

# DIFFERENTIATION PLAN

*Strategies for differentiating in the art room...*

STUDENT NEEDS	POSSIBLE STRATEGIES
<p>For English Language Learners with <b>limited English proficiency</b></p>	<ul style="list-style-type: none"> <li>• Visually model skills and techniques through live demonstrations</li> <li>• Provide both oral and written instructions or steps</li> <li>• Allow for flexibility with speaking or writing requirements (using one's own language, typing, recording, oral reflections)</li> <li>• Label materials in multiple languages, and translate letters or assignments passed out to the students</li> <li>• Teach key vocabulary, connecting words to actions rather than presenting in isolation</li> <li>• Repeat instructions or give one step at a time</li> <li>• Encourage peer collaboration or translation</li> </ul>
<p>For students struggling with <b>motor control</b></p> <p>For students with <b>attention disorders</b> (i.e. ADHD, ADD)</p>	<ul style="list-style-type: none"> <li>• Incorporate stretch breaks into the classroom routine</li> <li>• Provide alternative tools or materials (i.e. specialty scissors, larger paintbrushes, model magic etc.)</li> <li>• Provide pre-cut and pre-prepped materials</li> <li>• Offer stress balls or fidget toys</li> <li>• Provide clothing for comfort (i.e. gloves, aprons)</li> <li>• Provide open-ended lessons that allow for choice; lessons that are engaging and relevant to the individual students</li> <li>• Call individual's name when addressing the group to ensure attention</li> <li>• Vary the length of demonstrations and instructional methods</li> <li>• Promote movement within the classroom</li> <li>• Prompt conversation with an off task or distracted student</li> </ul>
<p>For students struggling with <b>reading &amp; writing</b> (dyslexia, dysgraphia)</p> <p>For students with <b>hearing impairment or auditory processing disorders</b></p>	<ul style="list-style-type: none"> <li>• Provide both written and oral instruction</li> <li>• Writing supports provided as necessary</li> <li>• Seat students in the front of the class</li> <li>• Use a microphone when speaking to the whole class</li> <li>• Provide visual and text instructions</li> </ul>
<p>For students dealing with <b>emotional or behavioral distress</b></p> <p>For students on the <b>Autism spectrum</b></p>	<ul style="list-style-type: none"> <li>• Avoid callouts and self made groups for students with social anxiety</li> <li>• Allow students to leave early to avoid bustle of the hallway</li> <li>• Offer extended time on assignments</li> <li>• Preferential seating, particularly allowing the student to sit with someone they know</li> <li>• Allow breaks or work space in a separate part of the classroom</li> <li>• Be sensitive to possible upsetting lesson topics</li> <li>• Manage class structure and routine, when changes arise, provide warning</li> <li>• Utilize direct language to communicate exactly what you want</li> <li>• Keep directions simple, using <i>first, then</i> directions, simple questions to scaffold and provide choice</li> <li>• Integrate interests in thematic lessons, or use obsessions as a reward for motivation and time breakup</li> <li>• Provide a quiet place of retreat from sensory stimuli</li> <li>• Pair down lesson to essential concept or skill</li> </ul>
<p>For students with <b>severe learning impairment</b> and have an <b>aide or paraprofessional</b> with them in the art room</p>	<ul style="list-style-type: none"> <li>• Discuss guidelines with aide about how assistance should be managed</li> <li>• Communicate with aide about student expectations for upcoming assignments</li> <li>• Stress the need for the aide to pay attention to demonstrations so they are knowledgeable about the lesson and materials</li> </ul>