

Tracey Christy

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Professor D'Amato

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### Differentiated Instruction

I have a student in my 2<sup>nd</sup> grade ICT classroom and for privacy purposes, we will refer to him as Student #1. Student #1 is quite a character, he often makes this bird noise, echoing sound and often repeats after the cooperating SPED teacher Ms. Small. This can go anywhere from deep base in his voice to high pitched optic level that annoys the other students and often disrupts the class. Most often he is out of his seat with one foot in the door of the classroom and the other foot in the hallway with his body lodged in between. There have been times when he takes shelter under the teacher's desk and bellows out from there. He loves to draw and take charge of the classroom in telling the other students what to do. Some days I notice that he wears a leather jacket and some gloves, which I'm guessing is associated with sensory issues.

For Student # 1, I would use multiple methods of providing differentiated instruction (audio, visuals, multi-sensory). Since Student #1 loves to draw and that keeps him in his seat, I would differentiate a writing assignment, by giving him the option to draw it. Then I would ask him to explain his drawing to me and write it down. To support this strategy, Spencer Salend stated, "Give students choices concerning instructional activities and how they complete them". He encouraged adapting assignments by breaking them into smaller chunks, having students work for shorter periods of time and on one assignment at a time.

There is another student in my 2<sup>nd</sup> grade ICT classroom, that we will refer to as Student #2. Student #2 is a student that fidgets in his seat during seat work. He never gets started on time. He's constantly shuffling through the papers in his desk. He always needs to sharpen his pencil and get up to use hand sanitizer. He just can't keep himself organized. By the end of the day, there are pieces of paper surrounding his desk all over the floor. He just can't seem to keep himself organized like the other kids. One thing that is clear is that Student #2 definitely can use some help with his organizational and study skills.

While doing a Humanities Lesson where the students must write a story. I would differentiate the lesson by providing a graphic organizer for Student #2 to help him organize his ideas and keep track of the story. Beside asking him to clean out his desk, bookbag and other places where he stores assignments which I believe can assist him in establishing some type of order. Some other helpful things would be to use color-coded folders for different subjects, which I have noticed throughout the classroom that is used by Ms. Small.

In *Creating Inclusive Classrooms*, Spencer J. Salend suggested to use visuals to support learning (e.g. graphic organizers, charts and maps.) There were some other important things that was also mentioned where like "Helping student organize their classwork and homework assignment by teaching them to use technologies that foster organization and attention, daily assignment notebooks, different-colored folders and notebooks for each class, and daily and weekly schedules and encourage them to wear a hip or backpack to carry important information or items." (p. 80).

Salend, S. J. (2016). *Creating inclusive classrooms: effective, differentiated, and reflective practices*. Boston.: Pearson

