

# TEACHING TO DIVERSITY

## ADAPTATIONS TO CURRICULUM & INSTRUCTION

- Outline specific learning target for each lesson
- Provide a structured overview before the lesson
- Provide advance/graphic organizers to assist with following classroom presentations
- Pre-teach key vocabulary concepts
- Focus instruction on “big ideas”/reduce the number of concepts taught
- Use visual aids, demonstrations, simulations and manipulatives to promote understanding
- Use simple concise directions and provide them both verbally and visually
- Highlight key points, key ideas, key words
- Chunk content into manageable amounts and timeframes
- Establish routines that enable student to check understanding with peer and/or teacher
- Provide a model or sample of completed work or project
- Increase the level of support/assistance (peer buddies tutors, educational assistants)
- Ensure material is engaging and meaningful
- Use adapted units to make information accessible
- Use alternate curricular formats (audiobooks, movies, graphic novels, etc.)
- Provide audio/electronic texts, or a peer helper to assist with assigned readings
- Allow use of computer software that provides text-to-speech/speech-to-text capabilities
- Work on big ideas, concepts and curricular competencies at a lower grade level
- Reduce or eliminate homework
- Provide students with course notes/reduce or eliminate copying demands
- Schedule supports to develop and practice study skills (learning assistance block)
- Teach organizational skills
- Teach time management/provide timelines
- Allow for additional time to process information or complete required tasks
- Prioritize component being emphasized - focus on idea rather than spelling or grammar

## ADAPTATIONS TO ASSESSMENT

- Allow access to a computer for written assignments (word prediction, spell-checker)
- Allow alternatives to written assignments to demonstrate knowledge and understanding
- Extend time to complete assignments/tests
- Provide alternate setting for quizzes and tests
- Allow for student choice and alternate format to demonstrate understanding
- Allow for student to use study sheets / have book open during quizzes and tests
- Allow for one-on-one, small group or videotaped oral presentations
- Use of calculator and/or number lines
- Provide an example question/answer on tests and quizzes

## SOCIAL - EMOTIONAL ADAPTATIONS

- Schedule ‘check-in’ and ‘check-out’ or other times to meaningfully connect with student
- Seat student in location that will support learning - promote peer support
- Cue student for attention
- Allow for movement breaks
- Organize working partners considering student’s social-emotional needs
- Reduce environmental distractions
- Encourage student advocacy through dialogue and choice
- Prepare student for situations that create anxiety
- Allow student to video/audiotape presentations to class
- Teach de-escalation and self-regulation