



## Classical Learning for All Students

with Dr. Amy Richards

### Lecture 5: Filling Your Toolbox: Techniques for Teachers

#### Outline:

Techniques to use with different populations of students

- Remember that you are not a diagnostician. It is your job to notice patterns of behavior, but not to diagnose them.
- Observe and record what you see in various areas like behavior, ability to concentrate, specific patterns and mistakes in reading or calculation.
- We cannot rely on formal tests to tell us everything we need to know about a particular student. We need to know how that condition is playing out in the life of the particular child in front of us.

#### Three Specific Conditions

- Specific Learning Disabilities
  - Perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, or developmental aphasia
  - Specific learning disabilities are characterized by a significant difference between achievement in some areas and his or her overall intelligence.
  - Strategies
    - Pay attention to patterns of behavior.
    - See how the learning difference is affecting the child emotionally and spiritual.
    - Provide order. High structure and clear expectations are crucial.
    - Distinguish what the primary focus of an assignment is. Audiobooks can be a reasonable accommodation for a student with dyslexia.
    - Allowing for an oral exam can be a reasonable accommodation.
    - Break tasks down into smaller steps.
    - Give them more time to finish work or texts.
    - Allow for use a tape recorder or the use of classmates notes if it is a writing issue.
    - For certain assignments, don't let spelling count.
    - Stay positive.
- ADD/ADHD



- ADHD is marked by a variation in attention, not just in lack of attention. They can be hyper focused. They might need help with transitions.
- Some characteristics of ADD/ADHD that come out in the classroom:
  - Deficits in executive functioning (the ability to organize material)
  - Deficits in behavioral inhibition
  - Decreased ability to spend time on tasks
  - A slower visual processing speed
  - Not listening to directions
  - Such students often make careless mistakes.
  - ADD/ADHD can coexist with learning disabilities and depression and anxiety.
- Strategies
  - Music and Gymnastic
  - Provide executive function support. Find a planner that works for them. Give frequent reminders to write things down.
  - Give written and oral directions multiple times.
  - Structure and routine is crucial.
  - Allow them to use a fidget.
  - Have agreed upon cues to direct attention.
  - Providing a timer so the student knows how much time is left.
  - Increased test time when needed.
  - Potentially allow for use of headphones for silence or with music.
  - Many of these can be incorporated into the class in general.
- Autism Spectrum Disorder (ASD)
  - This is a spectrum from moderate high functioning autism to severe forms of autism.
  - When you know one student with autism, you know one student with autism.
  - Strategies
    - Repetition is central.
    - Provide instructions orally and in writing.
    - Know their sensory triggers more than specific learning disabilities and ADD/ADHD.
    - Allow for frequent breaks to quiet or safe zones.
    - Extended test time is a common accommodation.
    - Classical strategies like repetition and memorization can be particularly powerful.
    - Be clear about expectations. Don't rely on subtle social cues.

## Differentiation

- Many of these accommodations might just be able to be integrated into a lesson plan or class structure.



- Four Modes of Differentiations
  - Content
  - Process
  - Product
  - Affect/Environment
- Even a few short exercises that involve differentiated learning can make space for the different kinds of learners.
- We need to keep the feast that we are setting before them beautiful.