

Students with Disabilities

Option 1 • Module 3

Differentiated Instruction for Students with Disabilities

Module Requirement

Complete any 5 of the 7 activities. Write in your own words, protect student confidentiality, and connect the work to practical classroom use.

How to Use This Module

Focus on PBL, UDL, content/process/product, game-based learning, and myths about differentiation.

1 Review

Use the linked resource(s). Read or watch the assigned material and take notes.

2 Apply

Connect the material to a real classroom, student need, lesson, routine, or school situation.

3 Reflect

Write in your own words and explain what you learned, what you would use, and why.

Activities 1–2

Complete any 5 of the 7 activities.

Activity 1 • Project-Based Learning

Identify six ways to differentiate a project—materials, scaffolds, grouping, pacing, checkpoints, or products. Select two and describe classroom use.

[Edutopia ↗](#)

[IRIS Center ↗](#)

Activity 2 • Universal Design for Learning

Study CAST UDL Guidelines 3.0. Identify the three broad principles and explain how a lesson can provide multiple ways to access information, act or respond, and engage with learning goals. Revise one lesson.

[CAST UDL Guidelines 3.0 ↗](#)

Activities 3–4

Complete any 5 of the 7 activities.

Activity 3 • DI: Content

Focus on what students learn: essential knowledge, examples, vocabulary, models, and supporting materials. Write a classroom application showing how content can be adjusted while retaining the objective.

[IRIS Center ↗](#)

Activity 4 • DI: Process

Focus on how students work with material: modeling, guided practice, organizers, pacing, grouping, and repeated practice. Describe a revised procedure without changing the essential target.

[IRIS Center ↗](#)

[Reading Rockets ↗](#)

Activities 5–6

Complete any 5 of the 7 activities.

Activity 5 • DI: Product

Focus on how students demonstrate learning. Create two response options aligned to the same learning target and distinguish access support from changing the target.

[CAST UDL Guidelines 3.0 ↗](#)

[IRIS Center ↗](#)

Activity 6 • Game-Based Learning

Select one elementary and one secondary educational game or interactive practice tool. Evaluate purpose, feedback, accessibility, supervision, and classroom fit.

[Reading Rockets ↗](#)

[Edutopia ↗](#)

Activities 7–7

Complete any 5 of the 7 activities.

Activity 7 • Myths and Truths About DI

Identify three common misunderstandings about differentiated instruction and replace each with a more accurate classroom principle. Give a concrete example of each.

[IRIS Center](#)

Module Reflection

Show how the material affects your teaching practice.

Student Need

Identify one student need you understand better after this module.

Teacher Action

Describe one change to instruction, organization, communication, or classroom practice.

Evidence

Explain what you would look for to determine whether the change helped the student.

Current Resource List

Click a resource name to open the website.

[CAST UDL Guidelines 3.0 ↗](#)

[IRIS Center ↗](#)

[Reading Rockets ↗](#)

[Edutopia ↗](#)

Submission Checklist

Before submitting, verify the following.

- I completed any 5 of the 7 activities.
- I wrote responses in my own words and cited resources used.
- I protected student confidentiality and used fictitious names where needed.
- I kept classroom observation separate from diagnosis or formal evaluation.
- I included practical classroom applications where requested.
- I checked the linked resources and used current information.

End of Option1 Module3 Differentiated Instruction

Differentiated Instruction for Students with Disabilities

END