

Differentiated Environments

What does a classroom look like/sound like so that all students get their needs met?

The environment is a responsive classroom.

Opportunities exist for students to choose their learning environment by providing

options such as study carrels, headphones, iPad, iTouch, iTablet

A big room with space is ideal to create a variety of environments

Different barriers separate areas such as quiet versus noisy.

Spaces are provided for solo and for group work.

Lighting is not harsh and lamps soften.

Pleasing colors

Different forms of furniture, comfy seats—wheel chair, t-chair,

mushroom chair

Not overly stimulating visually



The room is organized.

There are a variety of supplies, which are well marked or coded.

There is modeling of use of materials, directions to activities, and expectations.

Students are grouped in a variety of ways.

Quiet times interspersed with conversation

Choices are provided in various ways.

Adaptations are made for special needs students as well as for others.

Different stations or hands-on centers—manipulative, paper and pencil, direct instruction, computer and headphones, and activity centers with kinesthetic stimulus

Information is presented in different ways. Directions are given orally, visually and post-it-notes are available for students to write directions themselves.

Posters or charts are on the wall and lists of expectations or learning content.

Long-term projects can be selected with all types to choose from.

Soft music with headphones can be played.

Key phrases are used to key into important information.

Feedback is given to student.

Group and individual plans are evident and expectations clearly defined.

Students are able to finish at different rates.

Independent work is monitored.

Teachers use wait time.

Children are given time to talk

There is a variety of audio books and hardcover books and texts are multileveled.

Homework is assigned that matches the learner.

Students have different in-class assignments.

There is freedom to eat or drink when necessary

Tactile materials and other sensory items are available.

The daily schedule posted.

There is an opportunity for students to give feedback to the teacher.

Technology supports learning with computer programs providing text-to-speech and speech to text opportunities and voice activated software or scribe

There are computer programs (etc. ALEKS, Lexia,) with resources for all academic areas.

Smart boards, clip boards, and wipe off boards are used during lessons.