SPECIAL EDUCATION
SUPPORT SERVICE

*building on ability*

# Differentiating for Exceptionally Able Students

## in

## Post-Primary School Classrooms

SPECIAL EDUCATION
SUPPORT SERVICE

# Special Education Support Service – Models of Provision

- Funding for courses via Supports Scheme
- SESS-designed seminars, conferences and courses
- School visits
- Funding for accredited courses
- Telephone and e-mail support
- On-line learning
- In-school professional development
- Group professional development initiatives
- Individual professional development
- Online lending library
- Online resources

# Special Education Support Service

**Aims:**

- To enhance the quality of teaching and learning with particular reference to the education of children with special needs

- To design and deliver a range of professional development initiatives and supports for school personnel

- To consolidate and co-ordinate existing professional development and support

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# SESS Website

# Expected Outcomes

Participants will have :

- an understanding of individual differences in learning

- knowledge of a range of differentiated teaching strategies

# Individual Differences in Learners

- Cognitive ability
- Intelligences/exceptional ability/talent
- Prior knowledge or expertise
- Learning rate
- Learning style preference, strengths and interests
- Motivation, attitude and effort

(Burns et al. (2002) From compliance to commitment: Technology as a catalyst for communities of learning. *Phi Delta Kappan, 84(4),* 295-302.
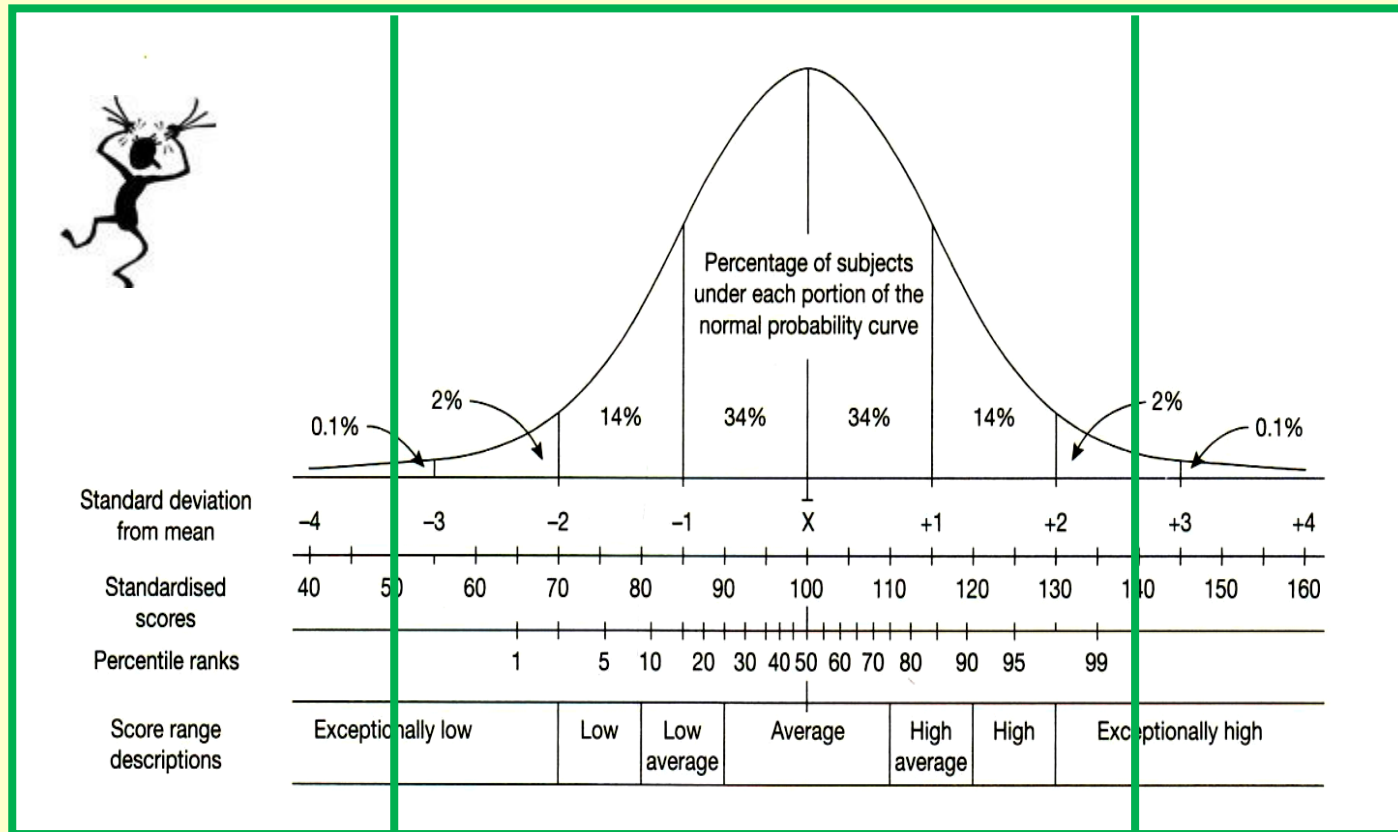
| <20 | 20-35 | 36-50 | 51-70 | 71-80 | 81-90 | 91-110 | 111-115 | 116-120 | 121-130 | 131-140 | 140+ |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Profound General Learning Difficulty | Severe General Learning Difficulty | Moderate General Learning Difficulty | Mild General Learning Difficulty (MGLD) | Border-line MGLD | Low Average | Average | High Average | Above Average | Very Able | Except-ionally Able | Superior |

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# Dual Exceptionality (DE)

**High ability, with disability that affects some aspects of learning, for example:**

Dyslexia, DCD, ADD, Asperger's Syndrome, Hearing and Visual Impairment

- Disability may mask Ability

  -  Dyslexia masking reasoning

- Ability may mask Disability

  - Asperger's Syndrome

# Risk of Under-identification

- Where there are specific learning disabilities

- Where there are sensory or physical impairments

- From disadvantaged and marginalised background

- Where English is not the first language

- Where students do not fit stereotypical profiles of 'exceptionally able'

| STUDENTS COMING IN FROM PRIMARY SCHOOL | | | | | | |
|---|---|---|---|---|---|---|
| Profess. Reports | Teacher Obs. | Standard. Testing | Informal Tests | Self Report | Peer Report | Parent Report |

Incoming Cognitive Testing

Incoming Attainment Testing

**Collation**

Identification and Allocation

On-going Assessment, Identification and Provision

| AfL | Self & Peer Assess. | Aof L Formal & Informal Testing | Tracking | Teacher Obs. | Interview & Discussion | Portfolio & Work Assess. | Parent Assess & Report |
|---|---|---|---|---|---|---|---|

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Genius

Talented

Gifted

Intelligent

Prodigy

Superior

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# Multiple Intelligences

Bodily kinaesthetic intelligence

Visual spatial intelligence

Logical mathematical intelligence

Musical intelligence

**Multiple intelligence**

Intrapersonal intelligence

Linguistic intelligence

Naturalistic intelligence

Interpersonal intelligence
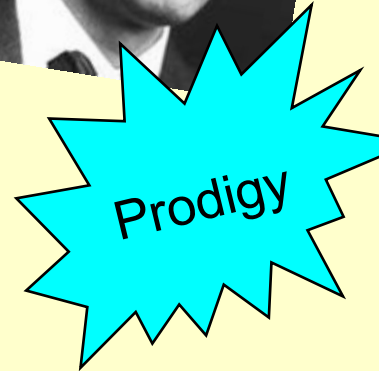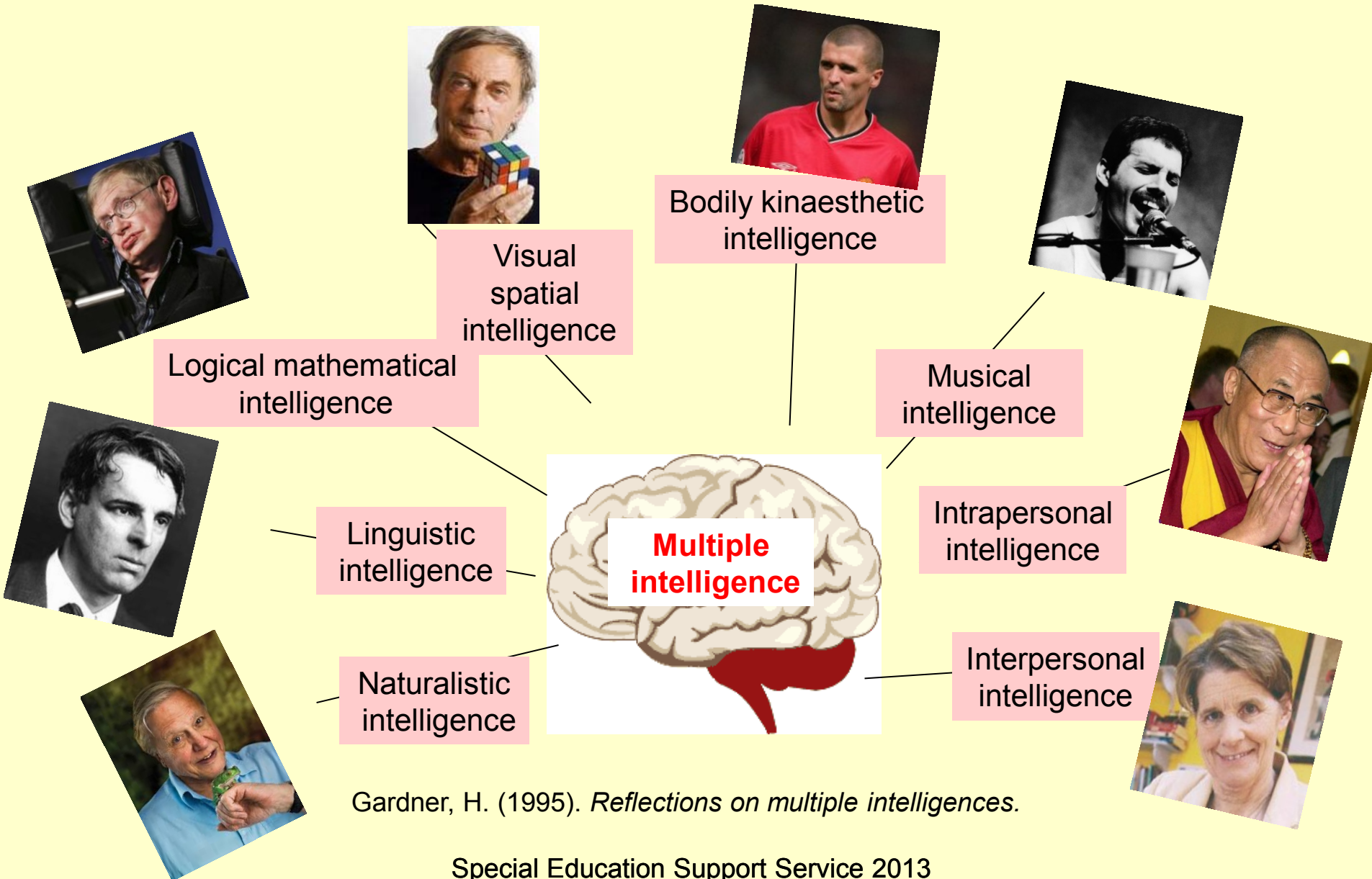
Gardner, H. (1995). *Reflections on multiple intelligences.*

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# Difference in Expertise Evident in Assessment Data



Spread of Reading Ages in One First-Year Cohort

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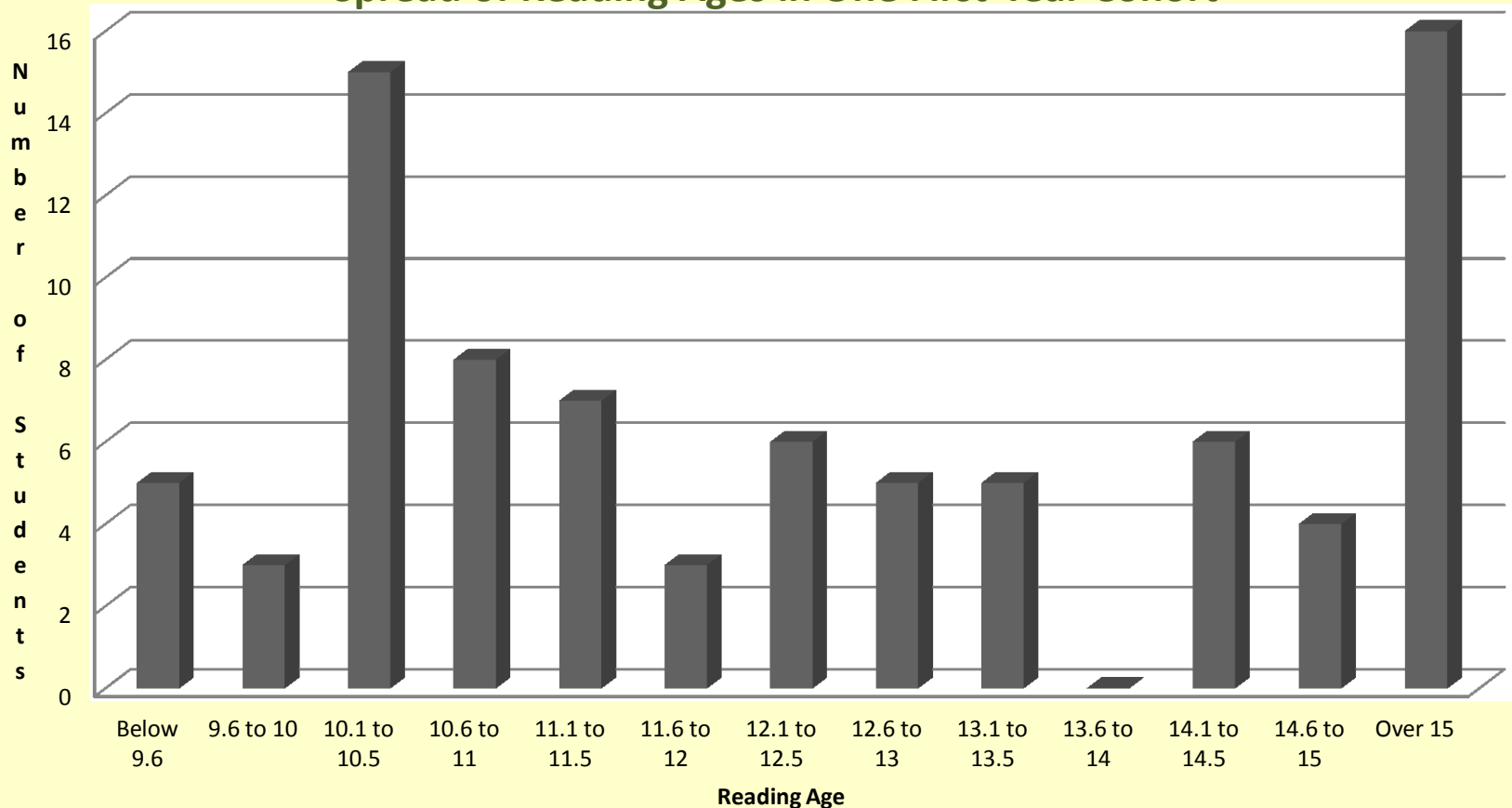
# Learning **Styles**

**Visual learners**

- **Prefer to see rather than be told**
- **Quick to spot details**
- **Enjoy doodling, drawing and writing**
- **Can visualise what they are told**
- **Can quickly forget auditory information**

**Auditory learners**

- **Follow verbal instructions quickly and easily**
- **Rely on memory rather than notes**
- **Oral skills are better than written**
- **Enjoy talking and explaining**

**Kinaesthetic learners**

- **Enjoy practical 'hands on' activities**
- **Need to be active and can appear unsettled**
- **Prefer to try out rather than read the instructions**

# Motivation, Attitude and Effort:
## Self-Esteem

**Self Concept**

**Self – confidence, self – esteem and feelings of self-efficacy**

**Ideal Self**
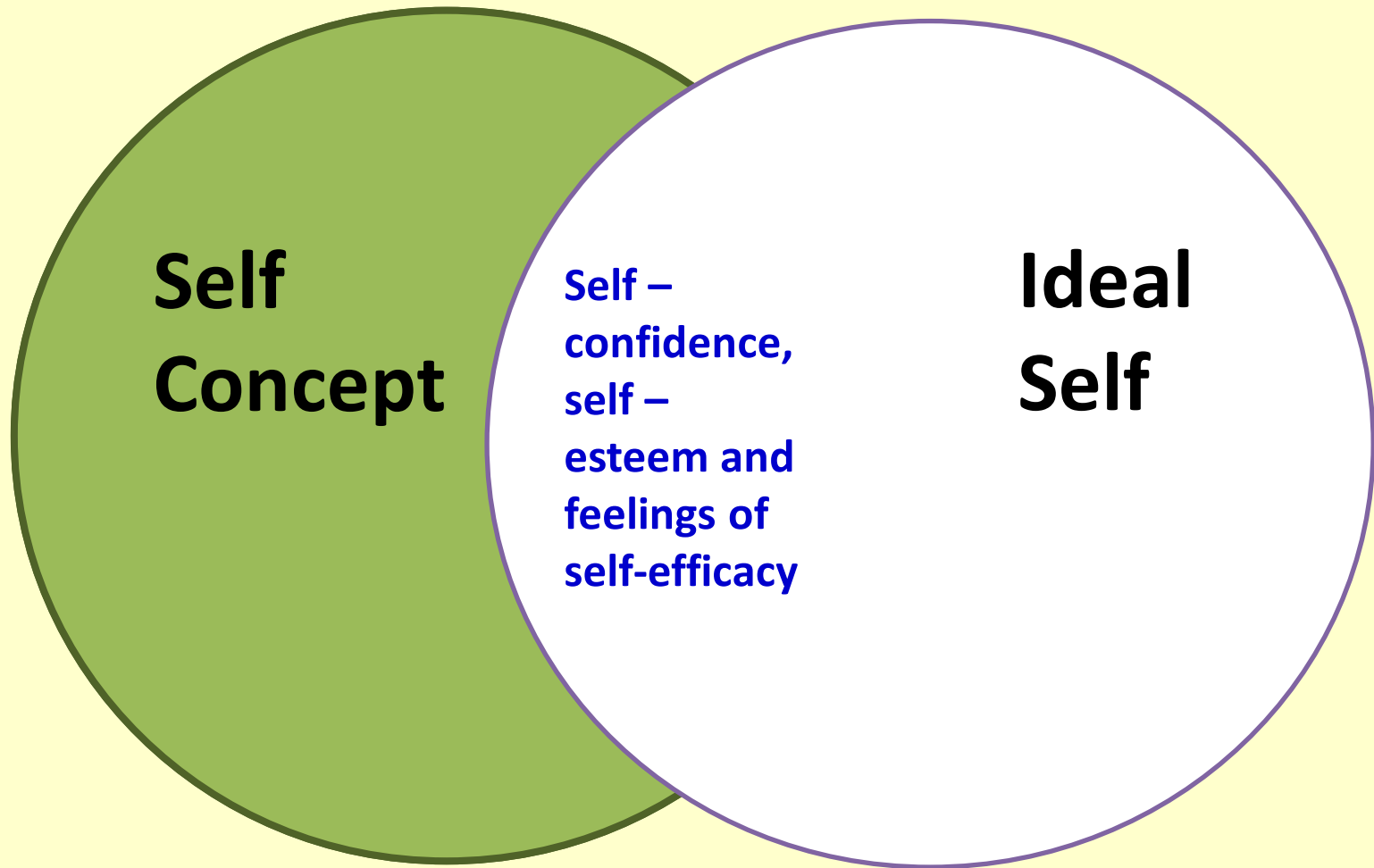
# Motivation, Attitude and Effort: Self-Criticism

What students cannot do may be more emphasised than their abilities.

**Self-Concept** → Lack of self-efficacy/self-esteem; loss of self-confidence ← **Ideal Self**
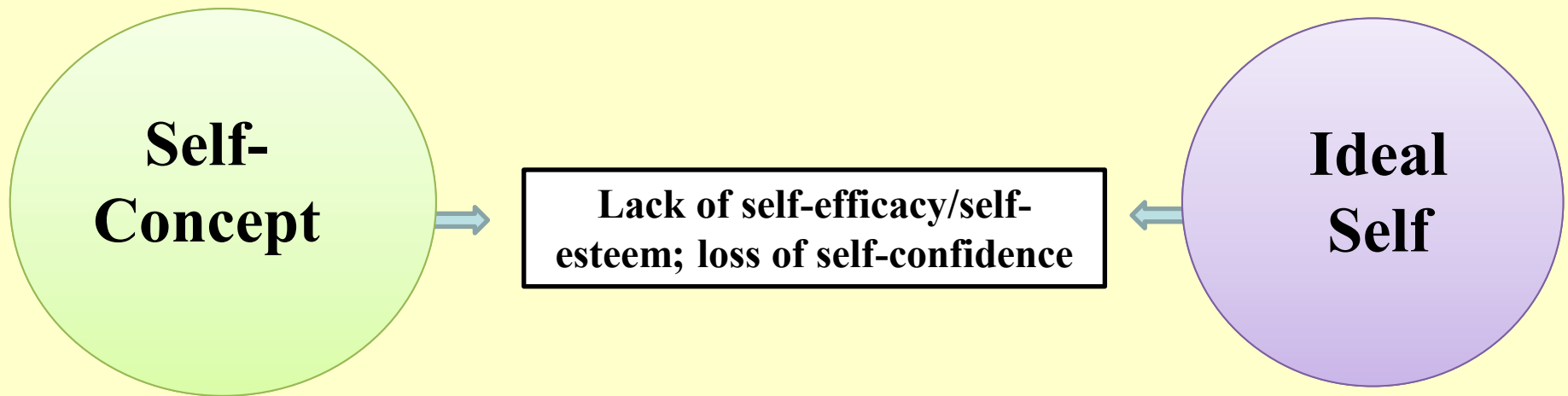
# Differentiation in the Classroom

Based on the premise that students learn:
- ▶ at different levels
  - ▶ levels of ability/thinking
- ▶ in different ways
  - ▶ learning styles
- ▶ at different rates
  - ▶ pace of work
- ▶ motivated by different interests
  - ▶ personal interests/intelligences
- ▶ with different skill levels
  - ▶ particularly in areas such as reading and writing

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# ZONE OF PROXIMAL LEARNING:
## Focused Teaching

**L E V E L   Of   C H A L L E N G E**

Tasks beyond ability, even with assistance
(Anxiety)

Zone of Proximal Development
What the learner can do with assistance

Current Ability Level
(Boredom)

**Level of COMPETENCE**

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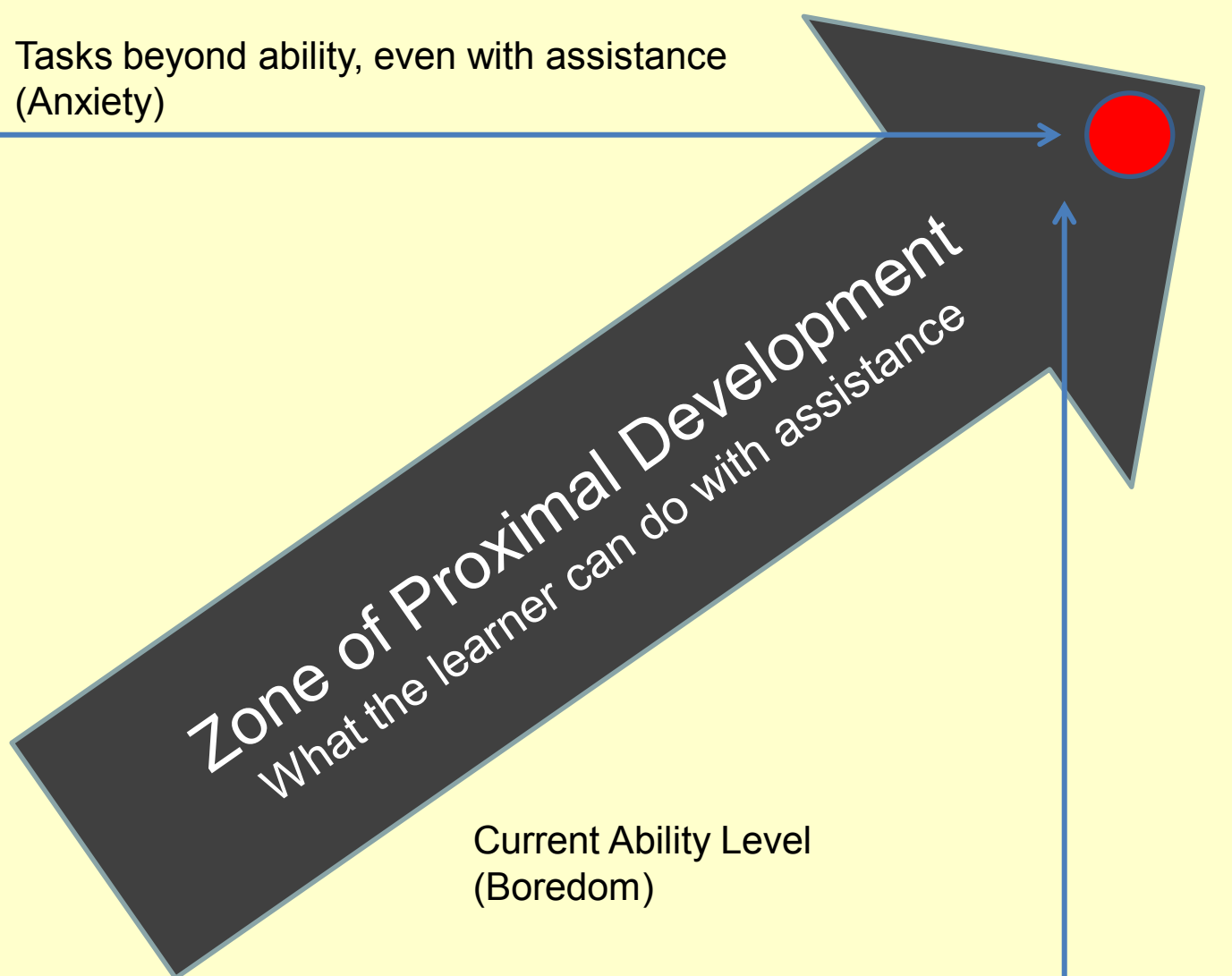
# Some Forms of Differentiation

➢ **By task** – drawing on higher order thinking skills; broader or deeper knowledge of subject area; more developed literacy skills…

➢ **By resources** –text-to-speech software; internet resources; using less accessible texts such as journals; art; music, drama…

➢ **By response/product** – allowing choice of product according to learning style, interests and/or intelligence, or in order to assist development of  skills set…

➢ **By support/scaffolding** – especially important in developing research skills; metacognitive skills and to support dual-exceptional students

# Some Forms of Differentiation: 2

➢ **By questioning** – 'no hands up', 'wait time'; HOT questions…

➢ **By dialogue** – enabling social construction of learning through dialogue in groups…

➢ **By pace/level** – pre-testing students and accelerating through subject (compacting); allowing students to work at own pace through material…

➢ **By choice/interest** –encouraging individual approaches to subject material based on interest; allowing choice of tasks and outcomes…

# Differentiation:
# Key Concepts and Terminology

**Differentiation / Challenge Through**

**Higher Order Thinking**
Analysing
Evaluating
Creating

**Extension**
Breadth /
Complexity
Depth
Acceleration

**Enrichment**
Relevant to
Curriculum
&  Continuum
of  Support

**Classroom Strategies – Differentiation by:**
Task, Outcome, Resource, Support, Pace,  Dialogue…

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# Thinking in the Classroom:
## Using Bloom's Taxonomy to Differentiate



**Higher Order Thinking Skills**

- Creating
- Evaluating
- Analysing
- Applying
- Understanding
- Remembering

**Lower Order Thinking Skills**

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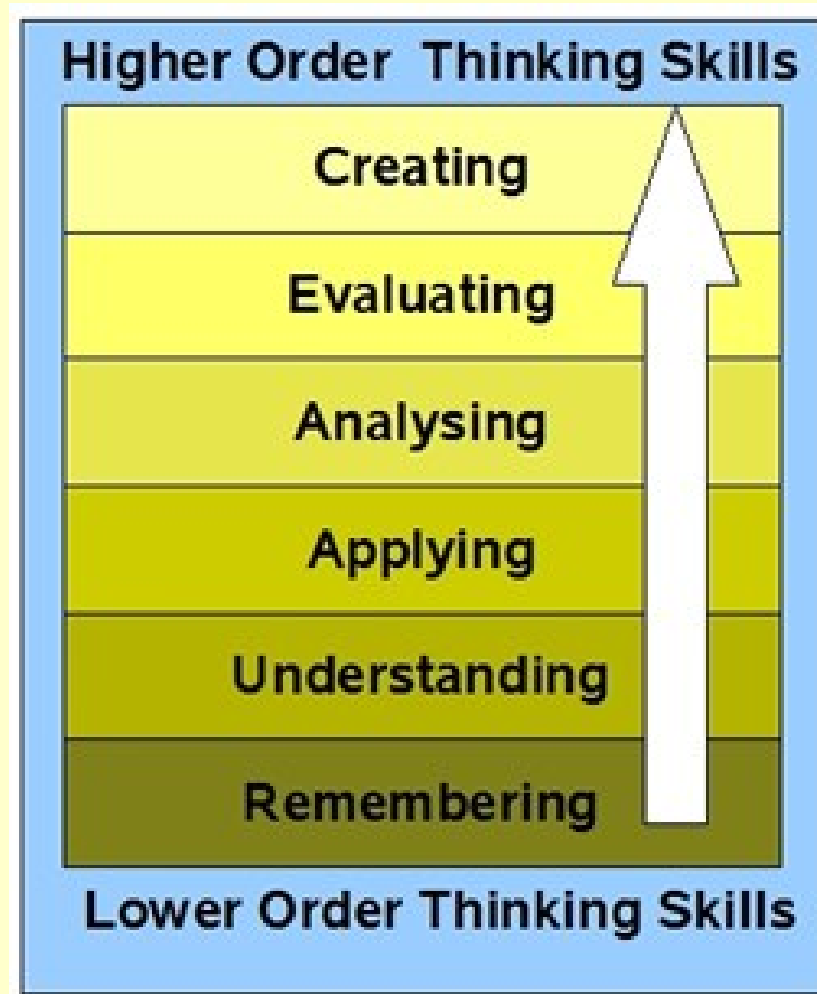
**Creating**
Putting elements together to generate new or alternative ideas, products, or ways of viewing or doing things

**Evaluating**
Justifying a decision or course of action
Checking, hypothesising, critiquing, experimenting, judging

**Analysing**
Breaking information into parts to explore understandings and relationships
Comparing, organising, deconstructing, interrogating, finding

**Applying**
Using information in another familiar situation
Implementing, carrying out, using, executing

**Understanding**
Explaining ideas or concepts
Interpreting, summarising, paraphrasing, classifying, explaining

**Remembering**
Recalling information
Recognising, listing, describing, retrieving, naming, finding

Bloom's Revised Taxonomy

# Differentiating by Task

- ## Must
  - Basing questions/tasks on the lower order thinking skills: remembering and understanding

- ## Should
  - Basing questions/tasks on the applying and analysing levels of thinking

- ## Could
  - Basing questions/tasks on evaluation or synthesis

# Differentiation -'HOT'
## English Curriculum – Poetry: *The Fish* by Elizabeth Bishop

**Bloom's Revised Taxonomy**

| | |
|---|---|
| **Create** | • **Based closely on the theme/s of the poem, write a conversation that might have taken place between Bishop and a companion in the evening after the event.** |
| **Evaluate** | • **What effect was the poet trying to achieve with her use of images such as *stained wallpaper, scratched isinglass* and *tarnished tinfoil*? Do you think that she was successful?** |
| **Analyse** | • **Compare this poem with *The Filling Station*.  Identify and describe three similarities between the two poems.** |
| **Apply** | • **Identify four similes that Bishop uses in this poem. Why does she use them?** |
| **Understand** | • **What do you think this poem is about?**<br>• **In your own words describe the events described in the poem.** |
| **Remember** | • **List five details that Elizabeth Bishop gives in describing the fish**<br>• **Where do the events described in this poem take place?** |

# Differentiation – 'HOT'

## Geography: Studying Volcanoes

**Bloom's Revised Taxonomy**

| | |
|---|---|
| **Create** | • Make a news –sheet that might have been produced in Rome the day after the eruption of Mt. Vesuvius in 79 A.D. Include at least one eye-witness report. |
| **Evaluate** | ▪ Choose one well-known volcano and assess to what extent it has, down through the years, affected the lives of the people living nearby. Would you say that the effects were/are, on balance, more harmful than beneficial? |
| **Analyse** | • Read a story/watch a film about a volcanic eruption and write a critical review of it. Include an analysis of the scientific accuracy of the eruption and its effects. |
| **Apply** | • Make a word-search which includes twenty keywords relating to volcanoes. Make pictorial clues. |
| **Understand** | ▪ What causes a volcano to erupt?<br>▪ What effects can volcanoes have? |
| **Remember** | • Draw and label a diagram of a volcano.<br>• List four different types of volcano. |

# Bloom's Taxonomy applied to understanding the Pythagoras Theorem

**Bloom's Revised Taxonomy** ↑

| Create | • Describe how you would teach a younger sibling the concept and use of the Pythagorean Theorem. Communicate your understanding through exploratory examples and sample problems. |
|---|---|
| Evaluate | • How could you effectively assess someone's understanding of the Pythagorean Theorem?<br>• Persuade me of the usefulness of the Pythagorean Theorem in a career area of interest to you. |
| Analyse | • If the hypotenuse of a right triangle measures 169 cm, what are the possible whole number lengths of the other two legs? |
| Apply | • If I need to reach a window 12 ft. off the ground and I only have 5 ft. of room from the base of the wall, at most how long does my ladder need to be? |
| Understand | • Explain how you would use the Pythagorean Theorem to find the height of an equilateral triangle of side 6 cm. |
| Remember | • State the Pythagorean Theorem<br>• True/False: The Pythagorean Theorem only works for right triangles |

# Methods of Differentiation: Compacting

- Renzulli and Reis (1992) found that at elementary level, 40% to 50% of the curriculum could be eliminated for the top 10% to 15% of students

- While it has been shown by research to be very effective, compacting should not be over-used as intense work may stress students

# Using the **Enrichment** Triad Model



Renzulli and Reis*: Enriching curriculum for all students* (2008): p.19
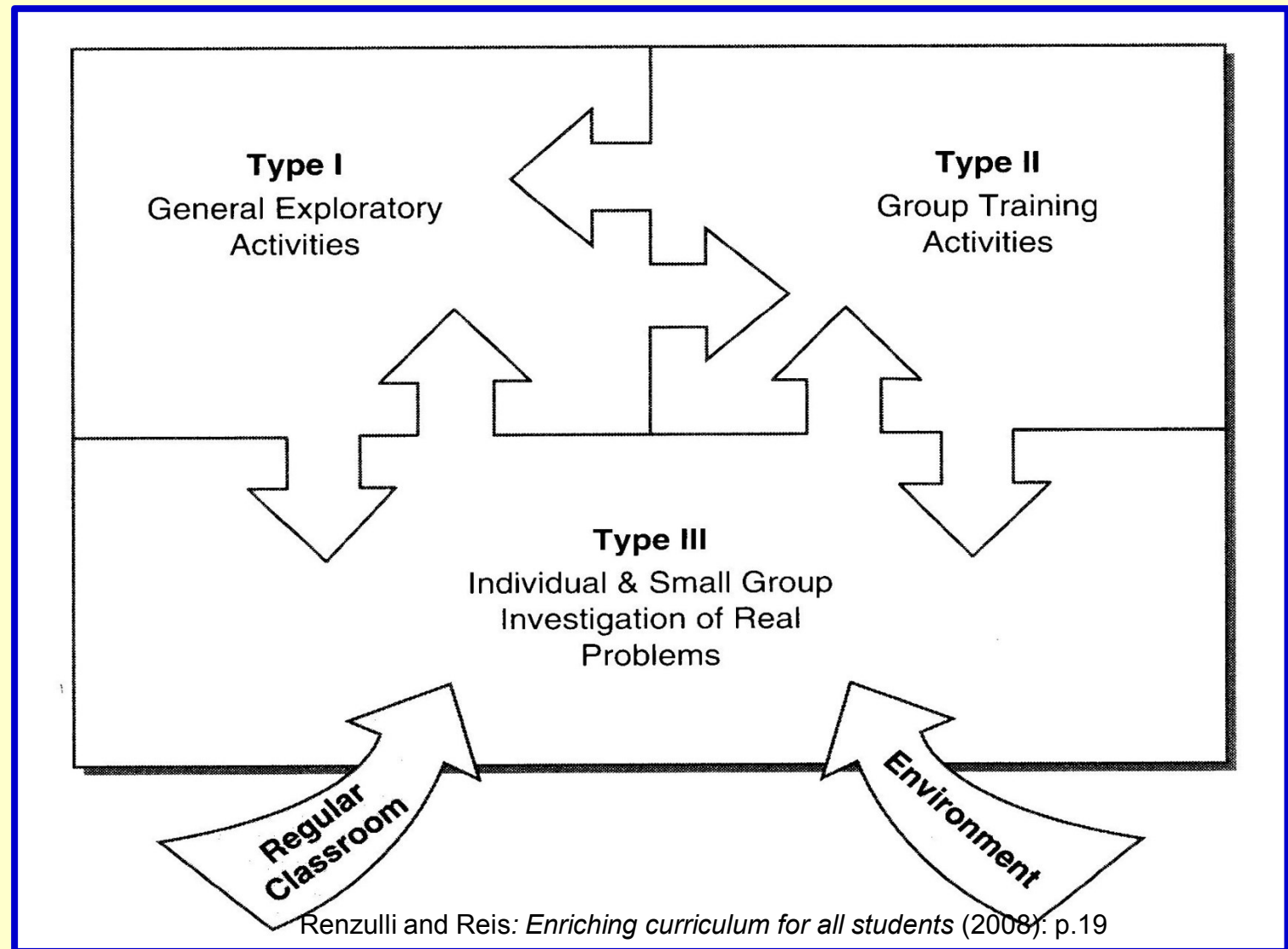
# Finding the Learning Zone

Phase 1: <u>Introduce and pre-test new topic</u> :

- Survey topic briefly
    - Activate prior knowledge
- Use hooks to draw students into the topic
    - Link to other areas of curriculum, to students' lives, to the world
- Compact – as appropriate
    - let all students test knowledge using a 'must, should could' order of questioning or ask students who feel they know the material well enough to do the post-test before you teach the module
- Anyone who gets over 80% does extension/enrichment work on the same area of the curriculum

Based on Renzulli and Reis: *Enriching Curriculum* (2008) Ch.2

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# Developing the Skills

➢ Phase II:  developing the skills necessary for enrichment/extension work –

- General training: cognitive strategies; metacognitive skills; problem-solving;  research skills including critical use of reference materials and electronic sources; written, oral and visual communication skills; interpersonal skills/teamwork

- Specific training: skills needed for extension in a particular field

Based on Renzulli and Reis: *Enriching Curriculum* (2008) Ch.2

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# Phase III
# Independent Individual/Small Group Extension or Enrichment

➢ **Teachers:**

- enable students to use their interests and skills to explore a self-selected area of study or to do extension tasks

- assist students in setting goals

- support students in choosing and developing products appropriately

- support them in becoming self-directed, independent learners
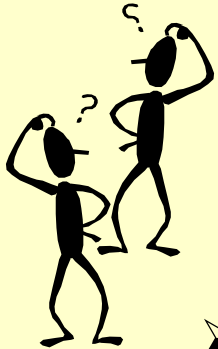
➢ **Students:**

- either individually or in small group select area for research or study

- record and present findings through a medium agreed with the teacher

(Based on Renzulli and Reis: *Enriching Curriculum* (2008) Ch.2)

# Learning Contract

NAME:_____        Date: _____

The Learning Aim of my work today will be:_____

_____

The activity I have chosen is:_____

The success criteria for this task will be:

a)_____

b)_____

c) _____

I intend to fulfil these criteria -Student signature:_____

Teacher signature:_____

# Methods of Differentiation:
# Compacting Geography- Volcanoes

Before Class:

Collect extension materials for the chapter and set up an Extensions Shelf/Table/File

Class:

Tell class that they are starting a new chapter.  Give them five minutes to look over the chapter and to check how much of the content they might already know.

Test:

Use the test that you intend to use at the end of the topic. Allow anyone who wants to try the test to take it. Anyone who is not taking the test may do an extension activity from the previous chapter.

# Methods of Differentiation:
## Compacting  a Geography Topic - Volcanoes

- <u>Checking the Test:</u>

   Anyone who gets 80% or higher will be eligible for a Learning Contract


- <u>Extension activities:</u>

   Are usually based on the material that is in the chapter or area on which the other students are working

# Example of an Extension Activity used in Compacting: Index Cards

Have a selection for each section of the course:

❖ can be colour-coded according to Bloom's Taxonomy levels

❖ front has the chapter number/section/module name and, if also being used as a record of work, space for the student's name and the date

❖ the task is on the back of the card

❖ if wished, can be filed when completed and act as a record of students' individual work

# Example of Extension Activity used in Compacting: Noughts and Crosses Menu

| | | |
|---|---|---|
| **Write a description of a recent volcanic eruption.  Identify the type of eruption and its duration.  Include  descriptions of some personal/news accounts of the event** | Make a news –sheet that might have been produced in Rome the day after the eruption of Mt. Vesuvius in 79 A.D. | Find out what the following words  mean: caldera, vesicularity, pahoehoe, reology, lahar, and record the meanings. |
| Using the internet site www.geology.com/teacher/volcano.shtml find out some  interesting news about a volcano  and prepare a PP presentation on it. | Make a word-search which includes twenty keywords relating to volcanoes. | Research volcanic activity on Mars. Record your research in an interesting way. (poem, recorded interview….) |
| Hawaiian, Strombolian, Vulcanian,  Plinian and Surtseyan are different types of volcano. What can you discover about them? | Read a story/watch a film about a volcanic eruption and write a critical review of it. | Find out about an historic eruption and tell what effect it had on the lives of people living nearby. |

# Generic Tasks for English/Other Language Texts

▶ **A series of generic tasks** for work on English or other language texts or film studies and designed according to Bloom's taxonomy:

EVALUATING Example

❖ List some events that could have changed the outcome (plot)

❖ What is the relevance of the setting to the plot/themes? (setting)

❖ Defend one choice made by one of the characters (characterisation)

❖ Describe and justify the author's purpose (theme)

❖ As an editor, describe some changes that you would make to the text. (style)

# Generic Questions on Texts: Noughts and Crosses Menu

| | | |
|---|---|---|
| In your opinion, from whose perspective is this poem written? Do you empathise with his/her point of view? Explain your response. | What moves/interests you most about this poem? Is it the language or the ideas? | If you turned this poem into a song, what kind of music would you use? Explain why. What do you think that it would add to the poem? |
| Write three questions to test your fellow students' understanding of the theme of the poem. | What visual images come into your mind when reading this poem? | Select one phrase from the poem that caught you attention. What effect did it have on you? Why do you think that the author used the phrase? |
| Describe two emotions or thoughts that came to you when you first read this poem? How did the poet achieve that effect on you? | Write a poem of your own with the same theme as this poem in any poetic style – haiku, shape poem, sonnet, sestina…… | Rewrite this poem in your own words in prose. In what way is your writing better than the poem? In what ways is your writing inferior? |

# Using Bookmarks to Differentiate

## Poetry 1

From whose perspective is the poem written? Who might be narrating the poem?

What moves you in the poem? The language? The images?

Select a phrase from the poem that caught your attention while you were reading. Do you think the author used it on purpose? Why, or why not?

On the basis of this poem, what do you know about the narrator's or character's feelings?

What visual images come to mind when you read this poem?

## Poetry 2

How would this poem change if the narrator were different?

If you turned this poem into a song, what kind of music would you use? Why?

What kind of illustration do you think would be appropriate for this poem?

What two emotions did you feel while reading any single poem in this book? Did your emotions change as you read other poems?

How would the impact of this poem change if it were written as prose?

## Poetry 3

How does the poet's choice of words influence the visual images that come into your mind while you read?

How does the poet use rhythm to convey meaning in this poem?

How would this poem be different if it were written in a different poetic style? For example, as a limerick instead of a haiku?

Choose a poem to read aloud. What does it sound like?

Does the poem remind you of a book you have read?

# Blank Bookmarks

## Make your own bookmark!
(Then leave it in the book to test your classmates.)

Book Title: _____

Author:_____

Easy Question:

_____

_____

_____

Hard Question:

_____

_____

_____

_____

Thought-Provoking Question:

_____

_____

_____

_____

## Make your own bookmark!
(Then leave it in the book to test your classmates.)

Book Title: _____

Author:_____

Easy Question:

_____

_____

_____

Hard Question:

_____

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Thought-Provoking Question:

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_____

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Book Title: _____

Author: _____

Easy Question:

_____

_____

_____

Hard Question:

_____

_____

_____

_____

Thought-Provoking Question:

_____

_____

_____

_____

# Another Extension Idea

- **Independent-study action guide:**
    - Student with a partner, brainstorms subtopics related to the current topic being studied by the class – they should find at least 20.  They make a concept map of the related topics
    - Students go to school library/media centre for one class period.  They choose several subtopics that they find particularly interesting.  They must be able to find information on these subtopics within that time.
    - They write down the names of these subtopics
    - They choose one subtopic to study
    - Both Primary and Secondary sources to be named
    - An Internet record must be kept

# Differentiation in the Classroom: Teacher Questioning the Students

- Questions prompt students to inspect their existing knowledge and experiences to create new understandings

- Questions focus students on the key issues

- Questioning models how experienced learners seek meaning

- Questioning is a key method of differentiation

- Consider how often you ask questions during each class:

  o **The average in one class period is 50.6**

  o **Students ask an average of 1.8 in the same time**

- How long do you wait for an answer?

  o **The average wait is less than 1 second**

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# Differentiated Questioning: Thinking Takes Time

What do you think might be…..

- Time to think

- Time to answer

- Extra time to think of more to say

- Students need time to formulate better answers that are longer, more thoughtful and more varied

- Students may be encouraged to 'think, pair and share'

- Using wait time with HOT questions often leads to subsequent well-developed discussion

- This works best when there are 'no hands up'

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# Questioning in the Classroom: 'No Hands Up'

- Teacher says that s/he will ask a question

- Teacher gives a set amount of time, maybe 15 seconds, to think about the question (Wait Time 1)

- Teacher may then ask students to 'pair and share'

- No hands up, no shouting out – teacher selects someone to answer

- Teacher nominates one student to answer and waits (Wait Time 2) after answer is given to allow the student to develop his/her answer

- Teacher invites additions from other students and supports dialogue between them

(An AfL strategy)

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# Questioning in the Classroom: Using Open Questions

**Open questions allow for a range of possible answers.**

**They offer cognitive challenge and they also:**

- encourage more flexible thinking

- test the limits of knowledge rather than one item of knowledge

- encourage better assessment of students' beliefs

- offer the possibility to clear up misunderstandings

- result in unanticipated and unexpected answers

- encourage discussion and allow depth of discussion

It seems to me that this hypothesis may have some serious weaknesses..

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# Questioning in the Classroom:
# Using Metacognitive Questions

■ Working in cooperative groups, ask students to generate questions about material that is being studied

■ Prompt students to create questions that correspond to the different levels of Bloom's Taxonomy

# Methods of Differentiation:
# A Flexible Learning Environment

➢ Different groupings for different activities, frequently changed:

  ➢ Homogeneous/Cluster grouping

  ➢ Heterogeneous grouping

  ➢ Individualised instruction

  ➢ Whole-class instruction

  ➢ Combination of whole-class and cooperative pairs/groups

# A Flexible Learning Environment: Homogeneous Groups

Clusters students of similar ability

– Useful for teaching/consolidating skills

– Extension activities

– Reading groups

– Productive way to work when co-teaching

# A Flexible Learning Environment: Heterogeneous Groups

- Groups mixed as to ability and interest

- Use for cooperative learning, discussion, role playing

- Facilitates learning of common objectives

- Good for group projects that promote creativity

- Develops skills in leadership and sharing

# Differentiation by Dialogue
## Asking Questions, Making Meaning

- Pair-problem solving
    - Differentiating for able learners & learners with SEN

- Students devise their own questions for the class/group based on Higher Order Thinking

*"We learn more by looking for the answer to a question and not finding it, than we do from learning the answer itself.“*
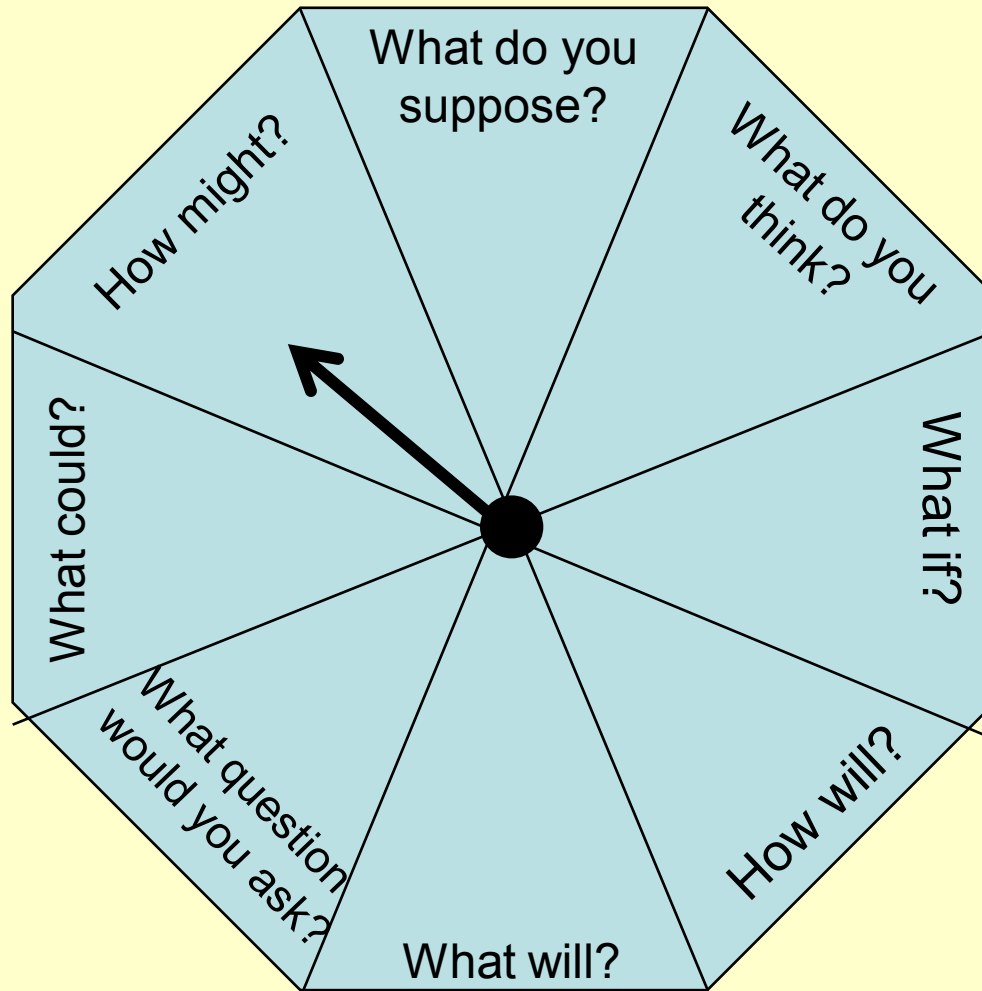
Lloyd Alexander

# Differentiation by Dialogue
## Asking Questions, Making Meaning
## Question Disk



What do you suppose?

How might?

What do you think?

What could?

What if?

What question would you ask?

What will?

How will?

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# Differentiation by Dialogue
## Asking Questions, Making Meaning
## A Question Board



| Topic ….. | | |
|---|---|---|
| **1** How many ways..? | **2** How do you suppose..? | **3** What if..? |
| **4** Can you suggest..? | **5** What do you think..? | **6** Knowing what you know, how would..? |

# Positive Learning Culture

## Positive Teaching for Exceptionally Able Students Avoids:

- giving 'more of the same' to students who finish assignments quickly – they see it as 'punishment'

- marking 100%/A1 most of the time – encourage intellectual adventure, exploration and uncertainty

- being defensive when being challenged about your facts or knowledge

- putting the challenging student 'in his/her place'

# Positive Learning Culture:  AfL

- Set home work at the beginning of the lesson

- Share Learning Objectives with students

- Provide written criteria for success in advance of assessment

- Provide exemplars to illustrate standards

- Encourage students to reflect on and improve their work

- Consider the type of feedback which will be provided

# Assessment for Learning Feedback

down the stairs just in time to see Saphire save Jacob's life.

Saphire will never forget that day because she had learnt the most important lesson. Family before fashion.

Excellent essay Alannah. Congratulation

- I love your ending
- Good choice of adjectives and adverbs "i" character descriptions
- I would have liked a little more description of the setting but the dilemma/ resolution was well planned.

# Adapting the Process

**Discussion groups**, writing, reading, active learning, **brainstorming, sequence boxes**, concept maps, project work, **whole class instruction**, peer tutoring, one-to-one, **Co-operative learning, group work**, Co-operative teaching, **INTERACTIVE WHITEBOARDS, power point presentations, websites, CDs, DVDs, online textbooks,**
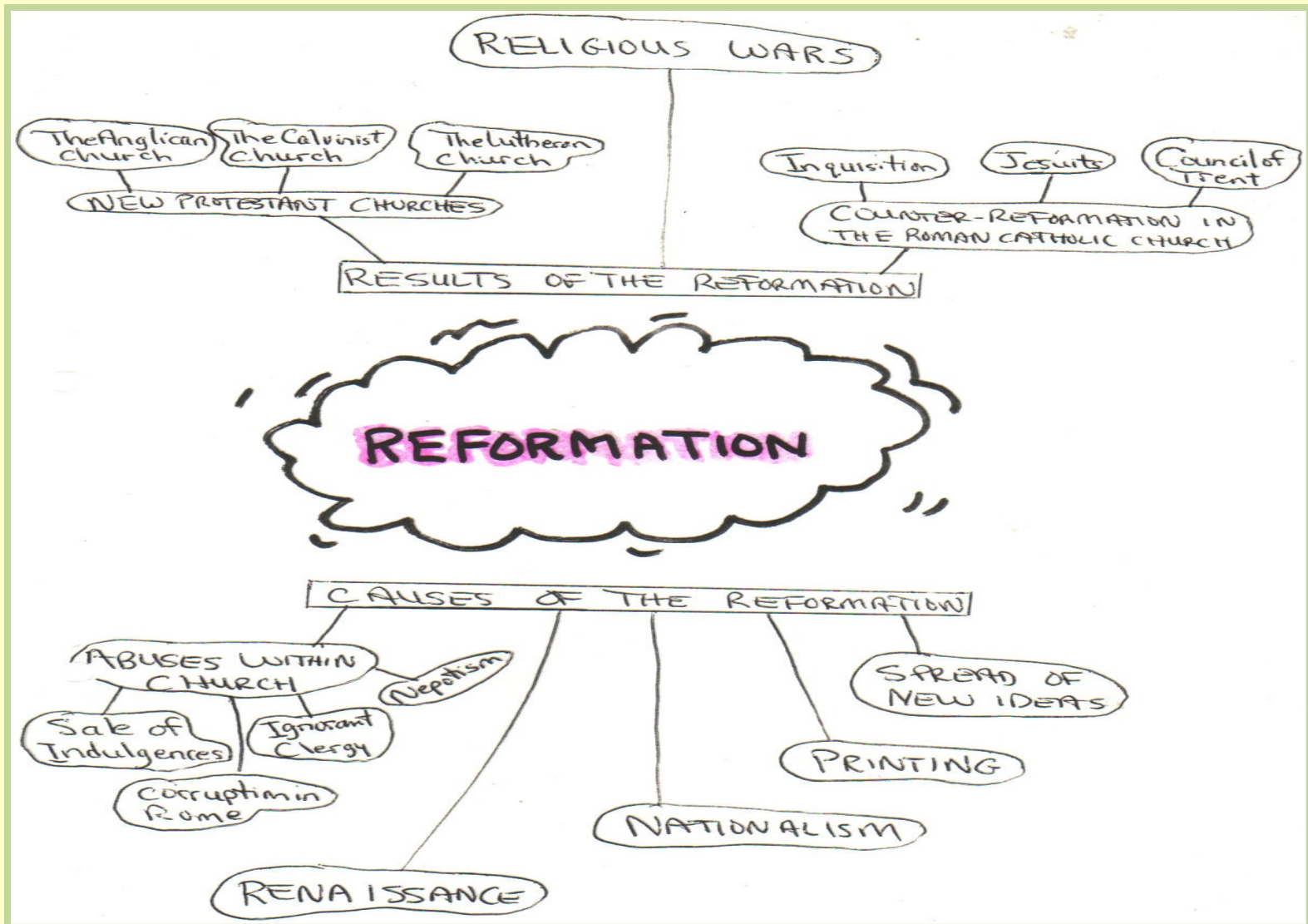
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# Adapting the Product

- Cartoons / story boarding

- Mind maps

- PowerPoint Presentation

- Dramatisation

- Video / tapes

- Model making

- Art / design

- Writing/ Project work
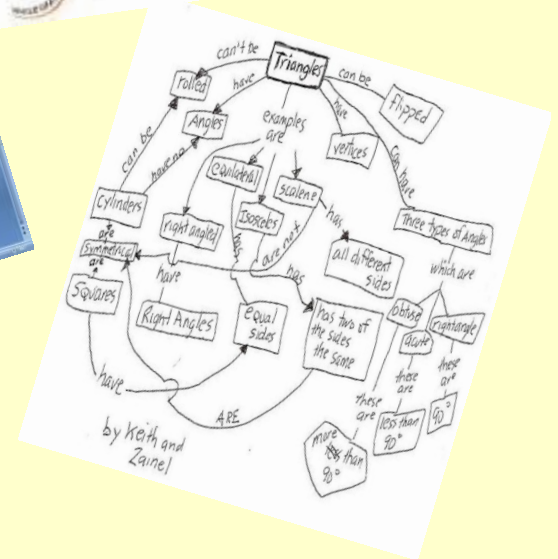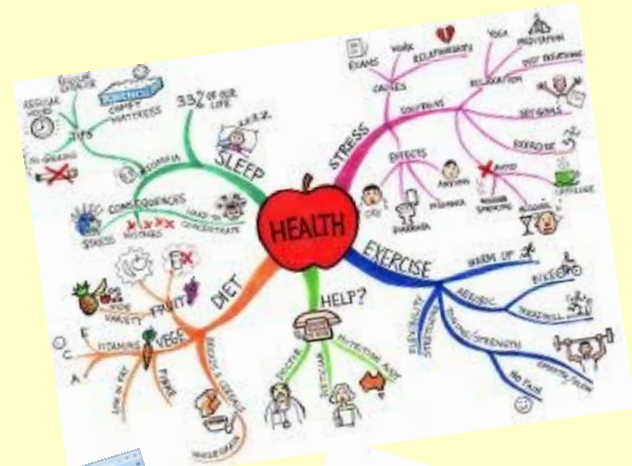
# Evidence of Learning

# Differentiation in a Nutshell

- Developing the higher order skills - analysis, synthesis and evaluation

- Open-ended and research-based tasks
  - Group work
  - Homework

- Enrichment activities - curriculum-related and structured

- Cross-curricular links

- Including the students' special interests

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# Acceleration

*(A report for the Council of Curriculum, Examinations and Assessment* [CCEA], 2006)

- **Acceleration: The 'vertical' extension of the curriculum by introducing content at an earlier stage or quicker pace**

- **Some students progress at a faster than usual rate and/or younger than the typical age**

- **They need to learn at a level appropriate to their ability level**

    - To avoid boredom from lack of challenge, promote good higher-order study skills
    - Capitalise on their interests and abilities

# 'Extension'



**Extension:**

The 'horizontal' and 'vertical' extension of the curriculum to challenge students

**Breadth:**
helping the students to study the topic in breadth and complexity while applying higher-order activities - making connections, identifying relationships, etc.

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**Depth:**
encourage the student to explore a topic in greater detail - moving from:
Concrete to abstract
Known to unknown
 Literal 'knowing' to synthesising/creating

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# Enrichment

Activities Beyond the Classroom / School

- Science / Writing club
- History Trail / Field Trip
- Visit to factory / business
- Museum / Art Gallery
- Mini courses
- Invited speakers
- Summer Schools
- Theatre
- On-line courses
- Extra-mural courses

# Finally!

"The joy of learning is as indispensable in study as breathing is to running."

Simone Weil, *Waiting for God*

# THANK YOU!