

Response to Intervention
Made Easy

Lesson 2
Individual Differences

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Individual Differences

- Background Information
- Rate of Learning
- Learning Style
- Personal Interest

Four Techniques

- Run Across Gym
- Two Steps to the Door
- Emergency Room
- Size Seven Shoes

Differentiation Inventory

Rate your level of comfort dealing with each of the following differences.
List your best techniques below each difference.

Background 1 2 3 4 5 6 7 8 9 10

Rate of Learning 1 2 3 4 5 6 7 8 9 10

Learning Style 1 2 3 4 5 6 7 8 9 10

Interest 1 2 3 4 5 6 7 8 9 10

Methods of Content Delivery:

Visual	Auditory	Others
bulletin boards	radio	taste
banners	tapes	smell
posters	CD's	touch:
television	television	texture
websites	lectures	temp
power point	debates	movement
flashcards	discussions	
transparencies	field trips	
drama	drama	
graffiti	readings	
comics	interviews	
objects	letters	
community events	concerts	

Methods of Student Practice:

Verbalize	Write	Create	Perform	Solve
oral report	theme	diorama	simulation	puzzles
panel discussion	research	collage	role play	mazes
debate	paper	scroll	drama	problems
open discussion	report	painting	concert	equations
games	blog	power point	model	riddles
brainstorm	workbook	graph	music	games
oral questions & answers	chalkboard	pictograph	dance	brainteasers
telephone	poems	mural	pantomime	scavenger hunt
interviews	essays	maps	puppet	charades
commentary	stories	web site	shows	
	diary	food	radio	
	books	timelines	commercials	
	plays	clothing		
	cookbook	bulletin board		
	email	banner		
		movie/video		
		presentation		
		portraits		
		games		
		inventions		

Methods of Evaluation:

- self evaluation
- Know-Want to Know-Learned
- Online test or quiz
- peer evaluation
- work samples
- video
- spot checks
- portfolio
- tests
- dictate
- oral
- use calculator
- draw pictures
- take home
- extended or no time line
- open book
- provide options to choose from
- delete some options or items
- consider the environment - may have to take test in another room
- enlarge print
- tape test directions/questions
- teach test taking strategies and vocabulary
- present parts of the test separately

Strategies for Managing a Differentiated Classroom

- use of multiple texts and supplementary materials;
- use of computer programs;
- interest centers;
- learning contracts;
- compacting;
- tiered sense-making activities and tiered products;
- tasks and products designed with a multiple
- intelligence orientation;
- independent learning contracts;
- complex instruction;
- group investigation;
- product criteria negotiated jointly by student and teacher;
- graduated task- and product-rubrics.