

Discuss the following dichotomies briefly:

1. Modification vs. accommodation techniques for students with learning challenges
2. Inclusion vs. exclusion in special education.
3. Teaching techniques for autistic children vs. those with ADHD.
4. Alternate goals vs. level of support as types of curriculum adaptations
5. Substitute curriculum vs. Participation as types of curriculum adaptations
6. Characteristics of dyslexia vs. dysgraphia learners
7. Modes of dealing with Emotional Behavioral Disability vs. Intellectual Disability
8. language impairment vs. dyscalculia learners

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1. **\*\*Modification vs. Accommodation techniques:\*\***  
Modification involves changing the content, level, or performance criteria of the curriculum, while accommodation involves adjusting how students learn the same curriculum. For example, modifying a reading assignment by shortening it for a student with dyslexia, or accommodating by providing an audiobook version.

## 2. **\*\*Inclusion vs. Exclusion in Special Education:\*\***

Inclusion advocates for educating students with disabilities alongside their non-disabled peers to the maximum extent possible, while exclusion involves segregating students with disabilities into separate educational settings. Inclusion promotes diversity and fosters a sense of belonging for all students.

3. **\*\*Teaching techniques for Autistic children vs. those with ADHD:\*\*** While both groups may benefit from individualized approaches, teaching techniques for autistic children often focus on structured routines, visual aids, and clear communication strategies, whereas techniques for ADHD students may involve providing frequent breaks, multisensory learning, and incorporating movement into lessons.

4. **\*\*Alternate goals vs. Level of support as types of curriculum adaptations:\*\*** Alternate goals involve setting different learning objectives tailored to the student's abilities, while the level of support refers to the amount of assistance provided to help students achieve the same goals as their peers. Adaptations may include adjusting assignments,

providing additional resources, or offering one-on-one assistance.

5. **\*\*Substitute curriculum vs. Participation as types of curriculum adaptations:\*\*** Substitute curriculum involves using alternative materials or topics that align with the student's interests or abilities, while participation adaptations focus on modifying how students engage with the standard curriculum to ensure they can actively participate. This may include adjusting assignments, providing alternative assessments, or allowing extra time for tasks.

6. **\*\*Characteristics of Dyslexia vs. Dysgraphia learners:\*\*** Dyslexia primarily affects reading fluency and comprehension, including difficulty decoding words, while dysgraphia impacts writing abilities, such as poor handwriting, spelling difficulties, and trouble organizing thoughts on paper. Both conditions may coexist and require different instructional approaches.

7. **\*\*Modes of dealing with Emotional Behavioral Disability vs. Intellectual Disability:\*\*** Dealing with emotional and behavioral disabilities often involves

creating a supportive and structured environment, teaching coping skills, and providing counseling or therapy. Intellectual disabilities require individualized instruction, breaking tasks into manageable steps, and fostering independence through life skills training.

8. \*\*Language Impairment vs. Dyscalculia learners:\*\* Language impairment involves difficulties in understanding or using spoken or written language, while dyscalculia affects the ability to understand and work with numbers. Instruction for language impairment may focus on improving communication skills through speech therapy, while dyscalculia may require specialized math instruction with visual aids and hands-on activities.