

Differentiated Strategies to Promote Inclusion

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What is differentiation?

Differentiation- Differentiation is a combination of tools/strategies used by a teacher to ensure every child is learning optimally in the classroom.

Its effectiveness is increased when a teacher knows all children are not the same even pupils diagnosed with similar learning challenges.

The Differentiated Classroom



Differentiation as a Tool

Differentiation is a tool a versatile 21st century teacher needs to create multiple learning pathways for pupils to access learning in the classroom.

Differentiation can be applied via

Lesson Content

Lesson delivery Process

Assessment of Learning



Differentiation- Ensuring all pupils are learning.

A teacher can never communicate learning effectively to a group of pupils s/he does not know.

- Therefore before differentiation can be a useful tool to a teacher, you must know your pupils and what is unique to them.



Every teacher should know...

- ❖ **The different Learning styles**
- ❖ **The multiple intelligences**
- ❖ **The different Learning needs.**
- ❖ **And how the three above influences behaviour and attitude to work.**

The Different Learning styles

Auditory Learners

- **Speaking**
- **Radio**
- **Tapes**
- **Music**
- **Use of sound**

Kinaesthetic Learners

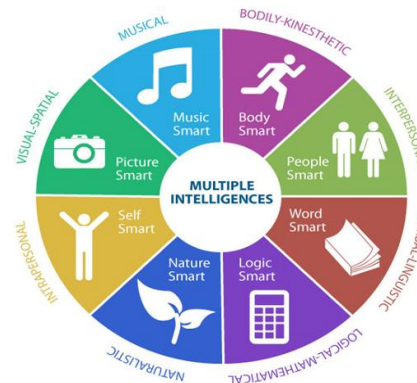
- **Tactile equipment**
- **Models**
- **Practical**
- **Role-play**
- **Games**
- **Cards**

Visual Learners

- **Pictures**
- **Diagrams**
- **Maps**
- **Mind-maps**
- **Flow chart**
- **Use of colour**
- **Displays**
- **Video**

The multiple intelligence

- **Linguistics and verbal intelligence-** Good with words
- **Virtual/Spatial intelligence** – good with pictures
- **Naturalist intelligence-** good with understanding natural world
- **interpersonal intelligence-** good with communication
- **Musical Intelligence-** good with rhythm
- **Body/movement intelligence-** good with activities
- **Logical intelligence-** good with math and logic
- **Intrapersonal intelligence-** good with analysing things



The different areas of needs

❖ Social, emotional and behavioural disorders.

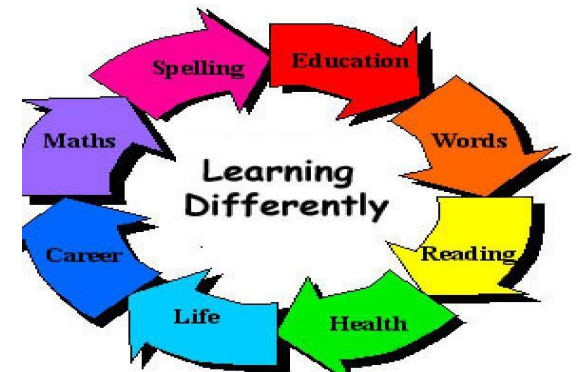
Emotional and Behavioural Difficulties.

Attention Deficit Hyperactivity Disorder,
Oppositional Defiant Disorder, Conduct Disorder

❖ Communication and interaction.

Speech and Language

Autistic spectrum disorder,
Semantic-Pragmatic disorder



The different areas of needs

❖ Cognitive and Learning

(General Learning Difficulty.

Specific Learning Difficulty dyslexia,
dyspraxia,

dyscalculia, dysgraphia

❖ Sensory , physical and/or medical-

Down Syndrome, hearing impaired, Sickle cell
Anemia, cerebral palsy, cystic fibrosis,
asthma, epilepsy, Muscular dystrophy etc)

Ensure all needs are met, How?

- You can't hit a target you don't see...



SpLD- What you need to know.

❖ For the child with Dyslexia....

Challenges include-

- Working Memory- Encoding, Storage, Retrieval
- Decoding and comprehension
- Lack of fluency and mispronunciation.
- Extreme difficulty in identifying and segmenting phonemes in spoken words.
- The child finds it difficult to organise thoughts in order to plan a piece of writing
- Self esteem issues



Cerebral Palsy

- Cerebral palsy is a broad term used to describe conditions whereby brain trauma adversely affects a child's motor abilities (movement and posture). A child with cerebral palsy may achieve greater control over movement as they learn and practice motor skills. The condition is not hereditary or contagious. Cerebral palsy affects people in different ways – some people experience minor motor skill problems, while others may be totally physically dependent.

ADHD- What you need to know.

- **Inattention**

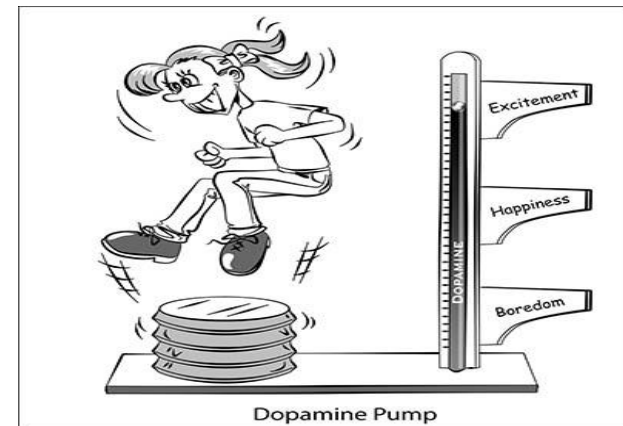
- Sustaining attention to task
- Easily distracted
- Often does not follow instruction.
- Challenges with organisational skills
- Reluctant (often avoids) tasks that require any mental effort or sustained attention.
- Often so forgetful

- ▶ **Hyperactivity**

- ▶ Fidgets often
- ▶ Can hardly stay on seat even when a lesson is going on.
- ▶ Sometimes may talk excessively
- ▶ Runs and jump around restlessly in the most inappropriate places to do so.

- **Impulsivity**

- Often cant seem to be able to take turns, interrupts into conversations.
- Blurts out the first thing in mind even before the question is asked.



Asperger- What you need to know

- **Difficulties**

- holistic thinking
- imagination
- figurative language
- flexibility
- pragmatics

**Major Challenge :-
Social skills.**

Challenges in everyday life

- ✓ interacting with others (at home, school)
- ✓ decoding subtle cues
- ✓ changes and transitions
- ✓ rigid (black and white) thinking
- ✓ being understood
- ✓ sensory issues
- ✓ Working in a team

- **Strengths**

- intellect
- verbal
- details
- rote memory
- literal interpretations
- structure and routine
- practical/logical

Communication

Emotional Behaviour

Promoting inclusion using the strategies of Differentiation



What is Inclusion?

Inclusion involves all learners having access to learning and the actions taken to ensure there is no barrier of inequality, inferiority and/or discrimination

It promotes a sense of belonging on the part of each pupil in the learning environment, where everyone is accepted despite their unique differences.



Differentiation Strategies

Lesson Content - **What do I want the children to learn?**

- ✓ Clear specific learning objectives- knowledge and skills
- ✓ Differentiated Key thinking questions
- ✓ Key vocabulary

Lesson delivery Process- How do I ensure learning happens?

- ✓ Flexible Grouping
- ✓ Differentiated support/input
- ✓ Differentiated activities



Differentiation Strategies

Assessment of Learning- How do I ascertain learning happened?

- ✓ Differentiated Learning success
- ✓ Summary of learning outcome



Finally I say

Thank you for your
time!



Reference

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M.A.T.C.H the activity to the child

- ❖ Modify the task
- ❖ Alter your expectations
- ❖ Teach strategies
- ❖ Change the environment
- ❖ Help by understanding

❖ M.A.T.C.H strategies available from CanChild
Website <http://www.canchild.ca/>