

# "Differentiated Instruction- Access to the General Education Curriculum for All"

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Dr. Richard A. Villa has worked with thousands of teachers and administrators throughout North America and the world, to develop and implement organizational and instructional support systems for educating all students within general education settings. Rich has been a middle and high school classroom teacher, special educator, special education coordinator, pupil personnel services director, and director of instructional services. In addition to working with schools, governmental and non-governmental agencies, and advocacy organizations, Rich has authored over a hundred articles and book chapters regarding inclusive education, differentiated instruction, collaborative planning and teaching, and school restructuring. Dr. Villa has co-edited fifteen books and developed three multi-media kits for teachers, administrators, and parents. Possessing the conceptual, technical, and interpersonal skills required to work effectively with others and facilitate change and progress in education, he has presented at numerous national and international conferences, and is known for his enthusiastic, knowledgeable, and humorous style of presenting.

## **RESOURCES**

### **Differentiated Instruction:**

- Thousand, J., Villa R., & Nevin, A. (2015). *Differentiated instruction: Planning for Universal Design and Teaching for College and Career Readiness* (2<sup>nd</sup> ed.). Thousand Oaks, California: Corwin Press. (800) 818-7243.
- Villa, R., & Thousand, J. (2011). *RTI: Co-Teaching and Differentiated Instruction*. National Professional Resources. (800) 453-7461

### **Co-Teaching:**

- Villa, R., Thousand, J., & Nevin, A. (2013). *A Guide to Co-Teaching: New Lessons and Strategies to Facilitate Student Learning* (3<sup>rd</sup> Edition). Thousand Oaks, California: Corwin Press. . (800) 818-7243
- Villa, R., & Thousand, J. (2011). *RTI: Co-Teaching and Differentiated Instruction*. National Professional Resources. (800) 453-7461
- Villa, R. Thousand, J., & Nevin, A. (2010). *Collaborating with Students in Instruction and Decision Making*. Thousand Oaks, California: Corwin Press. (800) 818-7243
- Nevin, A., Villa, R., & Thousand, J. (2009). *A Guide to Co-Teaching with Paraeducators Practical Tips for K-12 Educator*. Thousand Oaks, California: Corwin Press. (800) 818-7243
- Villa, R., Thousand, J., & Nevin, A. (2008). *A Guide to Co Teaching: Practical Tips for Facilitating Students Learning* (2<sup>nd</sup> Edition). Thousand Oaks, California: Corwin Press. . (800) 818-7243
- Villa, R., Thousand, J., & Nevin, A. (2008). *Co-Teaching: A Multimedia Kit for Professional Development*. Thousand Oaks, California: Corwin Press. (800) 818-7243
- Villa, R. (2002). *Collaborative Planning: Transforming Theory into Practice*. National Professional Resources. (800) 453-7461
- Villa, R. (2002). *Collaborative Teaching: The Co-Teaching Model*. National Professional Resources. (800) 453-7461

### **Inclusion:**

- Villa, R., & Thousand, J. (2016). *The Inclusion Checklist: A Self-Assessment of Quality Inclusive Education Practices*. Naples, FL: National Professional Resources.
- Villa, R., & Thousand, J. (2011). *RTI: Co-Teaching and Differentiated Instruction*. National Professional Resources. (800) 453-7461
- Villa, R. Thousand, J., & Nevin, A. (2010). *Collaborating with Students in Instruction and Decision Making*. Thousand Oaks, California: Corwin Press. (800) 818-7243
- Villa, R., & Thousand, J. (Eds.). (2005). *Creating an Inclusive School*. Alexandria, VA: Association for Supervision and Curriculum Development. (800) 933-2723
- Thousand, J. & Villa, R. (Eds.). (2002). *Creativity and Collaborative Learning: The Practical Guide to Empowering Students, Teachers, and Families*. Baltimore, MD: Paul H. Brookes. (800) 638-3775
- Villa, R. & Thousand, J. (Eds.). (2000). *Restructuring for Caring and Effective Education: Piecing the Puzzle Together* (2<sup>nd</sup> Edition). Baltimore, MD: Paul H. Brookes. (800) 638-3775

# Differentiated Instruction Defined

Differentiated instruction has been described as a teaching philosophy based on the premise that teachers should adapt instruction to student differences because “one size does not fit all” (Willis & Mann, 2000).

Differentiated instruction can be defined as a way for teachers to recognize and react responsively to their students’ varying background knowledge, readiness, language, preferences in learning, and interests (Hall, 2002).

Starr (2004) defines it this way: “At its most basic level, differentiating instruction means shaking up what goes on in the classroom so students have multiple options for taking in information, making sense of ideas, and expressing what they learn. In other words, a differentiated classroom provides different avenues to acquiring content, processing or making sense of ideas, and developing products.”

## **How do I differentiate?**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Materials from, Villa, Thousand, & Nevin (2013). *A guide to co-teaching: New lessons and strategies to facilitate student learning* (3<sup>rd</sup> ed.) and Thousand, Villa, & Nevin (2015) *Differentiating instruction: Planning for universal design and teaching for college and career readiness* (2<sup>nd</sup> ed). Thousand Oaks, CA: Corwin Press.

## Using the Power of Two or More! Student and Class Mismatch and Solution Brainstorm

### Worksheet

<b>Facts About the Student Name:</b>	<b>Facts About the Class/Lesson Class:</b>	<b>Mismatches Between Student Facts &amp; Class/Lesson Facts</b>	<b>Brainstormed Potential Solutions to Mismatches Between Facts</b>
<i>Strengths</i>	<i>Content demands</i>		
<i>Interests</i>			
<i>Learning Style(s)</i>	<i>Product Demands (including how students are graded?)</i>		
<i>Multiple Intelligences</i>			
<i>Important Relationships</i>	<i>Process Demands</i>		
<i>Goals/Concerns</i>			
<i>Other Information</i>			

Table 2.3 Student and Class Summary for Kevin

Facts About the Student	Facts About the Class/Lesson	Mismatches Between Student Facts and Class/Lesson Facts	Potential Solutions to Mismatches Between Facts
<p><b>Name:</b> Kevin</p> <p><b>Strengths/Interests:</b> Stamp collecting Story telling</p> <p><b>Learning style(s):</b> Auditory learner</p> <p><b>Multiple Intelligences:</b> Visual/spatial Interpersonal</p> <p><b>Important Relationships:</b> Jose and Francisco, both of whom are in the class</p> <p><b>Other:</b> Relates well with younger students Likes being in a leadership role Good decision maker when given choices</p> <p><b>Goals/Concerns:</b> Reads and writes independently at second grade level Walks out when frustrated Refuses to participate in oral reading activities Falls quizzes and tests Doesn't do homework</p>	<p><b>Class:</b> Science/Social Studies</p> <p><b>Content Demands:</b> Both science and social studies texts have a fourth grade readability level. Following teacher lecture, the students take turns reading orally, up and down the rows, from the textbook.</p> <p><b>Process Demands:</b> Teacher lecture Oral reading Independently answering, with short written answers, the questions from the textbook Small group activities one day a month to review previously taught content</p> <p><b>Product Demands:</b> Published tests Teacher-designed quizzes Short written answers to questions from text. Start in class; complete unfinished as homework Each student selects a topic for an independent report from either science or social studies</p> <p><b>How are students graded?:</b> Quizzes and tests with preset mastery criteria Homework and report reviewed by teacher. grades assigned</p>		

## **Brainstormed Solutions to Address Mismatches Between Kevin and the Content, Process, and Product Demands of the fourth Grade Science and Social Studies Class**

### **Doesn't Do Homework**

- Don't assign Kevin homework.
- Change the name from homework to "home fun".
- Ask him why he doesn't do the homework.
- Provide him with material he can read for homework.
- Give him the questions on audiotape and allow him to dictate his answers.
- Provide him with support through a homework club or homework buddy before school, at lunchtime, or after school.
- Create a homework menu from which he selects a homework option.
- Create a contingency contract and reward him for doing his homework.
- Make him the homework monitor.
- Assign him a homework buddy who calls him on the phone and records their collective answers to the questions.
- Hold a student-parent-teacher conference.

### **Walks Out of Class When Frustrated**

- When you sense that he is frustrated, send him on a mission; legitimize his leaving class.
- Teach him to monitor breathing, pulse rate, sweating in his palms and have him signal when he is frustrated so he can think about what has led up to the frustration and change it.
- Initially allow him to leave four times a week and gradually decrease the amount of times he can leave the class.
- Assign him more leadership roles within the class.
- Create an in-class time-out space where he can go rather than leaving the class.
- Structure more cooperative group assignments.

### **Oral Reading From a Textbook That is Too Difficult**

- Stop oral reading up and down the rows.
- Rehearse with Kevin the content that he will be assigned to read.
- Arrange for him to read with a partner
- Use "Literature Circles".
- Do choral or echo reading.
- Ask him to paraphrase or summarize what has been said thus far when it is his turn to read.
- Teach reading in the content area.
- Assign him the role of randomly calling on students to read thereby breaking up the predictability of who will read when.

### **Independent Research Paper**

- Assign the paper as a partner or group product.
- Change the format-allow oral or PowerPoint presentations, create posters or other visual representations.
- Allow Kevin to teach what he has learned to younger students.
- Chunk it-meet with him periodically throughout the year to review the parts that are done.

### **Failing Grades on Tests and Quizzes**

- Test Kevin orally.
- Hold him accountable for less information.
- Place less weight on tests and quizzes.

### **Refuses to Do Some Tasks**

- Ask Kevin why he does not do those tasks.
- Collect data to see which tasks he refuses to participate in.
- Increase the use of partner and group work.
- Allow him to select one task a day that he does not want to do.
- Vary tasks and allow choice so that students with various strengths have an opportunity to use them.

Material from Villa, Thousand, & Nevin (2013) *A guide to co-teaching: New lessons and strategies to facilitate student learning* (3<sup>rd</sup> ed.) and Thousand, Villa, & Nevin (2015) *Differentiating instruction: Planning for universal design and teaching for college and career readiness* (2<sup>nd</sup> ed.), Thousand Oaks, CA: Corwin Press.

Table 2.11 Student and Class Summary for Chang

<i>Facts about the Learner</i>	<i>Facts About Class/Lesson</i>	<i>Mismatches Between Student Facts and Class and Lesson Facts</i>	<i>Potential Solutions to Mismatches Between Facts</i>
<p><i>Name:</i> Chang</p> <p><b>Strengths/Background Knowledge and Experiences:</b> Recently arrived from a war-torn country in Southeast Asia</p> <p><b>Interests:</b> Soccer, wrestling, volleyball, and gymnastics Playing cards &amp; artistic painting</p> <p><b>Learning Style(s):</b> Relies on phonetic structure to decode</p> <p><b>Multiple Intelligences:</b> Naturalist Logical/Mathematical Interpersonal Visual/Spatial Bodily/Kinesthetic</p> <p><b>Important Relationships:</b> Two fellow students who are from the same country Mr. Johnson, guidance counselor His foster family</p> <p><b>Other:</b> Auditory processing difficulty English language learner Very athletic Sense of humor Great personality, so appears more academically competent than he really is Popular with faculty and students</p> <p><b>Goals/Concerns:</b> Increase English language acquisition, reading &amp; writing</p>	<p><i>Class:</i> Language Arts</p> <p><b>Content Demands:</b> Students independently read classic novels (e.g., <i>Animal Farm</i>) for homework Teacher and authors use idioms and figurative language</p> <p><b>Conceptual Demands:</b> Understanding symbolism, generalizing themes to real life Abstract vocabulary</p> <p><b>Process Demands:</b> Teacher begins class with rapid-fire questions to students based on the previous night's homework reading Lecture and whole class discussion Students assigned select passages to read to the class</p> <p><b>Produce Demands:</b> Answer teacher-directed questions Essay tests Participation in whole-class discussions</p>		



Table 2.12 Brainstormed Solutions to Address Mismatches Between Chang and Facts About Demands of the High School Language Arts Classroom

1. Allow Chang to view videos and cartoon depictions of *Animal Farm*.
2. Acquire and use a version of *Animal Farm* with a lower readability level.
3. Employ cooperative group learning structures to review content and reinforce learning.
4. After each question, give think time, then have partners discuss their answers with a peer, and then select someone from the class to answer the question.
5. Use more visuals to supplement the book.
6. Allow Chang to illustrate the content of the book.
7. Preteach idioms, figurative language, and difficult vocabulary.
8. Create a word wall.
9. Use Chang's knowledge of animals as a resource when discussing the content of the book.
10. Encourage Chang to relate his own life experiences to the totalitarian form of government represented in the book.

## Checking For Understanding

Question	Answer	Lesson Learned
<p><b>1. Did you identify differential strategies that would really work to support the targeted learners?</b></p>	<p style="text-align: center;">Yes      No</p>	
<p><b>2. Did you identify strategies that could support these learners in multiple subjects &amp; activities?</b></p>	<p style="text-align: center;">Yes      No</p>	
<p><b>3. Did you identify possible solutions collaborating with others that you would not have come up with working by yourself?</b></p>	<p style="text-align: center;">Yes      No</p>	
<p><b>4. Did you identify solutions that would be beneficial to other students, not just these targeted learners?</b></p>	<p style="text-align: center;">Yes      No</p>	

## MI Scenarios

1. **Zachary** struggles to write anything legibly. He figures out the fewest words he has to write in order to get an acceptable grade on assignments. Zachary spends as much time outdoors as he can; he has an intense interest in animals of all sorts. He often appears to be daydreaming in class, but he thoroughly enjoys drawing pictures of things in the environment. His favorite subject is science.
2. **Deeandre** complains when has to interact and share materials with other classmates. During lunch, study period, and free time he often is found alone, intently reading books and material he says he finds interesting. His school counselor is worried that he may be withdrawn. When Deeandre writes about things, he usually relates the topic to something about himself. He enjoys writing in his personal journal. His parents report that he carefully completes his homework thoroughly. When given a choice, he chooses to do projects alone rather than with a partner or in a group.
3. **Suzette** often is observed in intense conversation with classmates in and outside of her classes. She is especially sought out by peers seeking advice or a friendly ear to listen to their important issues, feelings, thoughts, or concerns. Suzette is viewed as a leader by her classmates.
4. **Sandra** does not have movement in her lower extremities and uses a wheelchair to get around the classroom and school. When Sandra is not engaged by an interesting activity or lesson or a topic of interest to her, she takes the headband or barrettes from her hair and drums them on her desk of the lap tray of her wheelchair.

Materials from, Villa, Thousand, & Nevin (2013) *A guide to co-teaching: New lessons and strategies to facilitate student learning (3<sup>rd</sup> ed.)* and Thousand, Villa, & Nevin (2015) *Differentiating instruction: Planning for universal design and teaching for college and career readiness (2<sup>nd</sup> ed.)*, Thousand Oaks, CA: Corwin Press.

In what ways might we (IWWMW) use student MI strengths to ...

**← CATEGORIZE →**

<b>Student</b>	<b>Gather Facts About the Learner</b>	<b>Brainstorm</b>	<b>Differentiate &amp; Access Content</b>	<b>Differentiate Product</b>	<b>Differentiate Process</b>
Zachary					
Deeandre					
Suzette					
Sandra					

## Levels of Participation in the Content

Level of Participation	Description
Same	Access to basically the same content as other students in the class, perhaps with minor modifications (e.g., amount or time)
Multi-level	Students are involved in the same curriculum area but pursue different objectives at multiple levels based on their individual needs. For example, the majority of students are learning about division while some students learn and practice subtraction.
Curriculum Overlapping	Students are engaged in the same lesson but pursue goals from different curricular areas. For example, a student works on range of motion, communication, and socialization goals in a science class with other students who are pursuing science goals.
Alternative	Students work on goals unrelated to what their classmates are pursuing. This may occur in a general education classroom or an alternative environment (e.g., Learning Center)

Giangreco

## Contribution Options

Thematic	Work on related material without contribution to the class
Social	Student shares related material with the class
Contributing	Student is giving direct feedback or information to assist the class in learning
Unique	Student is adding unique or important information to the class

Ohtake

Materials from: Villa, Thousand, & Nevin (2013) *A guide to co-teaching: New lessons and strategies to facilitate student learning (3rd ed.)* and Thousand, Villa, & Nevin (2007) *Differentiating instruction: Collaborative planning and teaching for universally designed learning* Thousand Oaks, CA: Corwin Press.

### **PRODUCT Differentiating with MI and Bloom in Social Studies**

Ms. Bennevento, a Social Studies teacher, and Mr. Anderson, an Education Specialist, co-teach social studies and are starting a new unit on the U.S. Constitution on Monday. They have designed assessments so students have choices showing how they achieve the expectations for the unit, using MI theory and Blooms taxonomy to brainstorm differentiated product options. The co-teachers agreed that students are expected to select *three* items from the matrix menu to demonstrate their U.S. Constitution understandings. *Only one* can be at the *knowledge and comprehension* levels of Bloom’s taxonomy. *One* activity is to be performed *alone*; a second with a *partner or a group*; and the third alone, with a partner, or with a group.

#### **Eight Multiple Intelligences: Sample Products of Learning**

1. Verbal-Linguistic	Prepare a report, debate, lecture, paper and pencil tests, crosswords, newspaper article
2. Logical-Mathematical	Concept-oriented; able to perceive logical or numerical patterns; scientific or numeric; attracted to discovering or testing hypotheses.
3. Visual-Spatial	Apply a formula, solve a problem, use the Scientific Method
4. Musical Rhythmic	Sing, tap, create a rap, poem, or jingle
5. Bodily-Kinesthetic	Role-playing, sports games, acting, cooperative learning, dancing, gesturing, mime through touch, skillful handling or producing objects requiring fine-motor abilities.
6. Interpersonal	Teach a part of a lesson, oral presentation, peer tutoring, cooperative group learning, role play, debate
7. Intrapersonal	Keep a diary, journal, or learning log, independent research, reading, and writing
8. Naturalist	Care for animals or plants, gardening, investigation of nature, experiments, use the Scientific Method.

#### **Levels of Bloom’s Taxonomy: Learning Processes and Sample Products of Learning**

Level of Bloom’s Taxonomy	Action Verbs	Sample Products/Processes of Learning
Knowledge	Recall, restate, memorize, retell, name, identify, label, locate, match, name, recite, select, state, record	List, definition, drawing, collage (same as action verbs)
Comprehension	Summarize in own words, provide example of concept learned	Written or picture dictionary, pamphlet/brochure, news story, report, diagram, essay, diary, display
Application	Predict outcomes; estimate answers; apply a formula or principal, or process to a real problem	Graph, model, interview, survey, experiment, problem solving, (same as action verbs)
Analysis	Classify, compare/contrast, organize information into categories, dissect a process or concept, deduce, infer	PowerPoint or Prezi presentation, Venn diagram or concept maps, (same as action verbs)
Evaluation	Judge, evaluate, argue, defend	Debate, editorial, advertisement, book review
Synthesis	Create, imagine, hypothesize, invent, prescribe	Create original speech, play, song, poem, game,

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**ASSESSMENT MATRIX MENU: Integrating Bloom's Taxonomy and Multiple Intelligence Theory for Lesson Products**

<b>Differentiating the Product of Learning</b>	Brainstorm Different Products to Demonstrate Learning of: _____ Select a topic: (e.g., solar system, piece of literature)						
	“We could give students the option to ...”	Knowledge	Comprehension	Application	Analysis	Evaluation	Synthesis
<b>MI &amp; Bloom</b>							
Verbal/							
Linguistic							
Visual/Spatial							
Logical-							
Mathematical							
Naturalist							
Musical							
Bodily							
Kinesthetic							
Intrapersonal							
Interpersonal							

Materials from: Villa, Thousand, & Nevin (2013) *A guide to co-teaching: New lessons and strategies to facilitate student learning (3rd ed.)* and Thousand, Villa, & Nevin (2007) *Differentiating instruction: Collaborative planning and teaching for universally designed learning*. Thousand Oaks, CA: Corwin Press.

**ASSESSMENT MATRIX MENU SOCIAL STUDIES EXAMPLE: Integrating Bloom's Taxonomy and Multiple Intelligence Theory for Lesson Products**

Dimensions of MI & Bloom	Knowledge	Comprehension	Application	Analysis	Evaluation	Synthesis
Verbal/ Linguistic	Following pre-assessment of knowledge of related vocabulary terms, develop a dictionary of key terms not previously understood. Include at least 20 items and their definitions.	Describe, in your own words, how a bill becomes a law.		Compare and contrast in writing the U.S. Constitution with one from another country (i.e., South Africa, France, Russia, Chile, the People's Republic of China).	Write an essay of at least 1,000 words explaining which of the 10 amendments to the Constitution are most important to you and why.	
Visual/ Spatial		Create a Constitution Handbook of important information from each article. Use your own words. Illustrate (drawn or selected from the internet) each of your key points with a graphic representation.	Draw a political cartoon depicting what a European monarch would have thought about the newly formed democratic constitutional government of the U.S.	Compare and contrast in a PowerPoint presentation, the U.S. Constitution with a constitution from another country.	Design a visual display to represent the qualities that your ideal Supreme Court justice would possess.	
Logical- Mathematical		Develop a timeline of significant events starting with the Declaration of Independence and ending with the adoption of the Constitution by the states.		Compare and contrast in tables or charts two documents -- the U.S. Constitution and a constitution from another country.		



Materials from: Villa, Thousand, & Nevin (2013) *A guide to co-teaching: New lessons and strategies to facilitate student learning (3rd ed.)* and Thousand, Villa, & Nevin (2007) *Differentiating instruction: Collaborative planning and teaching for universally designed learning*. Thousand Oaks, CA: Corwin Press.

Dimensions of MI & Bloom	Knowledge	Comprehension	Application	Analysis	Evaluation	Synthesis
Naturalist			Write a letter to one of your state representatives advocating an idea on conserving the environment you would like to see become a law.			Develop an environmental conservation proposal you would like to see enacted in our school. Take your proposal to a student council meeting and advocate for its passage.
Musical						Develop a rap, poem, or song about the U.S. Constitution. Be prepared to perform your rap, poem, or song in front of the class.
Bodily Kinesthetic		Create and perform a commercial designed to recruit representatives to Congress. Be sure that you include job description, job requirements, and responsibilities for both Senators and Representatives.		Choreograph and perform an interpretive dance about the Bill of Rights.		Create a board game to assess knowledge and comprehension of the U.S. Constitution. Be sure to include the rules for playing the game.

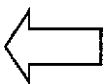
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Dimensions of MI & Bloom	Knowledge	Comprehension	Application	Analysis	Evaluation	Synthesis
Intrapersonal			Identify 10 ways the Constitution affects your life. Provide an example for each. Be imaginative in how you present the information: poster, PowerPoint, diary or journal entry, letter to a friend living in another country, essay.		Read the amendments to the Constitution (excluding the Bill of Rights) and select three that are most important to your life. Explain why.	
Interpersonal			In a cooperative group of 2 or 3, write and perform a script for a television police show that illustrates how the fourth amendment is used in real life situations.	You are a journalist assigned to interview a real candidate in an upcoming election. Develop your interview questions, research the candidate and his/her positions, and predict how s/he would answer your questions		

Materials from: Villa, Thousand, & Nevin (2013) *A guide to co-teaching: New lessons and strategies to facilitate student learning (3rd ed.)* and Thousand, Villa, & Nevin (2007) *Differentiating instruction: Collaborative planning and teaching for universally designed learning*, Thousand Oaks, CA: Corwin Press.

**Process of Instruction**  
(How students engage in learning)

Instructional Formats	Instructional Arrangements	Instructional Strategies	Social and Physical Environment	Co-Teaching Approach(es)
Considerations Adapting lectures? Activity-based? Experiential? Simulations/role play? Group investigation? Discovery learning? Computer/web-based? Self-directed? Stations? Integrated cross-curricular thematic unit/lesson Service learning	Considerations Cooperative learning structures? Same or cross-age peer tutors? Independent? Whole group? Other? (Tutorial, teacher-directed small group)	Considerations Choose research-based strategies? Apply concepts from Multiple Intelligences theory? Integration of the arts? Questioning at all levels of Bloom's taxonomy?	Considerations Room arranged? Use of spaces outside of class? Social norms? Teach responsibility (social skills)? Positive behavior supports? Environmental alterations?	Options Supportive? Parallel? Complementary? Team Teaching? Students as Co-Teachers? (e.g., peer tutors and cooperative learning structures under instructional arrangements)



Pause and Reflect About Specific Students

What student-specific teaching strategies do select students need? What specific systems of supports (e.g., assistive technology), aids (e.g., personal assistance, cues, contracts), or services (e.g., counseling) do select students need?