

Respecting Diversity and The 3 Block Model of Universal Design for Learning developed by: Dr. Jennifer Katz, University of Manitoba

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Student Services Forum
May 4, 2012

What Does It Mean to Include?

- Does it mean group membership. . . and conformity?
- To us, it means a true sense of interdependence of value and respect. A recognition that **EVERYONE** is worthy of respect and has something to contribute.
- In schools that means everyone is a part of the classroom. Every child has a chance to feel good about themselves and experience success and growth.
- Pair/Share – Turn to your partner and discuss what you would want your child/niece/nephew etc. to leave school with.

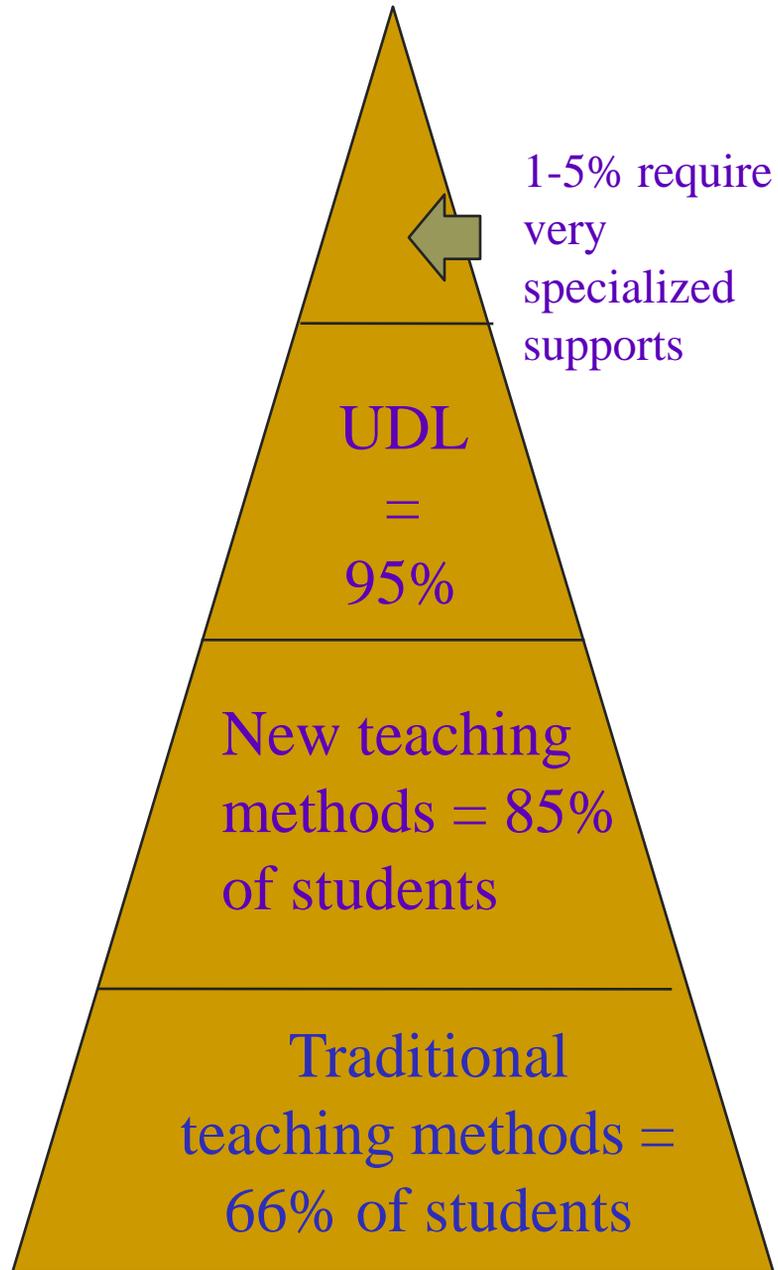
Goals of Inclusive Education

- A balance of wellness.
- A sense of belonging, of being included and cared for, of interconnectedness with something larger than ourselves.
- Inclusive education facilitates the development of:
 - Deep profound critical thinkers
 - Self motivated/self disciplined learners
 - Compassionate cooperative leaders
 - Community members with the skills and understandings to work with and relate to diverse others.

Diversity

- It is important that we all recognize that diversity, or diverse learners, does NOT refer to children with exceptional needs! All children are diverse – fat/thin, rich/poor, personalities, ethnicities, languages, family constructions, and learning styles all contribute to the makeup of a diverse classroom.
- What we know from brain research is that even a group of so-called “typical” learners from Caucasian, middle class families would be diverse in how they learn best.
- ***Thus, no matter what topic / skill you are teaching, your students will vary in what they already know / can do, what they are ready to learn, and how they learn best!***

The Inclusion Pyramid



Universal Design for Learning

- What is it?
 - Based on architecture
 - Plan with diverse needs in mind = choose strategies that will serve multiple students, rather than trying to individualize for each student (e.g. ramped curbs – designed for people in wheelchairs, but assist everyone)
 - UDL shifts old assumptions about teaching and learning in fundamental ways:
 - Students with disabilities fall along a continuum of learner differences rather than constituting a separate category
 - Teacher adjustments for learner differences should occur for all students, not just those with disabilities
 - Curriculum materials should be varied and diverse, rather than centring on a single, common resource
 - Instead of remediating students so that they can learn from a set curriculum, curriculum should be made flexible to accommodate learner differences

Educational Criteria

- Learning communities – Adopt practices that reflect high values with respect to both diversity and inclusiveness.
- Interaction – Encourage regular and effective interactions amongst students, and between students and the instructor and ensure that communication methods are accessible to all participants.
- Physical environments and products – Ensure that facilities, activities, materials, and equipment are physically accessible to and usable by all students, and that all potential student characteristics are addressed in safety considerations.
- Instructional Standards – maintain high expectations for ALL learners, and provide supports to help them reach these standards.
- Delivery methods – Use multiple, accessible instructional methods that are accessible to all learners.
- Information resources and technology. Ensure that course materials, notes, and other information resources are engaging, flexible, and accessible for all students.
- Feedback – Provide specific feedback on a regular basis.
- Assessment – Regularly assess student progress using multiple accessible methods and tools, and adjust instruction accordingly.

UDL

- Multiple means of representation
 - The “what” of learning
 - Recognition Networks in the Brain
 - The “I get it” of concepts
- Multiple means of action and expression
 - The “how” of learning
 - Strategic Networks in the Brain
 - Understanding how we learn
- Multiple means of engagement
 - The “why” of learning
 - Affective Networks in the Brain
 - Recognizing what motivates, connects diverse learners

UDL: What Are The Ramps?

- Strategies for Best Practice Include:
 - Brain Based Instruction
 - Integrated curriculum
 - Multimodal/differentiated instruction
 - Student choice
 - UBD
 - Teaching to “The Big Ideas,”
 - Planning with the end in mind
 - Authentic assessment
 - Multi-modal assessment
 - Assessment of/for/as learning
 - Flexible groupings
 - Promotion of independent learning skills
 - Cooperative learning
 - Technology

THE 3 BLOCK MODEL OF U.D.L.

Systems & Structures

- Learning Community
- Distributed Leadership
- PLC's
- Resource allocation to support collaborative practice
- Team planning time, scheduling in cohorts/teams
- Resource / EA allocations to classrooms / cohorts
- Co-planning, Co-teaching, co-assessing
- Consistent, authentic assessment across classes – rubrics
- Collaborative decision making

Instructional Practice

- Integrated Curriculum
- Student Choice
- Flexible Groupings / Co-operative Learning
- Differentiated Instruction
- Differentiated Assessment
- Assessment for learning / Class Profiles / Strategic Teaching
- Technology
- Discipline Based Inquiry
- Meta-Cognition – Assessment as learning
- Understanding by Design / Essential Understandings
- Social & Academic Inclusion of Students with Exceptionalities

Social & Emotional Learning:

Developing Compassionate Classroom Communities

- Respecting Diversity Program (RD)
- Developing Self-Concept
 - Awareness of and pride in strengths and challenges
 - Sense of belonging
 - Goal setting and planning
 - Leadership skills / opportunities
- Valuing Diversity
 - Awareness of the strengths and challenges of others
 - Valuing of diverse contributions to community
 - Sense of collective responsibility for well-being, achievement of all
 - Empathy, Perspective taking, Compassion
- Democratic Classroom Management
 - Collective problem solving, recognition of rights and responsibilities
 - Promotion of Independent learning, student choice & empowerment, leadership
 - Increase in student engagement, ownership

Social & Emotional Learning

■ What is it?

- Evolved from the research investigating ***emotional intelligence***
- A combination of ***interpersonal, intrapersonal, and existential intelligence***
- Extends ***citizenship*** to include concepts such as:
 - Self awareness and self-respect
 - Empathy, perspective taking, and respect for others
 - Prosocial problem solving abilities
 - Leadership
 - A spiritual sense of being a part of something larger than oneself

Social & Emotional Learning

- Why should we care?
 - Rising rates of anxiety disorders, mental illness, suicide, substance abuse, bullying...
 - Brain research tells us:
 - Kids can't learn when they are stressed. The brain prioritizes emotions!
 - Increased cortisol levels mean reduced ability to pay attention, remember, and also increase obesity!
 - We are the only ones who see ALL the kids!

Social & Emotional Learning

- Strengthening students' sense of community in school increases academic motivation and aspirations, and has a substantial effect on academic achievement.
- SEL improves school attitudes, behavior, and performance, including performance on standardized tests.

Social & Emotional Learning

- Brain research has shown that learning requires both cognitive and affective processes, as emotions control a variety of academic precursors such as attention and memory
- This means that students must feel safe, comfortable, and positive about themselves and their community for them to be able to stay focused, learn, and remember.

Social & Emotional Learning

- Thus, focusing only on academic instruction in an effort to help students attain academic success is unlikely to lead to success
- **Addressing students' social and emotional development is therefore not an “add on” to the curriculum, but rather is an integral and necessary process for helping all students succeed.**

Democratic Classrooms

The seven principles are:

1. The social curriculum is as important as the academic curriculum.
2. How children learn is as important as what they learn: process and content go hand in hand.
3. The greatest cognitive growth occurs through social interaction.
4. There is a set of social skills children need in order to be successful academically and socially: cooperation, assertion, responsibility, empathy, and self-control, among others.
5. Knowing the children we teach—individually, culturally, and developmentally—is as important as knowing the content we teach.
6. Knowing the families of the children we teach and inviting their participation is essential to children's education.
7. How the adults at school work together is as important as individual competence: lasting change begins with the adult community.

Democratic Classrooms

- A democratic classroom contributes to character because it:
 - Provides an ongoing forum where students' thoughts are valued and where any need of the group can be addressed
 - Allows children to develop intrinsic motivation for social responsibility, as they recognize how their contributions, either positive or negative, affect others in the community.
 - Creates a support structure that calls forth students' best moral selves by strengthening community and holding them accountable to practice respect and responsibility
 - Mobilizes the peer culture on the side of virtue.
- ***The chief means of creating a democratic classroom environment is the class meeting, a face-to-face circle meeting emphasizing interactive discussion and problem solving.***

Democratic Classrooms

■ The six teaching strategies are:

1. **Class Meeting:** builds community, creates a positive climate for learning, and reinforces academic and social skills.
2. **Rules and Logical Consequences:** A clear and consistent approach to discipline that fosters responsibility and self-control.
3. **Guided Discovery:** A format for introducing materials that encourages inquiry, heightens interest, and teaches care of the school environment.
4. **Academic Choice:** An approach to giving children choices in their learning that helps them become invested, self-motivated learners.
5. **Classroom Organization:** Strategies for arranging materials, furniture, and displays to encourage independence, promote caring, and maximize learning and positive social interaction.
6. **Family Communication Strategies:** Ideas for involving families as true partners in their children's education.

Respecting Diversity Program



MI – What Is It?

- A theory of learning based on **brain research**
- A method of recognizing and teaching to diverse learning profiles – **with neutral language!**
- A method of differentiating instruction
- 9 different ways to present information to students
- 9 different ways for students to show what they know

Multiple Intelligences

- MI is one possible framework for Universal Design. It recognizes the different ways in which the human brain processes information.
- By encouraging learning and responding through multiple modalities, MI allows students with a variety of learning strengths and challenges to participate in academic activities, who might have otherwise needed adapted curriculum.
- *For instance, a child with significant challenges may not be able to write a report about Ancient Rome, but may be capable of painting a mural and giving an oral presentation.*

Multiple Intelligences

- **VISUAL/SPATIAL** - children who learn best visually and organizing things spatially. They like to see what you are talking about in order to understand. They enjoy charts, graphs, maps, tables, illustrations, art, puzzles, and costumes - anything eye catching. Visual spatial intelligence is the capacity to think in images and pictures, to visualize accurately and abstractly. Information Processing Code = images.
- **VERBAL/LINGUISTIC** - children who demonstrate strength in the language arts: speaking, writing, reading, and listening. These students have always been successful in traditional classrooms because their intelligence lends itself to traditional teaching. Verbal linguistic intelligence is the capacity to develop verbal skills and sensitivity to the sounds, meanings and rhythms of words. Information Processing Code = language.

Multiple Intelligences

- **LOGICAL/MATHEMATICAL** - children who display an aptitude for numbers, reasoning and problem solving. This is the other half of the children who typically do well in traditional classrooms where teaching is logically sequenced and students are asked to conform. Logical mathematical intelligence is the ability to think conceptually and abstractly, and capacity to discern logical or numerical patterns. Information Processing Code = numbers and patterns.
- **BODILY/KINESTHETIC** - children who experience learning best through activity: games, movement, hands-on tasks, and building. Body Kinesthetic intelligence is the ability to control one's body movements and to handle objects skillfully. Information Processing Code = tactile info.

Multiple Intelligences

- **MUSICAL/RHYTHMIC** - children who learn well through songs, patterns, rhythms, instruments and musical expression. If you can remember the words to a song better than a poem, you know what this kind of learning is like! Musical Rhythmic intelligence is the ability to produce and appreciate rhythm, pitch and timber. Information Processing Code = tones.
- **INTRAPERSONAL** - children who are especially in touch with their own feelings, values and ideas. They may tend to be more reserved, but they are actually quite intuitive about what they learn and how it relates to themselves. Intrapersonal intelligence is the capacity to be self-aware and in tune with inner feelings, values, beliefs and thinking processes. Information Processing Code = feelings and perceptions.

Multiple Intelligences

- **INTERPERSONAL** - children who are noticeably people oriented and outgoing, and do their learning cooperatively in groups or with a partner. Interpersonal intelligence is the capacity to detect and respond appropriately to the moods, motivations and desires of others. Information Processing Code = nonverbal and verbal social cues.
- **NATURALIST** - children who love the outdoors, animals, field trips. More than this, though, these students love to pick up on subtle differences in meanings. The traditional classroom has not been accommodating to these children. Naturalist intelligence is the ability to recognize and categorize plants, animals and other objects in nature. Information Processing Code = sensory info.

Multiple Intelligences

- **EXISTENTIALIST** - children who learn in the context of where humankind stands in the "big picture" of existence. They ask "Why are we here?" and "What is our role in the world?" They want to know why what they are studying is important in the "bigger picture." This intelligence is seen in the discipline of philosophy. Existentialist intelligence is the sensitivity and capacity to tackle deep questions about human existence, such as the meaning of life, why do we die, and how did we get here.

The RD Program

- The intention of this script of lessons is to create a classroom atmosphere that supports inclusion of diverse students.
- This atmosphere must foster a sense of safety in all children, and a true respect for diversity – the recognition that we all have strengths and challenges that are valuable to the community.

RD Program: Lesson #1

- Multiple Intelligences Introduction
 - Brainstorm “what does it mean to be smart”
 - Discuss – what other ways can people be smart, what things are “you” good at, how do you learn best?
 - Record on chart paper, group into MI categories
 - Introduce vocabulary of multiple intelligences
 - Discuss, Draw and/or reflection Journal – what do you think are your strengths?

****Rationale:** *The intent of this lesson is to Introduce language, and expand children’s idea of what “smart” means.*

RD Program: Lesson #2

- MI Surveys
 - Complete surveys as a class
 - Add up totals, bar graph
 - Discussion and Journal reflection – were your predictions of your strengths correct? Why do you think this happened? Were there any surprises for you?

*** Rationale: Individual demystification allows children to develop a realistic self-concept and increases self-efficacy*

RD Program: Lesson #3

- Community brain – create a model of a brain from plasticine. Have students write their name and strength on a flag made of paper and a toothpick, and put it in the “community brain.” Instruct students that during the year, when they need help with an activity, they are to look for someone with strength in that area.

***Rationale: This lesson is intended to develop interdependence, and a sense of community. All students have a chance to be the helper, and at times need help. This removes the stigma for those who have challenges in verbal linguistic intelligence. The brain remains in the class throughout the year as a symbol of the community.*

RD Program: Lesson #4

- MI & Careers

- Looking at the earlier chart, brainstorm some activities, careers, famous people who would fit in each category (e.g. require or have great verbal-linguistic strength)

***Rationale: This lesson is intended to build hope for students, as they see that there will be opportunities for success, and even fame, regardless of their learning profile.*

RD Program: Lesson #5

- MI & Interdependence
 - Discuss, role play, reflection journal – what would the world be like without people who have strength in ____? What if everyone were ____?

***Rationale: This lesson is intended to create an awareness of the value of diversity. Our community actually needs kinesthetic people!*

RD Program: Lesson #6

- Activity – Break students into groups by intelligence strength – assign a task. Then mix groups, repeat task – which worked better? Why?

***Rationale: the intention of this lesson is to build students explicit awareness of the value of diversity. It is intended to allow students to explore the pros and cons of working with similar and differing types of learners, and to see value in all.*

RD Program: Lesson #7

- Goal Setting

- This term, set goals for which intelligences you would like to develop, and how you will achieve your goal

***Rationale: This lesson is intended to develop students awareness of the need to both develop strength areas, as well as challenge oneself in areas of weakness.*

RD Program: Lesson #8

- Data Analysis
 - Create a survey regarding Multiple Intelligences (e.g. which of the following activities is your favorite, who do you think is the smartest, etc.)
 - Tally results
 - Record using a variety of graph types
 - Reflection Journal – What were the results of your survey? What does this tell you about how people think?

***Rationale: This lesson is intended to develop students awareness of common misconceptions about what intelligence is, and the diversity of learning profiles.*

RD Program: Lesson #9

- The Brain and Disabilities
 - Looking at the earlier chart, discuss what severe challenges in a given intelligence lead to (e.g. visual spatial – blindness).
 - We all have strengths and challenges, but what would it be like to have a severe challenge in one of the intelligences? Work with partners, groups to role-play.
 - If you had a severe challenge in one of these intelligences, what other things could you do for activities / careers?

***Rationale: this lesson is intended to develop an awareness of the challenges people with disabilities face, while at the same time making students aware that having a challenge in one area doesn't mean you are "dumb," and that there are other things people with challenges can do.*



Last Thoughts. . .

Video:

<http://www.youtube.com/watch?v=zDZFcDGpL4U>