

A Day in the Life: Teaching Students with Learning Needs in the General Education Classroom

How do you aim high and still teach students with learning challenges in the Grammar, Logic, and Rhetoric Schools?

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Differentiation refers to a wide variety of teaching techniques and lesson adaptations that educators use to instruct a diverse group of students, with diverse learning needs, in the same course or classroom. Differentiation refers to HOW a teacher teaches and not WHAT a teacher teaches.

An **accommodation** changes HOW a student learns or demonstrates an understanding of the material.

A **modification** changes WHAT a student is expected to learn and/ or reduces the requirement of the task.

Example Accommodations:

Classwork/Homework

- Provide opportunities for movement
- Give written instructions to supplement verbal instructions
- Assist with completing the homework sheet
- Provide graph paper for organization in math
- Allow students to print
- Provide a copy of peer notes
- Preferential seating
- Allow calculator
- Allow audiobooks
- Allow use of keyboard for written work
- Use timer
- Allow fidgets
- Allow extended time
- Increase size of font
- Break assignments into smaller units

Allow scribes at home or in class

Assessments

Change format (larger font, fewer problems per page, allow graph paper)

Extended time

Allow students to complete answers left blank

Check incomplete answers orally

Test in a different setting

Allow use of keyboard for written work

Example Modifications:

Classwork/ Homework

Reduce number of spelling words on lists

Grade on content only

Create alternate projects or assignments

Allow spell check and grammar check

Assessments

Provide formulas

Allow calculator

Provide modified study guide with narrowed scope of information the student is responsible for

Take tests using open book/ notes

Grade on content only

Modify format (word bank, fill-in-the-blank questions)

Allow spell check and grammar check

Questions

Who is your school for?

How can you help a particular student in your school better access the goods of your classical, Christian education?

How does a good culture of differentiation, accommodation, and modification differ from adulteration and compromise?

What destinations do you purpose that your students will reach? By what modes and routes do they, might they, get there?

Which modes of differentiation, accommodation, or modification won't work for you/your school? Why? Which might? Why?