Ideas to Spark Differentiation

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| ***Instructional Techniques*** |
| Provide students ***choices*** in how they demonstrate knowledge. |
| Provide students with ability to move at ***pace*** which meets their needs (more time ↔ moving more quickly.) |
| Provide students who demonstrate basic understandings with instruction at greater **depth**. |
| Provide students who demonstrate understanding of skills/concepts with the ability to ***apply*** these skills to 'life' situations (relate to other curricular areas). |
| Repeat or reword directions/rephrase directions |
| Read, stop, and reread to check accuracy and clarify meaning |
| Provide visual supports |
| Offer Prompts-visual and verbal |
| Simplify directions |
| Peer Note taker |
| Provide routine schedules for feedback |
| Have student repeat directions to you |
| Frequent review of key concepts |
| Re-teach, review or repeat concepts/lesson |
| Review both objective/purpose of lesson |
| Review directions, instructions, and expectations |
| Speak slowly and loudly |
| Use cross-age peer tutoring |
| Use peer partners/cooperative learning groups |
| Small group instruction |
| Individual instruction |
| Peer tutor/Reading buddy |
| Pair student with another student who can check work- Allow for peer-editing |
| Individual instruction |
| Check for understanding |
| Provide clear & concise (written) instructions in step-by-step manner with illustrations. |
| Offer wait-time (5-10 sec.) after giving directions. |
| Model/demonstrate task |
| Repeat directions individually after given to class |
| Allow student to tape lessons |
| Provide audiotapes of material |
| Provide additional time to complete work |
| Give exams orally |
| Provide adult tutoring and student repeat them |
| Give take home tests |
| Adjust visual presentation of material |
| Break longer presentations into shorter segments / Chunk out assignments |
| Using computational aids (i.e. calculator, number line) |
| Allow open book exams and/or notes |
| Minimize outside reading assignments |
| Underline, highlight key teaching points in student notes |
| Require fewer responses to achieve grade |
| Integrate cooperative experiences into instruction |
| Use multi-sensory techniques to present information |
| Provide opportunities for students to respond in a variety of ways (dry-erase, thumbs-up, partner share) |
| Allow alternate methods of completing assignments |
| Monitor independent assignments closely |
| Allow dictation by student to complete assignment |
| Allow student to record answers in audio format |
| Allow use of tools to support spelling |
| Use more objective items (fewer written responses) |
| Give frequent short quizzes vs. one long exam |
| Mark students correct responses vs. mistakes |
| ***Instructional Settings*** |
| Seating in front of room |
| Schedule change |
| Seating change (near positive peers) |
| Provide short breaks |
| Change class seating arrangement |
| Teacher circulates the room |
| Limit noise from hallway |
| Modify test setting-small group |
| Use study carrel or seating away from group |
| Allow additional wait time for answering |
| Provide alternate setting for test taking |
| Move to quieter location away from peers. |
| Allow extra time to complete assignments. |
| Accompany oral direction with written directions |
| ***Instructional Materials*** |
| Reduce amount of work expectation |
| Use audio-books / Books on Tape |
| Provide larger print material |
| Use Word Banks |
| Provide Outlines |
| Provide Study Guides |
| Provide graphic organizers |
| Adjust reading level of assignment |
| Use study guides for Teachers Notes |
| Provide master set of notes |
| Reduce number of items per page |
| Use materials more appropriate to functional ability level |
| Make flash cards for review |
| Modify vocabulary / spelling list |
| use of visual tracking device |
| Reduce the number of multiple choice options |
| Allow typed assignments rather than handwritten |
| Modify response methods: (fill in the blank, short answer, illustrate instead of write, web graphic) |
| Use Curricular aids (ex. Calculator, voice recorder, word processor, assignment notebook) |
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| ***Organization*** |
| Use assignment notebooks |
| Use daily or weekly progress reports |
| Allow an extra set of books at home |
| Post assignments in same place |
| Require use of binder with dividers |
| Have parents sign notebook nightly |
| Help keep desk and locker uncluttered |
| Provide picture of a clean desk for a model |
| Check assignment book at end of class and initial |
| Prepare students for change in advance |
| Use of a crate within the classroom to organize materials |
| Write daily lessons and objectives on board |
| Use color or color-coding (highlighter tape, colored post-its, colored pens, etc) to organize information |
| Provide/post visual schedule of activities |
| ***Student Behavior*** |
| [Click here for additional PBIS Resources](http://www.pbisworld.com/) |
| Teach re-teach expectations |
| Reinforce positive behavior |
| Use consistent consequences |
| Behavior contract |
| Reinforcement system |
| Individual or group counseling |
| Give privileges and/or rewards |
| Removal from classroom |
| Stand closer to student |
| Allow for short breaks between assignments |
| Adjust seat or desk height |
| Cue students to stay on task |
| Allow legitimate movement in class |
| Referral to Counseling/Psychologist |
| Use of verbal cues/prompts |
| Call student by name and discreetly redirect |
| Intervene quickly at the first sign of student losing control. |
| Lead student to recognize when a problem situation might occur and what action to take. |
| Model and practice "Give Me Ten" (e.g.: count forward or backwards to 10) |
| Use relaxation techniques (guided imagery, deep breathing, laughter, counting slowly, etc.) |
| Teach students to use positive self-talk. |
| Ignore behaviors that don't significantly disrupt |
| Post expectations/responsibilities on desk |
| Seating Change |
| Seating away from peers |
| Preferred seating |
| Seat near positive role model |
| Visual cue for redirection |
| Use timers to help with task completion |
| Allow student to stand or kneel to work |
| Alternate seating (cushion, ball, stool, etc.) |
| Seat away from student who will provoke |
| Allow student to lay on floor to work |
| Avoid distracting stimuli (vent, doorway, window, etc.) |
| ***Student Behavior, continued…*** |
| Allow noise reduction headphones/earplugs for students with auditory distractibility. |
| Daily report for academic and behavior progress |
| Allow student time to be out of seat to run errands, etc. |
| Implement a written behavior management system - Involve student in planning process. |
| Provide a cool-down area for student to access when needed. |
| Provide opportunity to teach appropriate pro-social behavior- Reinforce social skill goals |
| Have defiant students maintain a daily log of successes and accomplishments to track improvement. |
| Communicate weekly with parents |