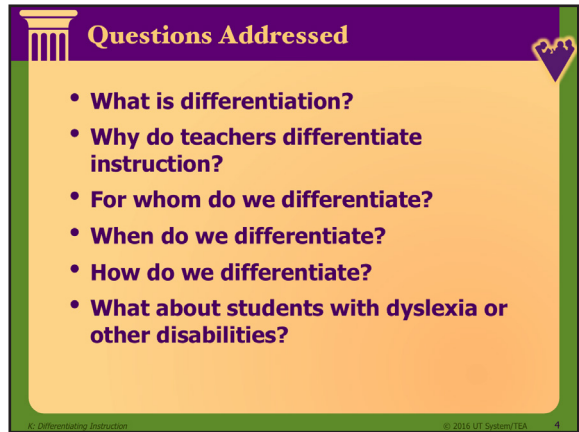




Differentiating Instruction

Participant Notes

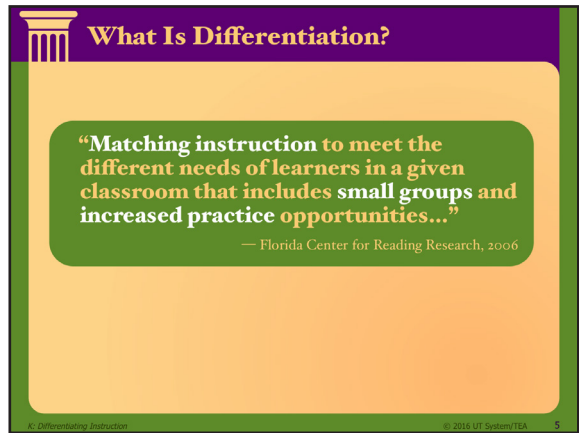




Questions Addressed

- What is differentiation?
- Why do teachers differentiate instruction?
- For whom do we differentiate?
- When do we differentiate?
- How do we differentiate?
- What about students with dyslexia or other disabilities?

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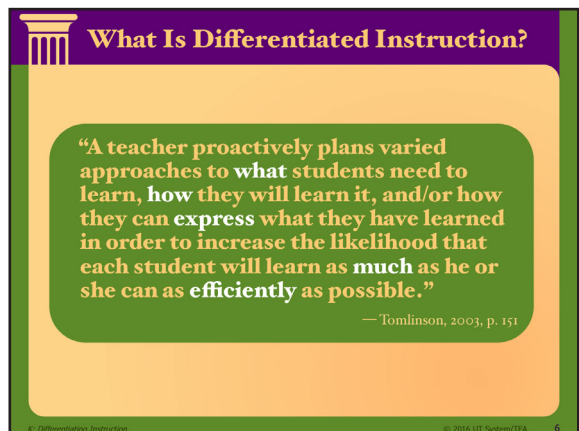


What Is Differentiation?

“Matching instruction to meet the different needs of learners in a given classroom that includes small groups and increased practice opportunities...”

— Florida Center for Reading Research, 2006

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What Is Differentiated Instruction?

“A teacher proactively plans varied approaches to what students need to learn, how they will learn it, and/or how they can express what they have learned in order to increase the likelihood that each student will learn as much as he or she can as efficiently as possible.”

— Tomlinson, 2003, p. 151

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Elements of Differentiated Instruction

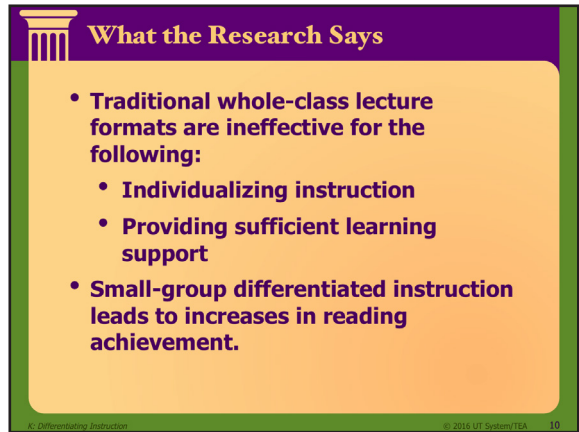
- **Content:**
What knowledge and skills students need to master
- **Process:**
How students use activities to master the content
- **Product:**
How students express their learning

Why Do We Differentiate?

- Access to learning
- Motivation, engagement, relevance
- Efficiency of learning
- Appropriate level of challenge
- Opportunity to express learning

Why Differentiate Instruction?

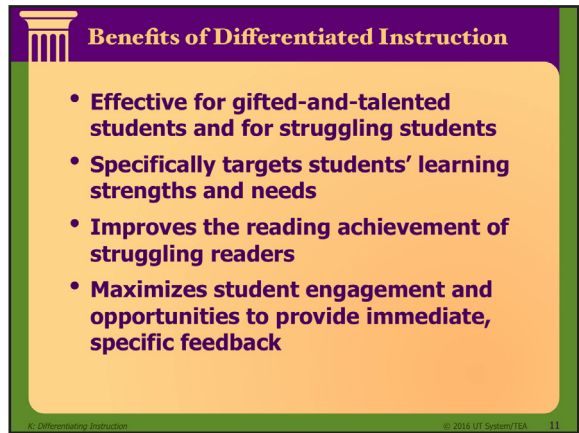
| | | | | | |
|---------------------|---------------------|----------------|----------------|----------------|----------------|
| Gifted and Talented | Gifted and Talented | Above Average | Above Average | Above Average | Above Average |
| At Grade Level | At Grade Level | At Grade Level | At Grade Level | At Grade Level | At Grade Level |
| At Grade Level | At Grade Level | At Grade Level | At Grade Level | At Grade Level | At Grade Level |
| Struggling | Struggling | Struggling | Struggling | Disabilities | Disabilities |



What the Research Says

- **Traditional whole-class lecture formats are ineffective for the following:**
 - **Individualizing instruction**
 - **Providing sufficient learning support**
- **Small-group differentiated instruction leads to increases in reading achievement.**

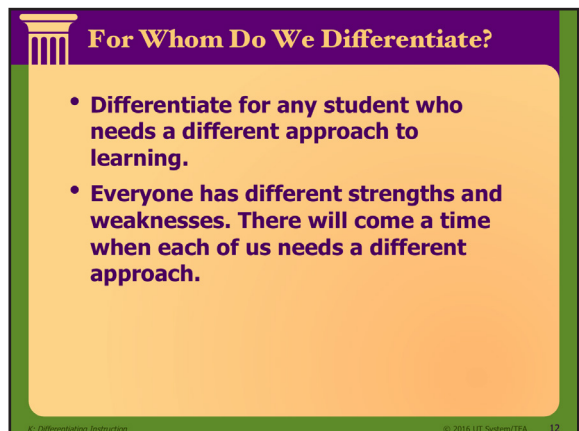
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Benefits of Differentiated Instruction

- **Effective for gifted-and-talented students and for struggling students**
- **Specifically targets students' learning strengths and needs**
- **Improves the reading achievement of struggling readers**
- **Maximizes student engagement and opportunities to provide immediate, specific feedback**

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For Whom Do We Differentiate?

- **Differentiate for any student who needs a different approach to learning.**
- **Everyone has different strengths and weaknesses. There will come a time when each of us needs a different approach.**

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Why Some Students Struggle

- **Genetically related neurological factors:**
 - **Dyslexia**
 - **Dysgraphia**
 - **Attention deficit disorder**
- **Environmental factors:**
 - **Lack of adequate instruction**
 - **Insufficient early language experiences**

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Students' Diverse Needs

- **Linguistic comprehension and vocabulary knowledge:**
 - **Extent of conceptual and factual knowledge**
 - **Use of cognitive strategies to "fix" comprehension difficulties**
 - **Reasoning and inferential skills**
- **Accurate and fluent reading skills:**
 - **Limited phonemic awareness**
 - **Lack of letter knowledge**
- **Motivation to understand and interest in reading activities**

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Effects of Early Reading Difficulties

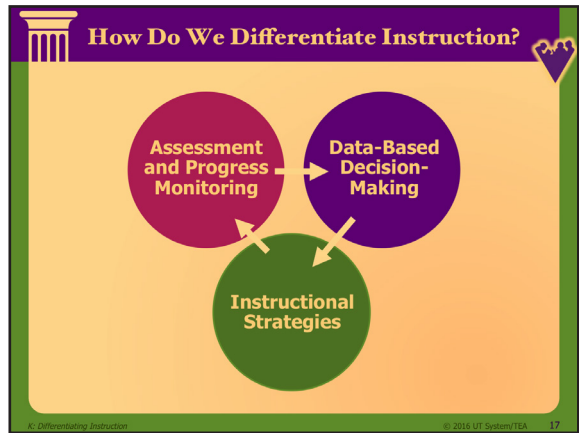
- **Students who have difficulties in the beginning stages of learning to read often fall further and further behind their peers.**
- **There is a 90 percent chance that a student who has reading problems at the end of first grade will still struggle with reading at the end of fourth grade.**

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When to Differentiate Instruction

- Intervention should begin in kindergarten and first grade.
- Kindergarten teachers can make a difference!

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Instructional Strategies

- Differentiate overall instruction by adapting one or several of the following:
 - Content
 - Activity
 - Grouping
 - Delivery
 - Materials
- How did you modify instruction in one of these areas?


Instructional Strategies

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 **Teachers Who Differentiate**


- Provide specific alternatives for individuals to learn as deeply and quickly as possible
- Assume students have different road maps for learning
- Hold students to high standards
- Group students to positively influence levels of individual student engagement and progress

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 **Teachers Who Differentiate (cont.)**

- Ensure that students do the following:
 - Work harder than they meant to
 - Achieve more than they thought they could
 - Believe that learning involves risk, error, and triumph
- Share that success stems from hard and informed work

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 **Differentiation Is a Necessity**

- For some students all of the time
- For all students at least some of the time

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Scaffolding Instruction

Adjusting instruction to meet students' specific needs

The graph illustrates the concept of scaffolding instruction. The vertical axis is labeled 'Amount of Support' and the horizontal axis is labeled 'Knowledge'. A green triangle starts at a high point on the 'Teacher' side of the 'Amount of Support' axis and tapers to a low point on the 'Independent' side. Below the horizontal axis, an arrow points from 'Introduced' to 'Learned', with the word 'Knowledge' written below the arrow.

Teacher

Amount of Support

Independent

Introduced Knowledge Learned

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What Is Dyslexia?

“Dyslexia means a disorder of constitutional origin manifested by a difficulty in learning to read, write, or spell, despite conventional instruction, adequate intelligence, and sociocultural opportunity.”

—Texas Education Agency, 2014, p. 8

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What Is Dyslexia? (cont.)

“Dyslexia is a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.”

—Lyon, Shaywitz, & Shaywitz, 2003, p. 2

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Dyslexia Facts

| IS | IS NOT |
|---|--|
| <ul style="list-style-type: none">• A collection of language-based difficulties• A neurological difference• At all intellectual and socioeconomic levels• Extant, despite good instruction• Found to affect other areas, such as writing, math, sequential skills, and emotions | <ul style="list-style-type: none">• Seeing letters backward• Due to lack of motivation• Caused by laziness• Identified only in third grade or later• Limited to English speakers• Untreatable |

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Identify Dyslexia Early!

By the middle of kindergarten, if not earlier

“It is important that the school district NOT delay identification and intervention processes until second or third grade...”

—Texas Education Agency, 2014, p. 13

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Common Risk Factors

- **At your table, read aloud the common risk factors associated with dyslexia on pages 9 and 10 of *The Dyslexia Handbook*:**
 - **Volunteer one: Read preschool.**
 - **Volunteer two: Read kindergarten and first grade.**
- **Think of your most challenging student.**
- **Does your student have any of these characteristics?**

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Highest-Impact Practices

- Provide explicit and systematic instruction.
- Provide more time and practice opportunities.
- Target knowledge and skills that have the highest impact on learning to read.
- Provide instruction in small, same-ability groups.
- Maximize students' engagement and participation.

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Instruction for Students With Dyslexia

- Each school must provide an identified student an instructional program.
- The essential components of reading must be addressed.
- The intervention must include the following:
 - Multisensory instruction
 - Systematic, cumulative, explicit instruction
 - Synthetic and analytic instruction

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Differentiating Instruction Strategies

Find and read Handout 2: Differentiating Instruction Strategies.

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Differentiated Instruction Facts

| DOES | DOES NOT |
|---|--|
| <ul style="list-style-type: none">Adapt curriculum and instruction to meet the needs of each studentProvide a variety of ways to explore content and receive informationProvide varied strategies to make meaning of ideas and informationProvide multiple opportunities to demonstrate learningPlan specific and adaptive content, processes, and products | <ul style="list-style-type: none">Use a "one-size-fits-all" curriculum and instruction modelMake all tasks the same"Get through" or "cover" the required materials and informationGive students extra problems or assignments as they finish their workGrade students "harder" or "easier" than others |

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Examples and Nonexamples of Differentiated Instruction

| Examples | Nonexamples |
|--|--|
| <ul style="list-style-type: none">Using assessment data to plan instructionTeaching targeted small groupsUsing flexible grouping patternsMatching text level to student abilityTailoring independent projects to student ability | <ul style="list-style-type: none">Using only whole-group instructionUsing small groups that never changeUsing the same reading text with all studentsUsing the same independent seatwork assignments for the entire class |

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The Importance of Reading

“Reading is the fundamental skill upon which all formal education depends. Research now shows that a child who doesn’t learn the reading basics early is unlikely to learn them at all. Any child who doesn’t learn to read early and well will not easily master other skills and knowledge and is unlikely to ever flourish in school or in life.”

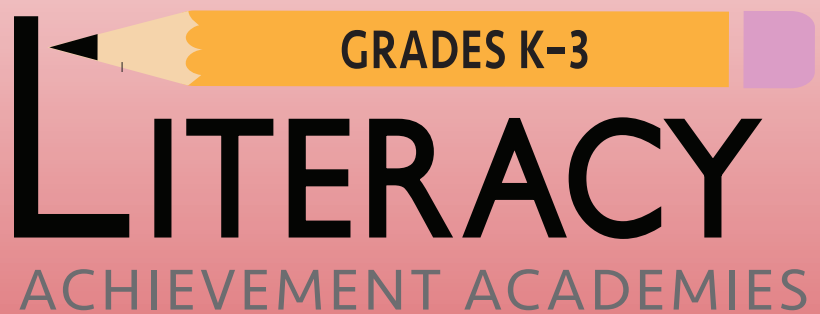
— Moats, 1999, p. 5

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Differentiating Instruction

Handouts



KINDERGARTEN

Instruction for Students With Dyslexia

“Although dyslexia affects individuals over the life span . . . , reading skills can be increased with the right early intervention and prevention programs.”

—Birsh, 2011

TEC §38.003(b) states, “In accordance with the program approved by the State Board of Education, the board of trustees of each school district shall provide for the treatment of any student determined to have dyslexia or a related disorder.”

www.statutes.legis.state.tx.us/Docs/ED/htm/ED.38.htm#38.003

Effective literacy instruction is essential for all students and is especially critical for students identified with dyslexia. High-quality core classroom reading instruction can give students identified with dyslexia a foundation upon which intervention instruction can have a more significant impact. Specialized instruction for students with dyslexia is discussed in this chapter.

Each school must provide an identified student access at his/her campus to an instructional program that meets the requirements in 19 TAC §74.28(c) and to the services of a teacher trained in dyslexia and related disorders. While the components of instruction for students with dyslexia include good teaching principles for all teachers, the explicitness and intensity of the instruction, fidelity to program descriptors, grouping formats, and training and skill of the teachers are wholly different from core classroom instruction.

Specialized Dyslexia Intervention

For the student who has not benefited from the research-based core reading instruction, the components of instruction will include additional specialized instruction as appropriate for the reading needs of the student with dyslexia. It is important to remember that while intervention is most preventative when provided in kindergarten and first grade, older children with reading disabilities will also benefit from focused and intensive remedial instruction.

Instructional decisions for a student with dyslexia must be made by a committee (§504 or ARD) that is knowledgeable about the instructional components and approaches for students with dyslexia. In accordance with 19 TAC §74.28(c), districts shall purchase or develop a reading program for students with dyslexia and related disorders that incorporates **all** the components of instruction and instructional approaches in the following sections.

Critical, Evidence-Based Components of Dyslexia Instruction

- **Phonological awareness**—“Phonological awareness is the understanding of the internal sound structure of words. A phoneme is the smallest unit of sound in a given language that can be recognized as being distinct from other sounds. An important aspect of phonological awareness is the ability to segment spoken words into their component phonemes” (Birsh, 2011, p. 19).
- **Sound-symbol association**—Sound-symbol association is the knowledge of the various speech sounds in any language to the corresponding letter or letter combinations that represent those speech sounds. The mastery of sound-symbol association (alphabetic principle) is the foundation for the ability to read (decode) and spell (encode) (Birsh, 2011, p. 19). “Explicit phonics refers to

an organized program in which these sound symbol correspondences are taught systematically” (Berninger & Wolf, 2009, p. 53).

- **Syllabication**—“A syllable is a unit of oral or written language with one vowel sound. The six basic types of syllables in the English language include the following: closed, open, vowel-consonant-e, r-controlled, vowel pair (or vowel team), and consonant-le (or final stable syllable). Rules for dividing syllables must be directly taught in relation to the word structure” (Birsh, 2011, p. 19).
- **Orthography**—Orthography is the written spelling patterns and rules in a given language. Students must be taught the regularity and irregularity of the orthographic patterns of a language in an explicit and systematic manner. The instruction should be integrated with phonology and sound-symbol knowledge.
- **Morphology**—“Morphology is the study of how a base word, prefix, root, suffix (morphemes) combine to form words. A morpheme is the smallest unit of meaning in a given language” (Birsh, 2011, p. 19).
- **Syntax**—“Syntax is the sequence and function of words in a sentence in order to convey meaning. This includes grammar and sentence variation and affects choices regarding mechanics of a given language” (Birsh, 2011, p. 19).
- **Reading comprehension**—Reading comprehension is the process of extracting and constructing meaning through the interaction of the reader with the text to be comprehended and the specific purpose for reading. The reader’s skill in reading comprehension depends upon the development of accurate and fluent word recognition, oral language development (especially vocabulary and listening comprehension), background knowledge, use of appropriate strategies to enhance comprehension and repair it if it breaks down, and the reader’s interest in what he or she is reading and motivation to comprehend its meaning (Birsh, 2011, pp. 9 and 368; Snow, 2002).
- **Reading fluency**—“Reading fluency is the ability to read text with sufficient speed and accuracy to support comprehension”(Moats & Dakin, 2008, p. 52). Teachers can help promote fluency with several interventions that have proven successful in helping students with fluency (e.g., repeated readings, word lists, and choral reading of passages) (Henry, 2010, p. 104).

In addition, other areas of language processing skills, such as written expression, which require integration of skills, are often a struggle for students with dyslexia. Moats and Dakin (2008) posit the following:

The ability to compose and transcribe conventional English with accuracy, fluency, and clarity of expression is known as basic writing skills. Writing is dependent on many language skills and processes and is often even more problematic for children than reading. Writing is a language discipline with many component skills that must be directly taught. Because writing demands using different skills at the same time, such as generating language, spelling, handwriting, and using capitalization and punctuation, it puts a significant demand on working memory and attention. Thus, a student may demonstrate mastery of these individual skills, but when asked to integrate them all at once, mastery of an individual skill, such as handwriting, often deteriorates. To write on demand, a student has to have mastered, to the point of being automatic, each skill involved (p. 55).

Both the teacher of dyslexia and the regular classroom teacher should provide multiple opportunities to support intervention and to strengthen these skills; therefore, responsibility for teaching reading and

writing must be shared by classroom teachers, reading specialists, interventionists, and teachers of dyslexia programs.

Delivery of Dyslexia Instruction

While it is necessary that students are provided instruction in the above content, it is also critical that the way in which the content is delivered be consistent with research-based practices. Principles of effective intervention for students with dyslexia include **all** of the following:

- **Simultaneous, multisensory (VAKT)**—“Multisensory instruction utilizes all learning pathways in the brain (visual, auditory, kinesthetic-tactile) simultaneously in order to enhance memory and learning” (Birsh, 2011, p. 19). “Children are actively engaged in learning language concepts and other information, often by using their hands, arms, mouths, eyes, and whole bodies while learning” (Moats & Dakin, 2008, p. 58).
- **Systematic and cumulative**—“Systematic and cumulative instruction requires the organization of material follow order of the language. The sequence must begin with the easiest concepts and progress methodically to more difficult concepts. Each step must also be based on elements previously learned. Concepts taught must be systematically reviewed to strengthen memory” (Birsh, 2011, p. 19).
- **Explicit instruction**—“Explicit instruction is explained and demonstrated by the teacher one language and print concept at a time, rather than left to discovery through incidental encounters with information. Poor readers do not learn that print represents speech simply from exposure to books or print” (Moats & Dakin, 2008, p. 58). Explicit Instruction is “an approach that involves direct instruction: The teacher demonstrates the task and provides guided practice with immediate corrective feedback before the student attempts the task independently” (Mather & Wendling, 2012, p. 326).
- **Diagnostic teaching to automaticity**—“Diagnostic teaching is knowledge of prescriptive instruction that will meet individual student needs of language and print concepts. The teaching plan is based on continual assessment of the student’s retention and application of skills” (Birsh, 2011, p. 19.). “This teacher knowledge is essential for guiding the content and emphasis of instruction for the individual student” (Moats & Dakin, 2008, p. 58). “When a reading skill becomes automatic (direct access without conscious awareness), it is performed quickly in an efficient manner” (Berninger & Wolf, 2009, p. 70).
- **Synthetic instruction**—“Synthetic instruction presents the parts of any alphabetic language (morphemes) to teach how the word parts work together to form a whole (e.g., base word, derivative)” (Birsh, 2011, p. 19).
- **Analytic instruction**—“Analytic instruction presents the whole (e.g., base word, derivative) and teaches how the whole word can be broken into its component parts (e.g., base word, prefix, root, and suffix)” (Birsh, 2011, p. 19).

Sources for Critical, Evidence-Based Components and Delivery of Dyslexia Instruction

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Differentiating Instruction Strategies

For Gifted-and-Talented Students

- Determine each student's instructional and independent reading levels.
- Use a variety of assessments to monitor students' progress.
- Use curriculum compacting, advanced content, pacing, and above-grade-level materials.
- Focus on greater depth and complexity.
- Incorporate spatial, analytical, and abstract thinking.
- Encourage complex, high-level comprehension and advanced interpretation.
- Encourage advanced levels of vocabulary and word study.
- Promote research using technology to generate original investigations and advanced products.
- Provide opportunities to read authentic text and a variety of genres.
- Allow students to pursue interests through reading.
- Provide examples of superior work to challenge students.

For Struggling Students

- Conduct initial assessment to determine students' level of proficiency.
- Monitor systematically students' progress to inform instruction and meet students' needs.
- Provide explicit instruction.
- Provide intensive instruction (more instructional time that maximizes student engagement).
- Teach in small groups based on similar instructional needs.
- Use materials at the appropriate level for all students.
- Provide scaffolded or supportive instruction (emotionally and cognitively).
- Provide many opportunities to practice and apply what is being learned.
- Create a collaborative system among school personnel, students, and parents.

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