DIFFERENTIATED INSTRUCTION AND

WORKING WITH STUDENTS WITH SPECIAL NEEDS IN THE GENERAL EDUCATION CLASSROOM

Winter 2013

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**Texts:**

* Tomlinson, C.A. **Differentiation in Practice** (from Year 1 of the program)
* Lewis, R. **Teaching Students with Special Needs in General Education Classroom, 8th Edition.**
* Handouts and links provided in the study guides and in class.

**General Purposes of Workshops:** To help candidates actively seek out and develop the knowledge and skills needed to i) appropriately differentiate instruction for all students, and, ii) effectively support academic and social development of students with special needs in the general education classroom.

**Goals**

Through participating in this series of workshops, reading assigned materials, and completing assignments, candidates will be able to meet the following learning outcomes.

**Differentiating Instruction in the General Education Classroom**

1. Apply Tomlinson’s model of differentiation to the creation of lessons to support the learning of all students in the classroom.
2. Adjust and apply Tomlinson’s model to address the particular needs of students with special needs.

**Addressing Behaviors in the Classroom, including Working with Students with Challenging Behaviors**

1. Describe the impact of teachers’ attitudes toward, and expectations of, students with disabilities on the students’ behaviors, social relationships, and academic achievement.
2. Explain specific, effective classroom strategies that promote a positive classroom environment and that support students with special emotional or behavioral needs.
3. Describe the components of a positive behavioral support and intervention system and the teacher’s role.
4. Explain and apply FAIR, a classroom-based intervention system.
5. Describe methods for identifying and evaluating target behaviors to increase or decrease the behaviors.
6. Explain what positive re-enforcement and functionally equivalent replacement behaviors are and how to use them to improve students’ abilities to participate in the life of your classroom.
7. Describe the role of related service providers and/or paraprofessionals in supporting students with challenging behaviors.

**Working with Students with ASD**

1. Compare and contrast a “neurodiversity” perspective with a deficit perspective about students with ASD. Explain why perspective matters in how you work with students.
2. Identify and explain the three main categories or indicators of ASD that you might observe in students.
3. Explain your role in assessment related to students with ASD.
4. List, describe, and recommend academic, behavioral, and/or sensory adaptations, accommodations, and modifications for students with autistic spectrum disorders.
5. List, describe, and recommend social skills and communication adaptations, accommodations, and modifications for students with autistic spectrum disorders.
6. Describe the role of related service providers and/or paraprofessionals in supporting students with autistic spectrum disorders.

**Working with Students with ADHD**

1. Compare and contrast various perspectives about ADHD and the impact of these perspectives on your understanding of how you might work with these students.
2. Define the three major categories of ADHD and describe some characteristics students with each type might exhibit.
3. Explain how services for students with ADHD are determined either through IDEIA or Sec. 504 of the Rehabilitation Act
4. List, describe, and recommend adaptations, accommodations, and modifications for students with attention deficit hyperactivity disorder (behavioral and academic).
5. Describe the role of related service providers and/or paraprofessionals in supporting students with ADHD.
6. Explain the possible impacts of attention deficit hyperactivity disorder on a student’s self-image, motivation, and opportunities as an adult.

**Working with Students with Specific Learning Disabilities**

1. Describe the impacts specific learning disabilities may have on students and families.
2. List and define the three main categories of specific learning disabilities.
3. Describe teaching strategies, adaptations, accommodations, and modifications for students with specific learning disabilities.
4. Describe how differentiated instruction supports students with specific learning disabilities in the general education classroom.
5. Explain the importance of self-advocacy for students with learning disabilities.
6. Describe the role of related service providers and/or paraprofessionals in supporting students with specific learning disabilities.

**Related Standards – See List at End of Syllabus**

**Final Assessments**

1. Complete a multiple-choice/short answer test with 85% accuracy that assesses basic knowledge of the goals listed above that relate to definitions, characteristics, and general adaptations. This assessment will be given in class on March 12 (Week 10).
2. Submit a *final* lesson plan that *you* have differentiated to demonstrate your ability to apply Tomlinson’s model for i) your class as a whole, and, ii) for a student with a specified disability. For the disability area, select a student with ASD, one of the specific learning disabilities, or ADHD. A lesson created by someone else is not acceptable. *The minimum differentiations must be related to readiness*. See the assessment rubric at the end of this syllabus for guidance about expectations.

In terms of differentiation in general, be sure to use your Tomlinson text from last year, and the Tomlinson handout and PowerPoint slideshow in Moodle to guide your planning. Attach the 9-Chart in the handout to your lesson plan and indicate on the chart which differentiations you believe your plan includes.

In terms of specific adjustments for the student with special needs, identify the disability category and use your Lewis textbook and other credible sources such as links provided in the study guides to determine adaptations or adjustments. Attach a sheet to the lesson plan that includes a table of the adaptations you made for the student with special needs with the source of the adaptations and page numbers.

This final lesson plan is due in Moodle no later than 11:55 pm March 4 (Week 9).

1. Choose one of the following ways to demonstrate how you will work with students with challenging behaviors. The behavior may be related to communication skills, social skills, group work skills, transitions, aggressive behavior, or withdrawn behavior. It might be helpful to think of a student with whom you worked during student teaching. You may work alone or in a group of two or three. If you work with partners, be sure to indicate who was responsible for pieces of the project. See the assessment rubric at the end of the syllabus for guidance about expectations. This presentation is due in Moodle by 11:55 pm on March 4. You will present your project in class to a group of your peers on March 5 (Week 9).

* A five to 10 minute video
* A Prezicast (see description in Moodle)
* A “Show-Me” presentation (iPad app)
* A podcast
* Another format approved by the faculty

Your presentation must include:

1. how you assessed the context, purpose of, and nature of the behavior(s) you intend to influence
2. a description or representation of the target behavior and the associated disability diagnosis *if there is one.* For example, you might state or show that the behaviors included refusing to start an assigned task, escalating to mumbling when reminded, and culminating in a verbal outburst. IF the student has ADHD, ASD, or any other diagnosed disability, include that information.
3. a demonstration of how you will use one of the following approaches to seek to influence the target behavior(s). You might consider demonstrating 4 phases – assessment and conclusions about the behavior(s), initial implementation, results of initial implementation, next steps.
   * 1. FAIR
     2. Use of preferred and non-preferred activities combined with use of visual supports for time and schedules
     3. Use of role-playing with students to replace disruptive behaviors with more effective behaviors.
     4. Use of functionally equivalent replacement behaviors
     5. Contracts
     6. Gradual escalation of intervention (e.g. proximity, visual cueing, verbal cueing, keychain, social story, etc., or other gradual progressions)
     7. Reinforcement schedules
     8. Use of student self-monitoring
     9. Another approach cleared with the faculty

**WEEKS 1 – 3: THE DIFFERENTIATED CLASSROOM**

**Read and do before class:** Follow the Differentiation Study Guide posted in Moodle as well as notes below for each week.

**WEEK 1: JAN. 11**

**DIFFERENTIATION**

**Assignments due for Moodle and/or class:**

1. Differentiation analysis: See first bullet in Differentiation Study Guide. Post the notes in Moodle by 11:55 pm on Jan. 10 and bring a copy to class.

**Class Learning Opportunities:**

* Clarify expectations, resources, and final projects for the quarter
* Workshop: Review Tomlinson’s model of differentiation
* Workshop: Analyze differentiations from student teaching using the 9-chart
* Set up for Week 2

**WEEK 2: JAN. 16**

**DIFFERENTIATION, CONTINUED**

**Read and do before class:**

1. Review the 9-Chart in the Tomlinson document.
2. Review the types of strategies for differentiating content (targets), processes (learning opportunities), and products (assessments) in the PowerPoint in Moodle and website linked in Tomlinson document.

**Assignment due for class:** Create two charts to use to analyze the differentiations presented by alumni. You are welcome to use the 9-Chart but are free to create another visual method that works better for you. If you want to use the 9-Chart, copy the one in the Tomlinson document but delete the various examples in the cells so you will have room to make notes during the presentations. If you create your own chart, remember that the focus of analysis should be on which student characteristics were addressed and which curricular elements were adapted and how. Your charts will be picked up at the end of class so make sure they are not firmly attached to your notebook or computer ☺.

**Class Learning Opportunities:**

* Alumni workshops – Approaches to Differentiation (Joseph Boyer, Emily Coulter, Lorri deFoor, Alissa Heikkila, Alaina Hellum-Alexander)
* Whole group discussion with alumni panel

**WEEK 3: JAN. 22**

**CONCLUDE “DIFFERENTIATION” AND BEGIN “ADDRESSING BEHAVIORS IN THE CLASSROOM”**

**Read and do before class:**

1. Read chapter 9 in the Lewis text and prepare to discuss the topics listed in the Differentiation Study Guide.
2. Complete the Behaviors Study Guide through Step 1

**Assignments due for Moodle and/or class:**

1. Three stimulating questions related to technology that you would like to discuss in small groups. See Differentiation Study Guide for directions.
2. A differentiated lesson plan that you develop or that you used in student teaching to be reviewed and critiqued by peers. At a minimum, differentiations must be based on *readiness* for targets (content), learning opportunities (processes), and assessments (products). You are welcome to develop differentiations based on interest and learning profile, also, but readiness must be addressed. Bring copy to class for use in the workshop. *A revision of this lesson plan based on peer feedback, with feedback attached, is due in Moodle by 11:55 pm on Jan. 28 (Week 4). A second revision based on faculty feedback is due in Moodle as a final assessment by 11:55 pm March 4 (Week 9).*
3. Post your notes related to Step 1 of the Behaviors Study Guide in Moodle by 11:55 pm on Jan. 28 and bring a copy to class.

**Class Learning Opportunities:**

* Small Group Discussions: Technology and Differentiation
* Workshop: Peer feedback on differentiated lesson plans
* Workshop: Describing Behavior
* Workshop: What increases or decreases behaviors?
* Defining positive reinforcement.

**WEEKS 4 & 5: ADDRESSING BEHAVIORS IN THE CLASSROOM**

**WEEK 4: JAN. 29**

**BEHAVIORS, CONTINUED**

**Read and do before class:**

1. Complete the Behaviors Study Guide through Step 6

**Assignments due for Moodle:**

1. Post to Moodle by 11:55 pm on Jan. 28 either your reflection/examination of your reaction to PBIS OR an analysis of how PBIS worked at your student teaching placement
2. Post to Moodle by 11:55 pm on Jan. 28 your list of pros and cons of using PBIS as a school-wide system
3. Post chart of possible teacher responses to challenging behaviors in Moodle by 11:55 pm on Jan. 28 (see Step 4 of Behaviors Study Guide)
4. Post answers to questions posed in FAIR protocol article to Moodle by 11:55 pm on Jan. 28 (see Step 5 of Behaviors Study Guide).
5. Post visual organizer for text chapters to Moodle by 11:55 pm on Jan. 28 (see Step 6 of Behaviors Study Guide)

**Class Learning Opportunities:**

* Q & A
* Workshop: ABC, PBIS, FERBS, and FAIR

**WEEK 5: FEB. 5**

**BEHAVIORS, CONTINUED**

* Q&A
* Workshop: Gradual progression of interventions, contracts, and simulations

W**EEK 6: FEB. 12**

**AUTISM SPECTRUM DISORDERS**

**Read and do before class:**

1. Complete the ASD Study Guide.

**Assignments due for Moodle (1-4 below due by 11:55 pm on Feb. 11):**

1. How might you use these resources as a teacher? (see #1 in Study Guide)
2. How do these pieces contribute to your understanding of students with ASD? (see #2 in Study Guide)
3. Indicators notes (see INDICATOR section of Study Guide)
4. Answers to: “Based on the assessments outlined above (in Study Guide), what kinds of information will you seek from the special education teacher about your student with ASD? How might this information support your planning and instruction? Which assessments should you be prepared to participate in?
5. Notes for Classroom Teacher Roles – see chart in Study Guide. **Notes are due by 11:55 pm on Feb. 12 – after ASD class.**
6. Prioritized goals for yourself to increase your effectiveness with students with ASD (see last page of Study Guide). **Notes are due by 11:55 pm on Feb. 12 – after ASD class.**

**Class Learning Opportunities:**

* Q & A
* Review
* Application Workshop

**WEEK 7: FEB. 19**

**ADHD**

**Read and do before class:**

1. Complete the ADHD Study Guide.

**Assignments due for Moodle:** Post your completed Study Guide in Moodle by 11:55 pm on Feb. 18.

* Q&A Review
* Goldstein
* Application Workshop

**WEEK 8: FEB. 26**

**SPECIFIC LEARNING DISABILITIES**

**Read and do before class:**

1. Complete the SLD Study Guide.

**Assignments due for Moodle:** Post your completed Study Guide in Moodle by 11:55 pm on Feb. 25.

* Q&AReview
* Application Workshop

**WEEK 9: MARCH 5**

*BEHAVIOR PRESENTATIONS IN CLASS*

*(Also post to Moodle by 11:55 pm on March 4)*

*FINAL REVISION OF DIFFERENTIATED LESSON PLAN*

*(Post to Moodle by 11:55 pm on March 4)*

**WEEK 10: MARCH 12**

***IN CLASS TEST***

**RELATED STANDARDS**

A. Washington State Standard V-A - Effective Teaching: A successful teacher candidate demonstrates capacity of the knowledge and skills for effective teaching which ensure a positive impact on student learning by:

* Using multiple instructional strategies to address individual student needs
* Integrating subjects across content areas: Applying principles of differentiated instruction .
* Planning and/or adapting curricula for diverse student needs: Planning and/or adapting standards-based curricula that are personalized to the diverse needs of each student
* Creating a safe, productive learning environment: Implementing classroom/school centered instruction, including sheltered instruction that is connected to communities within the classroom and the school, and includes knowledge and skills for working with others

B. Council for Exceptional Children (2011) Teaching and Assessment <http://www.cec.sped.org/Content/NavigationMenu/ProfessionalDevelopment/ProfessionalStandards/PracticeStandards/default.htm>

Special Education Professionals: (I realize that not all of you are special education professionals, but I think it is useful for you to know the standards for special education teachers AND that you consider how these standards might apply to your work with students with special needs.)

1.1. Systematically individualize instructional variables to maximize the learning outcomes of individuals with exceptionalities

1.2. Identify and use evidence-based practices that are appropriate to their professional preparation and are most effective in meeting the individual needs of individuals with exceptionalities.

1.3. Use periodic assessments to accurately measure the learning progress of individuals with exceptionalities, and individualize instruction variables in response to assessment results.

14. Create safe, effective, and culturally responsive learning environments which contribute to fulfillment of needs, stimulation of learning, and realization of positive self-concepts.

1.5. Participate in the selection and use of effective and culturally responsive instructional materials, equipment, supplies, and other resources appropriate to their professional roles.

1.6. Use culturally and linguistically appropriate assessment procedures that  accurately measure what is intended to be measured, and do not discriminate against individuals with exceptional or culturally diverse learning needs.

1.7. Only use behavior change practices that are evidence-based, appropriate to their preparation, and which respect the culture, dignity, and basic human rights of individuals with exceptionalities.

1.8. Support the use of positive behavior supports and conform to local policies relating to the application of disciplinary methods and behavior change procedures, except when the policies require their participation in corporal punishment.

1.9. Refrain from using aversive techniques unless the target of the behavior change is vital, repeated trials of more positive and less restrictive methods have failed, and only after appropriate consultation with parents and appropriate agency officials.

1.10. Do not engage in the corporal punishment of individuals with exceptionalities

1.11. Report instances of unprofessional or unethical practice to the appropriate supervisor.

1.12. Recommend special education services necessary for an individual with an exceptional learning need to receive an appropriate education

**RUBRIC FOR DIFFERENTIATED LEARNING PLAN**

**(STUDENT READINESS IS THE REQUIRED MINIMUM FOCUS)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Differentiated Learning Plan** | **Not sufficient** | **Emerging** | **Developing** | **Skilled** |
| **1. Lesson plan demonstrates candidate’s ability to align learning target(s) (content),**  **learning opportunities (processes), and assessments (products).**  **2.Lesson plan includes learning targets, learning opportunities, and assessments BASED ON READINESS for**  **i) all class members, and,**  **ii) a student with a specified set of special needs.** | * Insufficient or no alignment among targets, learning opportunities and assessments. * The lesson plan was taken from an existing source with no adaptation. * The lesson plan does not include differentiations for class members based on readiness. * The lesson plan does not include differentiations for a student with specified special needs based on readiness. | * Some alignment is apparent (e.g., target with assessment but not with learning opportunities). * Targets based on readiness are included for class members and for student with specified special needs. * Targets for student with special needs are not clearly related to overall class targets. * Either learning opportunities or assessments based on readiness are addressed but not both. | * Targets, learning opportunities, and assessments align with each other and with specified state standards or CCSS. * Target, learning opportunity, and assessment differentiations based on readiness address class members and student with special needs. | * Targets, learning opportunities, and assessments align with each other and with specified state standards or CCSS. * Adaptations for student with special needs include academic targets, learning opportunities, and assessment and also address inclusion. * The targets for the student with special needs clearly relate to overall class targets. |
| **Lesson plan demonstrates candidate’s ability to incorporate Tomlinson’s model of differentiation.** | * Lesson plan includes no differentiations for learning targets, learning opportunities, or assessments. * Student work is not meaningful for student growth. * No use is made of student data to make decisions (i.e., no reference is made to pre-assessment info or to IEP or 504 goals). | * Some differentiation is included based on student assessment data. * Differentiations partially address the   9-chart related to student readiness.   * The lesson plan includes a set of routine repeating differentiations. * The plan shows limited flexibility in use of time, materials, space, and grouping strategies. | * The plan includes challenging, respectful, and relevant work for all students based on assessment data. * The plan involves all students in a range of thinking strategies. * The plan uses a variety of strategies based on students’ needs and learning targets. * All aspects of the 9-chart related to readiness are reflected in differentiation choices. * The plan uses time, space, and materials effectively but not always flexibly (e.g., static grouping). | * The Candidate fully applies Tomlinson’s approach to differentiation. * The plan demonstrates proactive differentiation strategies based on assessment data that offer respectful, meaningful work for all students. * The plan employs examples of differentiations across all intersections of curricular elements and student characteristics on the 9-chart. * Differentiation choices reflect flexibility—in use of time, materials and space, include flexible grouping strategies, involve student input, and focus on individual growth. |
| **The lesson plan demonstrates the candidate’s ability to incorporate into the differentiated plan Lewis’ adaptation strategies for a specific disability category and strategies from other credible sources.**  **The lesson plan includes specific strategies for a specific disability.** | * No changes are made to adapt targets, learning opportunities, or assessments for student with specified special needs. * Adaptations are inappropriate for student with the specified disability. * Adaptations don’t help the student meet specified learning targets. * Adaptations would isolate or marginalize the student. | * Adaptations are superficial and not necessarily tied to targets. * Adaptations focus on inclusion or academic content but not both. * Adaptations are general or broad for the particular type of disability. | * Changes are made to adapt targets, learning opportunities, and/or assessments; some are surface level and some more deeply help the student meet the chosen learning targets. * Adaptations help students feel valued and part of the community. * Targets focus on inclusion and content. * Adaptations are specific for the specific type of disability. | * Adaptations are fully and deeply integrated into the lesson plan; they directly align with learning targets. * Adaptations have potential to help student with specified special needs meet specified learning targets, and help all students recognize this student as a valued, included member of the classroom. * Adaptations are specific for the specific type of disability. |

**RUBRIC FOR CHALLENGING BEHAVIORS PRESENTATION**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Not met** | **Approaching** | **Met** |
| **All required components of the project are included (assessment of context, purpose of, and nature of behavior; description of target behavior and associated disability if relevant; demonstration of implementation of one of the strategies)** | Only one of components included  Or  Project unrelated to guidelines | Two components included | All components included |
| **Accuracy of selected strategy** | Demonstration of selected strategy contains significant errors | Demonstration accurately depicts what is included but steps left out | Demonstration completely and accurately represents the selected strategy |
| **Usefulness of selected strategy for the targeted behavior** | The strategy selected is not likely to affect the targeted behavior. | The selected strategy may be useful for the targeted behavior(s) but the presentation does not make the connection unambiguously clear. | The presentation clearly and accurately illustrates why the strategy has great potential for positively affecting the targeted behavior(s). |
| **Quality of presentation** | Lacks focus. Purpose may be unclear. | Purpose is clear. Information is presented in clear and informative manner.  Audience may be limited. | Information is presented in a clear and informative manner, has the potential to be useful for a range of audiences, and engages the audience.  The presentation concept and implementation are characterized by creative energy. |