Chapter 6
Accommodating Student Variability
REWIND!
Student Differences So Far…

• Chapter 4:
  – Intelligence and Measuring Intelligence
  – Learning Styles
  – Gender Differences

• Chapter 5:
  – Cultural Diversity
  – Socioeconomic Diversity

• And now a quick wrap up of Chapter 5…
  multicultural education and bilingual education
Multicultural Education Programs

• Characteristics of Effective Multicultural Teachers
  – Provides students with clear objectives.
  – Continuously communicates high expectations to the students. **ALL STUDENTS**
  – Monitors student progress and provides immediate feedback.
  – Has several years experience in teaching culturally diverse students. **What can you do as a beginning teacher?**
  – Can clearly explain why she uses specific instructional techniques.
Multicultural Education Programs

• More Characteristics of Effective Multicultural Teachers
  – Strives to embed instruction in a meaningful context.
  – Provides opportunities for active learning through small-group work and hands-on activities.
  – Exhibits a high level of dedication.
  – Enhances students’ self-esteem by having classroom materials and practices reflect students’ cultural and linguistic backgrounds.
  – Has a strong affinity for the students.
Multicultural Education Programs

- Instructional Goals and Methods
  - Instructional Goals
    - Help low-achieving minority and/or low-SES students master both basic and higher-level skills
Multicultural Education Programs

• Instructional Goals and Methods
  – Instructional Methods
    – Peer Tutoring (or, Peer-assisted learning): teaching of one student by another
    – Cooperative Learning: working in small, heterogeneous groups to help one another master a task
    – Mastery Learning: assumes most children can master the curriculum if certain conditions are established
Multicultural Education Programs

• A Rationale for Multicultural Education
  – Multicultural programs foster teaching practices that are effective in general as well as for members of a particular group
  – All students may profit from understanding different cultural values
  – The U.S. is becoming an increasingly multicultural society and students need to understand and know how to work with people of cultures different from their own
Multicultural Education Programs

• A Rationale for Multicultural Education (cont’d)
  – Multicultural education programs expose students to the idea that “truth” is very much in the eye of the beholder. **Who writes the history books?**
  – Multicultural programs can encourage student motivation and learning.
  – The rationale for multicultural education that we have provided has been reinforced by numerous studies that document the disappointing academic performance of a significant number of minority-group students.
Bilingual Education

• Approaches
  – Transition programs teach students wholly or partly in their native language until they can function effectively in a regular class
  – Maintenance programs provide instruction in native language for a longer period of time before moving to all-English instruction
  – Two-way bilingual programs (also called two-way immersion) provide instruction in the language of both the majority culture and the minority culture
Bilingual Education

• Research Findings
  – Both transition and immersion programs can help ELLs become proficient in English
  – **Compared to immersion programs, bilingual programs produce only small to moderate gains** in reading, language skills, and math
ON TO CHAPTER 6! Overview

- Ability Grouping
- The Individuals With Disabilities Education Act (IDEA)
- Students With Intellectual Disability
- Students With Learning Disabilities
- Students With Emotional Disturbance
- Students Who Are Gifted and Talented
- Using Technology to Assist Exceptional Students
Historical Developments in Accommodating Student Variability

• Age-Graded Classrooms in early 20th century
  – beginnings
    • compulsory schooling nearly all U.S.
    • child labor laws
    • large numbers of children in schools due to immigration
  – children grouped by age to form homogeneous groups
    • more effective teaching
    • increased self esteem
Historical Developments in Accommodating Student Variability

- **Ability Grouped Classrooms**
  - beyond age grouping, low, medium or high groups were formed (similar students grouped together)
    - based on mental abilities or achievement tests
    - groups might geared toward different post-high school goals
  - “helped” with large numbers of immigrants
    - most who did not understand English well were in low groups
    - poor homes = socioeconomics and lower health = low groups
    - sociologically, this kept those with power, in power
Historical Developments in Accommodating Student Variability

• Special Education
  – all fine for majority of students
  – what about those with major physical or mental disabilities (since they now have to go to school too!)
  – incapable of benefitting from school ??
  – assigned to “special schools” that were notoriously low performing
  – labeling “mentally retarded” etc. did not help
  – became dumping grounds for those who could not perform in regular classrooms
Ability Grouping

- Ability grouping is …
  - Grouping students of similar intellectual ability for the purposes of instruction
Ability Grouping

• Types of Ability Groups
  • Between-Class Ability Grouping
    – Each class is made up of students of similar ability
  • Regrouping
    – Students of the same age, ability, and grade but from different classes come together for instruction in a specific subject (college grouped courses?)
  • Joplin Plan
    – Regrouping that takes place across grade levels. (band classes, mid-upper level math, etc.)
• Within-Class Ability Grouping
  – Division of a single class into two or three groups for instruction in specific subjects.
Ability Grouping

• **Assumptions** Underlying Ability Grouping

  • Students’ ability to learn is determined by intelligence, which was inherited and **fixed**.

  • Intelligence is accurately reflected by the score (called IQ, for intelligence quotient) on an intelligence test.

  • Students learn best when they are grouped with others of similar ability.
Ability Grouping

• Evaluations of Ability Grouping
  • There is little to no support for between-class ability grouping
  • Research on the effect of regrouping for reading or math is inconclusive (but…)
  • The Joplin plan yields moderately positive effects compared with instruction in heterogeneous classes
  • Within-class grouping in math and science produced modestly positive results compared to other instructional approaches (bluebirds, redbirds…)

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Ability Grouping

• Evaluations of Ability Grouping (cont’d)
  • Students in homogeneously and heterogeneously grouped classes scored similarly on measures of self-esteem
  • Students in high-ability classes had more positive attitudes about school and higher educational aspirations than did students in low-ability classrooms (I’m in the dumb group…)
  • Between-class grouping affected the quality of instruction received by students (better teachers got the better students…)
Video: Inclusion: Grouping Strategies for Inclusive Classrooms
The Individuals with Disabilities Education Act (IDEA)... it began with Brown vs Board of Education (1954)

- Major Provisions of IDEA
  - A free and appropriate public education
  - A preplacement evaluation prior to being placed in a special education program
  - An individualized education program (IEP) if one receives special education services
  - Educational services must be provided in the least restrictive environment
  - Use of response to intervention (RTI) methods to identify students with learning problems and provide research-based instruction
The Individuals with Disabilities Education Act (IDEA) – It’s the law!

• Preplacement Evaluation
  • Tests must be administered in the child’s native language
  • A test must be valid for the specific purpose for which it is used
  • Tests must be administered by trained professionals
  • Tests administered to students who have impaired sensory, manual, or speaking skills must reflect aptitude or achievement rather than the impairment
The Individuals with Disabilities Education Act (IDEA)

• Preplacement Evaluation (cont’d)
  • No single procedure can be the sole basis for determining an appropriate educational program
  • Evaluations must be made by a multidisciplinary team
  • The child must be assessed in all areas related to the suspected disability
The Individuals with Disabilities Education Act (IDEA)

• Individualized Education Plan (IEP)
  • A statement of the child’s present levels of educational performance
  • A statement of annual goals, including short-term instructional objectives
  • A statement of the specific special education and related services to be provided to the child, and the extent to which the child will be able to participate in regular educational programs
The Individuals with Disabilities Education Act (IDEA)

• Individualized Education Plan (cont’d)
  • The projected dates for initiation of services and the anticipated duration of the services
  • Appropriate objective criteria and evaluation procedures and schedules for determining, on at least an annual basis, whether short-term objectives are being achieved
Individuals with Disabilities Education Act (IDEA)

• Least Restrictive Environment (also the law)
  • Schools are required to place students with disabilities in the least restrictive setting that their disability will allow
    – Placing students with disabilities in regular education classrooms for as much of the day as possible is referred to as *mainstreaming*
Individuals with Disabilities Education Act (IDEA)

- The Policy of Inclusion
  - The policy of placing all students with disabilities in regular education classrooms for the entire day is referred to as *inclusion* or *full inclusion*
The Individuals with Disabilities Education Act (IDEA)

• The Debate About Inclusion
  • Students with disabilities may suffer academically and socially when separated from regular students
  • Inclusion will likely work best where the presence of a disabled student stimulates the teacher to improve the general quality of classroom instruction
  • Pull-out programs may violate the civil rights of children by placing them in separate but unequal programs
  • For students who are mainstreamed, IEPs should be written so as to better reflect what a given student probably can and cannot accomplish
The Individuals with Disabilities Education Act (IDEA)

• Response to Intervention (RTI)
  • A diagnostic method to determine if students require the types of services provided by IDEA
  • When students first begin to demonstrate learning problems, provide research-based instruction and see how they respond (a teach-test-teach pattern)
The Individuals with Disabilities Education Act (IDEA)

• What IDEA Means to Regular Classroom Teachers

• What Are the Regular Classroom Teacher’s Responsibilities?
  – Referral
  – Assessment
  – Preparation of the IEP
  – Implementation and Evaluation of the IEP
The Individuals with Disabilities Education Act (IDEA)

• What IDEA Means to Regular Classroom Teachers
• Section 504 of the Rehabilitation Act of 1973: A Broader View of Disabling Conditions
  – Students with health or medical conditions not covered by IDEA may also be entitled to protections and services
Students with Intellectual Disability

• Definition of Intellectual Disability (AAIDD, 2009)
  • The individual has significant limitations both in intellectual functioning and adaptive behavior that affects conceptual skills, social skills, and everyday practical skills
  • This disability originates before the age of 18
Students with Intellectual Disability

- Characteristics of Children with Intellectual Disability
  - Tendency to oversimplify concepts
  - Limited ability to generalize
  - Less memory capacity
  - Shorter attention span
  - Focuses on only one aspect of a problem
  - Difficulty in formulating learning strategies
  - Lower tolerance for frustration
  - Lower self-esteem, self-confidence, motivation
Students with Learning Disabilities

- Characteristics of Students with Learning Disabilities
  - A disorder in one or more basic psychological processes (such as memory, auditory perception, visual perception)
  - Difficulty with tasks that involve speaking, listening, writing, reading, spelling, mathematics
  - Problem is not due primarily to other causes
  - More poorly developed social skills
Students with Learning Disabilities

- Identifying Students with Learning Disabilities
  - Average score or better on standardized intelligence test and significantly below average score (at least 1 standard deviation) on standardized achievement test
    - Discrepancy between achievement and IQ score not a useful indicator of a learning disability
Students with Learning Disabilities

• Problems with Basic Psychological Processes
  • Problems with auditory and visual discrimination
  • Limited attention span and impulse control
  • Inaccurate recall of information
  • Deficit in metacognitive skills
  • Passive and disorganized approach to learning
Students with Learning Disabilities

• Attention-Deficit/Hyperactivity Disorder (ADHD)
  • Primary Characteristics
    – Inattention, hyperactivity, and impulsivity
  • Criteria for Identification
    – Behaviors must first appear before the age of seven
    – Must be displayed in several settings (home, school, play)
    – Must persist over time
Students with Emotional Disturbance

• Definition of Emotional Disturbance
  • Individual exhibits one or more of the following characteristics over a long period of time and to such a marked degree that it adversely affects academic performance
    – Inability to learn not due to intellectual, sensory, or health factors
    – Inability to build or maintain satisfactory interpersonal relationships with peers and teachers
    – Inappropriate types of behaviors or feelings under normal circumstances
    – Tendency to develop physical symptoms or fears associated with personal or school problems
Students with Emotional Disturbance

• Weaknesses of Definition of Emotional Disturbance
  • The terms long period of time, satisfactory interpersonal relationships, general pervasive mood, and inappropriate types of behaviors or feelings under normal circumstances are not defined
Students with Emotional Disturbance

• Characteristics of Emotional Disturbance
  • Externalizing Students
    – Aggressive, uncooperative, restless, and negativistic
  • Internalizing Students
    – Shy, timid, anxious, fearful, and lack self-confidence
Students Who Are Gifted and Talented

• Definition of Gifted and Talented
  • “The term gifted and talented children and youth means children and youth who give evidence of high performance capability in areas such as intellectual, creative, artistic, or leadership capability, or in specific academic fields, and who require services or activities not ordinarily provided by the school in order to fully develop such capabilities.” (Title IV-H.R.A, 1988, pp. 227-228)
Students Who Are Gifted and Talented

- Identification of Gifted and Talented Students
  - Traditionally based on an IQ score of 130 and above (= +2 SD)
  - Contemporary approach assesses several types of abilities
  - Giftedness can also be assessed from a cultural perspective to avoid underrepresentation of minority group children
Students Who Are Gifted and Talented

• Characteristics of Gifted and Talented Students

What does the GT student “look like” ??

Think not only about cognition, but also preferences for study and emotion…

What were those kids (or yourself!) like??
Students Who Are Gifted and Talented

- Characteristics of Gifted and Talented Students
  - Excel on tasks that involve language, abstract thinking, mathematics
  - Faster at encoding and retrieving information from memory
  - Highly aware of how they learn and conditions that affect their learning
  - High levels of motivation and task persistence
  - Tend to be more solitary and introverted
  - Tend to have intense emotional lives
Students Who Are Gifted and Talented

• Instructional Options
  • Accelerated Instruction
  • Gifted and Talented Classes and Schools
  • Enrichment and Differentiated Instruction
Students Who Are Gifted and Talented

• Instructional Options
  • Accelerated Instruction
    – Allowing students to complete the work for more than one grade during the regular school year
    – Extending the school year by using summer sessions
    – Allowing students to take college classes while still in high school
Students Who Are Gifted and Talented

- Instructional Options
  - Curriculum Enrichment
    - Type I enrichment involves exploratory activities that are designed to expose students to topics not ordinarily covered in the regular curriculum (good)
    - Type II enrichment involves instructional methods and materials aimed at the development of thinking and feeling processes (better)
    - Type III enrichment consists of activities in which students investigate and collect data about a real topic or problem (best!)
Using Technology to Assist Exceptional Students

- Universal Design for Learning (UDL)
  - Use technology in ways that benefit all types of students
- Technology for Students with
  - Hearing Impairments
  - Visual Impairments
  - Orthopedic Impairments
  - Speech or Language Impairments
  - Learning Disabilities
  - Gifted and Talented Students