

Art Room Differentiation Plan

Learning Challenge	Classroom Strategies
English Language Learners and students with limited English proficiency	<ul style="list-style-type: none"> • Provide written and visual instructions for each step of the lesson • Repeated modeling of steps and instructions • Provide additional English vocabulary words • Label materials in multiple languages • Allow for modification of written assignments (additional time, writing in native language, etc.) • Use closed captions when showing videos • Allow students to sit near peers who will be able to help with translation
Students struggling with motor skills	<ul style="list-style-type: none"> • Allow the use of alternative materials • Provide accommodations and modifications when necessary
Students struggling with attention disorders (i.e. ADD, ADHD)	<ul style="list-style-type: none"> • Incorporate movement breaks throughout the class period • Set up private studio away from distractions and noise • Use diverse instruction strategies that engage students
Students struggling with reading/writing disorders (i.e. dyslexia, dysgraphia)	<ul style="list-style-type: none"> • Allow extended time for written assignments • Provide additional writing supports as needed • Allow for oral presentation in lieu of written assignment
Students with hearing impairment or auditory processing disorders	<ul style="list-style-type: none"> • Provide written and visual instructions for each step of the lesson • Repeated modeling of steps and instructions • Use closed captions when showing videos • Use microphone when leading class
Students struggling with behavior or emotional distress	<ul style="list-style-type: none"> • Set and model clear expectations for behavior and respect in the classroom • Establish special procedure for conflict resolution • Create alternative consequences during difficult days • Give students a safe space to regroup in or outside of classroom • Allow students the opportunity to help with classroom tasks (i.e. passing out or collecting materials)
Students on the Autism spectrum	<ul style="list-style-type: none"> • Maintain consistent classroom routines during lesson and clean up • Repeated time checks leading up to clean up • Include big ideas that allow students to incorporate personal interests in their work
Students with severe learning impairment and have an aide or paraprofessional with them in the art room	<ul style="list-style-type: none"> • Work with student to determine what accommodations and/or modifications are needed for each lesson • Establish guidelines for when the aide should and should not give assistance to the student • Communicate with aide regarding upcoming assignments