

Differentiated Instruction for Teaching and Student Learning

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What can I do other than reteach, reteach, reteach? How can I make the horse thirsty?

Know students abilities to help determine the levels of modifications needed on an individual basis. Home life, is a big determining factor. Is there parental support; is there positive reinforcement at home and in the classroom? What is the environment at home?

Modify homework as well as class work. Create worksheets with modifications to assignments. Example: have a fill in the blank page for the LD student in order to give him a fighting chance to complete the same assignment as his classmates. We have to build self esteem since we are possibly the only positive influence in the student's life.

Only 50-70 percent of students comprehend what is being taught. We need to slow down in our teaching so all students have a chance to absorb and process what we are teaching. (Savvy education) The learning disabled is still processing the question you asked when the other student is answering the question. Maybe give the LD student a heads up as to when you might ask a question. (Never call on a child to embarrass him/her if they don't seem to be paying attention)

Frustration
Anxiety
Tension

What child is not exclusion? Problem ownership – for learning disabled.

Sarcasm with a child creates a victim. (The child is the victim)

If a student thinks the teacher can't see him she will not call on him.

LD student doesn't like surprises. These students don't want to take chances; they need lots of positive reinforcement in a safe environment.

Distractions vs. attention span, they are not the same. Distractions a child is distracted by a child's shoes or the teacher's hair or watch. Attention span just can't hold the students attention no matter what.

Blaming the victim – “You aren't trying hard enough...” Telling the student this says you aren't motivated which is a wrong perception.

When writing on the whiteboard you never talk with your back turned. When teaching the “visual student” needs to see me talking. When someone is involved in public speaking where do you look, you look at their face.

A safe environment includes differentiation.

Near point – writing something close up such as book to paper or paper to paper.

Far point – white board to paper or overhead to paper; determine if one of these works better than the other for the LD student.

If a student reads less than 120 wpm less than 70% of what they read is comprehended.

Teach in chunks:

Bite

Chew

Digest

Accommodate the learning by teaching in chunks. Maybe on vocabulary teach two words to start with then add more each day.

Accommodations – changes to how we teach not what we teach...don't change the curriculum.

Modifications – what we teach – changes to what the student is expected to learn.

Don't use pencil paper assessments only. Use verbal, technology, puzzle cards, multiple response cards.

When using graphic organizers use color, pictures, whatever it takes to help the student will retain what he/she has been taught.

“Life is not fair, but it is what it is!”

Some modifications that can be used:

Record the reading for the student

Team readers

Use strong introduction to engage the student

Create worksheet

Build vocabulary

Outlines

Choral reading

Fly pens

Erasable highlighters

Ways to Differentiate Instruction

Flip Books

Cooperative learning task

Peer Assessment

Choice in Assignments

Graphic Organizers

Allow extra time

Note taking assisted

Supplemental materials

Level task questions assessments

Learning contracts

Word wall, word folders, and word bank cards

Chunking and pacing instruction

Independent projects

Learning groups and stations

Flexible group seating

Incorporate multiple intelligence and

Learner profile information

Homework options

Teams, games, tournaments

Graduated Rubrics

Flex time and ragged time (the time in between lessons for students to catch up. Don't fill every minute teaching allow for ragged time.)

Size of task

Time goes hand in hand with size. Adapt the time allotted and allowed for learning, task completion or testing. Allow a longer period of time for student to *learn* concepts.

Suggestions for Test Design:

1. Font type – height make sure it is clean and clear, Verdana, Aerial or Tahoma use 12 pts.
2. Make sure directions are clear
3. Have plenty of spacing between sections – leave white on the paper don't cover it all with print. Ratio of black to white
4. Make sure text is legible and clear
5. Use a variety of test questions
6. Formatting of test – how does it look
7. Don't use all caps or italics – use **bold**
8. Test on what you teach only.
9. Test how you teach for basic functioning students
10. Placement of word bank should be at the top of the page
11. Length – only as long as it needs to be
12. Number of choices – if you use 4 choices have student pick the best one between a and b and the best one between c and d then pick their answer from the two
13. Try to avoid transfer of answers
14. Consider vocabulary levels
15. Color of paper – white paper has a glare, use pastel blue yellow or green.
16. Reading, writing, spelling math level of student – keep these in mind when testing
17. When using true false don't allow students to use T/F they need to spell it out to avoid any question in grading

On multiple choice questions put the longest part to the left and the short part to the right. The student does better when he has the main idea in mind then picks the one that matches it.

Learn the Word use the attached worksheet to help student give meaning to the words they are learning.

A vocabulary cartoon is another good way for students to learn words.

<http://www.vocabularycartoons.com/>