

Differentiation – Strategies Portfolio

Lexi Callander

Artifact 1

Autism: is a very large range of conditions that include challenges like social skills, repetitive behaviors, and speech and nonverbal communication. There are many different types of autism which allows a person to have strengths and challenges that are unique to them as a person. Autism can also affect someone's ability to use their senses. Recognition of autism can start around the age of two to three (Autism Speaks). Accommodations that are common with children who have been diagnosed with autism are daily outlines, alternate media, sensory tools, quiet corner, extra breaks, and playing it by ear (Caring 4 Our Kids).

Differentiated Version: The artifact that I will be differentiating for a student with autism is "Recounting Stories Practice". The worksheet originally requires students to look for summaries, ideas that contribute to summaries, and important details. These are all skills that can be contributed towards the comprehension of a certain reading excerpt. For a student who is on the autism spectrum, I would include a section below each question for the student to draw a picture of their response. In this case, the student is a visual learner and can comprehend the information by drawing pictures instead of selecting multiple choice answers.

- 1. Emotional Disturbance:** I will differentiate this worksheet for a student with emotional disturbance by allowing them to sit in the library area that is free of distractions. This is because the student sometimes exhibits inappropriate behaviors or feelings that happen in environments that they are not comfortable in. I know this student feels most comfortable in the reading area, and by allowing them to complete their worksheet here it will ensure their best work and least distractions.
- 2. Hearing Impairment:** I will differentiate for a student with a hearing impairment by attaching a picture that describes each story through sequences to the worksheet. This will help this student because they will be able to understand the reading more through visuals. As the teacher reads the story aloud, the student will be able to follow along with pictures which will make the task clearer and easier to understand. This will lead to the student having less stress about the specific task.

Artifact 2

Deaf-Blindness: is a combination of sight and hearing impairment that affects how you communicate, access information, and get around (Sense). This doesn't mean that you are completely deaf or completely blind. No matter what degree the blindness or deafness is to, it still affects a person's everyday life. There are two types of deaf-blindness which are congenital deaf-blindness and acquired deaf-blindness. Congenital simply means that someone is born with this while acquired means that they have experienced sight or hearing loss later in life (Sense). Accommodations for children with deaf-blindness mean small group instruction, individual instruction, auditory experience information, classroom safety protocols, orientation and mobility specialists, and using language to code concepts that already exist (Impact of Visual Impairment on Development).

Differentiated Version: The worksheet that will be used for this artifact is called "Witch's Brew Book Review". The student who has been diagnosed with deaf-blindness will have better use of hearing than using their vision in this circumstance. I will adapt the Book Review for this student by pairing them with another student who is a skilled reader and communicator. (The teacher can always be an option for the deaf-blind student's partner as well). The partner will read the book review to the student and this will aid them in filling out the different sections presented. The partner will also have a list of questions and answers to stimulate the deaf-blind student's answers so that they are able to aid them whenever they are not understanding the question. Making use of the verbal prompts and language will enable the deaf-blind student to focus more on their hearing capability and use this to their advantage.

- 1. Autism:** When doing the "Witches Brew Book Review" the student will have the opportunity to choose a book from a group of books that have been pre selected for them. The books are selected specifically for the student because they cater to the student's interest. Children on the autism spectrum often take interest in a specific subject. This will allow the student to stay engaged and enjoy doing the book review.
- 2. Other Health Impairment:** I will provide the student with a social story while they do their book review. This social story reminds the student how to behave whenever they are doing certain tasks. In this case, the student will follow their social story which tells them how to deal with their emotions while they are working with a partner and how to take their time when completing the book review.

Witch's Brew Book Review Prompts:

1. Read the title and author of the book, ask your partner what they heard and fill out your worksheet together!
2. Read the book aloud to your partner. Make sure to use expression and be clear whenever you speak.
3. Fill out the rest of the book review together as a team!
4. Whenever your partner needs help, speak clearly to them! Answer any questions they have. If you don't know the answer or they seem to be confused, raise your hand for the teachers attention!

Artifact 3

Deafness: is all levels of hearing loss in children. This means deafness includes a child who has partial hearing loss or total hearing loss (NDCS). Children can also have mixed deafness. Children can experience hearing loss because of complications during pregnancy like certain infections and medicines. Accommodations that can be used for children with deafness are assistive devices, amplification options, communication accommodations like seating arrangements and reducing auditory distractions, and specialized lighting and flashing fire alarms (Supporting Success for Children with Hearing Loss).

Differentiated Version: For a student who has been diagnosed with deafness, I will be differentiating the “Text Features Scavenger Hunt” Worksheet. Usually, students will work with one partner and go to the library to choose one informational text. From here, they will fill out the “Text Features Scavenger Hunt” together. But for the student who is deaf, I will have them work with a student who speaks clearly and also focus a lot of my attention on this student to ensure they understand directions. I will also put clear directions on the sheet (which is not provided on the original) and write notes for each text feature. The notes will allow the students to be able to read helpful hints while doing the worksheet because communication may be a challenge with their partner.

- 1. Orthopedic Impairment:** I would differentiate this artifact for a student with an orthopedic impairment by allowing them to use speech to text on a technological device while completing the scavenger hunt. In this case, students do not have to have the ability to write if they have skeletal deformities in their arm.
- 2. Intellectual Disability:** I would differentiate this artifact for a student with an intellectual disability who had trouble communicating with others by allowing them to actually chose from a group of specific books. I would ensure that these books include topics that this student has an easy time talking about and is interested in.

Artifact 4

Emotional Disturbance: is the condition that creates an inability to learn that isn't explained by intellectual, sensory, or health factors or an inability to build and keep relationships with peers and teachers. It is also inappropriate types of behavior or feelings that happen in normal environments along with a pervasive mood of unhappiness or depression (Center for Parent Information and Resources). Some accommodations and modifications for emotional disturbed children in the classroom are counseling services, psychological services, PBS (positive behavior support), specific seating arrangements, and lessons that include increase self-awareness (Center for Parent Information Resources).

Differentiated Version: For a student who is emotionally disturbed, I will be focusing on differentiating a Lindemood Bell instructional activity that was used often in the classroom I observed. Students are rewarded with stones for getting the correct answer to a question. In this case, the student who is emotionally disturbed will get an extra stone at the end of the activity if they follow classroom rules and socialize correctly with their peers. To not let the student feel left out or extremely different than their peers, you can also give the other students in their group an extra stone if they have good classroom behavior. On the instructional record, the student with emotional disturbance will have an extra section where the teacher can keep track of their obedience to classroom rules as well as socialization with peers during the activity.

- 1. TBI:** To differentiate for a student with a traumatic brain injury, the teacher could use Lindemood Bell activities because they are focused around which performance level a student is already at. Because these students are often slower learners, they can be in a group of students who might be behind grade level and need the speed of the lesson slowed down. You can still use grade level material for the TBI student, but being in a slower learning environment may help them.
- 2. Specific Learning Disability – Reading:** If a student is struggling with reading or comprehension, the Lindemood Bell activities can be used to help them with letter to sound recognition. They can take the time to break apart words and just focus on letter sound recognition, and after this they will apply it to words on flash cards.

Artifact 5

Hearing Impairment: is an impairment in hearing that can be permanent or semi-permanent that affects how a child performs educationally but cannot be categorized as deafness. A hearing loss above 90 decibels is mostly considered deafness. This means that a hearing impairment is below 90 decibels (Special Education Guide). Accommodations and modifications that can be made for students with hearing impairment is having a note taker, using assistive technology, turning on captions during videos, using sign language, and getting voice and articulation training.

Differentiated Version: For a student who has a hearing impairment, I will be differentiating the “Boxes and Bullets” worksheet. This worksheet is used to help a student generate paragraphs that go along with their main topic. Unlike the original worksheet, I will add directions on the differentiated version, so the student does not get lost because this worksheet is done as a whole class while the teacher is talking. On another piece of paper, I will have examples so that the student does not get lost and has visuals to base their work off of. Because students with hearing impairments struggle with listening to discussions, this will help the student to stay on task because the directions will be very clear on their own worksheet.

- 1. Academically Gifted:** For students who are academically gifted, I can either add more boxes for more supporting details or allow the students to directly write in their writers notebook without this worksheet. This is because the student who is gifted may not need this scaffolding. Instead of the worksheet, they could use a check list to make sure they have the components.
- 2. Developmental Delay:** This worksheet was taught in a large combined class group setting. To help a student with developmental delays, the student can be paired with another peer during this activity or work with the second co teacher/or student teacher.

Artifact 6

Intellectual Disabilities: include people who have limitations in intellectual functions that include communicating, taking care of themselves, and impaired social skills (NDSS). Some accommodations and modifications that can be incorporated in the classroom for students with intellectual disabilities are giving the student extra time to complete tasks, working in small groups, giving the student teacher notes or tapes, breaking up lessons into smaller parts, or having the student respond orally or on a computer.

Differentiated Version: The worksheet that I will be differentiating for an intellectually disabled student is “Main Idea and Supporting Details” worksheet. The original worksheet does not have any directions but is based off of students listening to a teacher led discussion to help them fill out their worksheets. For a student who is intellectually disabled, social situations and communication with peers can be a struggle. I will be adding a section to the bottom of the worksheet that provides the student with conversation starters. This is because they are going to be peer reviewing their “Main Idea and Supporting Details” worksheet with another student. The section will have questions like “Do we each have enough supporting details?”, “Do our supporting details follow through with our main idea?”, etc.

- 1. Deafness:** Students who are deaf will be able to participate in completing the “Main Idea and Supporting Details” worksheet by having a teacher sign the lesson that is being taught or turning the worksheet into braille with the proper equipment.
- 2. Specific Learning Disability – Writing:** The student will be accommodated for during this worksheet and lesson by already having the beginning of the sentences written for them so that they have an idea of how to start their supporting details. The teacher will write these specifically for this student’s main idea that was chosen.

Artifact 7

Multiple Disabilities: refers to having simultaneous impairments in a combination that requires intense educational needs that cannot only be provided for one of the impairments (Special Education Guide). Modifications that can be made for a student with multiple disabilities are assistive technology, alternative communication methods, text to speech technology, hearing aids, sign language, and physical and occupational therapy (Special Education Guide).

Differentiated Version: For a student with multiple disabilities, I will be differentiating the “Writing Layout” worksheet. This worksheet is originally designed for a student to lay out their paper before they actually write it. This would be around the third step in the writing process. Students will use this worksheet when they start to write in their writing journals. For a student with multiple disabilities, I will provide the student with an iPad to use instead of their journal. This is because students with multiple disabilities could have fine motor skills that affect their handwriting, which can be frustrating when writing out many paragraphs. I will also provide a key on the side of the worksheet that tells them how to edit their finished writing when they are done typing on the iPad. This is because the rest of the classroom will have a large chart on the board with directions, but because students with multiple disabilities often have troubles with communication, I will reduce their stress by putting the editing directions directly on their worksheet.

- 1. Specific Learning Disability – ADHD:** For a student who has ADHD, I will focus on their inability to focus and stay on task during assignments. I will have the student create a social story because this lesson was taught as a “co-teaching” lesson. The student will have a social story to tell them what process to follow whenever they are unable to focus. This involves recognition of their own inability to stay focused.
- 2. Specific Learning Disability – Dysgraphia:** A student who has a specific learning disability within the category of dysgraphia will have a hard time writing information and organizing that information. To differentiate the “Writing Layout” worksheet, I will make the spaces very large for Introduction, Subtopic, and Conclusion. The spaces are smaller for detail writing but if I make it larger it will allow for a student with this disability to organize information easier.

Artifact 8

Orthopedic Impairment: is a severe skeletal deformity impairment that affects how a student performs educationally. Accommodations can be made by providing students with accessible transportation, arranging classroom furniture properly, assigning seats in a helpful way, making the lesson accessible to the child's seating arrangement, and differentiating hands on lessons so that orthopedic impaired students can participate (Special Education Guide).

Differentiated Version: For a student with an orthopedic impairment, I will be differentiating "Hook Your Reader" worksheet. Originally, students would be able to fill out this worksheet as paper and pencil and turn it in to the teacher. A student with an orthopedic impairment may have specific struggles with tendons in their limbs and won't be able to use a pencil. I would differentiate this by having the student speak orally into an iPad that would autofill the worksheet for them as they talk. I will also attach directions to the top of the worksheet on how to use the iPad if it is their first time. The worksheet will be displayed on the iPad screen.

- 1. Autism:** Students with autism can often struggle with interpretation. I will provide examples in text boxes beside each section or on individual flashcards to help them create different hooks for their readers. This gives them an outlet, so they do not only have to interpret the worksheet from the directions given, but also have a visual example beside them.
- 2. Visual Impairment:** A student who experiences visual impairment will receive the same "Hook Your Reader" worksheet but the text will be in larger print and the boxes will be expanded. This will allow students to have an easier time visually accessing the worksheet. They will also have a blown up set of instructions on a separate sheet of paper because the directions are usually displayed on the board.

Artifact 9

Other Health Impairment: include asthma, ADD, ADHD, diabetes, epilepsy, heart conditions, hemophilia, lead poisoning, leukemia, etc. (Special Education Guide). To accommodate for these conditions, teachers should know about students' medicine, communicate with parents, make sure a trained professional is able to meet the student's medical needs, make the classroom a safe environment in case of a seizure, and shape lessons to interesting topics that will help students focus their attention (Special Education Guide).

Differentiated Version: I will be differentiating the "Superhero Behavior Rubric" for a child with other health impairments. In this case, the child will be diagnosed with ADHD and have a hard time focusing during class. I will add other boxes to the behavior rubric that specifically meet that child's needs. This will include "interaction with peers", "following class rules", etc.

- 1. Academically Gifted:** For a student who is Academically Gifted, you could change the behavior chart to an accomplishment chart where a student can mark off the progression, they have made on a certain area they are working on. They can also keep track of other progression in other subjects as well. This can be shown to their parents as progress monitoring but as a self-evaluation for gifted children.
- 2. Orthopedic Impairment:** You could do something similar for a child with an orthopedic impairment. You could use the chart and transform it into a chart that displays progress and accomplishments despite their skeletal deformity. This is a positive way to encourage students who are experiencing physical setbacks in the classroom.

Artifact 10

Visual Impairment: There are 3 classifications to this. The lowest tier is low vision, where students use vision as a primary sensory channel. The second is functionally blind, this is when students can use their vision for functional task however they need tactile or auditory instruction for learning. The last tier is completely blind, where the student has no vision and needs tactile and auditory instruction. For accommodating this disability, assistive technology can be useful. Machines such as a braille translator that will take print and translate to braille could help. Others are screen enlargement software, talking calculators, and magnifiers (Project IDEAL).

Differentiated Version: For a student with a visual impairment, the “Text Features” practice worksheet about Bananas will be in enlarged print. This will help the student read the worksheet and fill it out correctly. The student will be able to see the worksheet easier which will also allow them to underline for evidence when needed.

- 1. Specific Learning Disability – Writing:** To accommodate for this student, I will put extra space between lines and give the students directions to annotate as they read. This will help them when they have to write later on and answer the questions. The annotations will lead them to find the answers so they can focus on the organization of their answers.
- 2. Autism:** Students with autism often have very specific interests. I will differentiate the “Bananas Text Features” worksheet by choosing a different topic that is interesting to that student. This will make it easier for the student to point out the different text features that are asked of them. I could even make flashcards for the different text features to use as they filled out the worksheet.

Artifact 11

Traumatic Brain Injury: or TBI is a brain injury that can cause several issues for a student in the classroom. This could cause a student becoming a slow learner, taking longer than other students to learn something (NIH). To help accommodate this a teacher could give the student more time for homework, allowing extra breaks, and avoiding putting the student in high stress situations, such as reading out loud, or calling on them when their hand isn't raised (Brainline).

Differentiated Version: I will be differentiating the "Text Features" practice part 2 worksheet for a student with a traumatic brain injury. Because students have difficulty focusing and memorizing information whenever they have a traumatic brain injury, I will provide my student with flash cards that correspond with the worksheet given. These flashcards will have the different text features that are needed to aid them in completing the text features practice worksheet.

- 1. Specific Learning Disability – Dyslexia:** Students with dyslexia have difficulty reading, writing, spelling, and/or thinking. This means that student could have struggles with actually understanding and comprehending the information that they read. I could provide an iPad with headphones to listen to the worksheet in audio. This would allow students to understand the information and comprehend it because it does not involve as much letter sound recognition which can be a struggle for these students. I could also incorporate speech to text where they could use their voice to give the answers to the iPad. This may also be an option on study island.
- 2. Visual Impairment:** I could accommodate for a student with visual impairment by allowing them to also listen to the worksheet on the iPad and fill in the answers with speech. This gives the students the opportunity to use their strengths of hearing to their advantage and have an easier time comprehending the information to ensure they have the correct answers. The iPad could also give the student extra information during the questions (like repeating a certain part of the passage) to allow them to have an easier time answering, because text features are part of informational text which is harder to comprehend for some students.

Artifact 12

Speech or Language Impairment: is a communication disorder that affects a student's ability to talk, listen, read, and write. To help accommodate this a teacher can work with a speech therapist to incorporate a variety of strategies into their teaching and use assistive technology. This includes computer software packages, and the use of symbols through an AAC, either electronic or just a piece of paper (Project IDEAL).

Differentiated Version: For the "Multiple Meaning Words" worksheet, students in the classroom usually read in their heads and fill in the answers. The student who has a speech or language impairment will work with a speech therapist while they do the worksheet. They will read each section aloud to work on their talking and reading skills. This will allow the student to tackle their pronunciation and also their ability to talk through problems with someone else (in this case, the speech therapist).

- 1. Hearing Impairment:** For a student who has a slight hearing impairment, the teacher could provide the student with instructions in their hands and an overview of what is going on during the lesson being taught. The student could also be placed near the front of the class. For a student with a more severe hearing impairment, the teacher could provide an audio book for the "Multiple Meaning Words" worksheet. This is actually available on study island.
- 2. Multiple Disabilities:** A student with multiple disabilities could lack the ability to use fine motor skills which could affect their handwriting. Students could work with a partner and use a combined worksheet so they could focus on verbal answers instead of written. They could also use speech to text and use technology to record their answers.

Artifact 13

Specific Learning Disability: are a disorder in one or more of the basic physiological processes involved in understanding basic written or spoken language. This can affect a student's ability to think, listen, read, write, spell, and mathematics. Depending on which area is affected by the disability, there are several accommodations to help. One that can cover all areas is giving direct instruction to the student, making the assignment or task as clear as possible, and helping when needed. Another way to help a student with this is by giving examples of work to them, so they can see what is needed to be done (Project IDEAL).

Differentiated Version: The strategy that I will be using for specific learning disabilities is “coteaching”. I witnessed coteaching a lot while mentoring and have decided to differentiate this strategy for a student who has a specific learning disability that affects how they think and listen. Because coteaching involves a lot of listening and focusing, I will have the other teacher who is not teaching at the time be present with the student who has the learning disability. This will help keep the student on track and have a quiet way to answer their questions that is not distracting for others. (No Actual Worksheet for This).

- 1. Specific Learning Disability – ADHD:** While coteaching, a teacher can make sure a student who has been diagnosed with ADHD stays focused by having the extra teacher float around during the lesson. If they are doing a worksheet after a lecture during coteaching, the extra teacher can independently work with the student with ADHD.
- 2. Specific Learning Disability – Dyslexia:** A student with dyslexia can be accommodated for by simply using co teaching without a worksheet. This process involves students not having to write or read but having a lecture that makes the upcoming task very clear. Coteaching was often used in the classroom I observed as a tool to prepare students for a very important upcoming assignment. This will help dyslexic students by giving them a detailed overview before-hand.

Artifact 14

Gifted: means that a child is exceeding normal expectations in one or more areas. These areas are intellectual, creativity, artistically, or in any school subject area that is specific. These children can be above grade level and expectations in many categories where they can understand problems that are complex or abstract, have an exceeding vocabulary, or learn very quickly. We can accommodate for these children by allowing them access into a gifted program. We can also provide them with the correct resources to benefit their education. An example of this would be showing an interest in their curiosity and finding challenging ways to involve that area of curiosity in worksheets or resources that are above normal expectations.

Differentiated Version: I will take the “Author’s Purpose” worksheet that the regular education third graders are completing and differentiate it for an academically gifted student. I will change the standards to fourth grade and I will use the same “Author’s Purpose” but it will be slightly more challenging for the student. The reading level for the new worksheet will be higher (and a teacher can keep generating new worksheets depending on the student’s reading level) as well as the questions being more challenging.

- 1. Developmentally Delayed:** A differentiation strategy to help students who are developmentally delayed during the “Author’s Purpose” worksheet for third graders is a social story. A social story could help this student build relationships with peers because it could be focused around “Asking your peers for help”. It could direct the student to ask their peers for help before the teacher. The teacher could be in close proximity to ensure the right answers are being used. The social story can also direct the student to double check with the teacher after making some new friends through questioning.
- 2. Visual Impairment:** A student with a visual impairment can be accommodated for within the “Author’s Purpose” worksheet by enlarging the text. This will help the student have an easier time visually seeing the passages which will lead to a deeper understanding of the content.

Artifact 15

Developmental Delay: can be a delay in cognitive development, communication, social-emotional behavior, physical development, or adaptive behavior. These delays affect educational performance. Every day tasks may be hard to complete for this child and it might be hard for them to build relationships. Accommodations can be made for this child by providing them with grade level resources but allowing them to socialize with peers that are their age. You can also let the student work in a group to help them socialize and create relationships.

Differentiated Version: A student with developmental delays will be provided with the “Maps and Charts” worksheet. I can differentiate for this student by allowing them to work with a partner. I would purposefully chose a partner who is proficient in this subject and a good communicator. This would help to build the other student’s confidence and also allow them to build relationships with their peers. Purposeful partner choosing is very effective when trying to encourage developmentally delayed students to build relationships. This is a way to scaffold the student and prepare them for regular interactions with other peers.

- 1. Emotional Disturbance:** Students with emotional disturbance can be accommodated for during the “Maps and Charts” worksheet by tailoring the charts and graphs to the interests of the students. This will rule out any sudden behavior issues that are created by a topic that does not set well with the student.
- 2. Hearing Impairment:** Students who have a hearing impairment can be accommodated for during this worksheet by wearing headphones and listening to the worksheet audio on study island.