Lumberton Township School District

Guide to Accommodation and Differentiation Strategies

PK – Eighth Grade

LUMBERTON TOWNSHIP SCHOOL DISTRICT

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The Philosophy of Accommodation and Differentiation

The philosophy of accommodation and differentiation for students at Lumberton Township School District is based on the belief that all children have the ability to learn and the right to a quality education. For many students with disabilities- and for many without- the key to success in the classroom lies in having appropriate adaptations, accommodations, and modifications made to the curriculum, instruction, and other classroom activities. These adaptations, accommodations, and modifications need to be individualized for students, based upon their needs and their personal learning styles and strengths.

It is not always obvious what adaptations, accommodations, or modifications would be beneficial for a particular student, or how changes to the curriculum, its presentation, the classroom setting, or student evaluation might be made. This guide is intended to help teachers and others find information that can assist them in making appropriate changes in the classroom based on what their students need.

Accommodation and Differentiation Strategies for Various Learners

English Language Learners

1. Retell content information in easier English.
2. Use simple sentence structure (verb-subject-object). Rewrite word problems in simpler sentences.[1]
3. Avoid negative phrasing such as *all, but, except.*
4. Actively help students build connections and associations in order to access background knowledge or previously taught information.
5. Present students with written as well as oral messages (provide outlines or a copy of the notes of a classmate).
6. Always write assignments on the board.
7. Modify assignments (fewer questions or fewer vocabulary).
8. Provide video lessons.
9. Provide concrete examples of vocabulary through the use of visuals.
10. Directly teach learning strategies.
11. Provide small group instruction.
12. Provide preferential seating.
13. Provide oral reading of test questions in English.
14. Provide extended time.
15. Provide concrete learning experiences using manipulatives, visuals, and/or models.
16. Include structured opportunities to speak with partners or small group, providing sentence starters[2]
17. Provide regular, structured opportunities to write with sentence frames or sentence starters.[3]
18. Allow st; performing; drawing or drawing and labeling; and bulleted lists rather than paragraphs.

[1] **Example of a reworded text:**

Original	Scaffolded
Suppose a colony of bacteria doubles in size every 8 hours for a few days under tight laboratory conditions. If the initial size is *B*, what is the size of the colony after 2 days?	A group of objects doubles every 8 hours. Today there are *B* objects in the group. How many objects are in the group after 2 days? (There are 24 hours in one day.)

[1] **Examples**

Sentence Frame:

This rectangle is divided into _____ because it has ___ parts that are all the same size.

Word bank: halves, thirds, fourths, fifths, sixths, eighths, two, three, four, five, six, eight

Sentence Starters:

- My idea is similar to ____'s because _____.
- First, I _____. Next, I _____. Finally, I _____.
- I know the area of parallelogram *B* is smaller than/larger than the area of parallelogram *A* because _____.

[2] **Examples**

- "I am a little confused about….";
- "Can you tell me more about…?";
- "What do you mean by…?"

Suggested Approaches based on student' level of proficiency:

Pre-production This is also called "the silent period," when the student takes in the new language but does not speak it. This period often lasts six weeks or longer, depending on the individual.	Emphasize listening comprehension Use visuals and have students point to pictures or act our vocabulary. Speak slowly and use shorter words, but use correct English phrasing. Model "survival" language by saying and showing the meaning. For example, say, "Open your book," and then open a book while the student observes. Gesture, point and show as much as possible. More advanced classmates who speak the same language can support new learning through interpretation.
Early production The individual begins to speak using short words and sentences, but the emphasis is still on listening and absorbing the new language. There will be many errors in the early production stage.	Continue the strategies listed above, but add opportunities for students to produce simple language. Ask students to point to pictures and say the new word. Ask yes/no and either/or questions. Have students work in pairs or small groups to discuss a problem. Have literate students write short sentences or words in graphic organizers.
Speech Emergent Speech becomes more frequent, words and sentences are longer, but the individual still relies heavily on context clues and familiar topics. Vocabulary continues to increase and errors begin to decrease, especially in common or repeated interactions.	Introduce more academic language and skills by using the same techniques listed above, but beginning to use more academic vocabulary. Introduce new academic vocabulary and model how to use it in a sentence. Provide visuals and make connections with student's background knowledge as much as possible. Ask questions that require a short answer and are fairly literal.

	In writing activities, provide the student with a fill-in-the-blank version of the assignment with the necessary vocabulary on the page.
Beginning Fluency Speech is fairly fluent in social situations with minimal errors. New contexts and academic language are challenging and the individual will struggle to express themselves due to gaps in vocabulary and appropriate phrases.	Have students work in pairs and groups to discuss content. During instruction, have students do a "Think, pair, share" to give the student an opportunity to process the new language and concept. Ask students if they agree or disagree with a statement and why. Model more advanced academic language structures such as, "I think," "In my opinion," and "When you compare." Have students repeat the phrases in context. Have students make short presentations, providing them with the phrases and language used in presentations ("Today I will be talking about") and giving them opportunities to practice the presentation with partners before getting in front of the class. Continue to provide visual support and vocabulary development.
Intermediate Fluency Communicating in the second language is fluent, especially in social language situations. The individual is able to speak almost fluently in new situations or in academic areas, but there will be gaps in vocabulary knowledge and some unknown expressions. There are very few errors, and the individual is able to demonstrate higher order thinking skills in the second language such as offering an opinion or analyzing a problem.	Ask students to identify vocabulary by symbols that show whether the student "knows it really well, kind of knows it, or doesn't know it at all." Help students focus on strategies to get the meaning of new words. Have a "guessing time" during silent reading where they circle words they don't know and write down their guess of the meaning. Check the results as a class. Make sure students understand the meaning of idioms and other forms of figurative language they encounter.
Advanced Fluency The individual communicates fluently in all contexts and can maneuver successfully in new contexts and when exposed to	• Although the student may seem completely fluent, he or she still benefit from visual support, building on background knowledge, pre-teaching vocabulary and making connections between content areas. . • Provide a template for note-taking.

new academic information. At this stage, the individual may still have an accent and use idiomatic expressions incorrectly at times, but the individual is essentially fluent and comfortable communicating in the second language.	

Students At-Risk

1. Provide concrete learning experiences using manipulatives, visuals, and/or models.
2. Provide manipulative objects for student to use in solving math problems.
3. Provide visual cues (posters, number lines, gestures, use of chalkboard).
4. Break new learning into smaller chunks with frequent practice. For example, if two strategies are to be learned, teach one, followed by practice, before teaching the second one.
5. Tier assignments, holding these students responsible for tasks at the basic level.
6. Focus on helping students learn the most essential content.
7. Provide small group instruction, with students grouped according to need.
8. Use online assessment and instructional programs (e.g. Freckle:) to monitor progress toward achievement of standards and provide individualized instruction.
9. Support concept development related to academic vocabulary by using one of the following techniques (information can be found in appendix 2): Frayer Model, Semantic Feature Analysis, Semantic Gradients.

Advanced/ Gifted and Talented Students

1. Tier class assignments, holding these students responsible for the most demanding level.

2. Extend learning by providing tasks that involve real-world and/or creative application of skills.

3. Move these students more rapidly from more concrete learning experiences to more abstraction. For example, move from manipulatives or models to having students extrapolate formulas and algorithms.

4. Encourage students to move through content at their own pace, allowing them to "test out" of lessons.

5. Ask students to create their own math problems related to a skill or concept.

6. Increase the intellectual demand by requiring a higher level of response or presenting open-ended questions that stimulate inquiry, active exploration, and discovery.

7. Modify product expectations and student responses. They should demonstrate what they have learned in a wide variety of forms that both reflect knowledge and ability to manipulate ideas.

10. Use online assessment and instructional programs (e.g.: Freckle) to monitor progress toward achievement of standards and provide individualized instruction.

Students with IEP's

Examples of General Accommodations

- Provide concrete learning experiences using manipulatives, visuals, and/or models.
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- Tier assignments, holding these students responsible for tasks at the basic level.
- Focus on helping students learn the most essential content.
- Provide small group instruction, with students grouped according to need.
- Incorporate multiple opportunities for movement and/or short breaks.
- Incorporate the Kinesthetic modality to support learning.
- Use partnerships to make learning interactive and increase engagement.
- Use frequent pauses for students to process and synthesize information before moving on.
- Provide choices of activities that incorporate a variety of learning modalities and intelligences.

Examples of Environmental Strategies

- Provide a structured learning environment
- Make separate "space" for different types of tasks
- Possible adapting of non-academic times such as lunch, recess, and physical education
- Change student seating
- Utilize a study carrel
- Alter location or personal or classroom supplies for easier access or to minimize distraction
- Provide sensory breaks

Examples of Organizational Strategies

- Provide a written or picture schedule
- Model and reinforce organizational systems (i.e. color-coding)
- Write out homework assignments, check student's recording of assignments
- Tailor homework assignments toward student strengths
- Set time expectations for assignments
- Provide clues such as clock faces indicating beginning and ending times
- Teach study/organizational skills
- Schedule before or after school tutoring/homework assistance

Examples of Behavioral Strategies

- Use behavioral management techniques consistently within a classroom and across classes
- Implement behavioral/academic contracts
- Utilize positive verbal and/or nonverbal reinforcements
- Utilize logical consequences
- Confer with the student's parents (and student as appropriate)
- Establish a home/school communication system for behavior monitoring
- Post rules and consequences for classroom behavior
- Put student on daily/weekly progress report/contract
- Reinforce self-monitoring and self-recording of behaviors

Examples of Presentation Strategies

- Tape lessons so the student can listen to them again; allow students to tape lessons
- Use computer-aided instruction and other audiovisual equipment
- Select alternative textbooks, workbooks, or provide books on tape
- Highlight main ideas and supporting details in the book
- Provide copied material for extra practice (i.e. outlines, study guides)
- Prioritize drill and practice activities for relevance
- Vary the method of lesson presentation using multi-sensory techniques: a) lecture plus overhead/board demonstration support b) small groups required to produce a written product c) large groups required to demonstrate a process d) computer-assisted instruction e) peer tutors or cross-age tutors f) demonstrations, simulations
- Ask student to repeat/paraphrase context to check understanding
- Arrange for a mentor to work with student in his or her interest area or area of greatest strength
- Provide peer tutoring
- Simplify and repeat instructions about in-class and homework assignments
- Vary instructional pace
- Reinforce the use of compensatory strategies, i.e. pencil grip, mnemonic devices, “spell check”
- Vary kind of instructional materials used
- Assess whether student has the necessary prerequisite skills. Determine whether materials are appropriate to the student's current functioning levels
- Reinforce study skill strategies (survey, read, recite, review)
- Introduce definition of new terms/vocabulary and review to check for understanding
- Be aware of student's preferred learning style and provide matching instruction materials
- Pre-teach and/or re-teach important concepts
- Prepare advanced organizers/study guides for new material

Examples of Assignments

- Modify the amount of homework
- Use written directions to supplement oral directions
- Reduce paper and pencil tasks
- Allow for assignments to be word processed
- Lower reading level of assignments
- Break assignments into a series of smaller assignments
- Use highlighted texts

Examples of Evaluation Methods

- Limit amount of material presented on a single page
- Provide a sample or practice test
- Provide for oral testing
- Provide tests in segments so that student hands in one segment before receiving the next part
- Provide personal copy of test tools and allow for color-coding/highlighting
- Adjust time for completion
- Modify weights of tests when grading

Students with 504's

504 Examples of Specific Health Impairments: *Allergies, Arthritis, Asthma, ADD/ADHD, Cancer, Cerebral Palsy, Cystic Fibrosis, Diabetes, Emotionally Disturbed, Encopresis/Enuresis, Epilepsy, Hearing Impairment, Leukemia, Orthopedically Impaired, Tourette's Syndrome, Traumatic Brain Injury, Visual Impairment, Weight*.

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LTSD Supports & Interventions for Students

Supports for All Students	Supports for Students with a Plan
Accommodations for Setting	
Assign preferential seating - Edit to be specific	Assign note takers or scribe
Alter physical room environment	Modify student's schedule
Reduce/minimize distractions	Small group/Individualized testing
Provide home/school communication	
Assign work buddies	
Post or provide visual cues and/or markers	
Change location to increase physical access	
Use flexible/special purpose grouping	
Stand near student when giving directions/redirection	
Use notebook for assignments/materials/homework	
Small group/Individualized instruction	
Accommodations for Presenting/Response	
Use graphic organizers as teaching/learning tools	Modify assignments (e.g. vary length, limit number of items)
Provide outlines and notes of key material/highlight material	Alter format of instructional content (e.g., multi choice/essay)
Use teacher-initiated signal to redirect attention	Provide options for student to obtain information and demonstrate knowledge through use of (e.g., alternate projects, interviews, oral reports, dramatization) Specify:_____
Prioritize tasks/assist with pacing (e.g., lists/desktop notes)	Appropriate format for instructional/supplemental materials (e.g., Braille, audio, digital, large print) Specify:_____
Break tasks and procedures into sequential steps	Provide photocopies of teacher/peer notes
Use rehearsal mnemonic devices	Provide assistance/cues for classwork and transitions
Limit number of concepts introduced at one time	Assignments/tests read aloud
Color code material	Computer-assisted instruction, when available
Increase amount of white space or spacing on page	Allow use of computer as alternative to writing tasks
Use virtual/multisensory modes to reinforce instruction	Alter format of materials on page (e.g., font/spacing/color)
Provide daily assignments	Do not count off for spelling when grading content
Provide practice activities and immediate feedback	Teach concrete concepts before abstract concepts

LTSD Supports & Interventions for Students

Supports for All Students	Supports for Students with a Plan
Accommodations for Time Demands	
Provide timelines for completing tasks in chunks	Increase time allowed for class-work and/or tests
Provide assistance/cues for transitions between classes, lockers, home etc.	Allow breaks during work periods or between tasks
	Increase time allowed for homework and projects
	Limit amount of work required/length of assignments
Accommodations/Provisions for Behavior Concerns	
Assure that curriculum is appropriate and necessary accommodations have been implemented	Positive Behavior Support Program (Specify Tier)_____
Establish procedures and routines to help complete activities	Use token economy reinforcement strategies
Reinforce appropriate behavior	
Determine reason for behavior and teach replacement skills	
Sessions with counselor or other service personnel	
Develop, implement, and monitor a structured behavior intervention plan (BIP) Note: Required for students who exhibit recurrent problematic behavior and/or have repeated suspensions.	
Minimize triggers (Specify) _____ _____	
Offer systematic program to increase self-esteem	
Structured social skills training/formal instruction	
Assistive Technology	
Manipulatives	Text to Speech to Text Device
Organizers	Digital/Electronic Books when they are not in the curriculum
Highlighters/Markers	Calculators when they are not in the curriculum
Word processor with talking spell checker, grammar checker, word prediction, et al (Specify feature and purpose below) _____ _____	Electronic Scribe/Recorder
Adapted grips, pencils, utensils, other tools	
FM System	

LTSD Supports & Interventions for Students

Supports for All Students	Supports for Students with a Plan
Tests/Quizzes	
Prior notice of tests	Increased time for written projects
Preview test material or procedures	Modified test format (Specify) _____
Pace long-term projects	Alternate options for demonstrating learning
Allow student to write on tests	Increased time for completion
Provide test study guide or material	Rephrase test directions/simplify wording

Appendices

Content Interventions: Math

Math Intervention Strategies	
Chunking	Self evaluation rubric
Math intervention kit	Differentiation of product, process, and content
Manipulatives	Guided practice
Small group-reteach	Visual reminders Mini offices
Reteach/retest	Errorless teaching
Special Seats: Wiggle Seat, Ball Chair	Noise Cancelling Headsets
Graphic organizers	Student goal setting/tracking
Study guides	Number lines
Extra time	Anchor charts
Tests given orally	Adjusting amount of questions and/or answers
Visual cues on desk	Songs
Teaching one strategy in isolation before introducing other strategies for the same concept (number lines, 100 chart, tens frame, etc)	

Additional Resources:

- MATHEMATICS INSTRUCTION FOR STUDENTS WITH LEARNING DISABILITIES OR DIFFICULTY LEARNING MATHEMATICS A Guide for Teachers
- Differentiated Classroom: Responding to the Needs of All Learners, 2nd Edition
- Differentiating Instruction Finding Manageable Ways to Meet Individual Needs

Content Interventions: ELA

ELA Intervention Strategies	
Use covered overlays to help students focus on reading	Drawing lines to plan sentences
Use highlighted printable paper	Special Seats: Wiggle Seat, Ball Chair
Adjusting amount of answers	Errorless teaching
Guided practice	Noise Cancelling Headsets
Use letter tile boards to help segment and blend phonemes	Student copies of anchor charts (in individual folders)
Audiobooks	Whisper Phones
Enter/exit ticket	Visual cues on desk
Reteach/retest	Type instead of write, use apps like : SNAP TYPE
Extended time	Pencil Grip
Using sensory materials (sand, shaving cream, glue, wikki sticks,) to reinforce sight words	Teaching one strategy in isolation before introducing other strategies for the same concept (decoding: chunky monkey, skippy frog, etc.)
Visual representation	Anchor charts
Color coded directions	Graphic organizers or Thinking Maps
Peer evaluation	Differentiation of product, process, and content
Slant board for handwriting	Sight word rings
Student goal setting/tracking	Visual cues
Voice to text for writing	Self evaluation rubric
Highlighters or Highlighter Tape	Video modeling

Study guides	Reading tracker
Forming letters and words with manipulatives (yarn, playdough, etc)	Video recording feedback

Additional Resources:

- Rethinking School Discipline 103
- Interventions for Sensory Issues
- Teaching Children With Attention Deficit Hyperactivity Disorder: Instructional Strategies and Practices
- Evidence Based Behavior management strategies for classroom teachers
- RTI Strategies at Every Level

Interventions: Behavior

Behavior Intervention Strategies	
Intermittent reinforcement	Offer choice
Token economy	Behavior self-assessment
Reinforcement menu	Preview schedule
Special job	Social Stories
Redirection	Calming/Mindfulness Strategies, Create a Calm Down Kit
Sensory Bins	Visual Schedule
Safe spot	Provide leadership opportunities
Offer Breaks	Break Breaks (ie: Go Noodle, Just Dance for Kids)
Set short-term daily goals	Fidgets (velcro, slinky, Theraputty)
Alternative seating options (floor, standing)	

Frontline IEP Direct Accommodations

-----CONTENT/MATERIAL ACCOMMODATIONS/MODIFICATIONS-----

1. Access to accurate notes
2. Provide copy of class notes
3. Accommodation for braille materials
4. Additional time to complete tasks/long-term projects with adjusted due dates
5. Adjust number of items student is expected to complete
6. Limit number of items student is expected to learn at one time
7. Allow extra time for task completion
8. Allow verbal rather than written responses
9. Pre-teach new vocabulary
10. Modify curriculum content based on student's ability level
11. Reduce readability level of materials
12. Allow typed rather than handwritten responses
13. Use of calculator
14. Use of a math grid
15. Access to electronic text (e.g. Downloaded books)
16. Provide books on tape, CD or read aloud computer software
17. Modified homework assignments (modify content, modify amount, as appropriate)

-----ORGANIZATIONAL ACCOMMODATIONS-----

18. Assistance with organization of planner/schedule
19. Assistance with organization of materials/notebooks
20. Use a consistent daily routine
21. Assist student in setting short-term goals
22. Break down tasks into manageable units
23. Provide benchmarks for long-term assignments and/or projects
24. Use of checklists
25. Use of an assignment notebook or planner
26. Check homework on a daily basis
27. Provide a highly structured, predictable learning environment
28. Provide timelines for work completion
29. Develop monthly calendars with assignment due dates marked
30. Provide organizational support through teacher websites
31. Enlarge work space areas
32. Different colored folders for different subjects
33. Provide organizers/study guides
34. Provide direct instruction in time management and organizational skills
35. Require classroom notebooks and/or folders

-----INSTRUCTIONAL ACCOMMODATIONS-----

36. Frequently check for understanding
37. Color code important information
38. Emphasize use of visual aids
39. Simplify task directions
40. Provide hands-on learning activities\
41. Provide modeling
42. Provide guided instruction
43. Place student in cooperative learning groups

44. Assign peer buddies
45. Modify pace of instruction to allow additional processing time
46. Provide small group instruction
47. Present information via the visual modality (written material to supplement oral explanation, models, illustrations, assignments written on board)
48. Provide outline in advance of lecture
49. Demonstrate directions and provide a model or example of completed task
50. Emphasize multi-sensory presentation of data
51. Encourage use of mnemonic devices
52. Encourage student to enlist support of note-taking buddy
53. Provide oral as well as written instructions/directions
54. Allow for repetition and/or clarification of directions, as needed
55. Reinforce visual directions with verbal cues
56. Give direct and uncomplicated directions
57. Orient to task and provide support to complete task
58. Provide easier tasks first
59. Help to develop metacognitive skills (self-talk and self-correction)
60. Directions repeated, clarified or reworded
61. Provide individualized instruction
62. Provide multi-sensory instruction
63. Reteach materials, when needed
64. Limit new concepts taught per instructional period
65. Have student demonstrate understanding of instructions/task before beginning assignment
66. Allow wait time for processing before calling on student for response
67. Emphasize auditory presentation
68. Read directions aloud
69. Administer work in small segments
70. Provide visual models of completed tasks
71. Give verbal as well as written directions
72. Teach textbook reading strategies
73. Teach student learning strategies
74. Teach specific memory cues and devices
75. Utilize peer teaching
76. Use interests to increase motivation
77. Use marker (e.g. index card, ruler) for visual tracking
78. Enlarge print
79. Use reference aids

-----ASSESSMENT ACCOMMODATIONS/MODIFICATIONS-----

80. Modified grading
81. Additional time to complete classroom tests/quizzes
82. Announce test with adequate prep time
83. If possible, avoid more than one test on the same day
84. Small group administration of classroom tests/quizzes
85. Provide larger white work space on quizzes and tests, particularly in math
86. Modified tests/quizzes
87. Modify the number of choices on tests/quizzes
88. Modify length of test
89. Modify the content of tests/quizzes
90. Adjust test format to student's ability level

91. Provide manipulative examples
92. Develop charts, visual outlines, diagrams, etc.
93. Verbally guide student through task steps
94. Provide for increased repetition to encourage retention
95. Use visual aids to accompany instruction
96. Allow for oral rather than written responses on tests
97. Allow for oral follow-up for student to expand on written response
98. Allow use of a computer
99. Provide option for alternative assessments
100. Provide a word bank for fill-in-the blank tests
101. Allow dictated responses in lieu of written responses
102. Do not penalize for spelling errors
103. Allow typed rather than handwritten responses
104. Allow student to circle responses directly on test rather than use Scantron
105. Provide word banks for recall tests
106. Read test aloud
107. Avoid scantron and bubble response tests
108. Allow student to make test corrections for credit
109. Mark answers in test booklet
110. Point to response
111. Alternate test-taking site

-----ACCOMMODATIONS FOR ATTENTION/FOCUS-----

112. Seat student near front of room
113. Preferential seating
114. Monitor on-task performance
115. Arrange private signal to cue student to off-task behavior
116. Establish and maintain eye contact when giving oral directions
117. Stand in proximity to student to focus attention
118. Provide short breaks when refocusing is needed
119. Use study carrel
120. Arrange physical layout to limit distractions
121. Seat student near positive role model
122. Frequently ask questions to engage student
123. Refocusing and redirection
124. Design a time and place for rest
125. Shortened school day
126. Scheduled rest periods for fatigue

-----WRITTEN LANGUAGE ACCOMMODATIONS-----

127. Include brainstorming as a pre-writing activity
128. Teach the writing process
129. Edit written work with teacher guidance
130. Allow use of word processor
131. Use graphic organizers

-----SOCIAL/BEHAVIORAL ACCOMMODATIONS-----

132. Discuss behavioral issues privately with student
133. Provide opportunities for peer interactions
134. Utilize student in development of tasks/goals
135. Encourage student to self-advocate

136. Communicate with supportive personnel
137. Minimize negative behavior
138. Present alternatives to negative behavior
139. Establish positive scripts
140. Desensitize student to anxiety causing events
141. Monitor for overload, excess stimuli
142. Identify triggers
143. Help student manage antecedents
144. Develop signal for when break is needed
145. Give student choices to allow control
146. Maintain communication with home
147. Provide positive reinforcement
148. Provide consistent praise to elevate self-esteem
149. Model and role play problem solving
150. Provide counseling
151. Use social skills group to teach skills and provide feedback

Resources

New Jersey Department of Education, Section 504 Rehabilitation Act

https://www.state.nj.us/education/students/safety/behavior/504/

New Jersey Department of Education, Special Education

https://www.nj.gov/education/specialed/

PBIS World

https://www.pbisworld.com/

WIDA Accessibility and Accommodations

https://wida.wisc.edu/assess/accessibility