

DIFFERENTIATED LEARNING: ADAPTIVE DIMENSION IN PRACTICE

As teachers, how could you differentiate each variable of the Adaptive Dimension in order to support this student's learning? Cite the Adaptive Dimension (2017) resource & explain why you think these choices are appropriate in this context.

Learning Environment:

"The learning environment can either improve or impede a student's ability to learn and feel safe and comfortable as a member of the class" (Bucholz & Sheffler, 2009, p. 2).

- Consistency and structured classroom environment can be beneficial to Anthony during transition time as he will know what to expect. He should also be involved in the decision making by giving him a chance to choose where he is comfortable to work during the work period. Teacher can use some strategies like using a timer and then will remind him when it is time for him to move onto another activity.
- Teach students organization skills such as making lists, using graphic organizers and establishing priorities.

Instruction:

While some students require the challenge of abstract concepts, others need concrete examples to assist them in their thinking processes. (Bucholz & Sheffler, 2009, p. 10).

- Use clear and concise language when giving instruction, breaking tasks into smaller steps, positive reinforcements/praise, wait time to process instructions.
- Provide clear expectations (length of time to work, materials required, what to do when stuck).
- Practice mindfulness and relaxation exercises and calming strategies (deep breathing, counting to 10).

DIFFERENTIATED LEARNING: ADAPTIVE DIMENSION IN PRACTICE

Resources:

Selecting the appropriate resources for students is crucial for ensuring optimal progress and success (Routman, 2014)

- Use visual aids like checklists, graphic organizers, visual schedule, time etc.).
- Use voice-to-text/text to speech technology, reminders on phone, create shortcuts for frequently used words/ phrases.

Assessment:

Assessment is a fundamental part of the teaching and learning process. Teachers should get to know their students socially, emotionally and academically. It is essential for teachers to gather the right data in order to use relevant information to guide instruction and direct student achievement (Sharratt & Fullan, 2012).

- Provide positive feedback on the areas that he is really excelling.(Math)
- Offer a reader and/or a scribe and explain difficult wording.(He can answer questions from stories through picture clues.) This is really a good indicator that comprehension is present, so maybe rewording the question to simplify it would really help him.
- Present options to students regarding topics, tasks, resources and learning groups. Giving students options and opportunities to make connections to the topics or lessons that they are more familiar with would help them achieve the targeted outcome.