adopted this process for “unpacking the standards”. This is not a workshop on UBD, but it is important to have some knowledge of the process in order to know when to consider differentiating the content, products, assessments, materials, and activities for students with disabilities.

The first step in the UBD process is to determine the content to be covered in the unit. Curriculum maps that have been developed describe the content to be covered and how much time will be spent on the unit. Based on the content, teachers develop the understandings, essential questions, knowledge, and skills for the unit. The second step is to develop all quizzes, products, projects, tests and assessments that will be used to evaluate student learning. Then teachers determine what instructional strategies they will use to teach the content and what materials will be needed. Finally, teachers determine what type of learning activities will engage the students to facilitate mastery of the content.

When the unit of instruction is planned, then co-teachers will look at each student with a disability and make decisions about how they will need to deviate from the plan to address individual student’s interest, learning profile, and/or skill level.

The best source of information to inform teachers about where to differentiate for students with disabilities is the IEP. The IEP will include some of the following information: strengths and weaknesses, disability area, processing deficits, and required accommodations and/or modifications.



## Review of Accommodations and Modifications

Before beginning a discussion of each option for differentiation, we need to briefly review accommodations and modifications.

**Accommodations** are any changes made to the content, products and assessments, materials, and activities that **do not** dilute the Georgia Performance Standards.

**Modifications** are any changes that dilute the Georgia Performance Standards.

When considering any deviation from the planned unit, you must ask yourself if the change accommodates the student's disability or if the change modifies the GPS. The critical question is whether the student is still meeting the Georgia Performance Standards, by looking specifically at the understandings, essential questions, knowledge and skills, of the instructional unit. Reducing these would be considered a modification.

### Activity:

**For the following examples, determine if the change is an Accommodation or a Modification:**

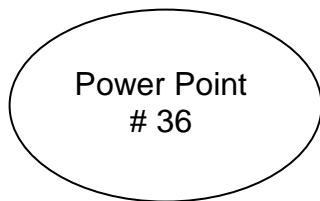
1. In a high school biology class, students study habitats. The assignment is to choose an animal and write a report about their habitat. The essential GPS is that a student will identify the major aspects of a habitat. A student with a disability in written expression will be allowed to use an Alpha Smart instead of writing the report by hand. Is this an accommodation or a modification?  
Answer: Accommodation
2. In a high school English class, students are writing narrative papers. The GPS states that students should write a five paragraph essay. A student with a disability in written expression gives his report orally instead of written form. Is this an accommodation or modification? Answer: Modification

These decisions can be complicated but are extremely important regarding student outcomes. It is important to remember that MODIFICATIONS generally lead a student to graduate with a special education diploma.

Remember, you can change your content, products, assessment, materials, and activities to accommodate ALL students. But for students with disabilities, you must consult with the IEP for required accommodations or modifications.

**Important Point:**

During the IEP meeting accommodations and modifications are often only considered for the purpose of testing. However, please remember that accommodations and modifications can also be provided to content, materials, and activities.



## **Options for Differentiating Instruction: Content**

Students with disabilities should be educated in the general education classroom and on the general education curriculum to the maximum extent possible. Slide # 31 depicts a graphic organizer for thinking about the amount of content students will learn. Most students will be exposed to the GPS. However, not all students are expected to master all the GPS. In addition, some students may be expected to learn more than the minimal GPS.

**Examples:**

Students with Mild Intellectual Disabilities may be in a general education classroom for civics, but have modifications to the content. These students would greatly benefit from increasing their understanding of government.

Students in an AP American History class would certainly be meeting all curriculum standards, but the expectation would be that they actually master content well beyond the minimal GPS.

Power Point  
# 37

## Options for Differentiating Instruction: Products and Assessments

As discussed previously, UBD states that the second step in the process for developing units is to determine all products, projects, assessments, test, and quizzes for evaluating student learning. The philosophy behind developing evaluation materials prior to planning instruction is that you must know where you are going in order to get there in the most effective and efficient manner.

Units should utilize a balanced assessment approach that includes:

- authentic assessments
- traditional classroom assessments
- formal assessments or Standardized Tests

Power Point  
# 38

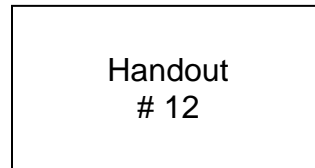
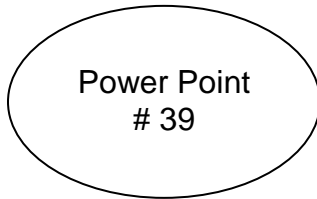
## Options for Differentiating Instruction: Products and Assessments: Authentic Assessments

Authentic assessments are typically a culminating project or performance based assignment that may include real life activities that have an audience outside of school. Authentic assessments should be required of all students. Differentiating authentic assessments for students with disabilities should be based on the strengths of the student's learning process. Consider the following when differentiating authentic assessments for students with disabilities:

- Consider the amount of content to be covered:  
Clearly define the parameters of the assignment  
Example: Use a rubric to define how a project on the causes of the Civil War will be assessed. Not all students must explain 5 causes of the Civil War to meet the GPS.

Needs Improvement	Acceptable	Outstanding
1 cause of the Civil War	3 causes of the Civil War	5 causes of the Civil War

- Consider the levels of Bloom’s taxonomy:  
Design the assignment so students with different cognitive domains can all complete the assignment, although the higher order thinking skills are differentiated based on students ability.  
Example: Some students will be expected to include analysis and synthesis of the military strategies used by the North, while others may only identify and explain why the critical battles led to victory by the North.
- Consider the type of product:  
Provide choices for alternative ways to present the information learned.  
Example: The students could choose to depict the economic impact of the Civil War on the South by a power point presentation, write a paper, video a news report, a newspaper article, a poster, or diorama.



## **Options for Differentiating Instruction: Products and Assessments: Traditional Classroom Assessments**

In addition to authentic assessments, traditional classroom assessments are necessary to determine students’ success in meeting unit standards. Tests and quizzes should be developed prior to beginning the unit. One suggestion is that end of unit tests could be given as a pretest to the unit to facilitate instructional grouping and differentiation for instruction.

All written tests and quizzes should follow the Universal Design for Tests. The principal of “universal design” provides for adaptations in the environment that support everyone. For example, as you approach the doors at Publix, they will open automatically for everyone, including a person in a wheelchair. Using this concept to design written tests and quizzes allows all students to access the test. Universal Design for Tests gives each student the best opportunity to demonstrate what they have learned. Review handout # 12 for suggestions when designing test and quizzes.

As a rule, the general education teacher would develop the tests and quizzes. The special education teacher would then make accommodations for students with disabilities by changing the format. The special education teacher might also make modifications for some students by altering the content. Remember, if the tests are developed prior to the unit, there should be sufficient time to make the necessary differentiations.

Power Point  
# 40

Handout  
#13

## **Options for Differentiating Instruction: Products and Assessments: Traditional Classroom Assessment: Considering the Student's Processing System**

Consider the following when determining accommodations and modifications for testing:

- Review the student's strengths and weaknesses
- Consider the student's learning profile
- Remember to ask yourself, "Are we assessing content or skill?"

**The following examples provide options for differentiating Tests and Assessments based on the student's learning processing deficits:**

- Attention: small group, another environment, folder cubicles, highlight Instructions
- Memory: word bank, extended time, open book/note tests
- Visual-Spatial: following universal design for tests, color coding portions of the tests, cutting tests into pieces or fewer problems per page, finishing and turning in one page
- Sequential: providing formulas, using calculator, using graphic organizer as test
- Language: reading test to student, using software to read to student, allowing more time, simplifying wording on the test, allowing oral answers to written essay questions
- Motor Function: allowing use of word processor, allowing script writer, oral test taking
- Higher Order Thinking: using graphic organizers for testing, using pictures as prompts, highlighting type of question

Power Point  
# 41

**Options for Differentiating Instruction:  
Products and Assessments:  
Traditional Classroom Assessment:  
Formal Assessments or Standardized Tests**

Before any standardized tests are given to a student with disabilities, review the IEP for accommodations and modifications for testing. As emphasized throughout the training, decisions made at IEP meeting are critical and must be followed for a student to receive an appropriate education. Accommodations and modifications listed on the IEP should be used throughout the year. For example, if a standardized test is to be read to a student, then all tests should be read to the student during the year. You cannot give an accommodation or modification to a student just for standardized tests.

The Georgia State Department of Education has a listing of accommodations and modifications that do not violate standardization of specific tests. Consult the DOE website at [http://publicdoek12.ga.us/ci\\_testing.aspx](http://publicdoek12.ga.us/ci_testing.aspx) (2006-2007 Student Assessment Handbook pages 97-103).

Remember that accommodations are allowed for SAT and ACT tests given for college entrance requirements with documentation of the student's disability. Calculators are allowed for everyone!

## **Options for Differentiating Instruction: Materials and Activities**

The term “differentiating instruction” has been used to encompass all aspects of teaching, including planning which instructional strategy to use, activities, materials, products, assessments, and the environmental arrangement or instructional grouping that will best meet the learning needs of all students. This section of the module will focus on differentiating the materials and activities utilized in the co-taught classroom.

Consideration of materials used for instruction is another option to differentiate for students with disabilities. Beyond textbooks, materials can include software and other assistive technology to support students. Such materials include:

- Texts written at different grade levels
- Books on tape
- Teacher adapted materials
- Web based materials
- Text reader software (Kurzweil) (used in colleges/universities)
- Color high lighted texts
- Reading pens
- Calculator
- Manipulatives, 3D representations

Activities include all teaching and learning experiences that support students in meeting the curriculum standards. Activities include all general instruction, differentiated instruction, and specialized differentiated instruction. Activities require students to respond in some way to information using their processing systems. Differentiation of activities is again based on the strengths and needs of the student.

## **Examples:**

One teacher might use a guided reading technique to teach sight words, while another teacher might use time delay.

One teacher could use a whole group lecture instructional strategy to teach biology, while a colleague might use cooperative learning groups to teach the same content.

A student with disabilities has language and auditory processing deficits. (This is the most common deficient for students with disabilities). His strength is visual/spatial processing. The general education teacher provides 20 minutes of introductory lecture at the beginning of each class to identify key concepts and vocabulary for all students. The student with disabilities may struggle with that type of instruction. To support this student, the special education teacher might use a variety of techniques, such as:

- writing notes on an overhead
- creating a graphic organizer on the board
- giving the student a set of notes with concepts and vocabulary highlighted
- previewing the concepts and vocabulary with students prior to class instruction.

Handout  
# 14 & # 15

Within the co-taught classroom there can be various levels of differentiation needed based on your students' interest, profiles, and skill levels. The majority of the students will acquire the information from generalized instruction. Some of the students in the co-taught class will require differentiated instruction, while a few of the students in your class may require more explicit specialized differentiated instruction. Handout fourteen provides examples of generalized instruction, differentiated instruction, and specialized differentiated instruction in the co-taught elementary setting. Handout fifteen provides examples for the middle and high setting.



Power Point  
# 43

If we believe that All Students Can Learn, then differentiation of instruction is critical to support all students. In addition to differentiation for all students, students with disabilities require accommodations and modifications including specialized differentiated instruction to access the general education curriculum. To ensure that students with disabilities are successful, differentiated instruction must be provided.

Power Point  
# 44

Handout  
# 16

### **Wrap-up**

Based on all the information you have heard today complete handout sixteen by listing the activities in your classroom indicating the different types of differentiation and specialized differentiation that could occur with each activity.