INCLUSION:
THE NEXT STEP
DIFFERENTIATED INSTRUCTION

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OHEV SHALOM CELEBRATES THE UNIQUENESS OF EACH INDIVIDUAL AND WELCOMES DIVERSITY WITHIN OUR SACRED COMMUNITY.
Introductions

- Suzanne Gold
- Barbara Glickman
- Participants/Learners
  - What’s your name?
  - Where you are from?
  - What do you do?
  - What you are hoping for as a takeaway?
“If a child doesn’t know how to read, we teach.”
“If a child doesn’t know how to swim, we teach.”
“If a child doesn’t know how to multiply, we teach.”
“If a child doesn’t know how to drive, we teach.”
“If a child is unsure of what is being asked, we………. teach? ridicule ignore?”

“Why can’t we finish the last sentence as automatically as we do the others?”

(Herner, 1998)
KAVOD

K = KINDNESS
A = ACCEPTANCE
V = VISIBILITY
O = OPPORTUNITY
D = DIGNITY
Activity
4 Square Debate
<table>
<thead>
<tr>
<th></th>
<th>In Your Group:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Give your opinion about the statement</td>
</tr>
<tr>
<td>2</td>
<td>Give supporting evidence for the statement, whether you agree or disagree</td>
</tr>
<tr>
<td>3</td>
<td>Counter argument against the statement, whether you agree or disagree</td>
</tr>
<tr>
<td>4</td>
<td>Opinion And your best argument supporting it</td>
</tr>
</tbody>
</table>
"Educate children in the way they should go, and even when they are old, they will not depart from it"

Proverbs 22:6
Let’s share...
Why Differentiated Instruction?

- One size learning does not fit all
- Scaffolds learning to meet students at their level
- No two minds think alike and we benefit from being taught in such a way that embraces our needs
- Allows students to adapt
- Reduces deficiencies in learning
Watch this!

https://www.youtube.com/watch?v=ZjCoouhNPKI&feature=youtu.be
What teaching style strengths did you notice?

What teaching style weaknesses did you notice?
What is Differentiated Instruction?

- Shaking up what goes on in the classroom
- Different styles of content, process and product
- Respectful of all learners
What is Differentiated Instruction?

- Use of whole group, small and individual instruction
- Ensuring the right students get the right learning tasks
- Focused on the students best interests
What Does Differentiated Instruction Mean for Teachers?

- Provide multiple learning options, or different paths for learning, which help students take in information and make sense of concepts and skills

- Various resources to meet student learning needs at their level
What Does Differentiated Instruction Mean for Teachers?

- Multimedia/Technology integration

- Provide appropriate levels of challenge for all students, including those who lag behind, those who are advanced and those right in the middle; varied paced of instruction

- Alternative assignments
What Does Differentiated Instruction Means for Students?

- Provided multiple opportunities to engage in learning
- Empowers the student in their learning
- Allows students to illustrate their learning by using the modality they feel most comfortable with
- One size does not fit all!
PRACTICAL STRATEGIES THAT WORK!

- Daily schedule is posted for everyone to see and to anticipate day’s activities (helps with transitions and expectations); consistent routines, know what is expected

- Multi-sensory approach (auditory) and visual together
  - Information is presented in small chunks
PRACTICAL STRATEGIES THAT WORK!

- Give examples: picture/meaning with discussion of word/theme and use of pictures to explain meaning of text and information

- Use of technology to introduce & reinforce information.
Environmental Pieces of the Puzzle

- Be aware of noise level
- What is the temperature of the room?
- Any distracting decorations?
- Set the tone, give warnings for transitions
- Have an assortment of fidgets available
- Make available different sized tools i.e. pencil grips
More Pieces of the Puzzle

★ You’re talking but no one is “listening”!
  ▪ Repeat information, but have student turn to partner to explain what were the directions

★ KIS keep it simple say it in less words

★ Tactile manipulative items
  ★ For example, to form letters/words/reinforce
    ▪ Wiki sticks, Lego letters, dice “magic window w/ different sizes.
    ▪ For tracking when reading, locating words, ideas, letters “fingers” or Yads
    ▪ Sand letters, pretzel sticks, play dough, cookie cutters
And Some More Pieces!

★ Location. Location. Location
  ▪ Shake it up! Change formation of room design, find another location in your…not the same old stuff.

★ Use games
  ▪ Twister, Bingo
  ▪ Homemade
    ▪ Ladder game, Jewpeordy

★ Flash card game
Whoa, Even More!

- Fidgets and purpose
  - Helps some students attend to tasks and use up energy without distractions

- Bubble wrap on seat
What YOU can do!

- Clearly defined expectations say what you mean: at the end of the lesson you will be able to....
- You will read with fidelity.....
- Transitions always give a warning, i.e. 2 minute warning, use timers, use your cell phone
- Cue words “eyes on me”
- Show of “thumbs-up” for understanding
- Plan your lesson to give academic outcomes and behavior management
Determine your goal

- Students recognize the Hebrew letters…read the שְׁמַע for Shema —שְׁמַע…articulate meaning behind a prayer
- What are you going to do to meet the goal?
- What are you going to do to facilitate the learning?
- What materials do you need to meet the goal?
- How are you going to assess?
The Action Plan

- **BE PREPARED! BE PREPARED!**
  - Materials VERY IMPORTANT
  - Overhead, wiki sticks, dry erase markers, flash cards, siddur, print out of prayer, audio recording of prayer, other technology

- **Engage students in the learning process**

- **Present information in small chunks**
  - Line by line
  - Cutting and matching
  - Use visuals and audio to address all learning styles and needs
The Heart of the Plan

- **Know your audience**
  - Do any of your students have an individual learning plan?
  - Do any of your students need spatial parameters?
  - Do any of your students need to be close to the board?
  - Are any of your students easily distracted?
  - Are any of the students exceptional learners?

- **If you answered YES to any of these questions then you need to provide differentiated instruction!**
How? Here’s an example:

- **Present the information**...today we are learning the symbols of the Aron Hakodesh
  - Brainstorm in pairs

- **Use technology** by finding pictures, take a synagogue walking tour
  - Have text information about each item, break into pairs to read over the information, each pair has an opportunity to present the information about their symbol.

- **Wrap it up KWL** – what you know, what you want to know and what you learned
DIFFERENTIATED INSTRUCTION IS GOOD INSTRUCTION! EVERYONE BENEFITS!
It’s Your Turn!

- Teach an introductory lesson on the Mitzvot of Tzedakah (handout)
  - 3 Groups
- With your group, develop a lesson that incorporates differentiated learning because you have a struggling reader in your class, a student who excels and parents tell you the student is bored, and a student with fine motor challenges who has difficulty writing.
Present Your Lesson!

- GROUP 3
- GROUP 1
- GROUP 2

APPOINT A SPOKESPERSON
YOU HAVE 3-5 MINUTES
How do you make differentiated instruction work in the classroom?

- Have the right materials
- Have a start and finish, good time management
- Know your students
  - For example, for a struggling learner pair them with another student when reading text
  - Group your students by level
    - Task based on ability
      - Difficult paragraph for accelerated students
      - Easier to those struggling….not necessarily the shortest!
The Last Word

MAKE IT YOUR OWN!

SUCCESS
practice
instruction
training
learning