



Part 2: Promoting Universal Design, Differentiation & Curricular Adaptations for Student Success

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Common Recommendations of National Curriculum Reports

- **LESS** whole-class, teacher-directed instruction, e.g. lecturing
- **LESS** student passivity: sitting, listening, receiving, and absorbing information
- **LESS** prizing and rewarding of silence in the classroom
- **LESS** classroom time devoted to fill-in-the-blank worksheets, dittos, workbooks, and other "seatwork"
- **LESS** attempt by teachers to thinly "cover" large amounts of material in every subject area
- **LESS** rote memorization of facts and details
- **LESS** stress on the competition and grades in school
- **LESS** tracking or leveling students into "ability groups"
- **LESS** use of pull-out special programs
- **LESS** use of and reliance on standardized tests
- **MORE** experiential, inductive, hands-on learning
- **MORE** active learning in the classroom, with all the attendant noise and movement of students doing, talking and collaborating
- **MORE** emphasis on higher-order thinking; learning a field's key concepts and principles
- **MORE** deep study of a smaller number of topics, so that students internalize the field's way of inquiry
- **MORE** time devoted to reading whole, original, real books and nonfiction materials
- **MORE** responsibility transferred to students for their work: goal-setting, record-keeping, monitoring, evaluation
- **MORE** choice for students: e.g. picking their own books, writing topics, team partners, research projects
- **MORE** enacting and modeling of the principles of democracy in school
- **MORE** attention to affective needs and the varying cognitive styles of individual students
- **MORE** cooperative, collaborative activity; developing the classroom as an interdependent community
- **MORE** heterogeneously grouped classroom where individual needs are met through inherently individualized activities, not segregation of bodies
- **MORE** delivery of special help to students in regular classrooms
- **MORE** varied and cooperative roles for teachers, parents and administrators
- **MORE** reliance upon teachers' descriptive evaluation of students growth, including qualitative/anecdotal observations

COMMON THEMES WITH NATIONAL CURRICULUM REPORTS

- In sum, effectively collaborating, supporting learner diversity and using everything in education's bag of tricks are the major messages. Let's examine this further...



Group Discussion Topics



- 1. Your birthplace
- 2. Country you would like to visit
- 3. Favorite ice cream flavor
- 4. Best school memory
- 5. Favorite season of the year
- 6. Favorite recreational activity
- 7. Your hero/heroine
- 8. Favorite book
- 9. Most respected world leader
- 10. Favorite food
- 11. Most important world issue
- 12. Favorite local place to visit
- 13. Topic of your choice





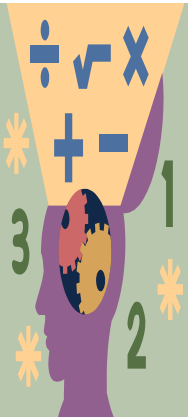
THE IEP RULES

- An IEP is a ticket for SUPPORT:
 - Differentiation
 - Adaptations
 - Grading
- How do we protect the integrity of the IEP?
 - Tools
 - IEP at a glance
 - IEP matrix



IEP AT A GLANCE FOR KATIE:

5th GRADE STUDENT

<p>Arrival / Locker</p> 	<p>K will take off and put on all appropriate clothing by herself, w min. cues to complete the task.</p> <p>W/ the zipper in the start position, K will zip coat and snowpants.</p>	<p>K removes all items in _____ out of 5 days.</p> <p>K will zip coat in _____ out of 5 days.</p> <p>K will zip pants in _____ out of 5 days.</p>
<p>Attendance</p> 	<p>Given a v. c., K will have eye contact w/ the person addressing her.</p>	<p>Teacher observations and building /office staff comments:</p>
<p>Music</p> 	<p>K will locate her music room by herself.</p>	<p>K requires _____ assistance to get to music.</p>
<p>Reading</p> 	<p>K will identify the letters in the alphabet. w/o assistance.</p> <p>K will develop sign language vocab. for 50 new foods, toys, colors, animals, names of people, and verbs.</p> <p>K will develop reading vocab. for same words (prev. obj.)</p>	<p>K can identify the following letters consistently:</p> <p>K consistently signs the following words:</p> <p>K has mastered the following vocab. words:</p>
<p>Math</p> 	<p>K will i.d. #'s 1–10</p> <p>K will show # values for #'s 1–5 w/ minimal help (manip. use + ok)</p> <p>K will print her full name in legible letters 2' tall.</p> <p>Kate will sequence #'s 1–10.</p> <p>K will rational count 1–5 objects and match to numeral.</p> <p>K will print #'s 1-10 when indicated.</p>	<p>K can i.d. the following #'s.</p> <p>K consistently shows the correct values for the following #'s.</p> <p>See weekly entries in math notebook.</p> <p>K sequences _____ out of 10 #'s correctly.</p> <p>K performs this task w/ _____% accuracy.</p> <p>See work samples.</p>

DIFFERENTIATION AND ADAPTATIONS SHOULD MAKE THE DIFFERENCE BETWEEN PRESENCE & PARTICIPATION

- MAXIMIZE OPPORTUNITIES FOR FACE TO FACE INTERACTIONS BETWEEN STUDENTS
- INCREASE THE STUDENT'S OPPORTUNITIES TO BE AN INITIATOR & ACTIVE PARTICIPANT
- REDUCE THE LEVEL OF ABSTRACTION OF INFORMATION
- ASSIST TO MAKE THE INFORMATION RELEVANT TO THE STUDENT'S CURRENT AND FUTURE LIFE
- INDIVIDUALIZE LESSON CONTENT
- HELP CREATE A MATCH BETWEEN THE STUDENT'S LEARNING STYLE AND THE INSTRUCTOR'S TEACHING STYLE



***TOSS-A-QUESTION
PROVIDE A BRIEF DESCRIPTION
OF A STUDENT OR CLASSROOM AND & A SUCCESSFUL SUPPORT***

Learner or Classroom Description:

Successful Adaptation or Differentiation Example:

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Now toss your paper to someone in the room...

**WHAT'S THE FUNCTION OF THIS  
STUDENT SUPPORT?**

~~~~~

Now toss the question back to its originator

THE ORIGINATOR IS: _____

THE PLANNING PROCESS



- WE ASK FIRST AND FOREMOST THAT GENERAL EDUCATORS PLAN CONSIDERING EVERYONE IN THE CLASSROOM. SPECIALISTS COME IN AFTERWARD TO HELP FURTHER SUPPORT THE SPECTRUM OF DIVERSITY

Pertinent Questions for Differentiating Units and Lessons

■ FOR UNIT PLANNING

- What are the goals or learning targets that ALL students need to know (Essential)?
- What are the goals or learning targets that MOST students need to know (Expected)?
- What are the goals or learning targets that SOME students need to know (Enrichment)?

■ FOR LESSON PLANNING:

- What are the objectives, benchmarks or learning targets that ALL students need to know (Essential)?
- What are the objectives, benchmarks or learning targets that MOST students need to know (Expected)?
- What are the objectives, benchmarks or learning targets that SOME students need to know (Enrichment)?



***ANALYZE AND IDENTIFY** **CURRICULAR AREAS & ACTIVITIES** **IN NEED OF ADAPTATIONS**

Beyond Differentiation:

- *CAN ALL STUDENTS ACTIVELY PARTICIPATE WITH THE LESSON AS IS?**
- *CAN ANY STUDENT PARTICIPATION BE INCREASED BY AN ALTERNATE PRESENTATION OF THE LESSON?**
- *WILL ANY STUDENT NEED ADAPTED MATERIALS TO PARTICIPATE IN THE SAME ACTIVITY?**
- *WILL ANY STUDENT NEED ADAPTED CURRICULAR GOALS?**
- *WILL THE SEQUENCE OF THE ACTIVITY NEED TO BE CHANGED FOR ANYONE?**
- *WILL ANY STUDENT NEED PERSONAL ASSISTANCE?**

CONSIDERATIONS WHEN DESIGNING ALTERNATE ACTIVITIES:

- DOES IT ADDRESS PRIORITY SKILL(S)?
- IS IT MEANINGFUL TO THE STUDENT?
- IS IT RELATED TO THE CLASS ACTIVITY?
- IS IT UNOBTRUSIVE TO THE CLASS ROUTINE?
- CAN IT INCORPORATE OTHER STUDENTS?
- DOES IT ALLOW DIGNITY FOR THE STUDENT?



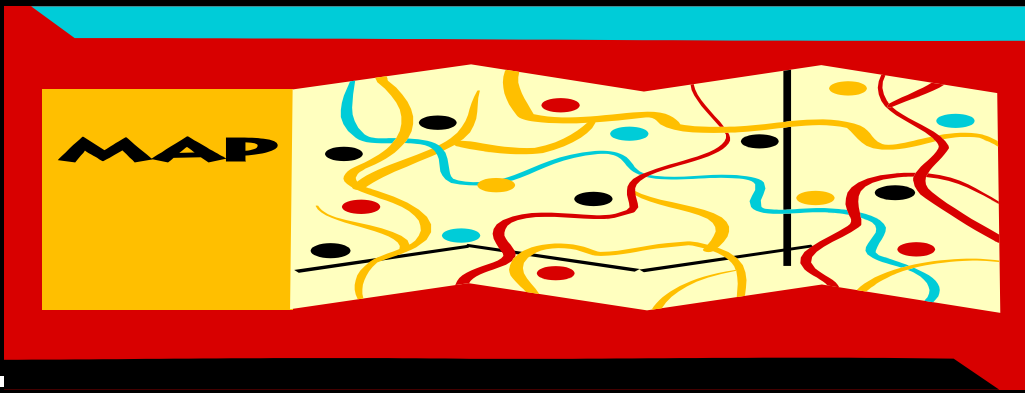
FINDING TIME TO PLAN

Read through the list and check (X) three options that you would like to pursue. Add other ideas in the spaces provided.

- ☐ A floating, trained* substitute teacher.
- ☐ Additional planning hour per week.
- ☐ A clerical assistant.
- ☐ Compensatory time.
- ☐ Common planning periods.
- ☐ Teacher assistants.
- ☐ Release from some duties.
- ☐ Staff development days.
- ☐ Interns and student teachers.
- ☐ Extended instructional day.
- ☐ Restructure school day/week
- ☐ Common lunch periods.
- ☐ Administrators cover classes.
- ☐ Deans and counselors cover classes.
- ☐ Support staff cover classes by traveling in teams.
- ☐ Other teachers cover classes (as in days of yore).
- ☐ Volunteers cover classes (retired teachers, grandparents).
- ☐ Release from homeroom responsibilities.
- ☐ Scheduled large group activities (plays, speakers, exhibits).
- ☐ Students engaged in independent practice activities.
- ☐ Early dismissal intermittently.
- ☐ Secure grant money to finance necessary resources.
- ☐ Expend time primarily on A-level tasks. Complete C-level tasks later.
- ☐ Examine current responsibilities. Can some be dropped?
- ☐ Examine current responsibilities. Can some be done more efficiently?



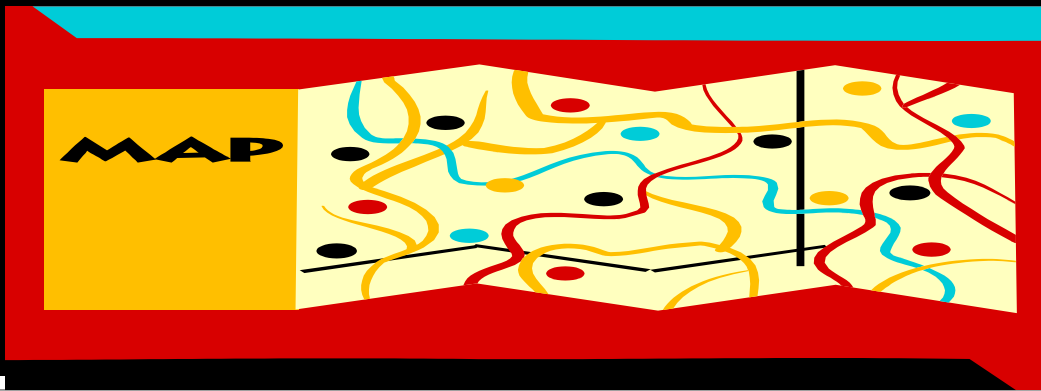
*From Anita Deboer, Tools for Collaborative Teaching & Support



Who is _____?

What are _____'s interests and strengths?

What are _____'s greatest challenges?



What is a desirable future...
The dream for _____?

What is the nightmare?...
The future to be avoided?

What are _____'s greatest needs?

LEARNING STRUCTURES THAT SELF- DIFFERENTIATE:

- Role Play
- Learning Centers
- Literature Circles
- Inquiry Circles
- Cooperative Learning Lessons
- Thematic Units
- Multiple Intelligences Lessons
- Hands-on Learning
- Project based Learning
- Experiential Instruction
- Games



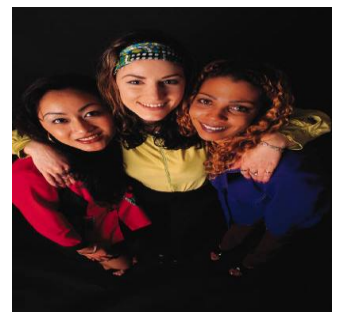
What are Inquiry Circles? (Harvey, Daniels, 2010)

- ◉ Choice of topics based on genuine student curiosity, questions, interests
- ◉ Digging deeply into complex, authentic topics that matter to kids
- ◉ Flexible grouping, featuring small research teams, task forces
- ◉ Heterogeneous, non-leveled groups with careful differentiation
- ◉ Student responsibility and peer leadership
- ◉ Use of proficient-reader/thinker/researcher strategies



What are inquiry circles? (continued)

- Drawing upon multiple, multigenre, and multimedia sources
- Going beyond fact-finding to synthesizing ideas and building and acquiring knowledge
- Actively using knowledge in our schools and communities: sharing, publication, products or taking action
- Matching or “backmapping” kids learning to state or district standards



GRAFITTI APPLICATION

- READING-LITERACY
- WRITING
- MATH SKILLS
- ORAL PRESENTATION
- NOTE-TAKING
- TESTS-ASSESSMENTS
- PHYSICAL EDUCATION
- TECHNOLOGY, SOFTWARE, APPS, ELECTRONIC AND MECHANICAL DEVICES
- SOCIAL RELATIONSHIPS

