

ET-ETP-8 Create instructional opportunities adapted to language and multicultural diverse learners.

8.4 Explain the relationship between effective teaching practices and learning differences, learner exceptionality, and special needs conditions.

Differentiation for Diverse Students

What differentiation strategies does a teacher use effectively address the needs of diverse learners?

Exceptional Learners in the Classroom

1. ELLs
2. Gifted and Talented
3. Special Needs

English Language Learners

We will go into much more detail about bilingual education in TAP 2, but for now . . .



ELL-student who does not speak _____ as his/her native language

1 in 5 school-aged children speak a language other than English at home

Plyer v. Doe Supreme Court decision made it _____ to deny ELL students a public education

Schools may not require children to prove they are legally here

May only require proof that the child _____ within the school district

Tips for teaching ELLs:

Get to know your students and use their _____ to make connections to the material.

Give clear, detailed directions, emphasize key word, and offer _____ (visual) examples

Plan for and expect the active involvement of ELL students Do

no depend on verbal, _____-centered learning

Always provide time to _____ for understanding.

Gifted and Talented

Traditional Definition: IQ score of _____ or higher

Label of “giftedness”: IQ score of 160 or higher

National Association for Gifted Children: (five elements)

Artistic and creative talents, intellectual and academic abilities, and leadership skills

Robert Sternberg: _____; how one uses “gifted” skills



Watch the video [The "G" Word: Documentary Short](#)

Why do you think they inserted “shhhh” after the title *The “G” Word*?

Why are gifted students typically not served very well in schools?

Do you feel there is a prejudice against gifted and talented students?

Why is “gifted” a negative word?



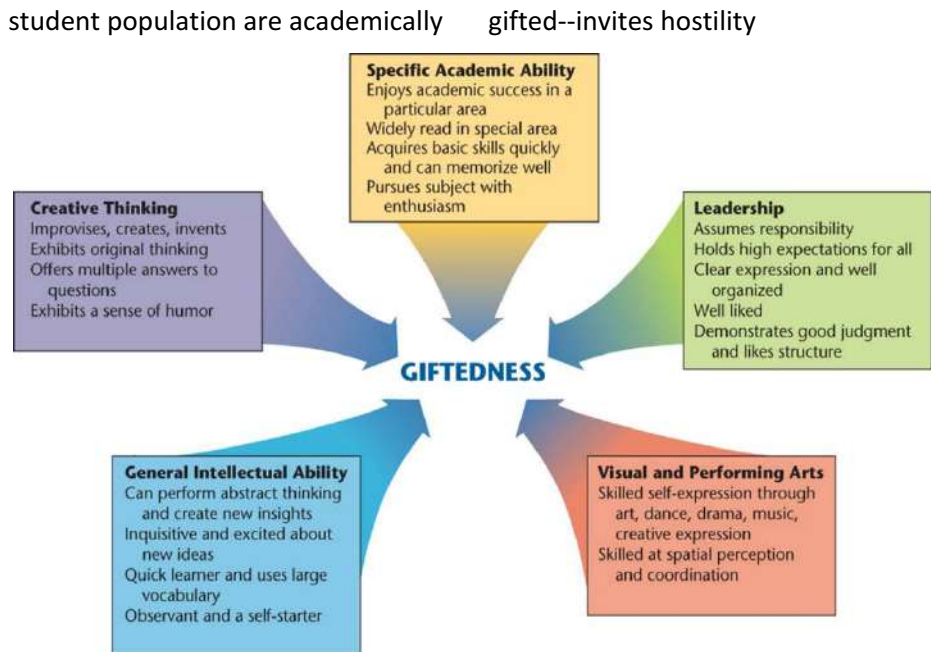
The "G" Word: Documentary Short

What are some misconceptions about being “gifted”?

What is good about being “gifted”?

CHARACTERISTICS OF GIFTEDNESS

- Very exclusive club—only 6% of student population are academically gifted--invites hostility
- To some it seems unfair to provide extra services for children already at an advantage
- Some parents reluctant to request additional services
- Suffer boredom and negative peer pressure; NOT MOTIVATED
- Drop out: more likely—females, children of color, and ELLs
- Lost to neglect and apathy
- Not always successful at school
- Many think about suicide because they are haunted by:
 - Sense of isolation and loneliness
 - Pressure to achieve
 - Fear of failure



APPROACHES TO TEACHING GIFTED STUDENTS

Gifted students do benefit from special programs

Advanced Placement (AP) – college-level courses

International Baccalaureate (IB) rigorous degree program in science, math, languages

Enrichment – independent study; small-group inquiry; investigations; academic competitions Acceleration

– skip grades or test out of classes

Special Needs

Learning disabilities

Mental /intellectual disabilities

Behavior disorders

Hearing impairments

Communication disorders

Visual impairments

Attention deficit hyperactivity disorder

Autism spectrum disorder (increased _____ in two decades)

Other health and physical impairments



Know: _____% (6 million) of total school population is special needs. Special needs of _____ most likely to go undetected because they are quieter.

Before World War II

Before Revolutionary War-put in _____

After, attempt made to education deaf/blind

1800s attempts to _____ “insane”

Courts supported separate facilities

“Out of _____, out of mind”

After World War II

Research conducted, developed _____ for mentally/physically challenged people

Grace Fernald-kinesthetic learning for struggling students

Marianne Frostig-founded the Marianne Frostig Center of Educational Therapy in Los Angeles, California-1947

Heinz Werner-developed modern-day category of learning disabilities—researched brain-injured children

Parents fought for children’s rights

Then, in 1970s--Public Law 94-142 was passed *Education of All Handicapped Children Act* which basically stated “In order to receive federal funds, states must develop and implement policies that assure a free appropriate public education

(FAPE) to all children with disabilities.”

1990 **IDEA** **Individuals with Disabilities Education Act** replaced Public Law 94-142

FAPE

Grants equal _____ to public education to students with disabilities

Provides additional special education services and _____ safeguards.



Watch the video [IDEA: Individuals with Disabilities Education Act: History and Summary](#)

What is Susie’s disability? _____

Where will Susie spend most of her time at school? In regular classroom or special needs class? Why?

What are the two most well-known principles of IDEA?

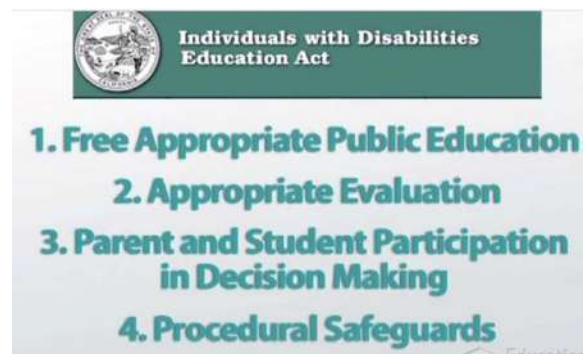
- a.
- b.

There are four

more:

CRITICAL
PRINCIPLES OF
SPECIAL EDUCATION

ZNALDI



- 1. Zero reject
- 2. _____ education

3. _____ education
4. Least-_____ environment
5. Procedural _____
6. Individualized education program (IEP)

CRITICAL PRINCIPLES OF SPECIAL EDUCATION

1. Zero Reject

No child with disabilities may be denied free, appropriate public education. FAPE

2. Nondiscriminatory Education

Based on Fifth and Fourteenth Amendments

Must be fairly assessed

Protect from inappropriate _____ and tracking

3. Appropriate education

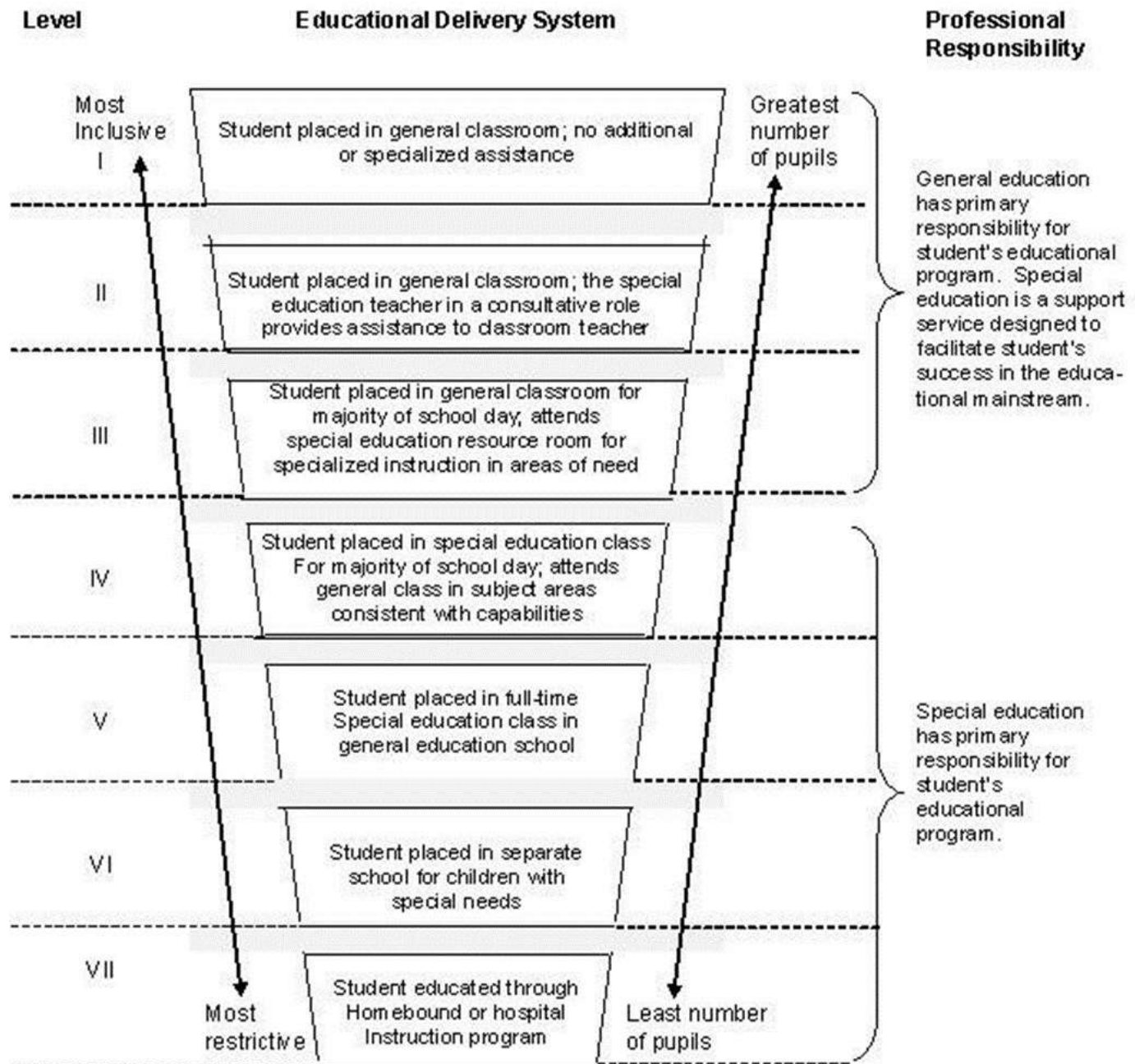
Have the right an education involving the accurate _____ of individual needs

4. Least-restrictive environment

Protects from being segregated

Educate in a setting that most closely resembles a _____ classroom. Still meet their special needs.

Educational Service Options for Students with Disabilities (continuum of educational services)



5. Procedural due process

Students and parents have the _____ to _____ a school's decision about the student's education.

6. (IEP) Individualized education program

Implies that children have the right to an education involving accurate diagnosis of individual needs.

Each student must have an IEP.

reviewed and revised annually

ensure educational goals are being met

Must include:

1. A statement of the student's current performance long and short-term **objectives (goals)**
2. A description of the nature and durations of instructional **services** to meet goals
3. An overview of the methods of **evaluation** to monitor progress.

Goals/objectives, services, and evaluation.



[Watch IEP meeting](#)

Write down 5 takeaways:

1.

IEP At-A-Glance

2.

3.

4.

5.

Student: _____ Teacher: _____ Year: _____ Grade: _____ Case Manager: _____

Areas of Eligibility:

Medical Concerns:

Strengths:

Weaknesses:

IEP Goals for _____

Behavior Concerns:

Student has a behavior plan? Yes No

Recommendations for behavior modification:

Other Important information a teacher should know about student:

Does student receive standardize testing accommodations? Yes No
Instructional/Testing Accommodations Attached.

*****Remember this information is confidential. Please do not leave these forms in sight of other students. If you have any questions, please contact the case manager.

Adaptive or Assistive Technology

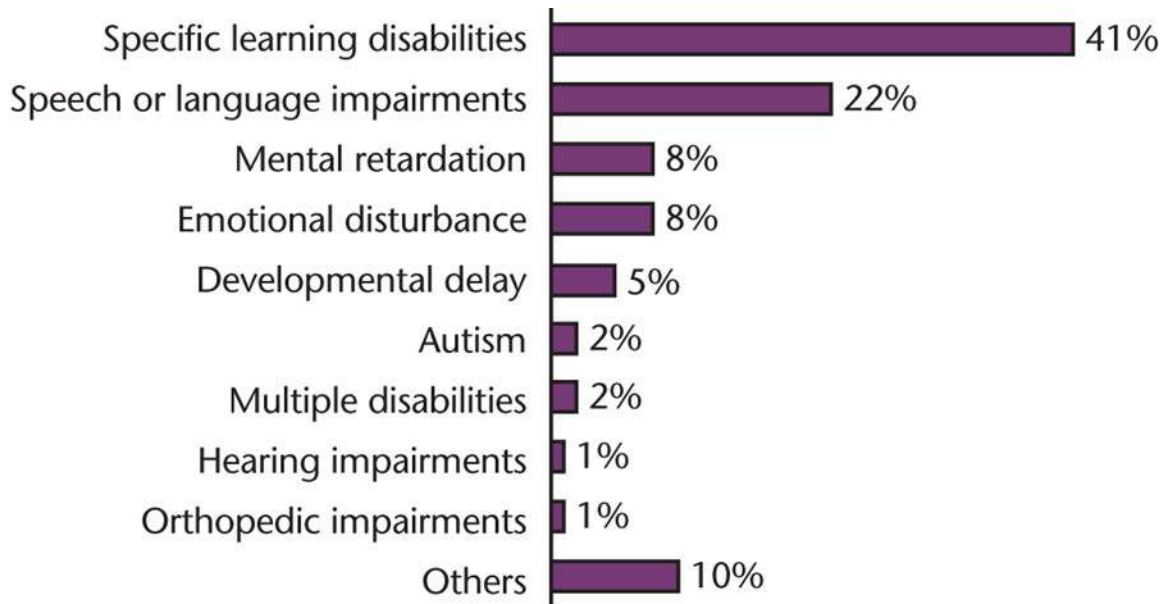
Technology-based devices for students with special needs



Watch the [video](#) about visually and hearing impaired students.

What types of technology are they using?

DISTRIBUTION OF STUDENTS SERVED UNDER IDEA



Walton County provides comprehensive educational services to assure students with disabilities, ages 3 through 21 a _____ public education. Special education and related services designed to meet the students' _____ needs, prepares them for employment and independent living.



Walton County DEES Goals:

- Decrease the percentage of students with disabilities who drop out of school.
- Increase the percentage of students with disabilities who earn a regular high school diploma.

- Increase the percentage of students with disabilities who transition to employment or post-secondary education.
- Increase the percentage of young children referred by parents, or other agencies prior to age three who are determined eligible and have an IEP implemented by the third birthday.
- Increase the percentage of time young children with disabilities spend in natural environments with typically developing peers.
- Increase the percentage of students with disabilities who receive their instruction in the general education setting with appropriate supports and accommodations.
- Increase the performance of students with disabilities on statewide assessments when given appropriate accommodations.
- Decrease the percentage of students with disabilities who are removed from their school or placements for disciplinary reasons.
- Increase the percentage of parents of children receiving special education services who report that schools encouraged parent involvement to improve results for students with disabilities.

ACCOMMODATIONS FOR STUDENTS WITH SPECIAL NEEDS

1. Use group work
2. Use hands-on and activity-based learning
3. Adjust the type and length of assignments
4. Individualize instruction (use support staff)
5. Carefully select materials or create your own
6. Present information orally and visually
7. Use technology
8. Examine the classroom environment
9. Use various forms of assessment

What is interesting about the accommodations listed here?

How does one differentiate?



Watch the video [New Teacher Survival Guide: Differentiating Instruction](#) Why is assessment a key part of differentiation?

What kinds of assessment should be used?

What are your ideas about differentiation?

Carol Tomlinson is the expert

Content
Process
Product

Key Point:

Teachers need to invest time in individualizing instruction, since no single strategy will likely meet all these needs.

Above-grade level, on-grade level, below-grade level



[Watch this teacher in action.](#)

How does this teacher's classroom organization and teaching strategies meet different student needs?

Identify at least one of his teaching skills that you might want to try in your own classroom.

Accommodations Product

Directions: In your groups, create a list of accommodations for students who are or have:

Autism
Asperger's Syndrome
Visually Impaired
Tourette's Syndrome
Down's Syndrome
Behavior Issues
Dyslexia
Hearing Impaired
ADHD
Gifted
English Language Learner

The list of accommodations must be presented in an organized and creative way. Sources to use:

General: [http://www.pinterest.com/tmike61/diverse-](http://www.pinterest.com/tmike61/diverse-differentiation/)

[differentiation/](http://www.pinterest.com/tmike61/diverse-differentiation/) <http://www.cec.sped.org/>

<http://www.naset.org/> Specific:

http://www.superduperinc.com/handouts/pdf/134_autismintheclassroom.pdf

<http://www.washington.edu/doit/Stem/articles?247>

<http://www.autismspeaks.org/family-services/tool-kits/asperger-syndrome-and-high-functioning-autism-toolkit/classroom>

<http://www.umass.edu/complit/ogscl/visualdis.htm>

<http://www.tsbvi.edu/instructional-resources/3657-vision-accommodations>

<http://www.usd.edu/medical-school/center-for-disabilities/upload/VI-Class-Accommodations.pdf> http://www.tsa-usa.org/Education/education_main.htm

<http://morethantics.blogspot.com/2010/10/accomodations-for-tourette-syndrome-in.html> <http://www.down-syndrome.org/information/education/curriculum/?page=3>

<http://www.brighthubeducation.com/special-ed-inclusion-strategies/29680-teaching-strategies-for-children-withdown-syndrome/>

<http://www.achildwithneeds.com/disabilities/emotional-disability/emotional-behavioral-disorder-accommodationsand-modifications/>

<http://www.d.umn.edu/~thughes/documents/EmotionalBehavioralDisorders.pdf> <http://www.ncld.org/students-disabilities/ld-education-teachers/accommodating-students-dyslexia>

<http://www.readinghorizons.com/blog/post/2013/04/12/8-dyslexia-accommodations-for-students.aspx>

<http://www.usd.edu/medical-school/center-for-disabilities/upload/HI-Class-Accommodations.pdf>

<http://successforkidswithhearingloss.com/relationship-hl-listen-learn/accommodations>

http://addwarehouse.com/shopsite_sc/store/html/article4.htm

http://curriculum.mydallasisonline.org/file.php/1/Curriculum/RLA/04_05/ec/kinder_reading_expcurr/appendix/readin-g-expcurr_appendix_tag_mod_04-05.pdf

<http://managinggiftedandtalentedstudent.weebly.com/differentiation.html>

https://www.whsd.org/uploaded/faculty/jmd/teacher_resources/26_Classroom_Accommodation_shorter_checklist.pdf

Create instructional opportunities adapted to language and multicultural diverse learners.

8.1 Apply principles and theories of human development to teaching situations.

8.2 Apply principles and theories about the learning process to teaching situations.

8.3 Demonstrate teacher behaviors and skills that facilitate the learning process.

8.4 Explain the relationship between effective teaching practices and learning differences, learner exceptionality, and special needs conditions.

Accommodations List Product Rubric

Name: _____

CATEGORY	1	2	3	4
Content	Product contains multiple errors in content or demonstrates a limited understanding of the topic.	Product contains few errors and a general understanding of the topic.	Product contains no errors and demonstrates a general understanding of the topic.	Product contains no errors and shows an in-depth understanding of the topic.
Appearance	Product is sloppy and appears to be "thrown together".	Product is sloppy and has limited organization.	Product is neat and organized.	Product is neat and well organized. It gives the appearance of forethought and planning.
Creativity	Product shows no evidence of creativity- it is a replica of something else.	Product shows some evidence of creativity (decoration), though main elements resemble typical student work.	Product is unique and shows evidence of thought from different perspectives.	Product is outstanding in its approach to the topic. It provides evidence of creative thought in approach to the topic and the product's design.
Completeness	Product is missing key elements.	Product is missing a few minor elements.	Product covers required elements.	Product goes beyond required elements and may provide insights into the topic beyond what is expected.
Effort	Product is a replica of something that can be found online or in a book.	Product is completed with little time spent in understanding the topic.	Product is completed with an adequate amount of time spent in research and design.	Product is wellthought out from beginning to end. It reflects the student's commitment to learning more than is basically required for completion.
Credit	Your name is not on it. No credit is given to contributing resources.	Your name is on it. Credit is not given to contributing resources.	Your name is not on it. Credit is given to contributing resources.	Your name is on it. Credit is given to contributing resources.
<p>Points Earned _____ / _____ Possible Pts = _____ %</p> <p>Team members rating adjustment _____</p> <p>Individual Final Grade _____ %</p>				