Resource sheet 4.2b Differentiation and adaptation sort cards

Enlarge to A3 and cut out

Differentiation examples: WHAT	Adaptation examples: HOW
Provide the same content focus but alter the complexity of the task (e.g., word problems using two-digit numbers instead of three-digit numbers)	Provide written or visual versions of spoken material (e.g., sign language, transcripts for videos).
Use the same activity but include individual planning objectives as the learning outcomes for a student (e.g., a gifted student independently researches an aspect they will explore in-depth while rest of class works on small group guided inquiry).	Structure the classroom furniture so that students are able to negotiate independently and position themselves to support learning. This includes providing a variety of seating arrangements or learning places that give students the opportunity to select a position that is comfortable for them and their peers to learn in (e.g., cushions, learning centres, and range of table heights).
Utilise student's preferences, interests, and strengths within a learning activity to motivate and engage learners.	Use an FM system to support all students to hear the teacher. Reduce noise for students who find it distracting (e.g., by providing ear muffs or sound-proofed quiet areas in the classroom).
Embed learning outcomes for a particular curriculum area within another curriculum task (e.g., a student works towards her mathematics goal – learning to measure a half and a quarter – within food science technology activities).	Give students the opportunity to capture their thinking using voice recording, video, writing options, and by taking photos on apps or programs such as ShowMe, Explain Everything or OneNote on an iPad or tablet.
Leave out complex content or present it in a simplified or more structured format (e.g., turning text into a bullet point list).	Provide a range of manipulatives or equipment for students to select from to share their thinking and understanding.
Adjust the responses expected for some students for a particular activity (e.g., in a class where the students are writing a short text about their weekend, one student has a photo from an activity they did on the weekend and writes a sentence about their photo).	Enlarge the font size of text and change how materials are presented visually (e.g., use enlarged print, no coloured background, and 3-point size lines and grids for a student with low vision). Use tactile equivalents of written or visual material (e.g., Braille, three-dimensional objects).
	Provide adapted computer keyboards or other alternatives to the standard keyboard and mouse (e.g., switch access with corresponding software).
	Vary the length of time a student may take to complete a task.
	Use flexible groupings or cooperative learning groups; these can be created by the teacher, students, or by random selection.
	Provide opportunities for students to demonstrate their learning using visual representations, such as graphic organisers, visual timetables, and Venn diagrams (these reduce the amount of written text and can help to organise information).
	Provide opportunities for students to express what they know in multiple ways (e.g., through text, speech, movement, illustration, storyboards, video, interaction with web tools, puppet show, writing a letter, or developing a mural).