

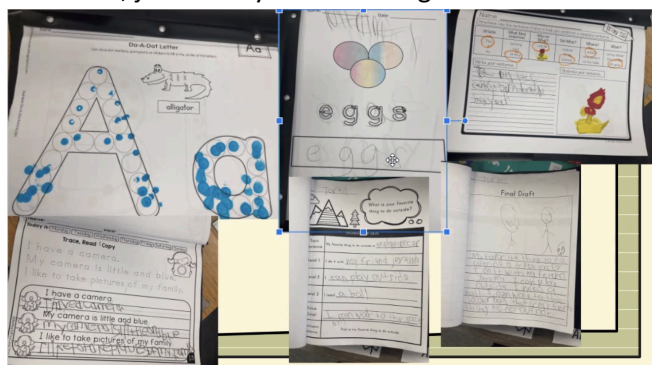
Supporting all Learners: Differentiated Instruction, Specially Designed Instruction, Accommodations and Modifications, and Co-Teaching

Explore

Your Task

Differentiated Instruction - Great for ALL Students

Differentiated Instruction (DI) is a **reactive** effort to make learning accessible for **all** students. It is changes made to instruction during the school day to provide access to **all** students. Differentiation are changes in content, process, and product that all **good teachers** make to curriculum on a daily basis to assure student learning is taking place. In the sample photo, all the kindergarten students are working on letter formation, just at very different stages.



Read/watch the following resources - bookmark them for future use.

- ☐ [What is differentiated instruction?](#)
- ☐ [Differentiated Instruction](#)
- ☐ [Cult of Pedagogy: Differentiation Starter Kit](#) (be sure to watch all the embedded videos too)

Respond to this question below. *What do you think are the benefits of differentiated instruction for ALL students in a general education classroom, not just those with disabilities?*

Accommodations and Modifications - For Students with Disabilities

ACCOMMODATIONS vs MODIFICATIONS

ACCOMMODATIONS change **HOW** a student accesses instruction and demonstrates proficiency. They do **NOT** change learning expectations.

MODIFICATIONS change **WHAT** the student is expected to learn. Course or activity expectations **ARE** modified to meet the needs of the student.




Accommodations and Modifications are adaptations that we **plan** for to ensure access for students to learning. They are different from differentiation as **they are required to be given to students with disabilities according to federal and state law** and they are planned ahead of time and listed in their IEPs. (However, like differentiation, accommodations *can* be used at any time with any student.)

All students with disabilities who have IEPs and those with 504s receive some type of **accommodation(s)**.

Only a very few students with significant support needs receive **modifications**, such as students with intellectual disabilities or more severe autism. This means we are changing *what we expect them to learn*. For instance, a student with Down syndrome is included in a 9th grade biology class. Instead of taking a chapter test on cell structure, his assessment is to label the parts of a cell on a visual. He is still be held to learning goals, but they are different from his peers. He may also receive a credit or no credit grade on his report card. Students who receive modifications are usually Certificate of Completion students (they do not receive a high school diploma) and receive special education services in Adult Transition classes until they turn age 22.

Read and bookmark:

- ☐  Accommodations_vs_modifications_Understood_Accessible.pdf (Download for future reference)
- ☐ [Accommodations: What They Are and How They Work](#)
- ☐ [Modifications: What You Need to Know](#)
- ☐ [Common Modifications and Accommodations](#)

Respond to the following two questions. *List the four types of classroom accommodations. List two examples of each type. (8 total)*

*What are the key differences between **accommodations** and **modifications**?*

Ask an AI tool to give you a list of common classroom accommodations. Then ask it to give you a list of common modifications. (Tool suggestions - [Gemini](#), [Copilot](#), or [MagicSchool](#) chatbot. I have found that ChatGPT isn't great with output focused on education, but you are welcome to try it.) Take a screenshot of your results and paste them here.

Specially Designed Instruction - for Students with IEPs

Specially Designed Instruction (SDI) is a type of instruction that is tailored to the unique needs of a student with a disability. It is designed to help the student achieve their Individualized Education Program (IEP) goals and ensure their access to and progress in the general curriculum. The special education teacher is the expert in this type of instruction.

SDI Categories and Examples

- Learning Strategies
 - Organizing and using skills in order to learn content more effectively.
- Increased Instructional Intensity
 - Instructional strategies such as task analysis, modeling, more practice, multisensory techniques, smaller group lessons
 - Specialized techniques such as chaining, social stories, behavioral contracts
 - Integrated Practices such as choral responding, think-pair-share, cooperative learning, tech-based applications
- Specialized Instructional Programs

Watch this. [What is Specially Designed Instruction? – Maryland State Department of Education](#)

Read this. [Spread the Word: Specially Designed Instruction \(SDI\)](#) This info brief has great examples of what SDI is and what it is not. It also explains how a paraprofessional (aide) fits into SDI - they are supports and may not plan, deliver, or lead primary instruction. Classroom aides are there to support students and reinforce learning AFTER initial instruction by the general and/or special education teacher.

Co-Teaching in General Education - Great for ALL Students

Co-Teaching in General Education Classrooms

Co-teaching is amazing if you have a great team! The gen ed teacher is the content expert and the SPED teacher is the specially designed instruction (SDI) and intervention expert. This can be a magic pairing. I have worked in amazing co-teacher pairs, and some that were very useless, where I as the SPED teacher was treated like an aide. IF you are a gen ed teacher who is lucky enough to get a co-teacher - USE THEM! They make the same money as you so make them do half the work! ;-). Good pairs co-plan together, each take turns grading, and you work and teach together as equal partners in the general education classroom. The plus is that ALL students get extra attention since the ratio of students to teacher is cut in half. And the SPED teacher doesn't just work with students with IEPs. I would often take a group of GATE students for an activity, or anyone that wanted extra help with a task. This really helps the students understand that both teachers are there for all of them - which also really reduces stigma.



Watch the following:

[Introduction to Co-Teaching](#)

[Types of Co-Teaching](#)

[Co-Teaching is a Marriage](#)

[Co-Teaching in High School](#)

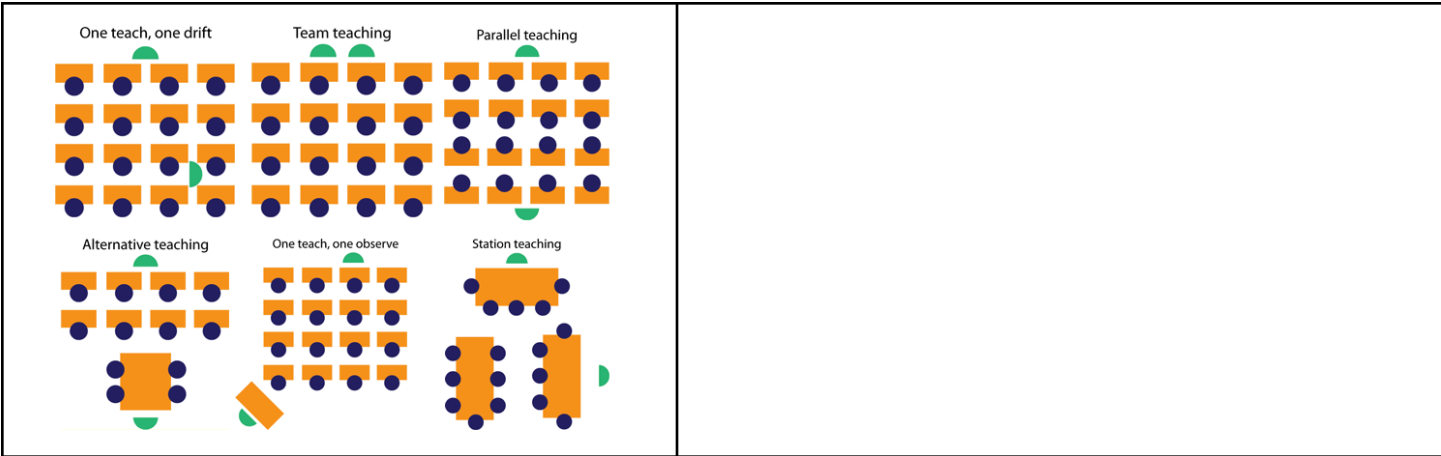
Answer the following 5 questions below. What are the different types of co-teaching models? **List and describe them.**

What are the benefits of co-teaching for students with disabilities?

What are the benefits of co-teaching for typical students?

What could be the benefits of co-teaching for accelerated students?

What would be some of your concerns about co-teaching?



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