

Teaching Diverse Students

Diversity in Education

Special Needs Students = All Students!

- Because *all students have special needs*, they must be acknowledged and taught appropriately.
 - Remember the 8 areas for teaching styles, learning styles, and multiple intelligences.

General Principles for Reluctant Learners

- Make language visible.
- Take students from concrete to abstract.
- Facilitate peer support.
- Be flexible.
- Be willing to work one-on-one.
- Give attention to each student as often as possible.

Guidelines for Working with Special Needs Learners

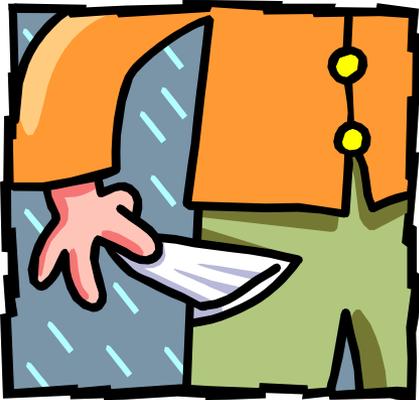
- Adapt and modify materials and procedures to address the special needs of each student.
- Break complex learning into simpler components, moving from the most concrete to the abstract (Piaget's concrete to formal operations).
- Be aware of everything that is going on in the classroom at all times, monitoring students for signs of restlessness, frustration, anxiety, or off-task behavior. Be ready to refocus and reassign students.

Culturally Relevant Teaching

- Teachers understand student diversity and know how to plan and teach learning experiences and design assessments that are responsive to differences among students that promote all students' learning
- Appreciate the uniqueness of each person and mutual respect for all.

Socio-Economic Status (SES)

- How did you perform on the poor, middle class and wealth checklists?
- Could you survive the other two lives?



Gender Bias

- "Sitting in the same classroom, reading the same textbook, listening to the same teacher, boys and girls receive very different educations" (Sadker, 1994). In fact, upon entering school, girls perform equal to or better than boys on nearly every measure of achievement, but by the time they graduate high school or college, they have fallen behind (Sadker, 1994).
- Across the country, boys have never been in more trouble: They earn 70 percent of the D's and F's that teachers dole out. They make up two thirds of students labeled "learning disabled." They are the culprits in a whopping 9 of 10 alcohol and drug violations and the suspected perpetrators in 4 out of 5 crimes that end up in juvenile court. They account for 80 percent of high school dropouts and attention deficit disorder diagnoses (Mulrine, 2001).

Teaching English Language Learners

1. Speak clearly, naturally
2. Give directions in a variety of ways
3. Use examples, observable models
4. Special attention to key words and write them on the board
5. Get to know the students
6. Avoid jargon or idioms
7. Read written directions out loud
8. Allow time for translation
9. Divide complex discussions into smaller units
10. Provide extra time

Reasons for Reluctant Students

- Limited English Proficiency (LEP)
- learning disabilities, physical disabilities
- frequent absences
- boredom, relevance
- Inadequate social skills
- Abuse, unstable home life, legal status
- other: _____

7 Areas of Learning Disabilities

5-10% of school age population will be affected by a learning disability.

- Oral expression
- Listening comprehension
- Written expression
- Basic reading skill
- Reading comprehension
- Math calculation
- Mathematical reasoning

Disruptive Behavior Disorders

- **Attention Deficit Hyperactive Disorder**
(3-7% of school-aged children have trouble paying attention and show compulsive behaviors)
- **Oppositional Defiance Disorder**
(1-6% of students who break family and school rules)
- **Conduct Disorder**
(1-4% of students 7-17 who break society's rules)

Youngsters most at risk for Oppositional Defiant and Conduct Disorders are those who have low birth weight, neurological damage or Attention Deficit Hyperactivity Disorder, rejected by their mothers as babies, separated from their parents and not given good foster care, physically or sexually abused, raised in homes with mothers who were abused, or living in poverty.

Guidelines for Working with All Learners

- Have students copy assignments for the week into a folder kept in their notebooks or calendar; post assignments on a board.
- Maintain consistency in your expectations.
- Maintain consistency in your responses.
- Plan interesting learning activities that help students connect what is being learned with the real world.
- Plan which questions you want to ask students so that they may answer with confidence.

Learning Communities

- The traditional high school model does not prepare all students for 21st century success. To address these changes, education must change structures and provide support to result in improved student success.
- In 2007-2008, teachers and students at LBJ, Reagan, Travis, and Crockett high schools will experience smaller, more intimate classroom settings, powerful relationships, and rigorous learning opportunities developed through First Things First.
- FTF, developed by the Institute for Research and Reform in Education, works with its partner schools to strengthen relationships among students, school staff, and families; to improve teaching and learning in every classroom every day.
- The goal is to provide opportunity for student increases in reading, math, and high school completion rates, significantly narrowing the achievement gap.

Successful Teachers

- Provide for and teach toward student success.
- Provide guided or coached practice of what is being learned.
- Provide help in the organization of students' learning.
- Reward approved and appropriate behavior.
- Teach students the correct procedures for every function in the class.

Adopt these Beliefs

- Expect all students to grow.
- Begin at their level, escalate consistently to allow them to develop.
- Offer all students tasks that are (and look) interesting, equally important, and engaging.