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Name: Lola Schutz

Instructor: Dr. Watts

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Every teacher has a common goal which is to teach the students to reach their full potential. Every child is a unique individual who needs to learn in a safe and friendly environment and to be nurtured and explore as a longlife learner. For this reason, we, teachers must strive to be innovative and and give a full support for the students learning. This paper will discuss ways to help the students succeed in their learning. Then it will highlight technigues, methods, approaches or strategies to use. Finally, it will explain different programs, internverntion and accomodations needed for the students to excell in their learning.

There are several ways to consider when dealing with a diversity of learners: First, we must know our students well: their background whether they are in a high incidence disabilities which is the common disabilities that are prevalent in most places, or a low incidence disabilities which are the less occurrence or percentage of disabilities. For example, orthopedic , it is rare. Exceptional children, are chidlren that are exceptionally smart and talented. We also need to look at etiology, what causes their disabilities. we must keep in mind that we believer in full inclusion where we teach children with disabilities in a regular class. Second, we need to have an effective planning. What strategies, techniques, approaches, methods, will we use, what types of lesson plan we need to implement. What kind of environment we need to provide. For instance, the Least Restricted Environment needs to be incorporated where the atomosphere of the class must be safe, engaging, and positive for the success of the students where inclusion is encouraged. Before we teach we need to gather information of the child, the IEP and history of the child and different types of data collection to ensure solid judgements of the students are accurate and valid. Then, we need to teach or implement what ever needed to be taught based on what we know or gathered.

Universal Design for Learning (UDL) is Ideal for the diverse learners. This is because it addresses all the ares of cognitive which is manifested in the three functions of the brain. The recognition networks (the “what” of learning) which are specialized to recevie and analyzed information, the strategic network which are specialized to plan and execute actions (the how of learning) and the affective networks that are specialized to evaluate and set priorities (the “why” of learning) For instance, UDL engages students with varaiety of learning materials which included technology which assists student s with disabilities. So, by using the lesson plan which is designed based on UDL we incorporate all the six components: the anticiparory set, which it helps in orienting the students into the lesson, what they are expecting to learn or know. It is very important because this is where we activate background knowledge to check on their existing schemata the amount of knowledge they already had which we bulild upon before we introduce the new knowledge. Introduce/model

new information is when we connect the new information to their experience and give them a new knowledge or new lesson to add up more experience on top of their previous schema. Guided practice is given to do a lot of explanation of demonstration, to help lessen the anxieties of the learners. We build confidence when we make them understand the lesson. This involves teacher and students do work together, then do different groupings, for example, cooperative learning where students work in groups to discuss the lesson or do an activity before the independent practice. Then, comes the wrap up. This is to sum up the learning or lesson by checking students understanding inviting each to share what they learned or to state an answer for the question from the lesson. After wrap up the assessment. This divides into two: formative and summative. The formative has to do with the short assessment after a lesson where as summative can be assessing students after a unit to check mastery of the unit or lesson. We use Multiple means of representation when we incorporated multi media into our teachings and vary our activities.

In the implementation of the lesson, we must make sure to provide activities that will address the different learning preferences based on Gardner's Multiple Intelligences. This will be manifested in all the components of the lesson plan where we do a lot of engaging activities to boost up students understanding and highlighting the different intelligences to address the different learners. In considering the multi intelligences , more likely students learn because their strengths is being dealt with. For instance, some students learn better with visual and spatial and by providing activities that address this particular area, learning is taking place.

When we teach and we realize that some students are falling behind, we must use a lot of academic accommodations (the intervention all students) where we teach the struggling students a quality lesson to increase mastery of what they learn. Then, if some are still not mastering the lesson, they need to go on to the 2nd level of intervention, which will be taken first to the attention of RTI team to discuss the teacher's concern for the struggling learners. Then, the teacher will (Targeted Interventions) give them more support , doing all sorts of grouping and tutoring. And if still three or two are not coping , we move them to the 3rd tier(Intensive Interventions) which the teacher need to sit with one on one giving them extra time to teach them beside the regular classes. When all the tiers have been implemented and no change, that is when we refer them to the special ed. This will be after all the reviews of the RTI team which comprise of the principal or assistant principal, Reading teacher, school psychologist and others. As it is required by NCLB 2001 Act that no child left behind we must use all sorts of intervention to reach these students. As in the IDEA 2004 which requires the inclusion program, we must accommodate these different learners who are in our hands.

It should be noted then, that it is our responsibility as teachers to reach the different learners regardless of race, disabilities, culture, or limitations by providing the best environment, quality teachings, so that the children will reach their full potential.