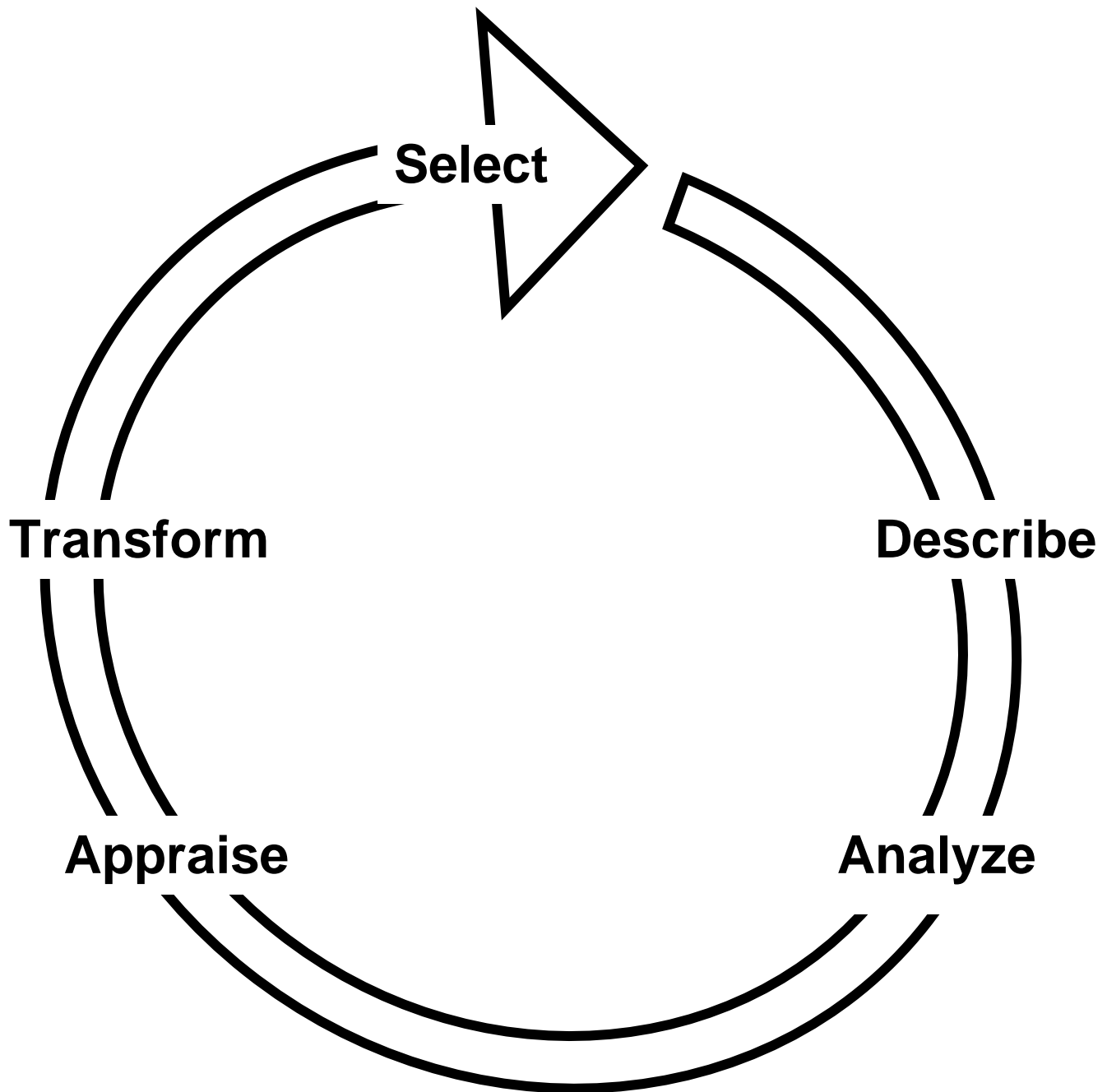


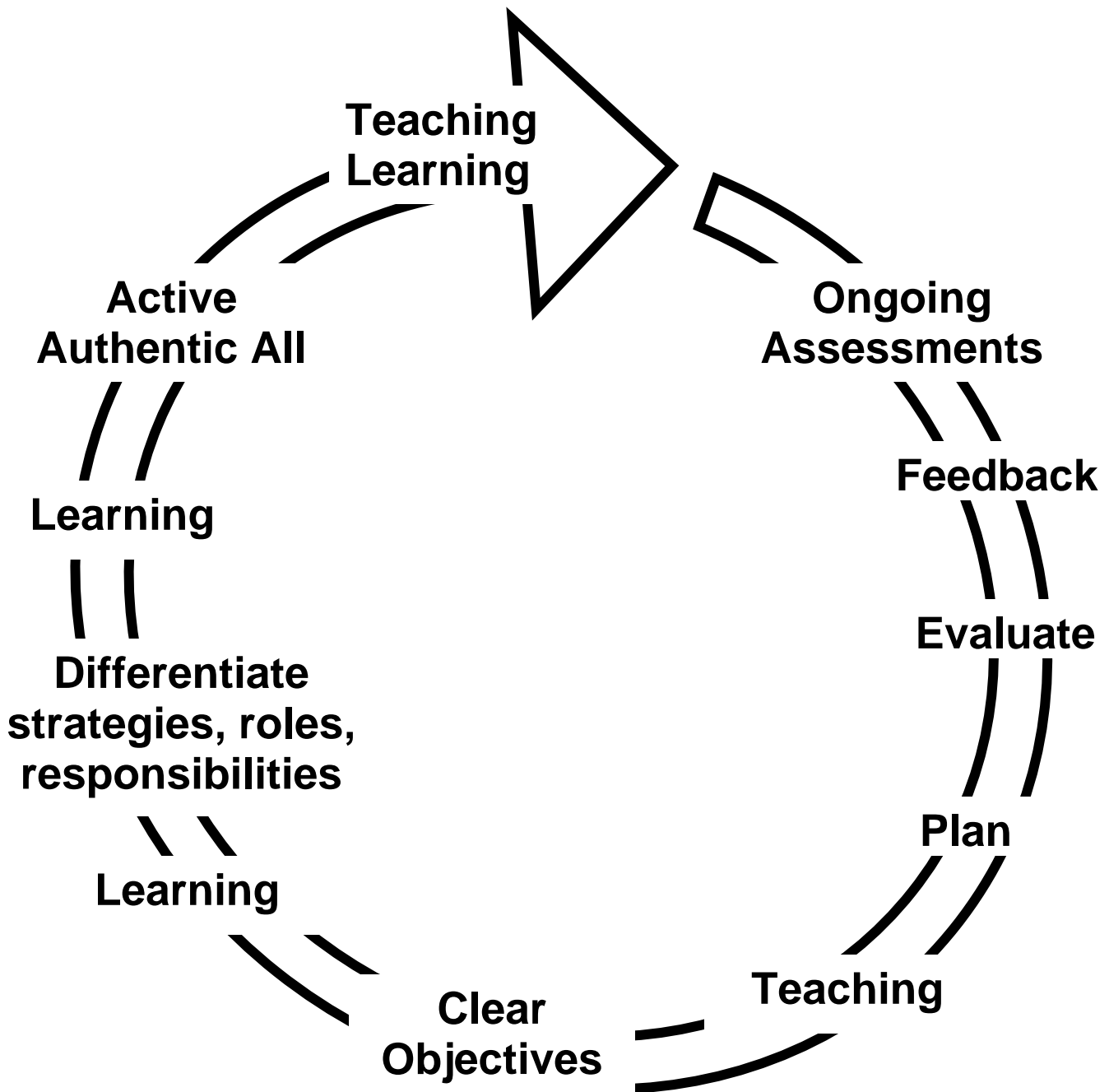
**Modifications and Accommodations to Meet Students' Needs:  
Bilingual Students and Special Needs Students**  
Spring 2009

## **Reflective Cycle**

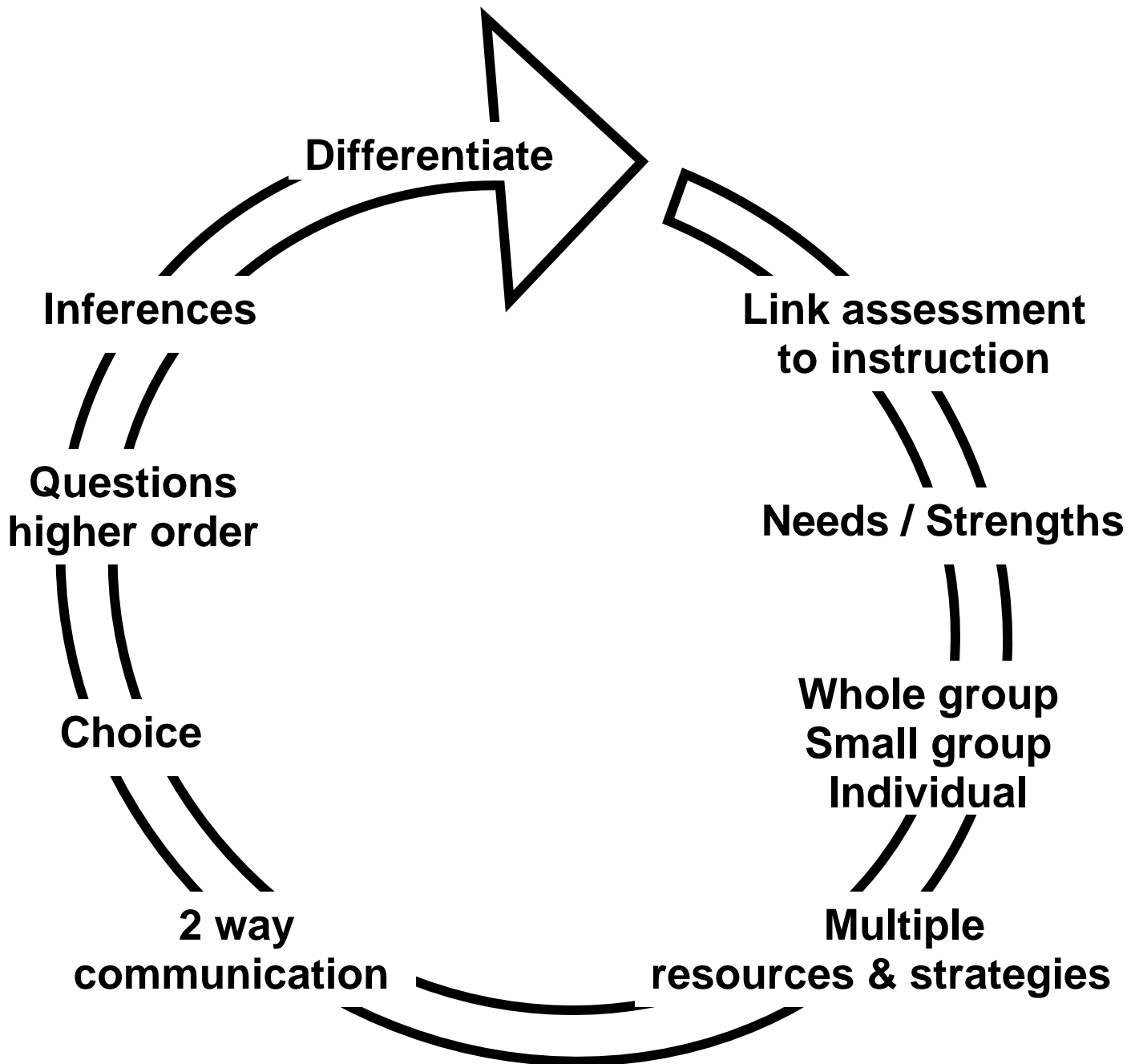


Adapted from Reed, A.J.S. and Bergemann, 2005.  
Retrieved from [www.joanwink.com/charts/reflective.pdf](http://www.joanwink.com/charts/reflective.pdf)  
Also available at: [www.joanwink.com/scheditems/TESOL-09Adaptations\\_differentiation.pdf](http://www.joanwink.com/scheditems/TESOL-09Adaptations_differentiation.pdf)

# Teaching & Learning Cycle



# Differentiation Cycle



## **TPA 2 – Designing Instruction**

### **Adaptations are Multiple Strategies To Support Learning**

- Focus on Understanding, talking, reading, writing: All modalities
- Clearly understood learning objectives and expectations
- State standards
- Plan room arrangements based on students needs
- Hand signals so you-know-students-know
- Preview/Review and Activating Prior Knowledge
- Model and focus on active participation for all students
- Amplify, don't simplify. Focus on Academic and Conversational Language
- Summarizing: Orally or in writing
- Identify similarities and differences
- Non-linguistic representations/graphic organizers
- Cooperative learning/collaboration/peer-to-peer dialogue
- 2-way communication
- Generating/testing hypotheses
- Practice: guided and independent
- Visual support such as pictures, manipulatives, realia, graphic organizers
- Wait time/increased response time/focus on think time
- Direct and explicit instruction
- One-on-one; Group work; Pair-share; Partner reading
- Differentiate/base strategies on needs/strengths of students
- Scaffolding/building on prior knowledge/link/make connection
- Hands on/manipulative/geo boards/blocks/play dough/pictures
- Use first language to make second language comprehensible

## **TPA 3 – Assessment Adaptations**

- Entry level assessment, progress monitoring assessment, proficiency level, diagnostic, evidence, benchmarks, SOLOM, rubric, matrix,
- Informal assessment: Classroom discussion/homework/check for understanding, asking questions, observing, portfolio, learning logs,
- Summative/Accumulative and Formative
- Progress monitoring, immediate feedback based on data, hand signals, verbal response, white boards, rubric or matrix, oral presentation