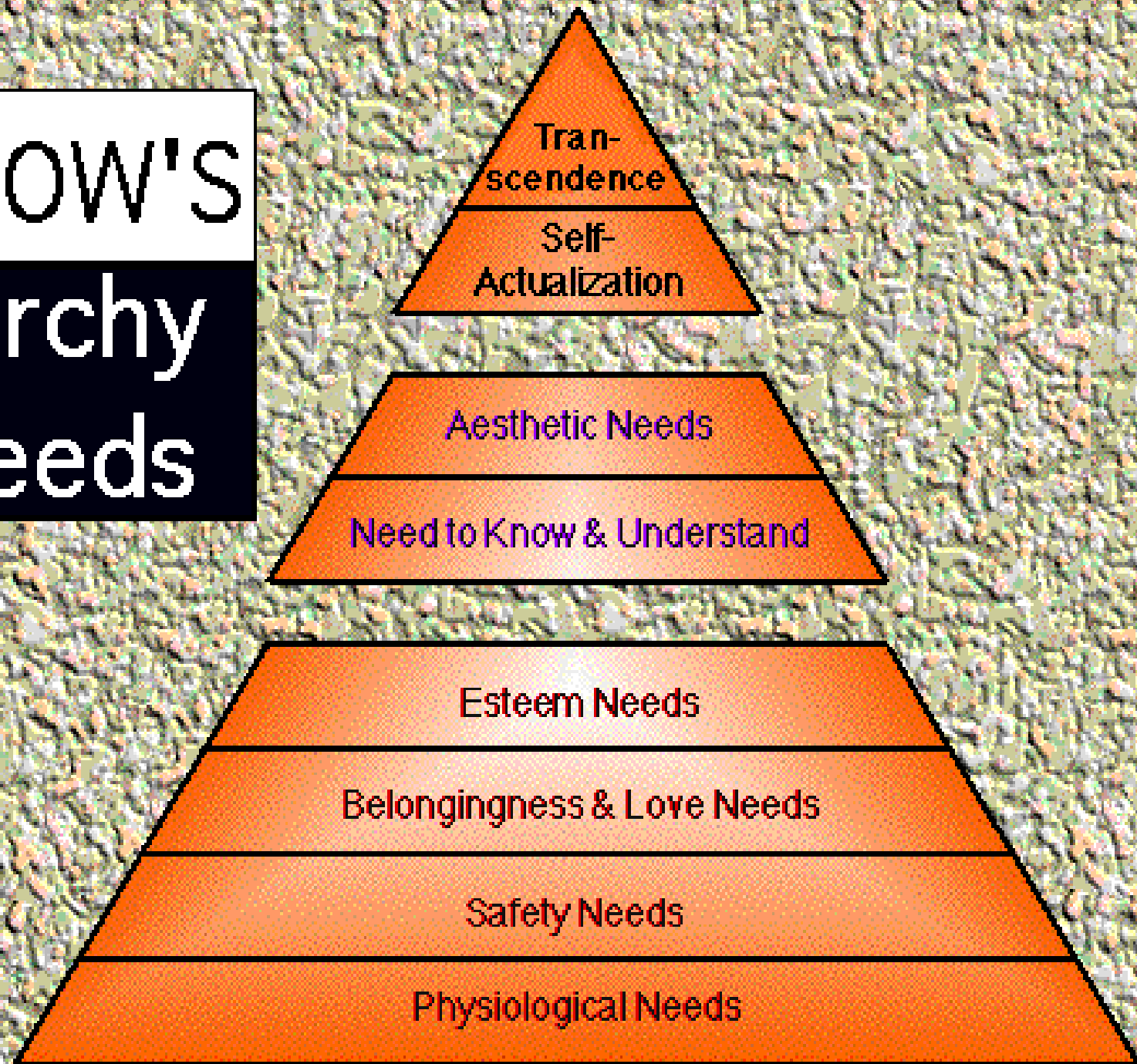


Differentiated Instruction and Utilizing Therapists: Helping All Children Achieve

Linda Colucci, M.Ed.
November 20, 2013



MASLOW'S Hierarchy of Needs



Least Dangerous Assumption



What assumption do we make that will do the least amount of harm?

The student can't learn anything?

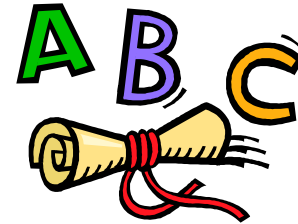
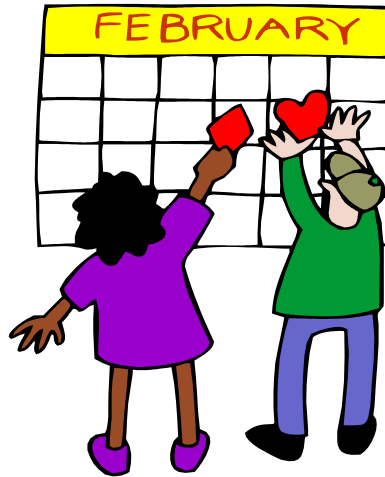
The student doesn't want to learn?

The student doesn't understand?

The other students are so far ahead?

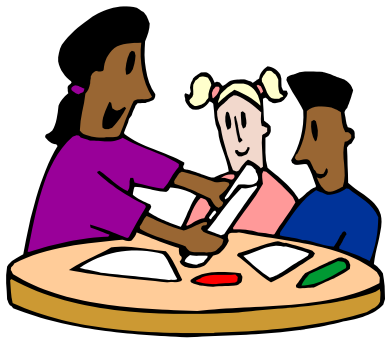


The least dangerous assumption is



- The student might learn!
- The student can learn!
- The student is exposed to typical peers!





Wrong Assumption??

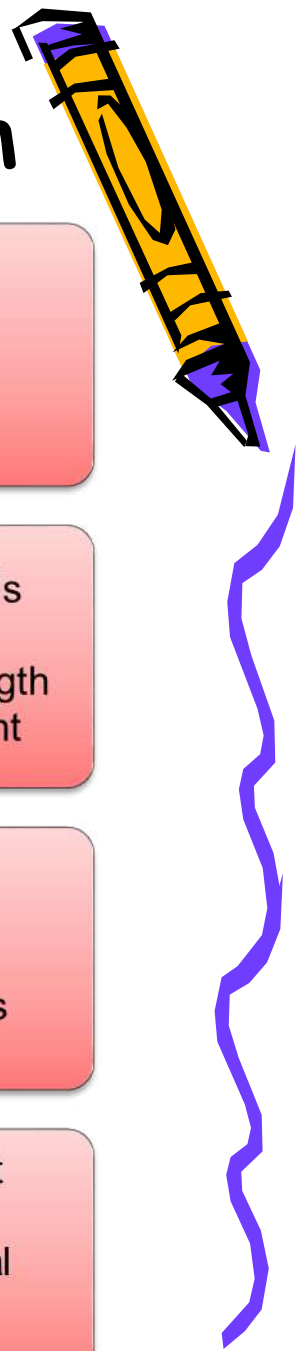


"...we should assume that poor academic performance (**lack of acquiring skills**) is due to instructional inadequacy rather than student deficits."

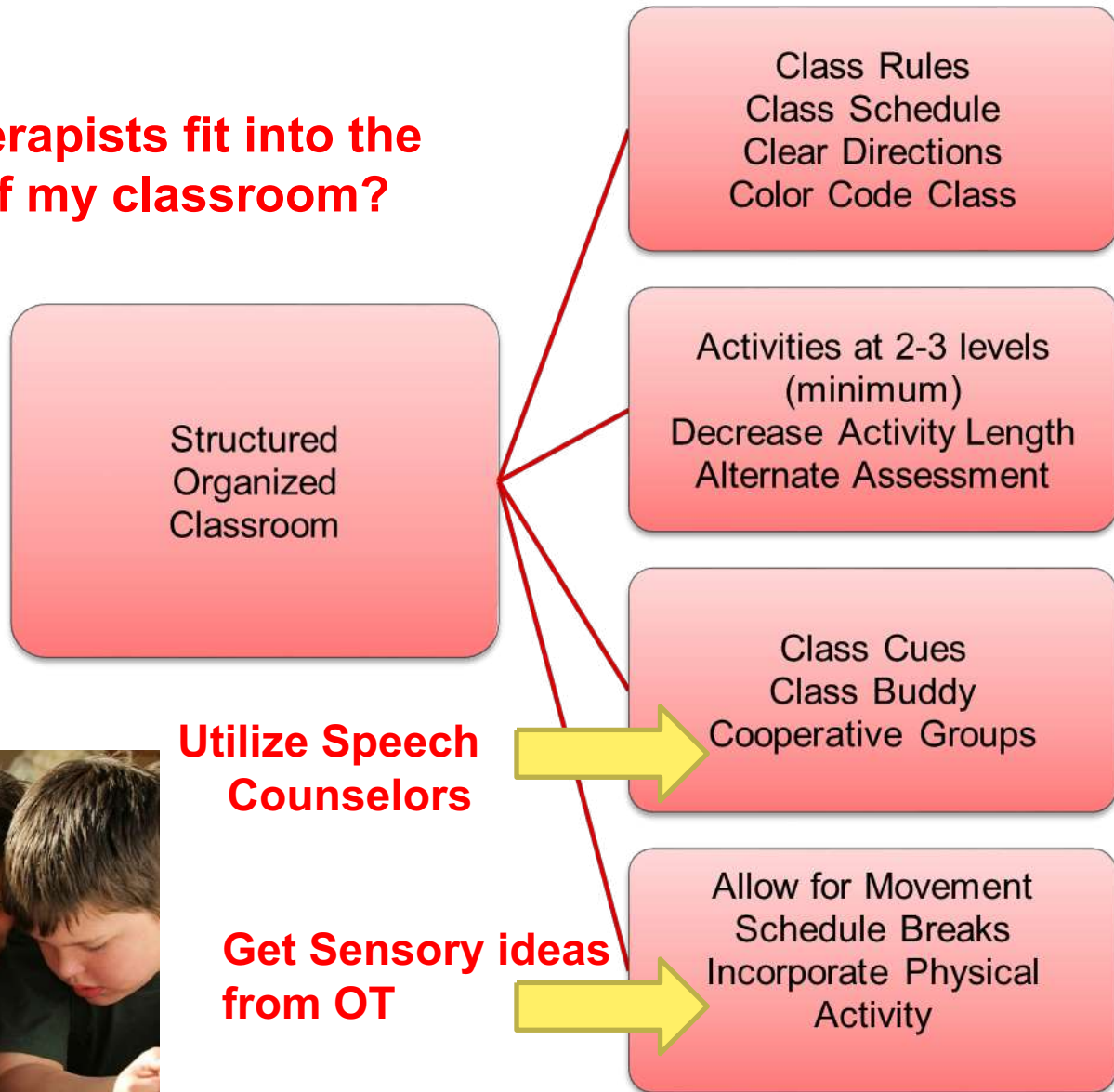


Ann Donnellan, Ph.D.

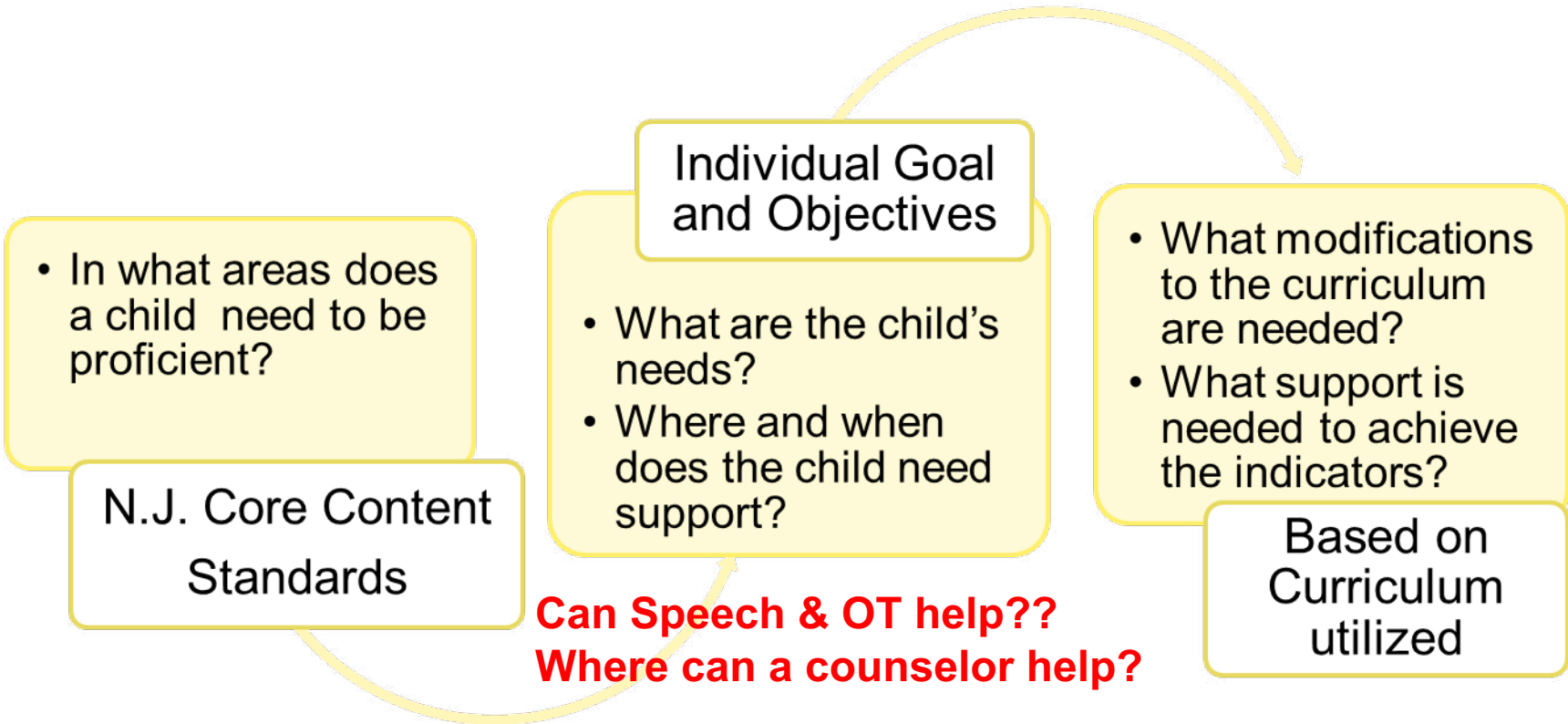
Creating a Differentiated Classroom



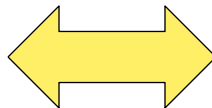
How would therapists fit into the organization of my classroom?



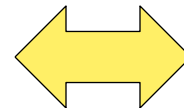
Aligning Goals and Objectives



NJ State Standards



Individual Goals



Curriculum



Aligning Goals and Objectives



- **Expectation 3: Demonstrate emergent reading skills.**
- 3.1 Identify common signs and symbols
- 3.4 Identify some letters of alphabet
- 3.12 Ask ques. & comment on the story being read

N.J.
Preschool
Standards

Individual Goal and Objectives

- **To develop learning readiness skills**
- Name letters in alphabet
- Listen to a story
- Ask a question and state 1 fact about story being read
- Based on evaluations – choose goals to match State Standards to Highscope KDI's

- **Lang. Literacy & Communication**
- Reading various ways, books sign and symbols
- Describing objects, events and relations
- Talking with others about experiences

Highscope
Key
Development
Indicators

What G & O's can therapists come into the classroom and address?



Aligning Goals and Objectives

- CCSS.ELA Literacy, RLK1 with prompting and support ask/answer ques. About key details
- CCSS.ELA Literacy, RLK1 with prompting and support retell stories with key details

N.J. Core Standards

Individual Goal and Objectives

- To develop reading readiness
- **Student will read a story at the First grade level and answer 1 question.**
- **Student will read a story at the First grade level and give 1 detail**

- **Comprehension Skills**
- Main Idea supporting details
- **Literary Response**
- Reflect and respond to text orally and in writing

Treasures and Triumphs
Macmillan/McGraw
Hill

What G & O's can therapists come into the classroom and address?





The Art Of Asking A Question



Know what types of questions each student can answer...

- Concrete – who, what and where
- Semi-concrete –when, how and why
- Inferential – what will happen next, why or how are characters feeling, why did that happen

Give a student a question and then come back...



John, “what did Sam do in the story, think about it and then I am going to come back to you?”

Some students need time to process and formulate an answer.

Give a student choices...

Is the story about Sara going to school or to work?
Change order of answer!

Change wording of the question rather than repeating the same question...

Who is the main character of the story?
Who is the story about?
Describe the person we read about.

Rather than asking a question, try Tell Me...

Tell me one thing about Habitats you learned today.

Ask me a question...

Have students ask you questions.



Link New Vocabulary to Familiar Words



- **Compare** and **contrast** the 2 **main characters** in the story

Compare - what is the **same** about the 2 most **important people** the **main characters** in the story

- **Contrast** - what is **different** about the 2 most important people the main characters.
- Make a **Prediction**, take a **guess** what will happen next.

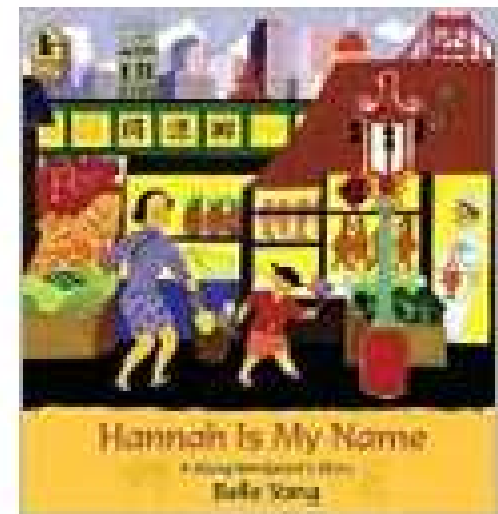
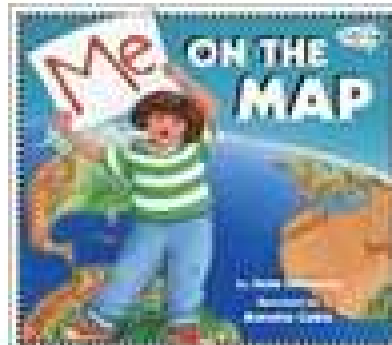
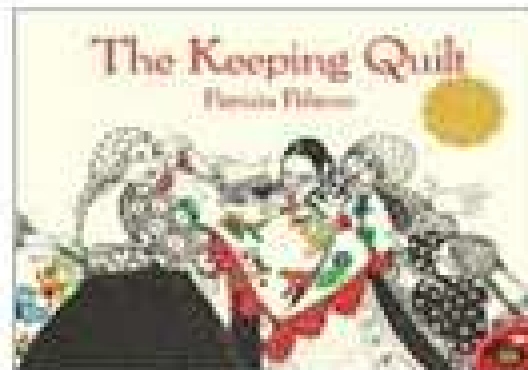
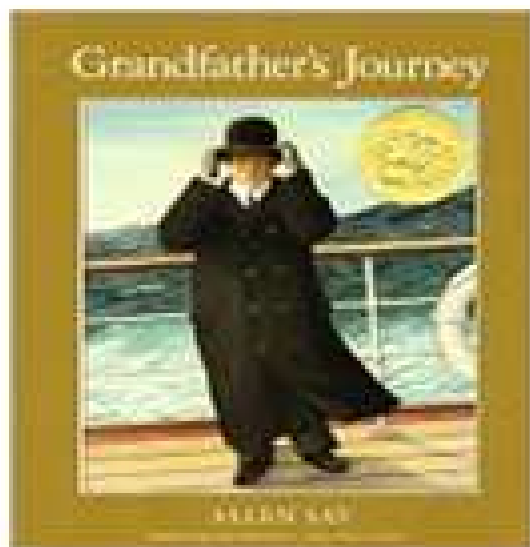


What is the **setting**, what is the **place**

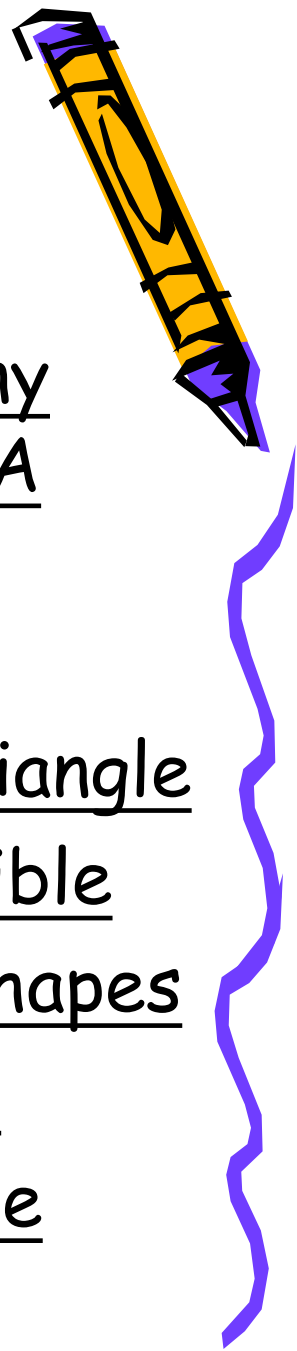
Connect Reading/Language Arts to Content Area



Connecting reading to content areas reinforces vocabulary and increases comprehension of concepts.



Use Literature to Introduce Math Concepts



- Measurement

- Measuring Penny
Inchworm and A Half

- Fractions

- Give Me Half

- Shapes

- The Greedy Triangle
Captain Invincible

- Tangrams

- Seven Magic Shapes
Tangram Tales

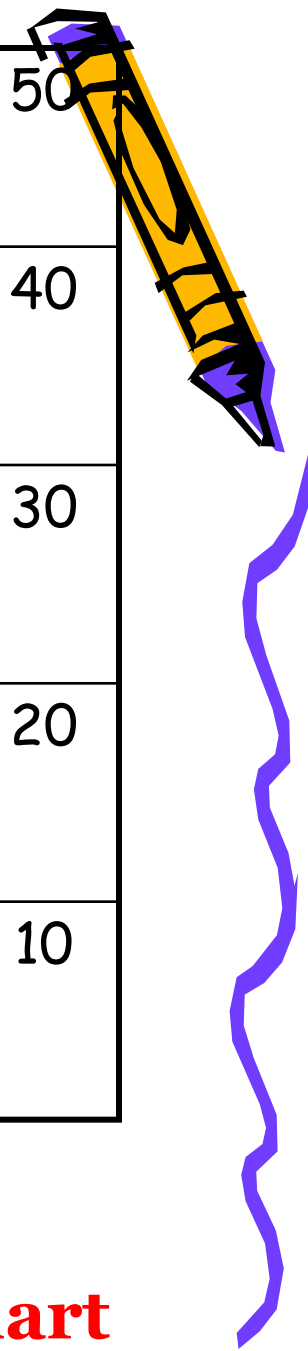


Telling Time

- Clocks and More Clocks

It's about time

41	42	43	44	45	46	47	48	49	50
31	32	33	34	35	36	37	38	39	40
21	22	23	24	25	26	27	28	29	30
11	12	13	14	15	16	17	18	19	20
1	2	3	4	5	6	7	8	9	10



Reverse the order on the hundred chart

- Adapt Amount of Work - student may only complete half the work or odd/even numbers. Present material in smaller amounts.

- Adapt Level of Work - create work at reading level and/or ability

- Adapt Classroom Environment - desk placement, stimulating decorations, where will the student perform the best.



Shared Lesson Planning



- Grade level teachers create lessons plans together
- 1 teacher plans activities at Level 1 - Support
- 1 teacher plans activities at Level 2 - Grade level
- 1 teacher plans activities at level 3 - Challenge
- Benefits - Shared work load
- Target Goals and Objectives for IEP's
- G&T students have challenge
- Greater flexibility for groupings
- Facilitates Inclusion from Self-contained classrooms



Create a Lesson Plan/Differentiated Activity Bank



- Create a shared Drop Box or Google docs to share activities
- Differentiation is not about more work, if other professionals have great leveled activities share.
- 95% of all good teacher strategies and work are "recycled" and not original.



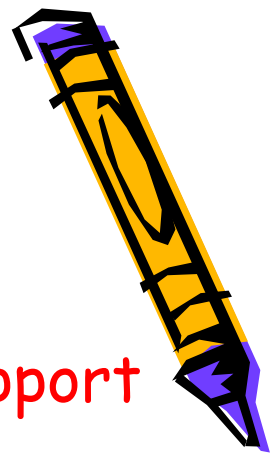
Upper Elementary Social Studies/Science



- Teach each subject monthly for long term retention
- Think about color coding your subject area (**blue**) for organizational skills. All notebooks blue and then you copy on blue paper



School Reports/Projects



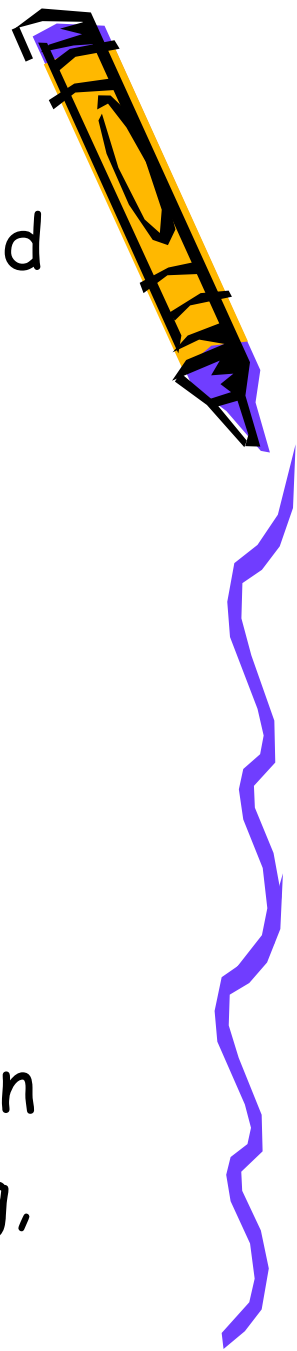
- Traditional Report - OT writing or typing
- Video - Speech, counselors for language and support
- Poster - OT for drawing and creating
- PowerPoint Presentation - OT typing

Rethink rubrics to give all students the ability and opportunity to achieve success...

1. Why is credit given for oral class participation- why not have a question box. Do not penalize quiet or shy student.
2. Base rubric on level of ability
3. Give opportunity to redo/make-up work in general
4. Extra credit in an area of interest



- Use mnemonics to assist students with understanding and completing assigned tasks.



SCORE A - Research Paper Writing

S Select a subject

C Create categories

O Obtain resources

R Read and take notes

E Evenly organize the information

A Apply process writing (Planning, Drafting and Revising)

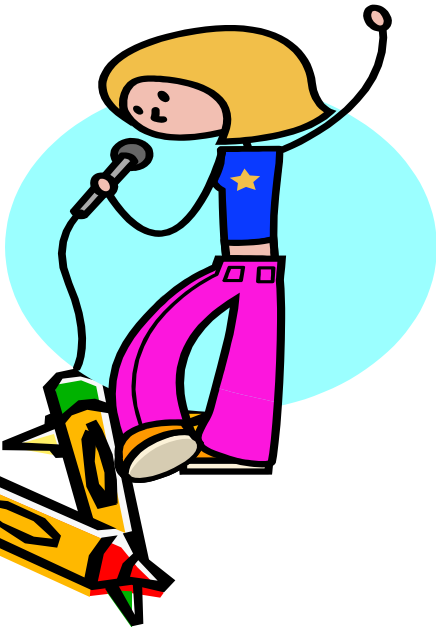




RAP

for

Reading Comprehension



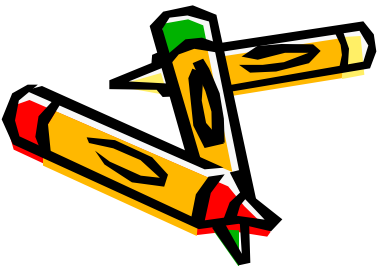
Read the paragraph

Ask questions

Paraphrase the content

C.O.P.S. help ... Edit your writing!

- C** apitalization
- O** verall Appearance
- P** unctuation
- S** pelling



Benefits of Push In

- All therapists work collaboratively to ensure generalization of skills across curriculum/situations.
- Therapists can see student using skills and adjust therapy based on how student uses them in the classroom.
- Therapists can offer suggestions to teachers on how to adapt a lesson to fit the needs of the student.

Student does not miss academic time and remains part of the classroom.



Plan with therapists when creating class schedules



- Sit with therapists and see what lessons/activities could they be part of while addressing G & O's
- Could they teach a lesson to the entire class??
- Schedule therapy times to match activities within the room.



Therapy Time Matches Center/Free/Group Time

- Speech therapists push in during center time for dyad/small groups to facilitate language.
- Occupational therapists push in during center time and special projects.
- Therapists facilitate “Small Group Time” or “Co-operative Learning Groups”



Create a multisensory lesson that will engage students with varying levels of ability.

Science – Core Curriculum Standard 5.3 Life Science – All students will understand that life science principles are powerful conceptual tools for making sense of the complexity, diversity and interconnections of life on Earth.

By the end of grade P

5.3 PA 1- Investigate and compare basic physical characteristics of plants, humans and animals.

5.3 PA2 – Observe similarities and differences in the needs of various living things.

5.3.P. B 1 –Observe and describe how plants and animals obtain food from their environment in a natural habitat



Cumm. Progress Indicators

Compare how different animals obtain food & water
5.3.2.B.2

Identify characteristics of habitat. 5.3.2.C.1

Determine similarities and differences between parents and their offspring. 5.3.2.D.1

Determine characteristic changes that occur during the life cycle of plants and animals. 5.3.2.D.2

It Takes Many Stars to Light the Sky



Coordinated Related Therapies



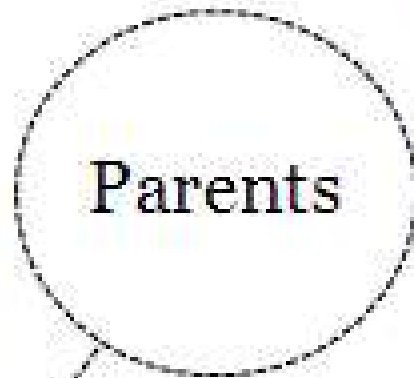
In the Classroom

Occupational Therapy – helped students with cutting, coloring within the lines, all fine motor aspects required to create the rainforest.

Speech Therapy – practiced all patterns of speech, beginning and ending sounds, spatial concepts such as over, under, top, bottom, below etc.
Worked on concepts such as same/different and categories.

Student Assistance Counselor/Social Skills – team building, turn taking, working cooperatively, making choices, helping others, asking for help.

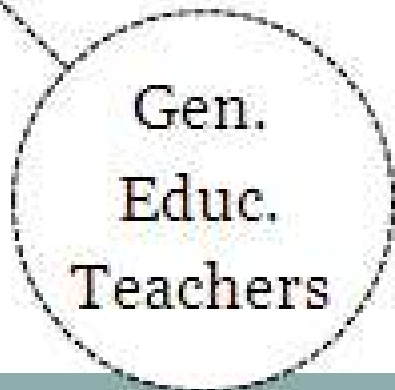
All therapies within the classroom following all Goals and Objectives without missing any classroom academic time.



- Ask Questions
- Ask for Help
- Offer information
- Ask for Clarification
- Be Available



- Ask Questions
- Speak in Common Language
- Offer assistance
- Collaborate



- Ask Questions
- Ask for help
- Collaborate
- Be Proactive



“Not every child has an equal talent or an equal ability or equal motivation, but children have the equal right to develop their talent, their ability and their motivation”.

John Fitzgerald Kennedy

