

A group of young children, likely in a school setting, are standing in a line outdoors. They are wearing blue short-sleeved shirts and dark pants. In the foreground, a girl is wearing a bright orange hijab and looking towards the camera with a slight smile. Other children in the background are looking in various directions, some towards the camera and others away. The ground appears to be a paved or concrete surface.

Innovative Teaching and Learning Strategies for Diverse Learners

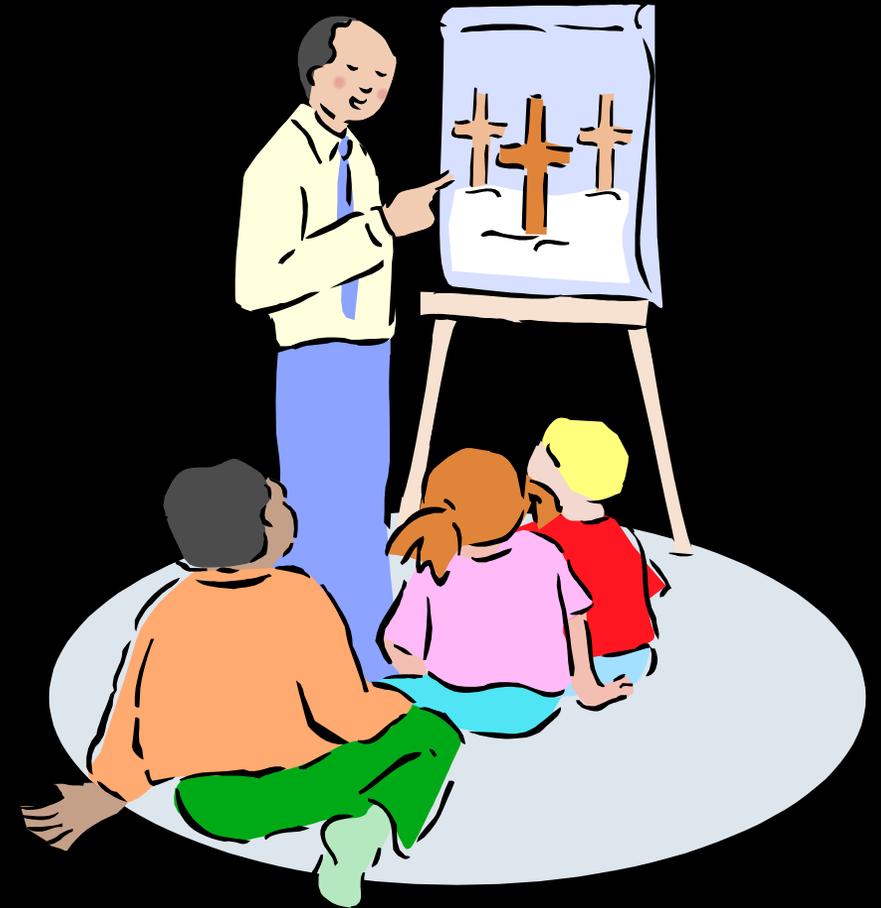
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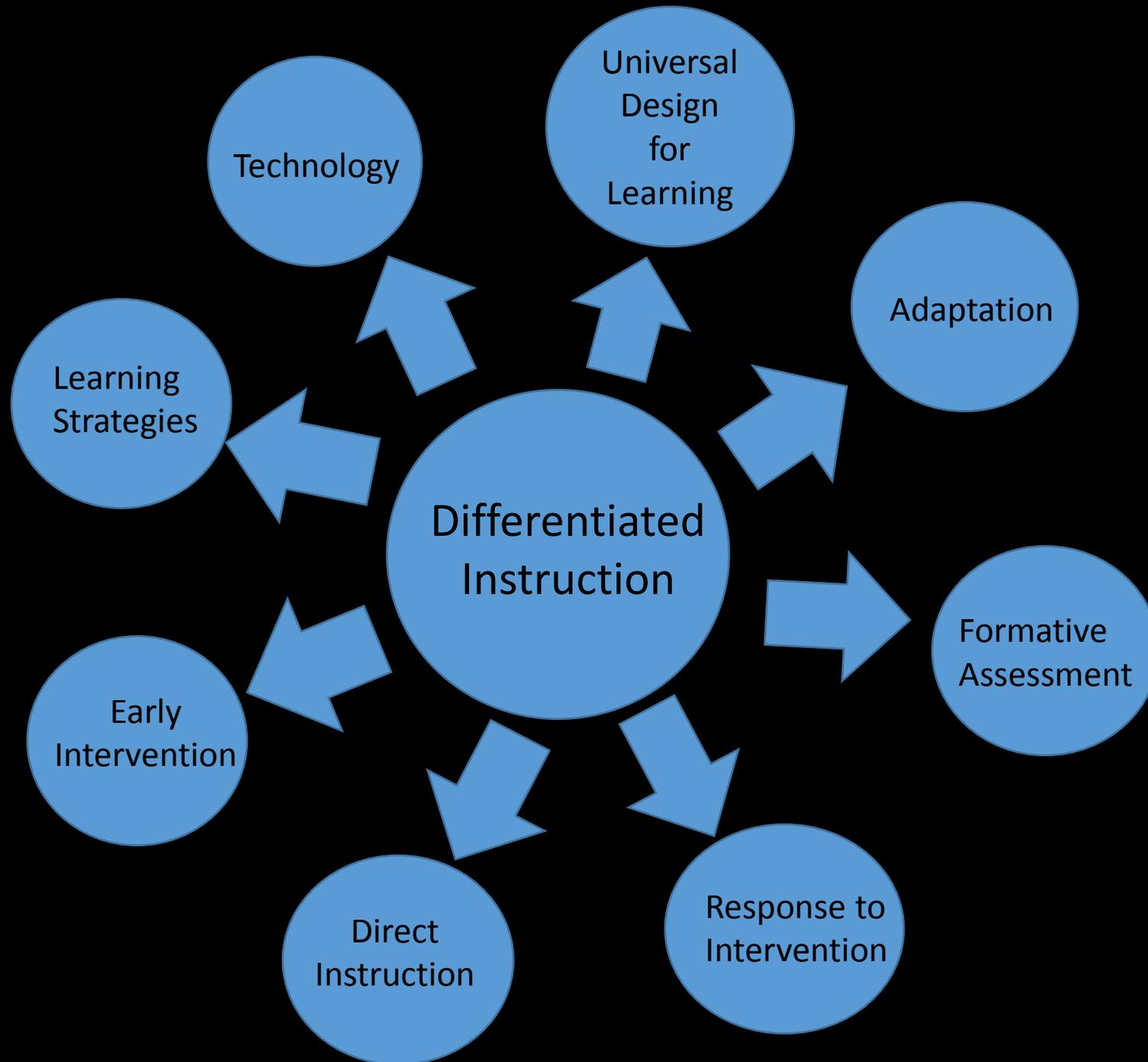
MA. ELSIE C. ESMEFR

Differentiated Instruction

Differentiated Instruction is a flexible approach to teaching in which a teacher plans and carries out varied approaches to address:

- content
- learning environment
- learning styles
- practical procedures
- presentation strategies
- Assessment tools





Combining Aspects of Good Practice to Plan for Students

Think:
Universal
Design

Think:
Evidence-
based
Approaches

Think:
Response to
Intervention

Identify Learning Outcomes

Know your learners

Identify, differentiated
instructional approaches

Identify personalized ways for
students to represent knowledge

Plan for differentiated assessment
and evaluation

Implement appropriate
Assessment and interventions

Think:
Adaptations
where
needed

Think:
Formative
Assessments

Think:
Early
Intervention

Universal Design for Learning (UDL)

Universal design for learning is a framework of instructional approaches that recognizes and accommodates varied learning styles.

- It provides activities that expand students opportunities for acquiring information and demonstrating learning, as well as for enhancing social participation and inclusion.
- It is integrated into regular instructional planning as a mechanism to make diversity the norm.
- It provides support for all students and motivates through the element of choice



The following assumptions underpin universal design:

- Teachers make adjustments to personalize learning for all students, not just those with disabilities.
- Flexibility is the key to providing a curriculum that does not stigmatize or penalize students for having learning differences.
- Curriculum materials are as varied and diverse as the learning style and needs of students.
- Group of students include a continuum of learner differences with evolving strengths and needs.



In an educational context, UDL emphasizes:

- multiple means of presentation, to provide various ways of acquiring information and knowledge (e.g. buddy activities, use of concise manipulatives, video, computer technology, audio texts)
- multiple means of expression to provide students with alternatives for expressing learning beyond written work (video, teaching a peer, information booth, presentation, drawing, sculptor and drama)
- multiple means of engagement to tap into students interests, offer appropriate challenges and/or increase motivation
- respect for students' learning styles and personal attributes, while still focusing on the required learning outcomes.

Adaptations

Adaptations are teaching and assessment strategies especially designed to accommodate a student's needs so he or she can achieve the learning outcomes of the curriculum and demonstrate mastery of concepts.

- Accommodations in the form of adaptations occur when teachers differentiate instruction, assessment and materials in order to create a flexible, personalized learning experience for a student or group of students.
- Adaptations can be made available to all students, both with and without a learning disability.



Brain compatible environment for all students

Analytical or Global?

When it comes to. . . .	Analytical thinkers tend to prefer . .	Global thinkers tend to
1. Sound	Silence for concentrating	Some sound for concentrating
2. Light	Bright light for reading/studying	Very low light for reading/studying
3. Room temperature	Turning thermostat warmer, wearing thick or heavy clothing	Turning thermostat cooler, wearing light weight clothing
4. Furniture	Studying at a desk and chair	Studying on a bed or floor
5. Mobility	Sitting still for long period of time	Moving around constantly
6. Time of day	Learning in the morning, going to bed early	Learning later in the day, staying up late
7. Eating	Eating breakfast and regular meals	Skipping breakfast; snacking while learning
8. Learning	Working alone or under the direction of one other person; being self-directed, independent	Working in a group or peer learning; discovering answers rather than being told
9. Task	Working on one job at a time until done; being somewhat compulsive	Starting more jobs than they complete; procrastinating

Brain compatible environment for all students

When it comes to . . .	Analytical thinkers tend to prefer . .	Global thinkers tend to . . .
10. Planning	Making list for everything, planning far ahead putting task on a calendar, avoiding risk-taking	Doing things when they “feel like it”; not planning ahead, but rather going with the flow, experimenting
11. Deciding	Taking a long time to make decisions	Being spontaneous in making decisions; doing what feels right
12. Time	Punctuality, wearing swatches with large number	Running late, wearing fashion watches
13. Neatness	Neat, well-organized appearance	Disorganized appearance
14. Perceiving	Seeing things as they are at the moment; noticing details	Seeing things as they might be, perceiving the whole, ignoring details
15. Assembling	Following directions step-by-step, starting over if they “they get stuck”	Studying a picture of how something will look when complete
16. Thinking	Logically, analytically, sequentially, seeing cause- and-effect, perceiving differences	Intuitively and randomly, seeing similarities and connections, working backwards
17. Learning	Sequential tasks and concrete, logical steps	Learning through open-ended tasks
18. Remembering	Remembering what has been spoken	Remembering images of what has been seen and experienced
19. Taking Test	Predictable test formats (multiple choice, true or false, essay)	Opportunities to express themselves in ways other than writing

Eight Intelligences

LINGUISTIC

- Reading
- Writing
- Talking
- Spelling

LOGICAL – MATHEMATICAL

- Math
- Computers
- Science

VISUAL-SPATIAL

- Drawing
- Puzzles
- Maps
- Art

MUSICAL-RHYTHMIC

- Sounds
- Singing
- Rhythm

Eight Intelligences

BODILY-KINESTHETIC

- Sports
- Theater
- Dance
- Movement

INTERPERSONAL

- Mediation
- Leadership
- Influencing Others

INTRAPERSONAL

- Goal oriented
- Understanding Self

NATURALIST

- Knowledge of Natural World
- Ability to classify natural phenomena

Adaptations might be thought of as adjustments to how students:

- take in information (input)
- participate in learning activities (engagement/process)
- Demonstrate their learning (output)



Adaptations may include alternate formats, strategies or settings, and may involve changes to:

- the social and/or physical learning environment
- instruction methods
- learning materials, resources and topics
- response formats and assessment procedures
- time frames for learning



Creating and Implementing Adaptations

The process of creating and implementing adaptations includes finding an appropriate, personalized student strategy fit.

The teacher should:

- consider individual student's strengths and needs as well as the learning environment,
- look for ways to improve performance in areas of weakness and bypass student challenges, to minimize their impact on overall progress.



- To decide the types of adaptations that might help students succeed, the following questions might be posed:

What do students say about -

- their interests
- their learning
- what they need/want to learn
- what they feel good about
- what frustrates them
- their preferred learning strategies



- Based on assessment results and student records, as well as teacher and parent knowledge of a student, ***what are a student's***
- learning needs
- processing weaknesses
- skill deficits
- social or emotional issues
- environmental needs



1. What are a student's strengths in various areas such as

- processing
- skills
- strategies
- learning styles and preference
- areas of interest
- attitude and dispositions



2. To what degree does the learning environment accommodate the student's needs without requiring individualized adaptations?
3. What adaptations have the potential to address the needs of this student's learning disabilities?
4. Of the adaptations that would meet the student's needs, which would best suit the learning environment?

Potential Adaptations

Some typical types of adaptations might be:

- audio tapes, electronic texts, or a peer helper to assist with assigned readings
- access to a computer for written assignments (e.g. use of word prediction software, spell-checker, idea generator)
- alternatives to written assignments for demonstrating knowledge and understanding
- advance organizers/graphic organizers to assist with following directions



Some typical types of adaptations might be:

- extended time to complete assignments or tests
- direct instruction and practice of study skills
- use of computer software which provides *text-to-speech/speech-to-text* capabilities
- pre-teaching key vocabulary or concepts; multiple exposure to materials



- Working on the learning outcomes for a lower grade level
- pre-teaching key vocabulary or concepts; multiple exposure to materials
- working on the learning outcomes for a lower grade level



Chart of Potential Adaptations

Learning Environment	Instructional Methods	<i>Response Formats/ Assessment Procedures</i>
Alternative space within classroom	Visual aids to supplement verbal presentations	Oral, dramatic or video presentation
Alternative setting (e.g. resource room)	Verbal explanations of visual aids	Visual formats (picture, charts, graphs, diagrams)
Reduced distractions	Break tasks into small steps	Word processing
Adapted desk/table	Advanced organizers	Spell check
Cushions to sit on	Peer tutors	Voice-to-text technology
Acoustic equipment	Cooperative learning Maintain consistent routine	

Time Frames and Organizational Support	Learning Materials/Resources	
Additional time	Manipulatives	Large print
Reduced length assignments	Text readers	Books on tape
Regular breaks	Graph paper for Math calculations	Raised-line paper
Chunking assignments into modules	Erasable markers	Headsets
Daily schedule	Calculators	Talking calculators
Agenda books	Duplicate notes	Computer

Early Intervention

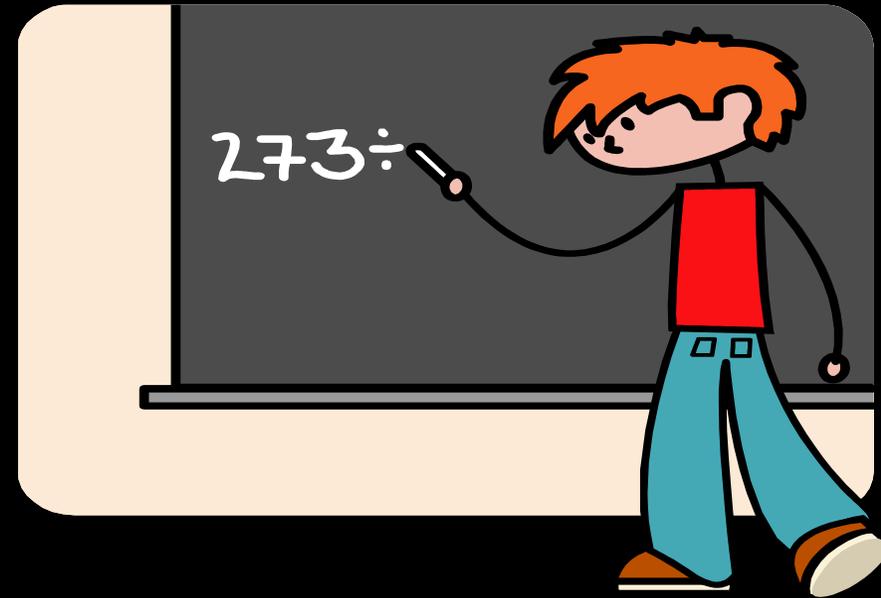
- Early Interventions – employs highly systematic approaches that involves monitoring student response to instruction and documenting difficulties to inform prompt, appropriate intervention decisions.
- Early interventions – often takes the form of literacy and numeracy instruction tailored to a student's current functional level, paired with accommodations to prevent the literacy and numeracy difficulties from impeding progress in the other areas.



Direct Instruction

- Direct instruction is an approach to teaching where the particular skill or context to be learned is presented explicitly.
- Research shows that direct instruction can be an effective strategy for teaching mathematical procedures and computations, reading (decoding), explicit reading comprehension strategies, science facts, concepts and rules, foreign language vocabulary and grammar.
- For some students with disability, exploration or discovery methods of teaching might be ineffective for acquiring core content and developing fundamental academic skills.
- Direct instruction does not assume students will implicitly, intuitively or indirectly acquire a particular skill or set of facts.

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Direct instruction involves:

- explaining a concept,
- skill or strategy,
- modeling how to perform a task or approach a problem,
- reinforcing success,
- shaping understanding,
- providing a scaffold to the next steps,
- fostering mastery through practice and positive reinforcements
- promoting generalization of skills.

Steps of Direct Instruction

1. **Anticipatory set**

The teacher ensures students are aware of the learning goal and explains the work to be done.

2. **Statement of the objective**

The teacher clearly explains the objective for the work for today.

3. **Input**

The teacher explains the skill



4. **Modeling**

The teacher models the skill and guides practice in the development of the skill.

5. **Checking for Understanding**

The teacher provides students the criteria for self – evaluation

6. **Guided/monitored practice and feedback**

The teacher is available to students as they practice and provides on the spot feedback.

7. **Independent practice**

The teacher provides activities for students to consolidate skills and to develop confidence and independence.

Learning Strategies

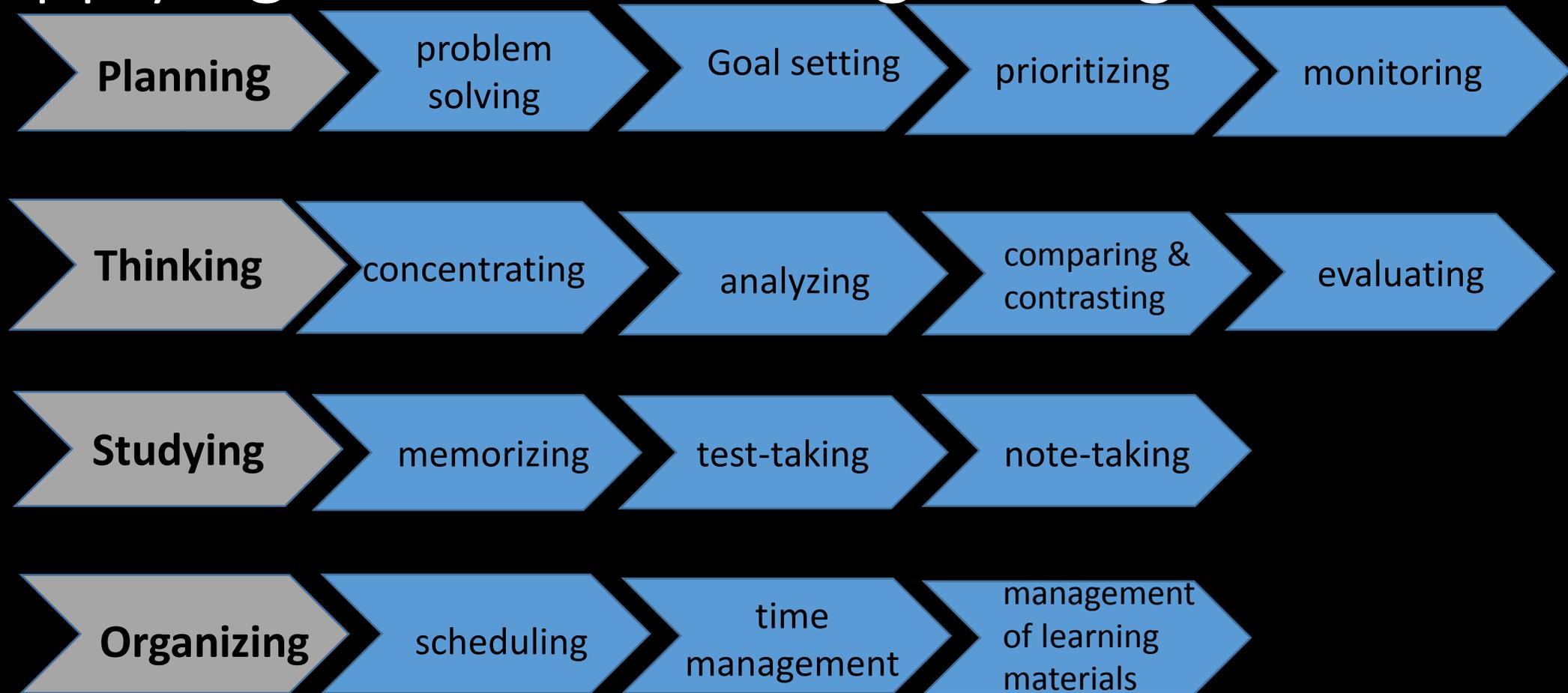
Learning strategies are techniques that maximize student strengths and provide structure that enable students to learn more effectively.

Examples

1. Use of graphic or advance organizers
2. Assistive software
3. Mental rehearsal
4. Visualization techniques



Key facets of learning that can be improve by applying effective learning strategies



Metacognition

Thinking About What I Do

Name: _____

What I am supposed to do? _____

What is my plan for doing it today? _____

Have I closed my eyes to do the task I'm supposed to do? ___ Yes ___ No

Have I visualized myself doing the task successfully? ___ Yes ___ No

Ask yourself this question several times during your work period:

How well I am doing?

Metacognition

Thinking About What I Do

Check your progress with questions like these:

- I drifting off losing my attention? Yes No
- Am I noticing what is really important and ignoring what is not important? Yes No
- Have I worked as long as my goal said I would? Yes No
- Do I need a short break? Yes No

If I accomplish my goal, how will I reward myself? _____

If I don't accomplish my goal this time, what is my plan for the next time I try? _____

Project-Based Learning

Project Planner

Name: _____

A. Topic: I want to learn about: _____

Subtopics (list at least 4, then circle the number of the one you choice)

1. _____

2. _____

3. _____

4. _____

Source of information (list at least 5, and use not more than one encyclopedia) _____

Project-Based Learning

Project Planner

How I will use my Learning Style Strength to choose how to learn the material: _____

How I will Share what I've learned with the class in ways that are Learning-Style Friendly: _____

Project-Based Learning

Project Planner

Name: _____

Project Topic: _____

Date	Planned Work	Work Actually Completed Today

Brain Compatible Products

Products for Auditory Learners

- Give a speech or a talk
- Write a song, rap, poem, story, advertisement, or gingle and perform it for the class
- Hold a panel discussion, round robin discussion, or debate
- Conduct an interview
- Present a “You-Are-There” simulated interview or description
- Write an article or editorial for a newspaper
- Create a newspaper

Brain Compatible Products

Products for Visual Learners

- Give a PowerPoint presentation
- Make a filmstrip on blank filmstrip material; narrate
- Narrate a commercial filmstrip
- Create a video presentation
- Make a chart or poster representing a synthesis of information
- Create a diorama or a mobile

Brain Compatible Products

Products for Tactile-Kinesthetic Learners

- Create a diorama or mobile
- Create and produce a a skit or play
- Give a demonstration
- Perform an experiment
- Create a game for others to play to learn the same information
- Make a three-dimensional map
- Make and demonstrate a model

More Teaching Techniques to Try

- Group response method (ask questions to one and group members)
- Peer Teaching (pair practice and peer teaching should be limited to volunteers)
- Thematic units (make curriculum more meaningful through the development and use of multidisciplinary thematic units.
 1. Choose a theme that will incorporate learning objectives from several different subject areas
 2. Decide on a 5-6 key concepts related to the theme where all students should learn
 3. Consult your curriculum guides or other sources to determine which learner outcomes or grade level competences your students are expected to master.

Thematic Unit Planner

Theme: _____

Key Concepts	Activity	Extension Activity



“ I may not think perfect
And I may or may not even know it
I may be physically different
And I may or may not also see it
I maybe socially incapable
And I may or may not even be aware of it
But me, too, have feelings
I can be happy, be angry, be.....hurt
I know the world is not perfect
But I can appreciate
Gentle, loving kindly hearts
Oh, I am willing to wait...”
For my teachers to love me.



Thank You !!!