

Teacher Assistance Teams; Instructional Differentiation & Classroom Management

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Bridging Behavior

Clinical Behavior Analyst

Classroom/School Systems

- Use of classroom coupons provided twice each period; half way through & another at the end for participation/engagement.
 - ▶ Student who comes in late, for instance, misses first half coupon but can still earn second half coupon.
- Use of coupons for targeted, appropriate alternative school wide/learning behaviors.
 - ▶ Responding voluntarily in class; not responding to taunts/other students being disruptive; getting materials ready in a timely manner...
 - √ What else? _____
- Applications of key Lakota Principles as part of 'PBIS' school wide system.

School Wide Expectations

- A clearly stated listing based on the agreed upon most common problems/concerns across settings.
- Each target behavior should have a 'replacement' behavior – that is, what the student should do instead.
 - ▶ Stated in positive, observable, & age appropriate terms.
 - ▶ Create a set of generic behavioral examples followed by in-context examples.
- ★ Example: 'Humility' – include others in your activities, don't be a bully OR allow others to bully, use respectful words, be willing to help peers in class; be patient of others, be a friend.
- ☞ All should be uniquely framed by & connected to the school & school setting.

Teaching Matrix

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	Classroom	Lunchroom	Bus	Hallway	Playground
Humility	<i>Help out peers when you can; respond when requested</i>	<i>Invite peers to sit with you & your group; keep your area clean</i>	<i>Challenge peers who bully other peers; let the bus driver drive</i>	<i>Use respectful language; hands stay to self</i>	<i>Invite others into games; be a friend; play with somebody new</i>

Behavior Considerations

- Let students know what they should be doing...reduce time spent 'talking' about what they are not doing or are doing incorrectly.
 - ▶ Get a little positive momentum; help get started.
 - ▶ Too many worksheets risks disengagement.
- Remember that it takes two to have an argument.
- Ignore behavior to the degree it is possible...minimize attention.
 - ▶ We don't have to spend time responding to everything!
- Get students participating; contributing...use the white board to record student responses & answers.

Behavioral Considerations

- Suddenly ask students being disruptive; students obviously disengaged to respond to a question/comment.
- Reduce focus on the non-occurrence of interfering behavior & increase attention to those which are productive/helpful.
- Give kids short review of what you will be doing in a given class.
- Try to mix more active with passive activities.
- Model...do 'think alouds' to teach/identify how work can be done.
- Put key words on board; have student raise hands when heard.
- Watch for & interrupt 'Engager Behaviors.'

Lesson Planning

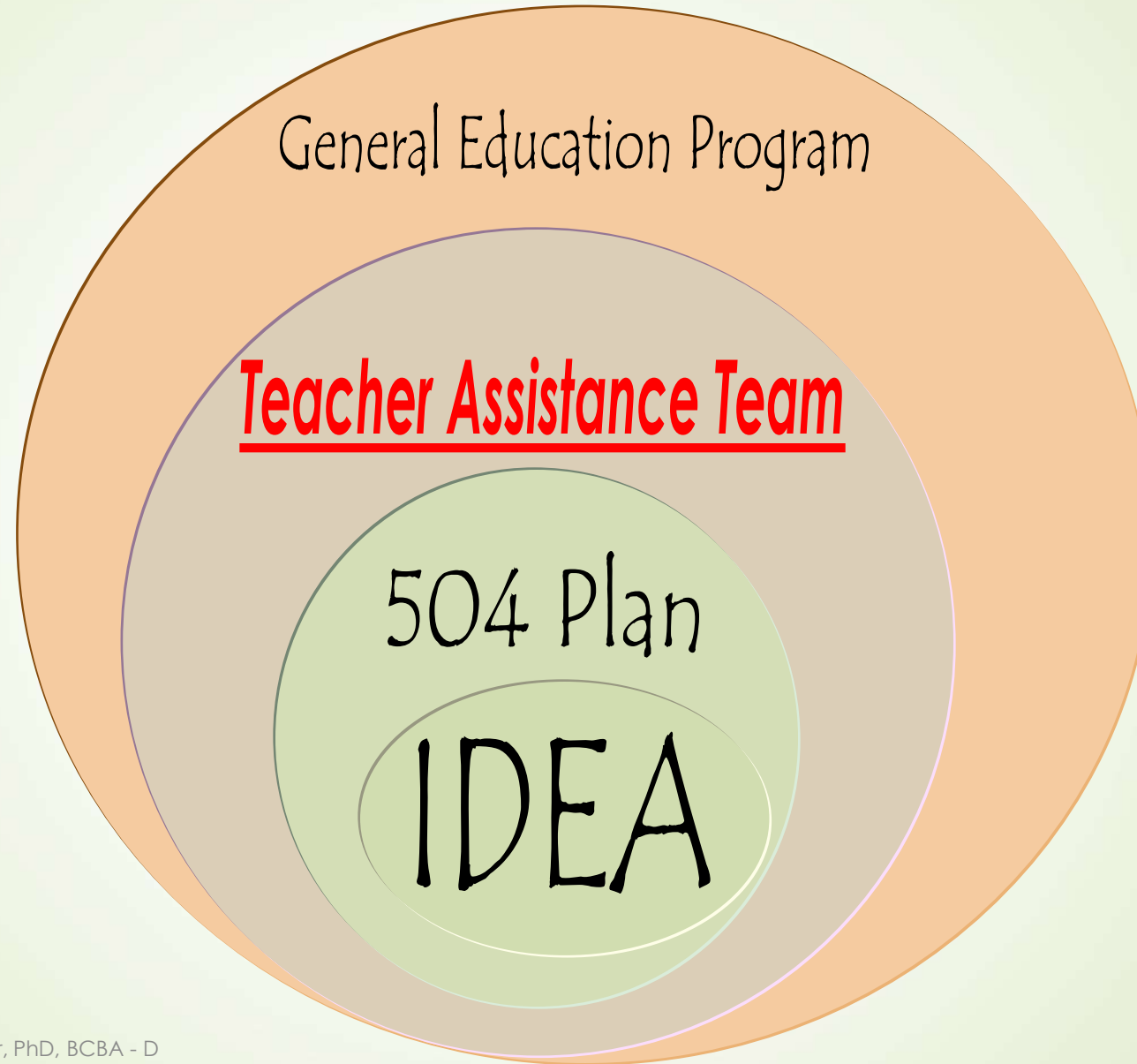
- Instructional Strategies: at least two methods.
 - ▶ Teacher directed, technology, small groups, peers support
- Structure in a generally hierarchical manner.
 - ▶ Concrete to conceptual; interpose maintenance/known skills with new & those newer
- How will the lesson be assessed?
 - ▶ Classroom questions; small group production; short practice papers...

Points of Instructional Differentiation & Adaptation

- Guard against rote presentation.
- Concrete to conceptual practice sheets & teacher questioning.
- **Slow down teacher delivery while increasing pace of engagement/contact across a wider range of students.**
- Differentiate the nature of questions asked of individual students.
- Intermixed use of multiple intelligences.
- Offer assistance but only to the point needed to allow student to continue on.

Student Services

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TAT Checklist

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- ▶ Does the student demonstrate academic levels consistently below that of classmates which is ***NOT*** related to attendance?
 - ▶ *Have attendance related concerns been accurately documented?*
 - ▶ Has the parent/caregiver requested their child referred for additional services? And, of so, why?
 - √ A parental/caregiver request is not necessary but must be identified when it occurs. Such a formal request will also trigger the TAT process.
- ▶ Does the student show specific educational needs to include...behavioral, social, adaptive, cognitive, communication issues...which consistently interfere with academic/school related success?

TAT Checklist

- ▶ Does student behavior, social &/or specific learning needs regularly disrupt the classroom &/or require & disproportionate amounts of teacher attention to the detriment of instructional time?
- ▶ Has the classroom teacher reviewed the student's cumulative folder to check State-wide testing performance & scores, *attendance record*, and existing 504 Plans or previously identified accommodations...etc.?
 - ▶ *High rates of absenteeism cannot be a basis for a TAT referral or consideration for SPED eligibility.*
- ▶ *Has the teacher already initiated their own modifications/adaptations in lesson planning & strategies for the student? If so, what...?*

TAT Checklist

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- ▶ Has the teacher contacted the student's parent/caregivers to check on any recent changes the student has had to include relevant out of school social issue(s) which may be related to current learning difficulties (divorce, death or illness of a family member, *child medical problems...etc.*)?
 - ▶ *Has the teacher made the parents/caregivers aware of what is going on & asked for their feedback; what they think is happening?*
- ▶ Has the teacher documented all the above as best able to present to the TAT & school Administration?

TAT Process...

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- ▶ With the designated TAT Coordinator, an initial TAT meeting will be scheduled to review the student's full information packet.
- ▶ The TAT will then meet as needed to review the referral in order to make recommendations for classroom interventions & supports based on Best Instructional Practices.
- ▶ Timelines for implementation, review & a follow up TAT meeting should be identified.

TAT Process

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- ▶ Instructional modification & interventions are implemented & consistent *student data is collected*.
 - ▶ Specific data collection systems & timelines will be identified as part of the TAT process.
- ▶ TAT will review student data on pre-identified intervals to determine if:
 - ▶ A referral should be made to an outside agency (i.e., Social Services, courts, etc.)
 - ▶ If...intervention(s) are working...
 - √ And if so, what's next?
 - ▶ Additional modifications/interventions are needed.
 - ▶ Student should be referred, by TAT, for an evaluation under IDEA.

Nine Types of Adaptations to the Curriculum

- **Input**: different instructional strategies being used.
 - ▶ Videos, soft ware, field trips, visual aids...
- **Output**: how students demonstrate learning.
 - ▶ Write or tell a story, draw, create an experiment...
- **Size**: length or portion of assignments.
 - ▶ Shorten; chunking; separate out & teach relevant skills...
 - ✓ *Remember that comprehension & pace are separate skills!*
- **Time**: flexible time needed for learning; effective pacing.
 - ▶ Individualized time lines, more time for **assessment**/testing...
- **Difficulty**: varied skill levels & processes.
 - ▶ Calculators, tiered assignments that reduce complexity...

Nine Types of Adaptations to the Curriculum

- **Participation**: degree to which, & how, learner is involved.
 - ▶ Group v. individual presentations; relevance of roles within cooperative learning groups...
- **Levels of Support**: amount of assistance provided...& how.
 - ▶ Scaffolding, **Zone of Proximal Development**, peer buddies/tutors, paraprofessionals, cooperative student groups...
- **Modified Goals**: adapted outcome expectations.
 - ▶ Responding to/using functional language rather than composing sentences, selecting & circling numbers rather than writing fully out; *concrete v. concept learning/production*...
- **Modified Curriculum**: significantly differentiated goals.
 - ▶ Use own authentic language/knowledge base rather than researching, community-based instruction; functional/adaptive/vocational...

The Differentiated Lesson Plan

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- Student differentiated objectives, goals, materials, resources, & assessment strategies on the same lesson plan.
- *Use of Flexible & dynamic* student groupings which are responsive to real time activities & student need.
 - ▶ Change student groupings per instructional variables & individual need.
- Address instructional goals with strategies which consider student strengths, choices, preferences, interests & other *qualitative needs*.
- *Content which is relevant; coherent, applicable, 'doable' & authentic.*

Essential Elements of Differentiated Instruction

➤ Content.

- ▶ What individual students should know or understand; be able to do.
- ▶ What will actually be taught?

➤ Process.

- ▶ The structure which supports the content... *how will the lesson look; what will an observer see?*

➤ Product.

- ▶ How individual students will demonstrate they have learned the lesson.

➤ Learning Environment.

- ▶ Expected products; use of alternative resources, needed support systems, use of pre-assessment & *ongoing assessments*, effective groups.

The Planning Pyramid (Schumm, Vaughn, & Leavell, (1994)

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- Identifies levels of needed support & adaptation.
- *'Five points of entry.'*
 - ▶ Topic.
 - ▶ Students.
 - ▶ Classroom context.
 - ▶ Teacher.
 - ▶ Appropriate Best Instructional Practices.
- Establish what will be taught & how.
- Always focus on each & every student's ability to move into higher tiers of *The Planning Pyramid.*

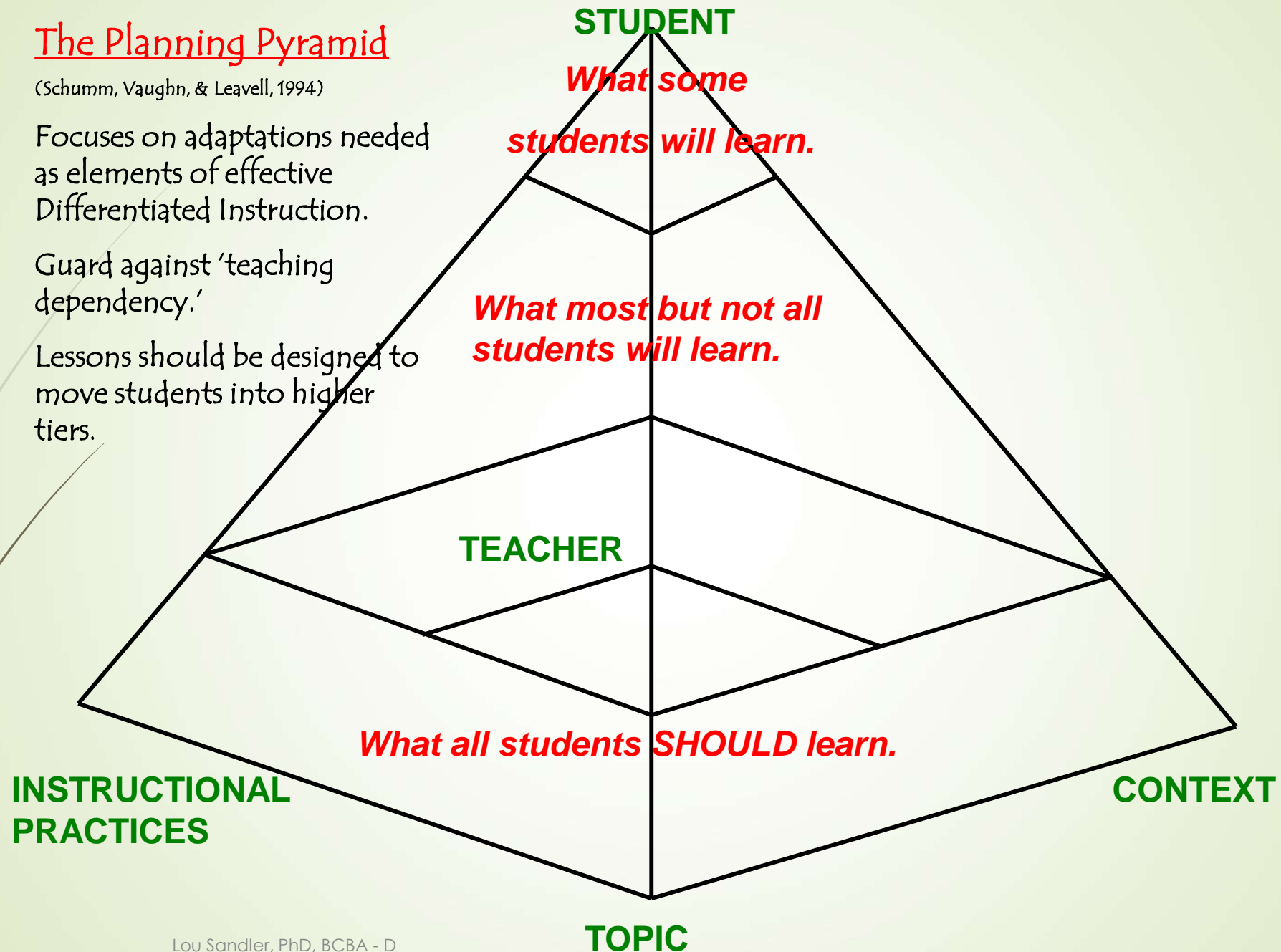
The Planning Pyramid

(Schumm, Vaughn, & Leavell, 1994)

Focuses on adaptations needed as elements of effective Differentiated Instruction.

Guard against 'teaching dependency.'

Lessons should be designed to move students into higher tiers.



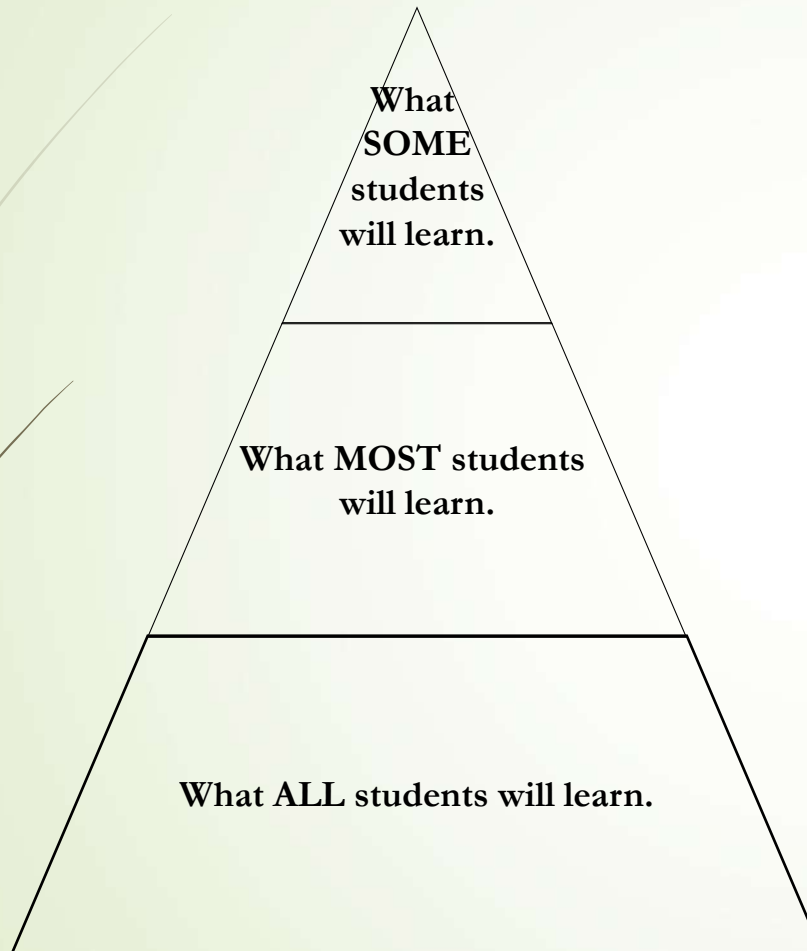
The Planning Pyramid Model: Instructional Planning Form

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	Anticipatory Set	Learning Activity	Rehearsal Activity	Learning Activity	Evaluation Activity
What SOME will learn.					
What MOST will learn.					
What ALL should learn. (Goals)					
Adaptations: <ul style="list-style-type: none">■ Content■ Product■ Process■ Environment					

Unit Planning Form (Schumm, Vaughn, & Leavell, 1994)

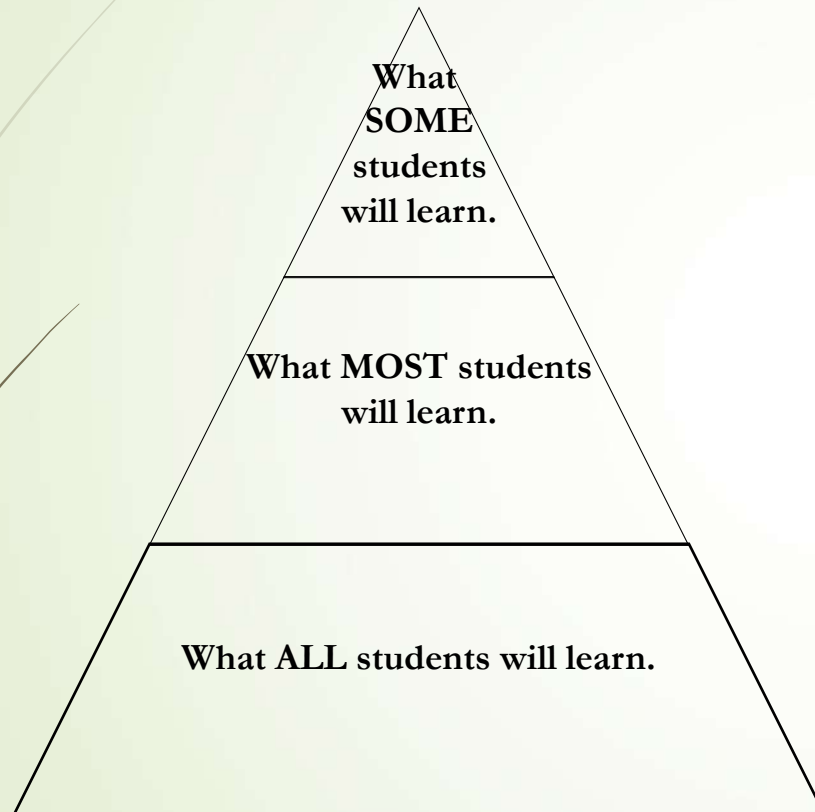
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Date, Class Period & Unit Title:
Materials/Resources:
Instructional Strategies/Adaptations:
Evaluation/Products:

Sample Lesson Form (Bulgren & Lenz, 1996)

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Date: _____

Period: _____

Unit: _____

Lesson Objectives: _____

Materials

Evaluation

In class Assignments

Homework

Agenda:

1. _____

2. _____

3. _____

4. _____