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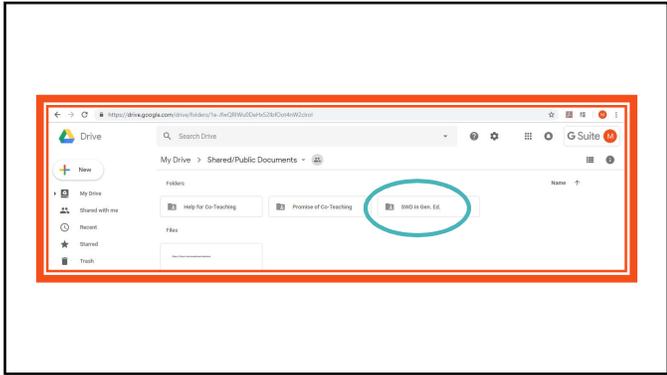
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**Outcomes**

Participants will leave with effective, inexpensive, and easy to implement strategies for meeting the learning needs of diverse learners in the general education classroom (by adapting the delivery, content, product, and process of instruction) that they can implement immediately.

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**Terms**

For our purposes today, the term **Adaptation** will be used as an umbrella term encompassing Accommodation and Modification

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**Accommodation**

Alters *how* a student learns the material.

- Examples include; a seat near the teacher, use of a word bank for instruction/exam, individual/small group testing, extended time for assignments and/or tests, providing an extra set of textbooks at home.

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Alters *what* a student is taught or expected to learn (substantially changes the standard being addressed).

- For example, when grade level peers are expected to learn multi-step division, the student with a disability is only expected to learn how to subtract numbers from 10.

**Modification**

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Generally considered effective instructional and behavioral practices; however, they are often used interchangeably with the word “intervention.”

**Strategy**

- Examples include; cooperative learning groups, advanced organizers, mnemonics.

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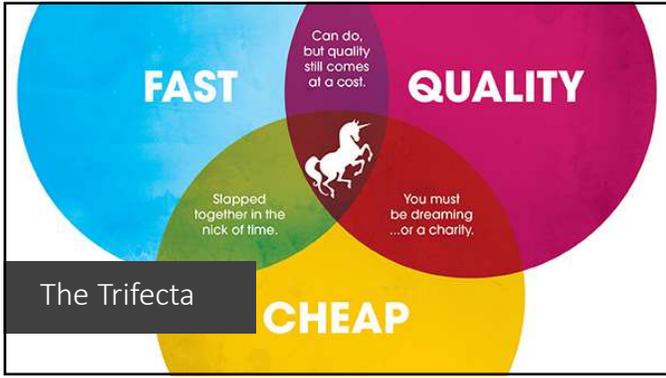
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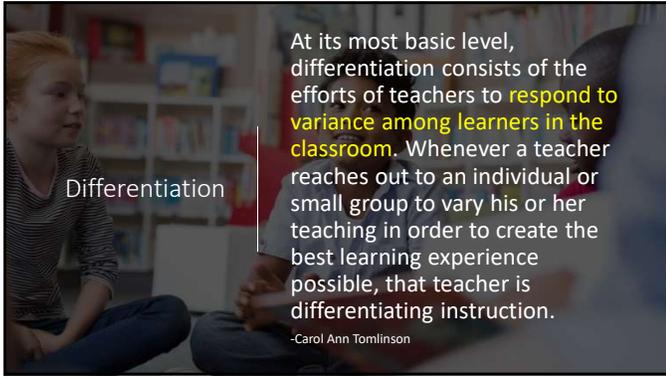
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Teachers can differentiate (adapt) instruction in numerous ways; dependent upon student readiness, interest, or other pertinent data in their learning profile.

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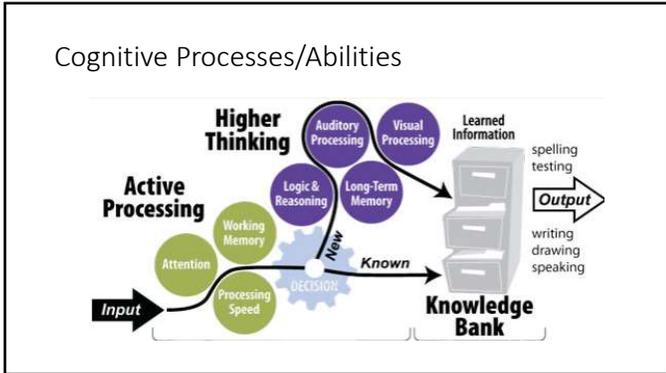
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Different Cognitive Ability Profiles  
**NECESSITATE**  
 Different Educational Adaptations

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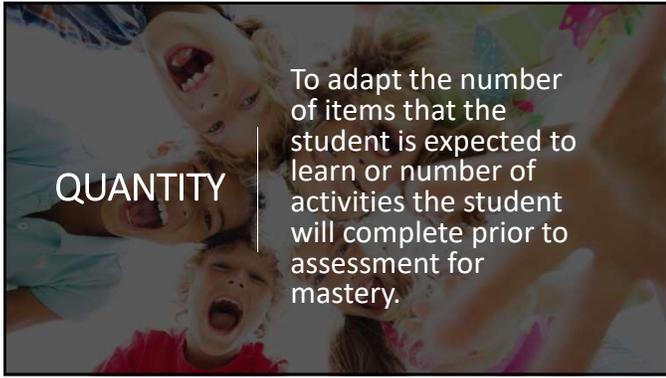
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**QUANTITY** | To adapt the number of items that the student is expected to learn or number of activities the student will complete prior to assessment for mastery.

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**TIME** | Adapt the time allotted/allowed for learning, independent time, or assessment.

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**PRODUCT** | Adapt how the student respond to the instruction.

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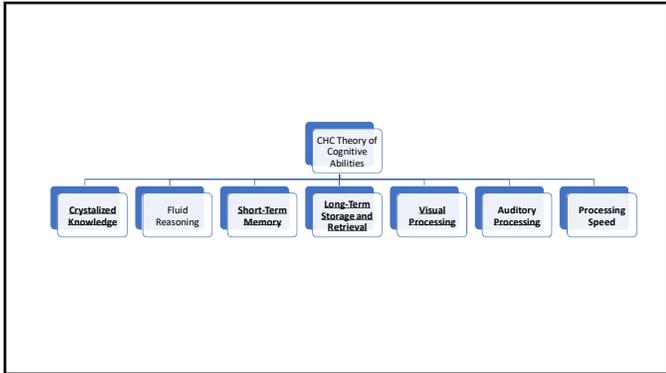
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**Decoding Activity**

**Recognizing Phonemes**

Phonemes are the building blocks of language. Represented by letters of the alphabet, they are the component sounds of spoken words.

For example, most people automatically hear that the word "goat" is made up of three sounds:

//guh//, //oh// and //tuh//.

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**Decoding Activity**

Take a few moments to familiarize yourself with this phoneme translation key.

(Might I suggest writing it down?)

When you see:	Pronounce as:
q	d or t
z	m
p	b
ys	er
a, as in bat	e, as in pet
e, as in pet	a, as in bat

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Decoding Activity

Please read the following:

We begin our trip at a familiar place, a body like yours and mine. It contains a hundred trillion cells that work together by design. And within each one of these many cells, each one that has DNA, the DNA code is exactly the same, a mass-produced resume. So the code in each cell is identical...

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Decoding Activity

What was the passage about?

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Decoding Activity

The translation:

We begin our trip at a familiar place, a body like yours and mine. It contains a hundred trillion cells that work together by design. And within each one of these many cells, each one that has DNA, the DNA code is exactly the same, a mass-produced resume. So the code in each cell is identical...

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Decoding Activity

So how did you do?

Assuming you found this difficult, consider that only 8 of the forty-four phonemes in the English language were disguised.

Imagine if this was your reality.

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Comprehension Activity

**Recall and Understanding**

Each of us has experienced difficulty concentrating when trying to read. Imagine what it would be like if that problem never went away. For some, struggling to remember things they've just read is not unusual.

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### Comprehension Activity

According to the Oxygen Theory, burning and rusting involve an element called oxygen which is found in the air. The complete combustion of a piece of wood involves the rapid reaction of the wood with the oxygen gas, to produce carbon dioxide, which is a nonflammable gas, and water. The rusting of iron is the slow reaction of iron with water. These iron oxides are commonly known as rust. Heating rust with charcoal produces iron,

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### Oxygen Theory Quiz

**1.) According to the Oxygen Theory, both the burning of a material and the rusting of a metal involve**

- A. converting the elements of the material into gaseous compounds.
- B. removing oxygen from the material and releasing it into the air.
- C. producing high temperatures as a result of the chemical reactions.
- D. forming oxygen-containing compounds from the elements in the material.

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### Oxygen Theory Quiz

**2.) According to the Oxygen Theory, the gases produced from the complete combustion of a candle**

- A. can support the breathing of a mouse.
- B. are nonflammable.
- C. are toxic to growing plants.
- D. are rich in hydrogen gas.

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Oxygen Theory Quiz

3.) Which of the following best states the intent of the Oxygen Theory passage?

- A. to prove that all substances that burn contain oxygen
- B. to show that during a chemical reaction, matter is neither created nor destroyed
- C. to show that if air in a closed container did not support combustion, it could still contain oxygen
- D. to explain the process of converting wood ash into rust

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Comprehension Activity

**Question 1** The correct answer is D.  
**Question 2** The correct answer is B.  
**Question 3** The correct answer is B.

Did you find it difficult to correctly answer the questions given the amount of time you had to read the passage?

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Comprehension Activity

So how did you do?

Assuming you found this difficult, consider that school aged children with memory and attention problems are commonly asked to read passages and to answer questions, based on what they've read.

Imagine if this was your reality.

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**What is Auditory Processing Disorder (APD)? What does it mean to have APD?**

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**Keep in Touch**

Please email me if you would like additional information  
[dr.lamonte@exceptional.education](mailto:dr.lamonte@exceptional.education)

You can also visit  
[www.exceptional.education](http://www.exceptional.education)

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