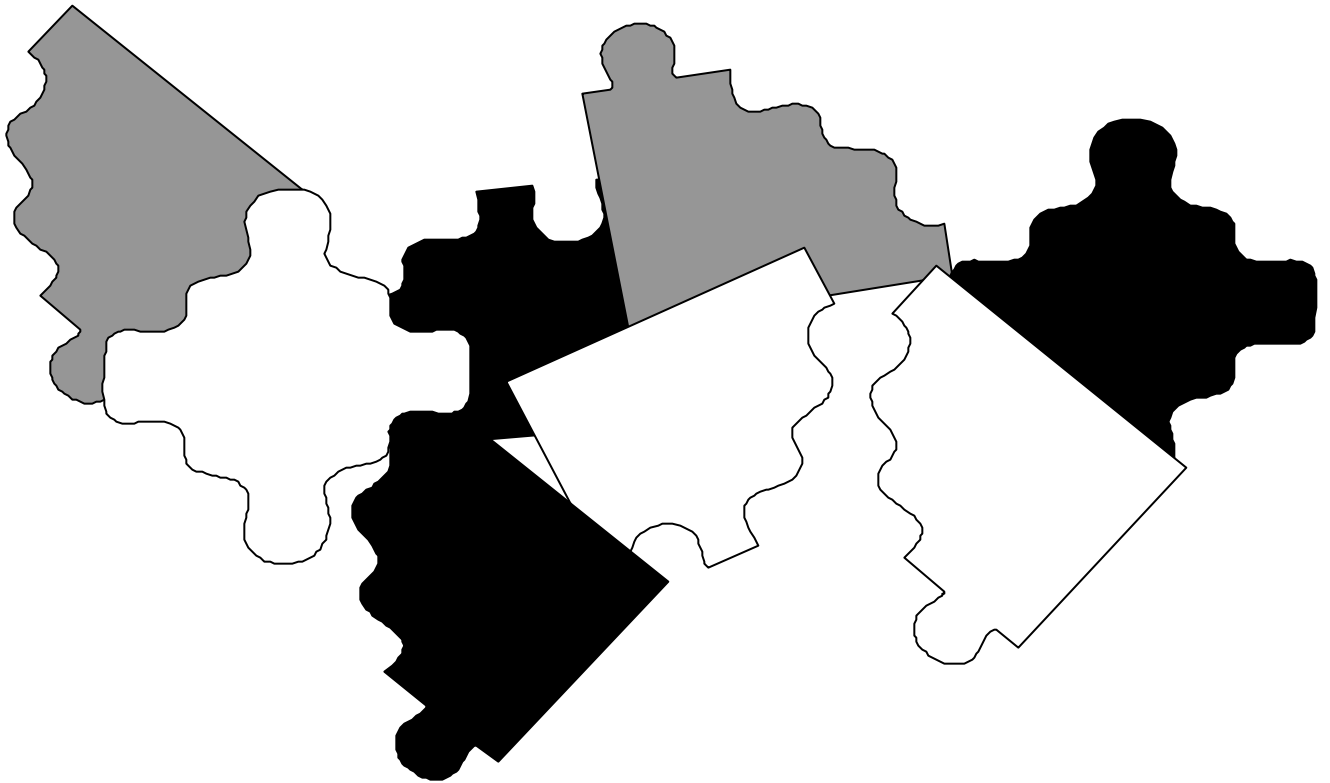


# Pieces

This professional development module was developed to provide activities for the instruction of individual differences among students.



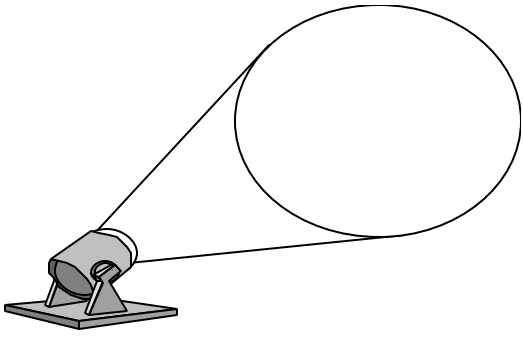
**Louisiana Teacher Assistance and Assessment Program**

**Louisiana Department of Education**

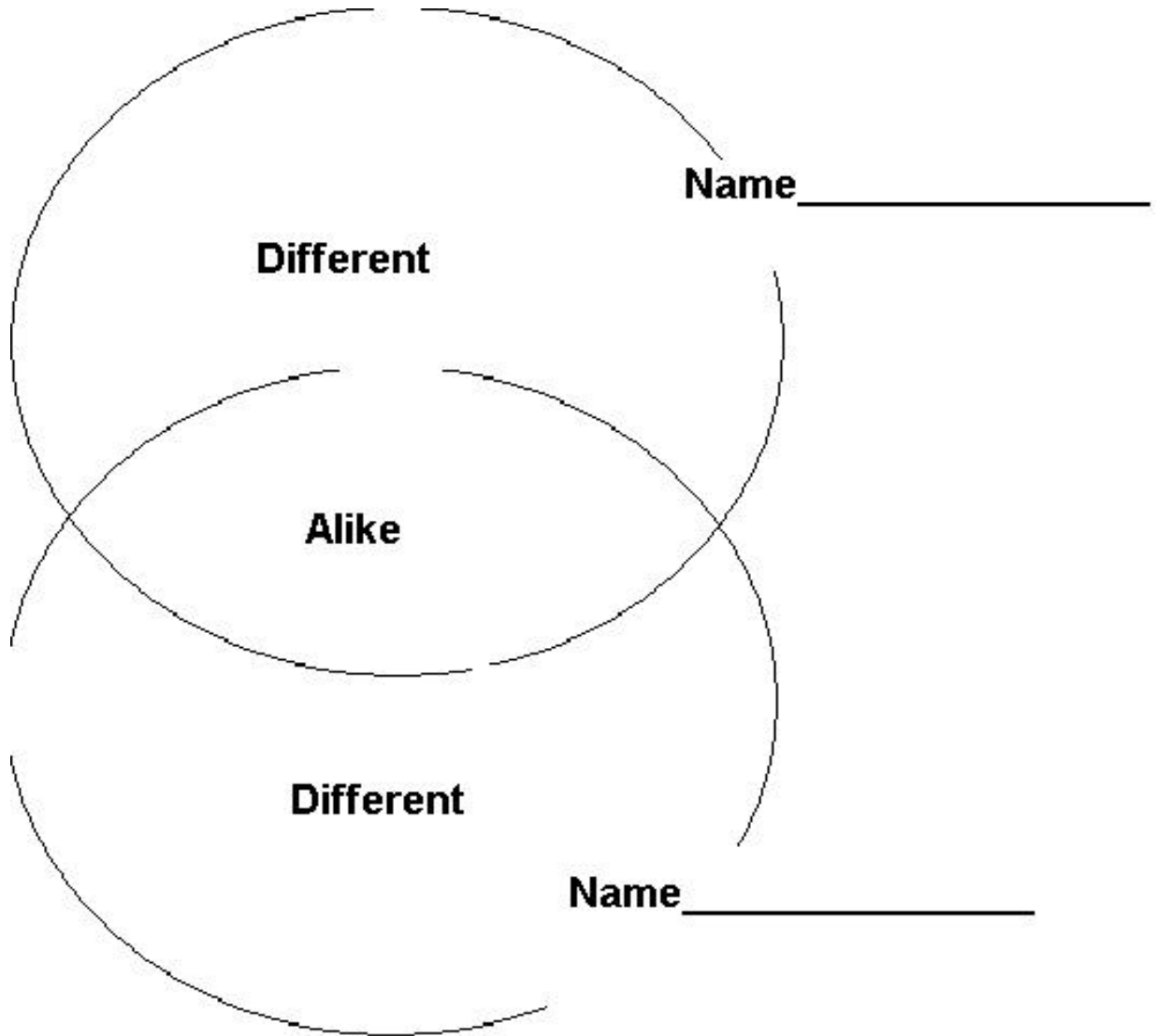
Cecil J. Picard, Superintendent  
May 1996  
Revised July 1998, 1999, 2000

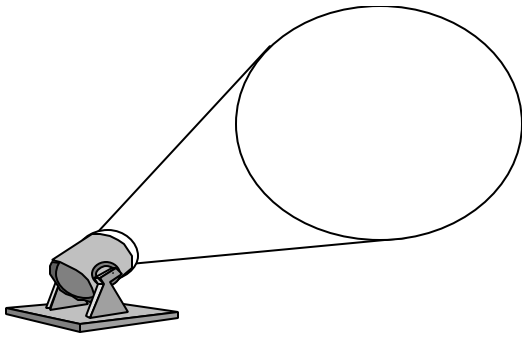
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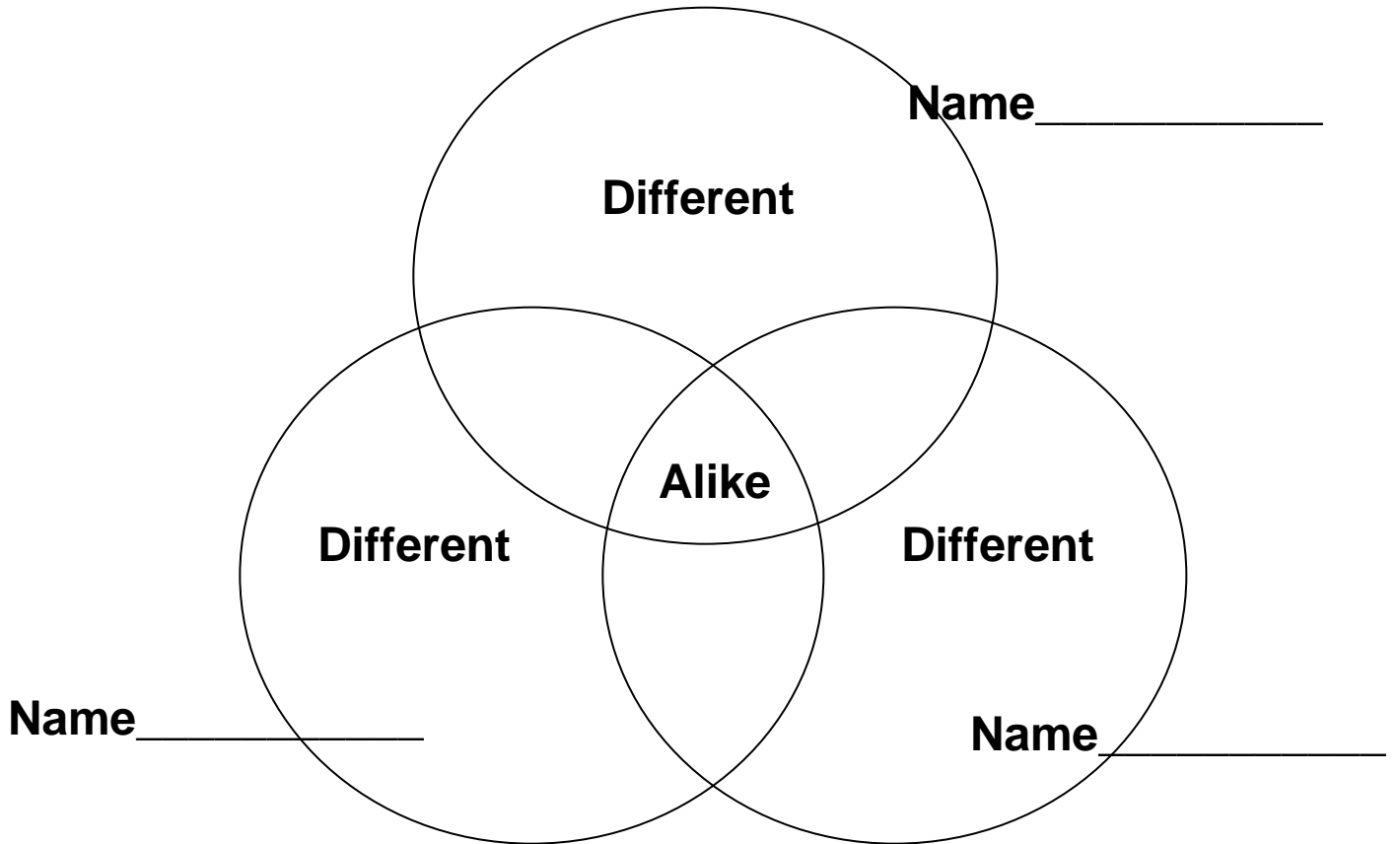


# The Spotlight Is On You!



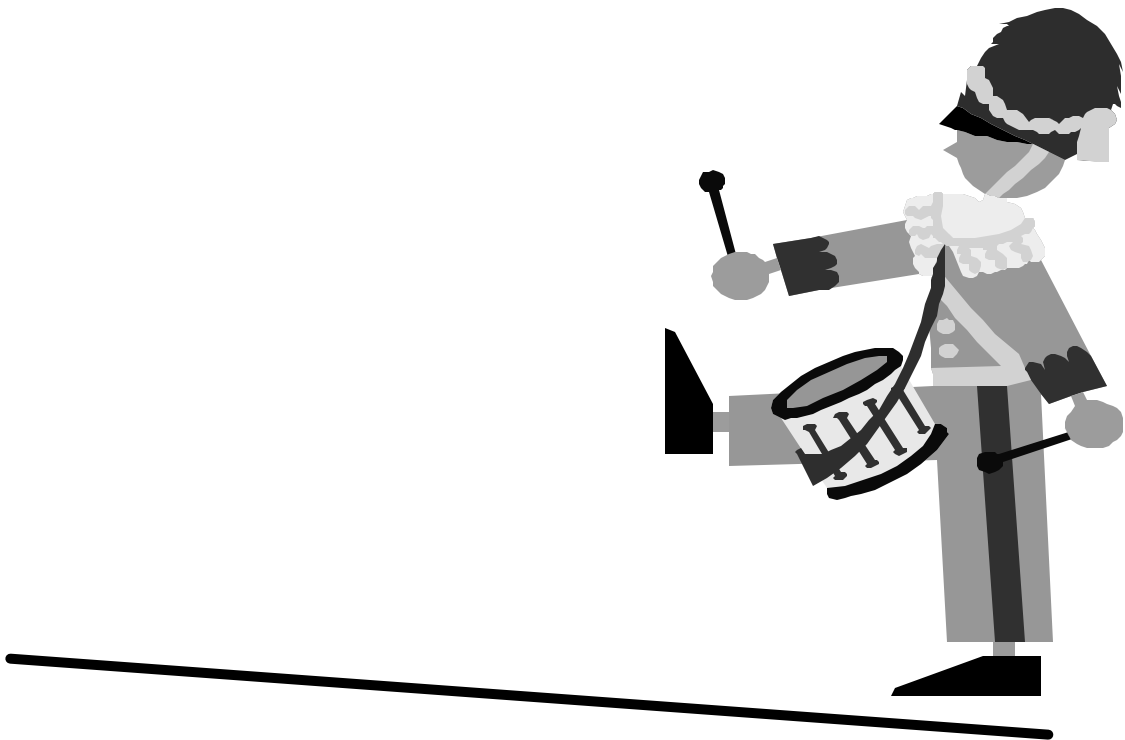


# The Spotlight Is On You!



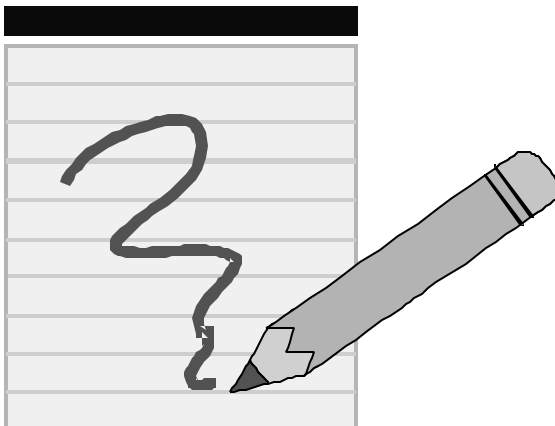
*If a man does not keep pace  
with his companions,  
perhaps it is because he  
hears a different drummer.  
Let him step to the music  
which he hears, however  
measured or far away.*

Henry David Thoreau



## SESSION OBJECTIVES

- To examine how accommodating for individual differences relates to Components of Effective Teaching.
- To identify how accommodating for individual differences corresponds to questions in the Preobservation Interview and Attributes related to the Classroom Observation.
- To identify how students differ in types of learning style.
- To identify ways for teachers to assess learning styles.
- To identify ways for teachers to assess teaching methods and styles.
- To identify ways for teachers to modify teaching styles to meet the diverse needs of individual learners.



# LOUISIANA TEACHER ASSISTANCE AND ASSESSMENT INSTRUMENT

## ***PREOBSERVATION INTERVIEW RECORD***

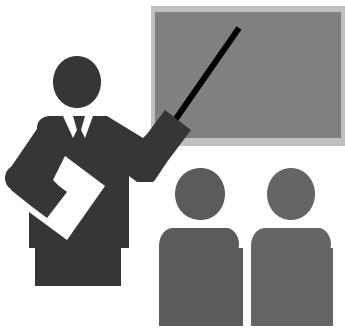
DOMAIN 1:	PLANNING
COMPONENT A:	THE TEACHER PLANS EFFECTIVELY FOR INSTRUCTION
ATTRIBUTE IA3:	IDENTIFIES AND PLANS FOR INDIVIDUAL DIFFERENCES
Question Set 3:	Please identify individual differences you will address in this lesson and discuss how you plan to accommodate them.
Assessor "Look Fors":	<ol style="list-style-type: none"><li>1. Identification of individual differences</li><li>2. Planned use of accommodation strategies/methods</li></ol>

## ***OBSERVATION RECORD***

DOMAIN III:	INSTRUCTION
COMPONENT IIIC:	PROVIDES FOR STUDENT INVOLVEMENT
ATTRIBUTE IIIC1:	ACCOMMODATES DIFFERENCES
Assessor "Look Fors":	Use of different activities, materials, timelines, objectives, assessment methods to address different learning styles, rates of learning, achievement, ability, maturation levels, and interests.

# TEACHING FOR INDIVIDUAL DIFFERENCES

When planning for and carrying out instruction in a class, a teacher must identify the differences among students that will influence their learning and then try to build instruction to address those differences. If we try to teach every learner the same things in the same way, using the same materials, activities, and assessments, we are doomed to failure. Further, we are likely to have a number of discipline problems because some students will be bored due to lack of challenge, while others may be unable to do the work planned for the class as a whole.



**When planning instruction for a group, a teacher must identify the differences among the people in the group.**

Below are listed several areas of differences which a teacher must research in his/her classes and accommodate by doing things differently (different activities, different objectives, different forms of measurement). Also listed are sources of data that will be of value in determining the differences you might find in your classroom. The first step in teaching to student differences is to collect systematically good information about your students.

## 1. Differences in Mental Ability

Does every student in the group have the same level of intelligence? (Even in so-called homogenous groups, this usually is not the case.) If intelligence levels vary, do they vary enough to affect learning and instruction?

### Sources of Data

- Student records – intelligence tests, psychologists' reports, counselor-developed information
- Observation – may suggest differences, but you will need something to support your observations

## 2. Differences in Achievement

Have all of these learners consistently achieved at the same level in this subject area? Achievement and mental ability are not the same thing. In many cases, very bright, capable students have not achieved well in one or more subjects. Test scores and grades may suggest differences in ability, but you will have to review a great deal of information to determine whether the problem is one of achievement or ability.

### **Sources of Data**

- Achievement test results
- Grades over several years
- Other teachers and counselors

### **3. Differences in Sociability**

This area of differences is particularly important among primary students, but shouldn't be ignored in high school. Learning and schooling are social processes, and learners have to be able to interact with other learners and with teachers – especially if certain types of instructional activities (e.g., group work, team activity, student discussion) are to be used.

### **Sources of Data**

- Student records – anecdotal material, psychologists' reports, counselor-produced material
- Observation of student interaction in your classroom and in the school in general
- Sociograms
- Other teachers

### **4. Differences in Maturation**

Often differences in maturation are encompassed in the concern for "readiness." Are the learner's motor skills sufficiently developed to handle the proposed task(s)? Is he/she emotionally ready to deal with certain ideas or concepts? (For example, not all sixth graders are ready to handle sex education or concepts related to puberty.) Has he/she developed/been taught the thinking skills necessary to undertake an independent project?

### **Sources of Data**

- Student records – anecdotal data and specialized reports
- Observation of student performance
- Discussions with other teachers

### **5. Differences in Experiences**

Has every learner in the group experienced the same things through travel, reading, the arts, the family, toys and materials in the home? In teaching, we draw upon student experience. If it isn't there, you can't expect it or draw upon it.

### **Sources of Data**

- Discussion with students
- Student records – family information
- Discussions with other teachers
- Observation of student performance
- Discussion with parents

### **6. Differences in Interests**

Not all students in a class have the same outside interests. Yet, interests are critical to getting students involved with content and each other. There are often areas of common interest which exist among groups of learners over approximately three-year periods. For example, girls 9-12 often tend to be very interested in animals. Boys 9/10-12/13 often tend to be interested in models. However, there are unique interests among every group. You must be careful of over-generalization.

### **Sources of Data**

- Discussions with students
- Student records – anecdotal material
- Discussions with parents
- Observation of student performance
- Discussions with other teachers

### **7. Differences in Motivation**

Research in motivation clearly demonstrates that motivation is an internal variable: i.e., it comes from within the individual. However, it is a product of the individual's interactions with her/his environment. The

environment can stimulate feelings, attitudes, and/or dispositions with the learner. It is probably wrong to think or presume that the teacher can motivate learners. The teacher's role is to structure the learning environment so that every learner has the opportunity to become motivated. We also need to realize that most learners are "motivated" toward something. The problem is that many are not motivated toward what we want their motivational targets to be.



Differences in motivation sometime vary with sex. In the early school years, girls often tend to be more motivated toward academic tasks than boys. By high school, boys are often more motivated toward certain academic tasks than girls.

Motivational levels are essentially three in number: low, optimal, and high. Most teachers would like all their students to be very high in motivation, but remember that an individual's motivation can be incompatible with her/his ability (not achievement, but ability). It is possible for a person with an IQ of 80 to be motivated to become a surgeon, but ability precludes that profession as a reality. A person may be motivated to become an opera star, but lack of talent precludes it. Suicides are made of such stuff! What the teacher really wants to see and to produce in his/her classroom is optimal motivation – motivation to do all one that can do and become all that one is capable of becoming.

### **Sources of Data**

- Discussions with students
- Student records – anecdotal materials, psychologists' reports, counselor-developed information
- Grades and achievement scores
- Discussions with other educators
- Observation (what turns him/her on?)

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This module was prepared for the Louisiana Department of Education by Dr. Russell L. French, University of Tennessee, Knoxville

## PERCEPTUAL STYLE INVENTORY

Circle the answer or answers that best describes your response for each situation.

**Note:** If a single answer does not match your perception, enter two or more choices. After you have answered all questions, total your responses and compute your percentage.

1. You are about to give directions to a friend. She is staying in a hotel in town and wants to visit your house. She has a rental car. Would you
  - V) draw a map on paper?
  - A) tell her the directions?
  - R) write down the directions (without a map)?
  - K) collect her from the hotel in your car?
  
2. You are staying in a hotel and have a rental car. You would like to visit a friend whose address/location you do not know. Would you like him to
  - V) draw a map on paper?
  - A) tell you the directions?
  - R) write down the directions (without a map)?
  - K) collect you from the hotel in his car?
  
3. You have just received a copy of your itinerary for a world trip. This itinerary is of interest to a friend. Would you
  - A) call her immediately and tell her about it?
  - R) send her a copy of the printed itinerary?
  - V) show her your route on a map of the world?
  
4. You are to cook a dessert as a special treat for your family. Do you
  - K) cook something familiar without need for directions?
  - V) thumb through the cookbook looking for ideas from the pictures?
  - R) refer to a specific cookbook that has a good recipe?
  - A) ask for advice from others?

5. A group of tourists has been assigned to you to find out about national parks. Would you
- K) drive them to a national park?
  - V) show them slides and photographs?
  - R) give them a book on national parks?
  - A) give a talk to them about national parks?
6. You are about to purchase a car. Other than price, what would most influence your decision?
- A) talking with a friend about it
  - R) reading the details about it
  - K) driving it
  - V) the car's appearance
7. Recall a time in your life when you learned how to do something like playing a new board game. (Try to avoid choosing a very physical skill, (e.g., riding a bike.) How did you learn best?
- V) by visual clues – pictures, diagrams, charts
  - R) by written instructions
  - A) by listening to somebody explaining it
  - K) by doing it
8. Which of these games do you prefer?
- V) Pictionary
  - R) Scrabble
  - K) Charades
9. You are about to learn a new program on a computer. Would you
- K) ask a friend to show you?
  - R) read the manual that comes with the program?
  - A) telephone a friend and ask questions about it?

10. You are not sure whether a word should be spelled *dependent* or *dependant*. Do you
- R) look it up in the dictionary?
  - V) see the word in your mind and choose the way that looks best?
  - A) sound it out in your mind?
  - K) write both versions down?
11. Apart from price, what would most influence your decision to buy a particular book?
- K) using a friend's copy
  - A) talking with a friend about it
  - R) skimming parts of it
  - V) It looks OK.
12. A new movie has arrived in town. What would most influence your decision to go or not go?
- A) Friends talk about it.
  - R) You read a review of it.
  - V) You saw a preview of it.
13. Do you prefer a lecturer who likes to use
- R) handouts and/or a textbook?
  - K) field trips, labs, practical sessions?
  - V) flow diagrams, charts, slides?
  - A) discussions or guest speakers?

**TOTAL A** (auditory) responses      \_\_\_\_\_/11= \_\_\_\_\_%

**TOTAL V** (visual) responses      \_\_\_\_\_/12= \_\_\_\_\_%

**TOTAL K** (kinesthetic) responses      \_\_\_\_\_/11= \_\_\_\_\_%

**TOTAL R** (reading/writing) responses      \_\_\_\_\_/13= \_\_\_\_\_%



# PERCEPTUAL STYLES OF LEARNING

## CHARACTERISTICS OF VISUAL LEARNERS

active imagination  
image manipulation  
visualization  
graphic representation  
visual relationships  
attention to color  
attention to shape  
preference for drawing  
identification of spatial depth and perception  
doodling  
recall of faces better than names  
good recall of visual events  
picture books  
highlighting and/or underlining  
graphs, pictures, charts  
films/videos  
observation of visual details  
preference for sitting or moving closer to look at pictures  
use of white space and spatial arrangement on page  
preference to watch demonstrations rather than participate in them  
good visual memory  
preference to take many notes  
neat written work  
preference to review notes when studying  
preference to a quiet environment

## Suggestions for Teachers

- help students practice visual tasks
- establish eye contact
- help students visualize the task
- establish the whole concept
- chart and graphically represent information
- focus on visual details and concepts

## **CHARACTERISTICS OF AUDITORY LEARNERS**

enjoy audiotapes  
excel at verbal quizzes and practice  
prefer to read aloud  
may move lips while reading silently  
enjoy storytelling  
preference for studying with friends for discussion  
prefer to hear self and others talk  
enjoy dialogue  
may require specific verbal directions  
prefer to communicate through discussions  
take few notes  
recall names better than faces  
prefer oral instructions  
prefer talking about notes to study

### **Suggestions for Teachers**

- establish auditory contact
- use verbal directions
- ask students to summarize directions or other information verbally
- arrange for speakers

## **CHARACTERISTICS OF STUDENTS WHO LEARN BY READING/WRITING**

sensitivity to meaning  
sensitivity to meanings in context  
understanding of how language functions  
enjoyment of reading  
enjoyment of writing  
enjoyment of written/verbal humor  
enjoyment of word play  
preference for reading and writing stories  
preference for specific, written directions

### **Suggestions for Teachers**

- provide written instructions
- focus on specific meaning
- provide opportunities for writing
- provide opportunities for different kinds of reading

## **CHARACTERISTICS OF KINESTHETIC/TACTILE LEARNERS**

prefer to participate in demonstrations  
enjoy touching objects  
incorporate motor movement into learning  
enjoy drama  
enjoy sports  
enjoy role-play  
prefer lab experiences  
like to invent  
enjoy hand puzzles/manipulatives  
prefer drawing/finger paints/clay  
prefer cooking or painting  
tend to change positions often  
prefer to take short, frequent breaks  
sometimes fidget when reading or seated for any length of time  
prefer recall of physical events or activities (things done)  
distractibility during auditory and/or visual presentations  
prefer to try things out and experiment  
prefer concrete experience  
prefer reapplication of information  
enjoy machine-oriented learning (e.g., computers)  
craft oriented  
prefer body language and touch  
prefer to do first, read later  
may be a poor test taker  
prefer to rewrite notes to study  
if tactile, may have poor cursive handwriting  
if kinesthetic, may have excellent cursive handwriting  
may doodle on notes

### **Suggestions for Teachers**

- provide hands-on learning opportunities
- provide opportunities to move frequently
- provide short breaks
- focus on how things feel physically



## APPLYING PERCEPTUAL PREFERENCES TO CLASSROOM, STUDY, AND EXAM SITUATIONS

	<b>IN CLASS</b>	<b>WHEN STUDYING</b>	<b>DURING EXAMS</b>
<b>VISUAL</b>	underline; use different colors; use symbols, charts, arrangements on a page	use the “In Class” strategies; reconstruct images in different ways; redraw pages from memory; replace words with symbols and initials	recall the ‘pictures on the pages’; draw; use diagrams where appropriate; practice turning visuals back into words
<b>AURAL</b>	attend lectures and tutorials; discuss topics with other students; explain new ideas to other people; use a tape recorder; describe overheads, pictures, and visuals to somebody not there; leave space in notes for later recall	may take poor notes because of preference for listening; try to explain notes; put summarized notes on tape and listen; read summarized notes out loud; explain notes to another <i>A</i> person	listen to inner voices and write them down; speak answers orally; practice writing answers to old exam questions
<b>READING/WRITING</b>	use lists, headings; use dictionaries and definitions; use handouts and textbooks; read; use lecture notes	write out the words again and again; reread notes silently; rewrite ideas into other words; organize diagrams into statements	practice with multiple-choice questions; write out lists; write paragraphs, beginnings, endings
<b>KINESTHETIC</b>	use all senses; go to labs; take field trips; use trial-and-error methods; listen to real-life examples; use hands-on approach	may take notes poorly because topics do not seem relevant; put examples in note summaries; use pictures and photos to illustrate; talk about notes with another <i>K</i> person	write practice answers; role play the exam situations

	<b>VISUAL</b>	<b>AURAL</b>	<b>READING/ WRITING</b>	<b>KINESTHETIC</b>
<b>LANGUAGE ARTS</b>	use mapping to summarize stories or chapters	create an audio tape to summarize a story or chapter	write a summary or read a variety of summaries of a story or chapter	dramatize a summary of a story or chapter; create a 3-D model which summarizes a story or chapter
<b>MATH</b>	use diagrams, graphs, charts; visualize math processes	use songs and jingles to remember math facts and formulas	read or write word problems; compare with numeric representations	use math manipulatives
<b>HISTORY</b>	watch a film about historic events; create a sequence of pictures to depict historic events	invite special speakers to talk about historic events; ask students to interview individuals about historic events	read or write stories about historic events	create a play or demonstration of historic events
<b>SCIENCE</b>	draw diagrams of experiments, things seen in a microscope, parts of a cell, etc.	use collaborative learning of discussion groups to summarize science concepts	read about science concepts from a variety of sources and create written summaries	create experiments and record results
<b>ART</b>	create visual images	use music to establish mood for art	read about different artists and types of art	create three-dimensional artwork

## COGNITIVE STYLE

Researchers have defined and classified cognitive styles in a variety of ways; but for the teacher's purposes, it is best to differentiate cognitive style from perceptual style.

Perceptual style has to do with how one takes in information; cognitive style has to do with how the brain processes that information after it has been received. Think for a moment of the brain as a wonder computer: i.e., a very sophisticated information storage and retrieval system. A computer must use a program to store and retrieve information; so must the brain, and not all brains are programmed the same way.

One way to conceptualize cognitive styles that seems to make great sense to teachers who have observed learners over many years is the following:

- Sequential learner: This individual's brain seems always to be "scanning for sequence" (*b* follows *a*, *c* follows *b*, *d* follows *c*, or 1,2,3,4,5, or 5,4,3,2,1, etc.). No matter what the content, if this person can find sequence, the content will be learned. If sequence is not evident, the content does not "compute."
- Logical learner: This learner is always seeking logical relationships: i.e., *a* relates to *c*, and *c* relates to *d*; therefore, *a* relates to *d*. Unless logic can be found, learning is problematic. (Please note that the implication is that not everyone is logical in his/her learning, nor should everyone be expected to be.)
- Intuitive learner: This learner's mental operations are holistic. For him/her, learning is a "light bulb" experience. He/she looks at the math problem on the chalkboard and immediately knows the answer, but can't tell you how he/she arrived at it. (This learner is often penalized for not following the steps in the process, but his/her process works differently.)
- Spontaneous learner: This student's mind responds to whatever is presented and then uses that response to develop the next. Learning is a chain reaction that follows no easily discernible pattern of sequence or logic.

Cognitive styles are interesting. Once it is recognized that everyone is cognitively different, it may be easier for teachers to acknowledge that some learners do not process information as the teacher does. Therefore, the teacher feels freer to let the learners process differently so long as they produce quality work.

## BRAIN DOMINANCE INVENTORY

1. Do you prefer making decisions  
A) intuitively?  
B) logically?
2. Which do you remember more easily?  
A) names  
B) faces
3. Do you prefer  
A) planning activities in advance?  
B) doing things spontaneously?
4. In social situations, do you prefer being the  
A) listener?  
B) speaker?
5. When listening to someone, do you pay more attention to  
A) what that person says?  
B) that person's body language?
6. Do you consider yourself to be a goal-oriented person?  
A) yes  
B) no
7. Is your work area  
A) messy?  
B) neat and well organized?
8. Are you usually aware of what time it is and how much time has passed?  
A) yes  
B) no
9. When you write, do you  
A) let your ideas flow freely?  
B) plan the sequence of ideas in advance?
10. After you have heard a song, are you more likely to recall  
A) the words?  
B) the tune?

11. Which do you prefer?  
A) completing a jigsaw puzzle  
B) working a crossword puzzle
12. Do you frequently rearrange your furniture or work area?  
A) yes  
B) no
13. Are you good at memorizing?  
A) yes  
B) no
14. When you doodle, do you create  
A) shapes?  
B) words?
15. Clasp your hands together. Which thumb is on top?  
A) left  
B) right
16. Which subject do you prefer?  
A) algebra  
B) trigonometry
17. In planning your day, do you  
A) list the important activities in order to prioritize?  
B) just let things happen?
18. Are you good at expressing your feelings?  
A) yes  
B) no
19. If you are in an argument with someone else, do you  
A) listen and consider the point of view of the other person?  
B) insist that you are right?
20. When you use a tube of toothpaste, do you  
A) carefully roll it up from the bottom?  
B) squeeze it in the middle?

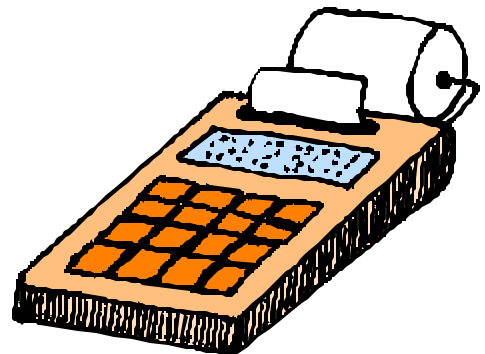
Circle your responses in the column below. Total the number of times you marked in each column.

- |     |     |
|-----|-----|
| 1B  | 1A  |
| 2A  | 2B  |
| 3A  | 3B  |
| 4B  | 4A  |
| 5A  | 5B  |
| 6A  | 6B  |
| 7B  | 7A  |
| 8A  | 8B  |
| 9B  | 9A  |
| 10A | 10B |
| 11B | 11A |
| 12B | 12A |
| 13A | 13B |
| 14B | 14A |
| 15A | 15B |
| 16A | 16B |
| 17A | 17B |
| 18B | 18A |
| 19B | 19A |
| 20A | 20B |

L

R

\_\_\_\_\_ Totals



## BRAIN DOMINANCE ATTRIBUTES

### LEFT

Analytical  
Linear  
Step by step  
Verbal  
Focused view  
Concrete  
Sequential  
Phonetic sounds  
Rational  
Controlled

### RIGHT

Synthetic  
Integrating  
Simultaneous  
Visual  
Panoramic view  
Symbolic  
Random  
Melodic sounds  
Emotional  
Playful

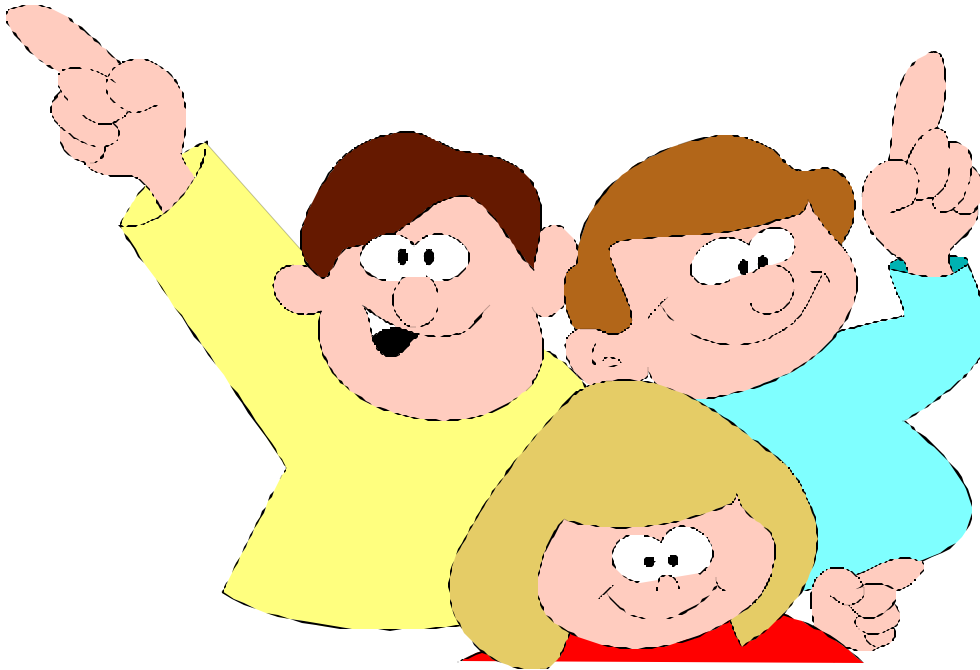
## MODE ACTIVITIES

Lecture  
Outlines  
Textbooks  
Poems (set form)  
Study guides  
Phonics  
Boardwork  
Questions at end of chapter  
Library research  
Teacher-made mnemonics  
Vocabulary lists  
Dictionary skills  
Drill/reinforcement  
Rote memory  
Objective tests  
Worksheets

Mind mapping  
Field trips  
Discovery lab  
“Real world” math  
“What if” stories  
Small group discussions  
Image mnemonics  
Brainstorming  
Analogies  
Student-made mnemonics  
Manipulatives  
Projects  
Guided imagery  
Word searches  
Subjective tests  
Simulations

## **TO ACCOMMODATE LEFT BRAIN ANALYTIC LEARNERS...**

- ❖ provide specific and accurate, expert information.
- ❖ allow opportunities for independent work and student choices.
- ❖ plan adequate time for thorough work.
- ❖ state objectives clearly, stay focused on the task.



## **TO ACCOMMODATE RIGHT BRAIN GLOBAL LEARNERS...**

- ❖ provide an overview and context for new learning; emphasize the main concepts.
- ❖ connect learning to relevant student experiences and recent learning.
- ❖ integrate learning among units and subject areas.
- ❖ use cooperative learning and other interactive strategies.

**Record your reactions to the “Teaching Learning Styles” video.**

1. Some of the benefits of teaching learning styles were:

2. Something I saw that I could use in my classroom/school was:

3. Questions that the video raised for me are:

## INSTRUCTIONAL STRATEGY INVENTORY

Check below the materials/approaches you use frequently in the classroom.

1. \_\_\_\_\_ motion pictures
2. \_\_\_\_\_ lectures, information-giving
3. \_\_\_\_\_ oral book reports
4. \_\_\_\_\_ assignments to be read
5. \_\_\_\_\_ role play
6. \_\_\_\_\_ use of modeling clay, plaster of Paris, papier-mache
7. \_\_\_\_\_ odor discrimination activities
8. \_\_\_\_\_ television programs/videotapes
9. \_\_\_\_\_ audiotapes
10. \_\_\_\_\_ panel discussions
11. \_\_\_\_\_ written reports
12. \_\_\_\_\_ nonverbal exercises
13. \_\_\_\_\_ drawing or painting
14. \_\_\_\_\_ tasting
15. \_\_\_\_\_ filmstrips
16. \_\_\_\_\_ records
17. \_\_\_\_\_ debate
18. \_\_\_\_\_ free reading
19. \_\_\_\_\_ action mazes
20. \_\_\_\_\_ creative dramatics
21. \_\_\_\_\_ scented materials (such as scratch and sniff)
22. \_\_\_\_\_ slides
23. \_\_\_\_\_ reading or reciting to learners
24. \_\_\_\_\_ group discussion
25. \_\_\_\_\_ creative writing
26. \_\_\_\_\_ dramatization
27. \_\_\_\_\_ model building
28. \_\_\_\_\_ still pictures
29. \_\_\_\_\_ games
30. \_\_\_\_\_ project construction

**PLEASE TURN TO THE NEXT PAGE WHEN YOU HAVE COMPLETED YOUR CHECKS**

If your checkmarks fall into one of the patterns indicated below, consider the possibility that you may have a teaching style such as the one indicated for the pattern of checkmarks. Identification of your style orientation may help you identify ways in which to expand your instruction and reach a greater number of learners.

**PATTERN**

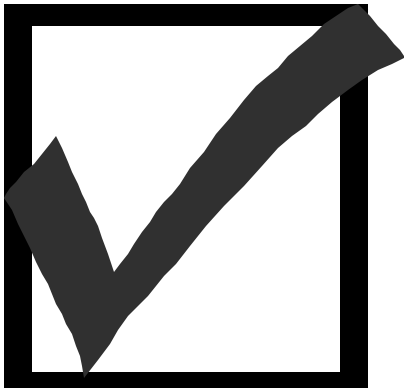
1, 8, 15, 22, 28  
2, 9, 16, 23  
3, 10, 17, 24  
4, 11, 18, 25  
5, 12, 19, 20, 26, 29  
6, 13, 20, 27, 30  
7, 14, 21

**STYLE**

VISUAL  
AURAL  
INTERACTIVE  
PRINT-ORIENTED  
KINESTHETIC (MOTOR)  
HAPTIC  
OLFACTORY

## HELPING ALL STUDENTS SUCCEED

A large number of students are experiencing difficulty in our schools today. Some of these students have special needs. Others fall into a gray area and do not qualify for specific programs.



**All these students can learn. They may not learn by traditional methods, however. It is not a question of “watering down the material” to meet their needs. The content can remain intact but the delivery of the content may need alteration.**

The goal is to provide alternatives and tools these students need to comprehend assignments and understand classroom material.

Below are Ten Common Difficulties and realistic classroom accommodations to help all students succeed.

- 1. The student who can't take meaningful, legible notes  
NEEDS**
  - a copy of peer or teacher notes
- 2. The poor reader  
NEEDS**
  - content presented orally first before reading it
  - tests taped by parent/student volunteers
  - skeletal outlines
  - color-coded highlighted texts
- 3. The student who learns by hearing it  
NEEDS**
  - to study orally at home
  - to have tests and content read orally
  - to “say” the material internally
- 4. The student who fails tests  
NEEDS**
  - alternative means of evaluation
  - retakes/extra credit
  - more time/modified test
  - review sheets
  - study groups
  - class review
  - test taking strategies

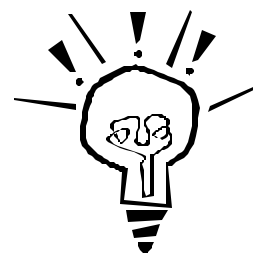
5. **The student who “can’t get started” on a major assignment**  
**NEEDS**
- one-to-one time with the teacher occasionally
6. **The student experiencing organizational problems**  
**NEEDS**
- a monthly/quarterly class calendar
  - a notebook/folder system modeled by the teacher
  - clearly delineated expectations
  - short-term due dates
  - a schedule for homework
  - a highly structured, organized classroom
7. **The student who has difficulty with vocabulary**  
**NEEDS**
- study techniques such as color-coded note cards
  - operational definitions
  - vocabulary words paired with common terms
  - fewer but most important terms
8. **The student who “can’t do the work”**  
**NEEDS**
- reduced or alternative assignments
  - some assignments eliminated
  - more time
  - to be taught different ways of learning

9. **The student who learns by “hands-on”**  
**NEEDS**
- projects
  - hands-on experiments
  - to highlight while reading
  - to fill in skeletal outlines
  - to arrange and use note cards, tools, manipulatives

10. **The student with low self-esteem**  
**NEEDS**
- teachers who believe and expect that the student can and will learn
  - frequent positive feedback
  - positive rapport initiated by teachers: i.e., classroom greeting, small talk, interest in the student’s non-class activities
  - emphasis on success
  - less emphasis on labels such as LD
  - to be called on when the student knows the answer
  - a caring classroom environment

These are just some of the problems experienced by students who are not adept at typical school skills of reading, notetaking, doing assignments, and taking tests. These students are challenging in a lot of ways.

Given the choice, these students would like to meet classroom expectations. Their difficulties are real but with help, they can succeed.



## **IF THE STUDENT HAS DIFFICULTY**

### **Becoming interested, then try this...**

- tell stories which relate the lesson to people's lives
- establish relevancy and a purpose for learning by relating to previous experiences
- provide an experience such as a field trip; then teach lesson
- reward often as lesson begins
- shape approximations of desired behavior by providing praise, one-to-one conversation, or immediate feedback of correct answers
- read aloud a brief article or story to stimulate interest
- use laser and video clips to focus student's interest
- seat student close to teacher; distance affects interest
- make a positive, personal comment every time student shows any evidence of interest: i.e., sits in seat, has his book

### **Getting started...**

- give cue to begin work
- give work in smaller amounts
- provide immediate feedback
- sequence work with easiest answers first
- provide all necessary materials
- introduce assignment carefully so student knows task expected
- provide time suggestions for each task
- check on progress often in first few minutes of work
- give clear directions
- give a checklist for each step of the task: i.e., the steps in a long division problem
- use a peer or peer tutor to get student started

### **Paying attention to the spoken word...**

- give explanations in small, distinct steps
- provide written backup to oral directions and lectures; provide visuals via chalkboard, overhead, video, or laser clips
- have student repeat directions
- when giving directions to the class, leave pauses between each step so student can carry out process in his mind
- provide other sources of information: cassette tape, language master, photocopies of notes, interactive software, shared notetaking with a friend
- shorten the listening time and repeat instructions
- provide a script of spoken presentation: i.e., a filmstrip script
- alternate spoken with written and manipulative tasks
- look directly at student and place hand on student's shoulder when giving directions

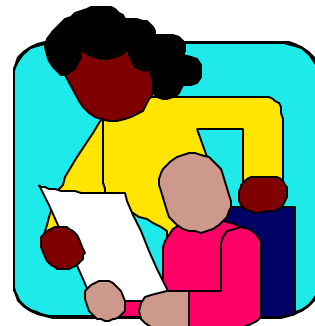
- provide advance organizers including outlines, study guides, preview questions, and vocabulary previews

### **Paying attention to the printed word...**

- select a text with less on a page
- highlight distinctive features
- mask nonessential material
- cut pages apart or tear from book
- practice discrimination of one part (have student identify main heading or unit titles)
- require desk to be cleared of extraneous material
- face desk to the wall or provide a study carrel if this would not be construed as punishment
- project the printed page of a worksheet on an overhead
- introduce material with the survey-question technique
- provide auditory tapes
- provide talking software

### **Following directions...**

- use fewer words
- provide examples
- repeat directions
- have student repeat or explain directions
- provide a checklist
- put directions on language master cards
- send directions on electronic mail
- provide a peer tutor
- monitor closely as student begins
- give clear directions
- present both auditory and visual directions



### **Keeping track of materials or assignments...**

- require a notebook; use large envelopes for each student
- check notebook often
- keep extra supplies on hand
- give assignment sheet to student, other teachers, and/or parents
- write assignment on board for student to copy
- check and reinforce student for recording assignment
- require envelopes for big projects that have many separate parts
- give reward (grade, points) for bringing book, paper, and pencil to class every day.
- return corrected work promptly

### **Staying on task...**

- reduce distractions
- increase reinforcements
- provide shorter tasks
- provide checklists
- reduce amount of work
- provide peer tutors
- provide different activities during the class period
- provide a reward valued by student
- isolate student; use time out
- provide quiet alternatives for a short time
- provide a timer to complete short periods of work

### **Learning by listening...**

#### *Before the lesson*

- preteach difficult vocabulary and concepts
- state objectives; provide a reason for listening
- teach the mental activities involved in listening – mental “note taking,” questioning, reviewing
- provide study guides/worksheets
- provide script of film
- provide lecture outlines

### *During the lesson*

- provide visuals via the board, overhead projector, or computer screen
- use flash cards
- have student close eyes and try to visualize the information
- have student take notes and use colored markers to highlight
- teach the use of acronyms to help visualize lists (Roy G. Biv for the colors of the spectrum: Red, orange, yellow, green, blue, indigo, violet)
- give explanations in small, distinct steps
- provide written as well as oral directions
- have student repeat directions
- when giving directions to the class, leave a pause between each step so student can carry out the process in his mind
- shorten the listening time required
- provide written and manipulative tasks
- be concise with verbal information: “Jane, please sit,” not, “Jane, would you please sit down in your chair.”
- use a data viewer attached to the teacher’s computer to allow students to follow examples

### **Expressing oneself verbally...**

- accept an alternate form of information sharing such as the following:
  - written report
  - artistic creation
  - exhibit or showcase
  - chart, graph, or table
  - photo essay
  - review of films
  - charade or pantomime
  - demonstration
  - filmstrip or sound filmstrip
  - taped report
  - map
- ask questions requiring short answers
- provide a prompt, such as beginning the sentence for the student or giving picture cues
- give rules for class discussion: i.e., hand raising
- give points for oral contributions
- teach student to ask questions in class
- specifically teach body and language expression
- wait for students to respond; don’t call on the first student to raise a hand
- first ask questions at the information level – give facts and ask for facts back
- have student “break in gradually” by speaking in smaller groups and then in larger groups
- use talking software
- find a text written at a lower level
- provide highlighted material
- rewrite student’s text
- allow a peer or parent to read text aloud to student

- shorten amount of required reading
- look for same content in another medium (movie, filmstrip, tape)
- oral reading should be optional: provide alternative methods for student to contribute to the group, such as role-playing or dramatizing
- allow extra time for reading
- substitute one-page summaries or study guides, which identify key ideas and terms, for the reading assignment
- motivate student; interest him
- provide questions before student reads a selection (include page and paragraph numbers)
- put main ideas of text on index cards which can easily be organized in a file box and divided by chapters
- preteach vocabulary
- type material for easier reading
- use larger type
- be more concrete: use pictures and manipulatives
- reduce amount of new ideas
- provide experience before and after reading as a frame of reference for new concepts
- state the objective and relate to previous experiences
- help student visualize what is read
- use a screen reader

### **Writing legibly...**

- use format requiring little writing
  - multiple-choice
  - programmed material
  - true/false
  - matching
- use manipulatives such as letters from a Scrabble game or write letters on small ceramic tiles
- reduce or omit assignments requiring copying
- encourage shared notetaking
- allow use of tape recorder, typewriter, and computer
- teach writing directly:
  - trace letters or write in clay
  - verbalize strokes on tape recorder
  - use marker to space between words
  - tape the alphabet to student's desk or provide a wallet-size alphabet card
  - courses in graphic analysis or calligraphy may possibly motivate
- use graph paper to help space letters and numbers in math
- use manuscript or lined ditto paper
- as a motivation technique, brainstorm with class for advantages of legibility

## Expressing oneself in writing...

- accept alternate forms of reports:
  - oral reports
  - tape-recorded reports
  - tape of an interview collage, cartoon, or other art
  - maps
  - diorama, 3-D materials, showcase exhibits
  - photographic essay
  - panel discussion
  - mock debate
  - review of films
  - make a video
- have student dictate work to someone else (an older student, aide, or friend) and then copy it
- allow more time
- shorten the written assignment (prepare an outline or summary)
- provide a sample of what the finished paper should look like to help student organize the parts of the assignment
- provide practice using:
  - story starters
  - open-ended stories
- allow oral responses (try some oral spelling tests)

## Spelling...

- dictate word, then ask student to repeat it (saying it in sequence may eliminate errors of omitted syllables)
- avoid traditional spelling lists; instead, determine lists from social needs and school area needs
- use mnemonic devices (“A is the first capit(a)l letter,” “The capit(o)l building has a d(o)me”)
- teach short, easy words in context:
  - on and on
  - right on!
  - on account of
- have students make flash cards and highlight the difficult spots of the word
- give a recognition level spelling test; ask student to circle correct word from three or four choices
- teach words by spelling patterns (teach “cake,” “bake,” “take,” etc., in one lesson)
- use the Language Master for drill
- avoid penalizing for spelling errors
- hang words from the ceiling during study time or post on the board or wall for constant visual cues
- provide a tactile/kinesthetic aid for spelling (sandpaper letters to trace or a box filled with salt or cereal to write in)
- use spell-checking software

### **Seeing relationships...**

- directly and specifically point out relationships
- draw arrows on worksheets or in the text to show that ideas are related
- relate student's ideas to personal experiences in class discussions
- teach these relations directly:
  - function
  - category
  - opposition
  - sequence
- provide direct practice identifying relationships
- provide headings or a partially completed chart for an example
- put timelines on each student's desk as a reference
- use a family tree to help relate associated historical events
- use a banner with symbols for ideas/events

### **Understanding cause and effect; anticipating consequences...**

- use concrete examples
- use real-life situations when role-playing
- teach cause and effect using
  - brainstorming
  - role-playing
  - simulations
- have student use imagination

### **Drawing conclusions and making inferences...**

- teach thinking skills directly
- draw a parallel to a situation that the student might have previously experienced in problem-solving

### **Remembering...**

- provide a checklist
- provide cues
- have student make notes to himself
- teach memory skills
- teach the use of acronyms and mnemonic devices



# SCHOOL MODIFICATIONS AND ADAPTATIONS

When it is necessary to modify or adapt a student's educational program so that he or she can be successful in school, it is important to include the student in the discussion. Ask him or her what would be helpful.

Modifications and adaptations should be chosen to fit the student's learning style. They may be written into the student's Individualized Education Program or Section 504 Plan. Any selection of the following ideas should be based on the student's need for changes in curriculum, teaching methods, classroom organization, or individualized behavioral strategies.

## TEXTBOOK AND CURRICULUM ADAPTATIONS

- **BOOKS**

- \_\_\_ provide alternative books with similar concepts, easier reading level
- \_\_\_ provide audiotapes of textbooks; have student follow the line of print while listening
- \_\_\_ provide high-interest reading material
- \_\_\_ use marker to highlight important textbook sections
- \_\_\_ provide two sets of textbooks, one for home, one for school

- **CURRICULUM**

- \_\_\_ shorten assignments based on mastery of key concepts
- \_\_\_ shorten spelling tests based on mastering most functional words
- \_\_\_ substitute other alternatives for written assignments (clay models, posters, panoramas, collections, etc.)
- \_\_\_ change percentage of work required for passing grade
- \_\_\_ specify and list exactly what the student will need to learn to pass; list should be reviewed frequently
- \_\_\_ modify expectations based on student needs (Example: When you have read this chapter, you should be able to list three reasons for the Civil War.)
- \_\_\_ give alternative assignments rather than long written reports
- \_\_\_ written assignments: Previewing new AV materials and writing a short review, oral report on an assigned topic.

## CLASSROOM MODIFICATIONS

- \_\_\_ develop individualized rules for student; evaluate classroom structure against student need (Some students do better with a flexible classroom structure; others require firm limits)
- \_\_\_ keep classroom quiet during intense learning times
- \_\_\_ reduce visual distractions in classroom (mobiles, etc.). Provide computer for written work; seat student close to teacher.
- \_\_\_ use study carrel. Provide extras so that student is not singled out.
- \_\_\_ seat student away from window or doorway

- \_\_\_ provide an unobstructed view of chalkboard, teacher, movie screen, etc.
- \_\_\_ keep extra supplies of classroom materials (pencils, books) on hand
- \_\_\_ use alternatives to crossword puzzles and word finds

## **INSTRUCTION AND ASSIGNMENTS: TEACHING SUGGESTIONS**

### **• DIRECTIONS**

- \_\_\_ use both oral and printed directions
- \_\_\_ give directions in small steps and in as few words as possible
- \_\_\_ number and sequence the steps in a task
- \_\_\_ have student repeat the directions for a task
- \_\_\_ show a model of end-product of directions (completed math problems, finished quiz)

### **• TIME/TRANSITIONS**

- \_\_\_ alert student several minutes before a transition from one activity to another is planned; give several reminders
- \_\_\_ provide additional time to complete a task
- \_\_\_ allow extra time to turn in homework without penalty

### **• HANDWRITING**

- \_\_\_ use worksheets that require minimal writing
- \_\_\_ do not return handwritten work to be recopied by student
- \_\_\_ use fill-in questions with space for a brief response rather than a short essay
- \_\_\_ provide a "designated note taker" or Xerox copy of other student or teacher notes (do not require a poor note taker or a student with no friends to make arrangements with another student for notes)
- \_\_\_ provide print outline with videotapes and filmstrips
- \_\_\_ provide print copy of assignments or directions which are written on the blackboard
- \_\_\_ omit assignments which require copying

### **• MATH**

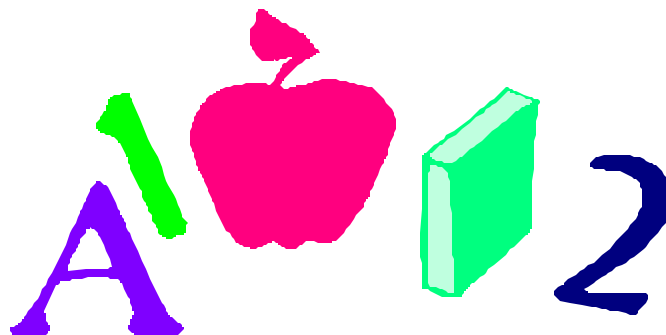
- \_\_\_ allow use of a calculator without penalty
- \_\_\_ group similar problems together: i.e., all addition
- \_\_\_ provide fewer problems on worksheet (4-6 problems on a page, rather than 20 or 30); require fewer problems to attain passing grades
- \_\_\_ use enlarged graph paper to write problems and keep numbers in columns
- \_\_\_ provide a table of math facts for reference
- \_\_\_ read and explain story problems, or break problems into smaller steps

- **OTHER**

- \_\_\_ check progress and provide frequent feedback often in the first few minutes of each assignment
- \_\_\_ place ruler under sentences being read for better tracking
- \_\_\_ introduce an overview of long-term assignments so students know what will be expected and when assignments will be due
- \_\_\_ break long-term assignments into small, sequential steps, with daily monitoring and frequent grading
- \_\_\_ have student practice in a small group before presenting to the class
- \_\_\_ sequence work, with the easiest part first
- \_\_\_ use black line copies, not dittos
- \_\_\_ provide study guides and study questions which directly relate to tests
- \_\_\_ reinforce student for recording assignments and due dates in a notebook
- \_\_\_ draw arrows on worksheets, board, or overheads to show how ideas are related (or use flow charts/maps)

### **BEHAVIOR**

- \_\_\_ arrange a “check-in” time to organize day
- \_\_\_ pair a student with a good behavioral model for class projects
- \_\_\_ eliminate or modify those school rules which may discriminate against a child, or are not attainable
- \_\_\_ amend consequences for rule violations (reward forgetful student for remembering to bring pencils to class, rather than punishing the failure to remember)
- \_\_\_ develop an individualized behavior plan for the classroom that is consistent with the student’s ability – most classroom behavior modification plans were not intended for use with children with attention, behavior, or learning disabilities.
- \_\_\_ arrange for student to voluntarily leave classroom and report to designated “safe place” when under high stress
- \_\_\_ develop a “system” or a code work to let a student know when behavior is not appropriate
- \_\_\_ ignore behaviors which are not seriously disruptive
- \_\_\_ develop interventions for behaviors which are annoying but not deliberate: i.e., provide a small piece of foam rubber for desk of student who continually taps a pencil on the desktop
- \_\_\_ be aware of behavioral changes which relate to medication or length of school day; modify expectations



## GRADING AND TESTS

- **GRADING**

- provide partial grade based on individual progress or effort
- use daily or frequent grading averaged into grade for quarter or term
- weight daily work higher than test for student who performs poorly on tests
- mark only correct answers rather than incorrect ones
- permit student to rework missed problems for better grades
- average grades out when assignments are reworked, or grade on corrected work
- use pass-fail or alternative grading system
- permit student to retake tests until passed
- if a portion of grade is based on class participation, modify participation expectations

- **TESTS**

- teach the student how to take tests (how to review and plan time allotment for each section, etc.)
- permit as much time as needed to finish test
- allow tests to be taken in room with few distractions (allow student to take tests in library or other space)
- have test materials read to student, and allow oral responses
- divide test materials into small sections of similar questions or problems
- use recognition (true-false, multiple-choice, or matching) tests instead of essays
- allow the student to complete an independent project as substitute for test
- give progress reports instead of grades
- grade spelling separately from content



## CONSIDERATIONS IN TEST DESIGN

**APPEARANCE:** Too much detail may confuse and distract. Use lines to separate items and focus attention on the item. Try to narrow the student's field of vision.

1. Group material into small sections, separating questions with lines.
2. Space the items on the page to avoid crowding and place multiple-choice alternatives in columns below the question.
3. Limit the number of choices to 3 or 4 with multiple-choice items.
4. Be sure the test is readable; make clear, concise copies.
5. Use the same format for each test: i.e., matching terms always listed on the left; always a choice of *a*, *b*, *c*, or *d* on multiple-choice.
6. Put the blank at the end of the sentence on fill-in-the-blank.

**LENGTH:** Too many questions or pages may cause the student with high test anxiety to give up before starting the test.

1. Make the test no longer than necessary to test major concepts.
2. Match the length with the student's work period.
3. Circle a few items (5-10) that test each concept and ask the student to attempt those circled items first. When the student finishes the circled items; he should try to answer the other questions. Score the test as follows:  $\text{Number correct} + \text{Number attempted} \times 100 = 100\%$ .
4. Allow extra time to take the test.
5. Limit matching to no more than 10 items in one section.

### OTHER:

1. If the student has a low reading level, make a tape of the test or read it to him. A modified or related reading selection that tests the same concept may also be used. Allow book markers to help with visual tracking.
2. If a student has great difficulty with verbal or written expression, let him tape answers or tell you the answers. This can also be done for essay tests, with students orally taping their answers and later transcribing them.
3. Supply diagrams for computational problems when applicable.
4. Allow answers in the student's own words. This ensures understanding and retention.
5. Transferring answers to answer sheets or a scantron can be confusing. Use an answer sheet that "lines up" with test items, or allow the student to write on the test and transfer answers.
6. Provide a 3x5 blank index card with a window cut out in the center to help students cope with a scantron.
7. Provide a class activity before administering a test to provide a task for the faster students when they complete the test.

## SYSTEMATIC DATA COLLECTION

Accommodation of individual differences among students is dependent on systematic collection and organization of data about those differences. On the following page is a sample chart one teacher developed for organizing and portraying information.

In this case, the teacher was trying to identify differences in achievement among her students. Her methods of data collection were a review of each student's records (grades, achievement test scores), and discussions with previous teachers.

In reviewing student records, she found that most students demonstrated achievement test scores between the 78<sup>th</sup> and 88<sup>th</sup> percentiles on their last two tests (well above the state and national mean/average scores).

Further, many students regularly achieved grades ranging from B to A. These findings allowed her to look particularly for students who differed from the norm. These are the students who need special accommodation.

This charting approach could be used in any or all areas of individual differences. It simply provides a way of organizing what one has learned, so one can act upon that knowledge. It is the beginning of planning to modify teaching styles to meet the diverse needs of individual learners.

The following pages contain samples of class profiles and charts to provide assistance in the development of a system of data collection.



## SAMPLE CHART

**AREA OF DIFFERENCE:** Achievement: Social Studies

**DATA GATHERING METHODS:** Reviewed student records for grades, achievement scores, and teacher comments.

**NORM OF GROUP:** Most students demonstrated achievement scores between 78<sup>th</sup> and 88<sup>th</sup> percentile in the last two tests. Norm of grades in class B-A range.

STUDENTS	ACHIEVEMENT	POSSIBLE ACCOMMODATIONS
Joe	<ul style="list-style-type: none"> <li>– Grades in SS are average over several years (C-B range).</li> <li>– Achievement scores 65<sup>th</sup> percentile, 72<sup>nd</sup> percentile</li> </ul>	<ul style="list-style-type: none"> <li>– More encouragement</li> <li>– Weekly conferences</li> <li>– Check learning styles</li> <li>– Check reading comprehension</li> <li>– Supplementary material</li> </ul>
Sara	<ul style="list-style-type: none"> <li>– Grades low over several years (D-C-D)</li> <li>– Achievement – 32<sup>nd</sup> percentile; 45<sup>th</sup> percentile</li> <li>– Teachers report consistent problems in SS and other areas</li> </ul>	<ul style="list-style-type: none"> <li>– Tutorial help</li> <li>– Easier materials</li> <li>– Weekly conferences</li> </ul>
Gina	<ul style="list-style-type: none"> <li>– Grades are very high (All A's)</li> <li>– Achievement scores 97<sup>th</sup> percentile, 98<sup>th</sup> percentile</li> <li>– Teachers report disruptive behavior when she gets bored</li> </ul>	<ul style="list-style-type: none"> <li>– Serve as tutor for other</li> <li>– Provide additional tasks/projects to challenge her</li> <li>– Supplementary materials</li> <li>– Weekly conferences</li> </ul>

## Sample Class Profiles

### Class Profile

Grade: 10  
 Period: 5  
 Subject: English II  
 Teacher: Debra Alexander  
 Time: 12:55 – 2:00

<p><u>Class size: 22</u></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">Students repeating course</td> <td style="text-align: right; padding: 2px;">8</td> </tr> <tr> <td style="padding: 2px;">Students in study skills class</td> <td style="text-align: right; padding: 2px;">3</td> </tr> <tr> <td style="padding: 2px;">Significant hearing loss</td> <td style="text-align: right; padding: 2px;">1</td> </tr> <tr> <td style="padding: 2px;">Foreign exchange students</td> <td style="text-align: right; padding: 2px;">2</td> </tr> </table>	Students repeating course	8	Students in study skills class	3	Significant hearing loss	1	Foreign exchange students	2	<p><u>Abilities</u></p> <p>According to 9<sup>th</sup> grade scores on the reading section of the Stanford Achievement Test, the students in this class scored as follows:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">Below average</td> <td style="text-align: right; padding: 2px;">12</td> </tr> <tr> <td style="padding: 2px;">Average</td> <td style="text-align: right; padding: 2px;">8</td> </tr> <tr> <td style="padding: 2px;">Above average</td> <td style="text-align: right; padding: 2px;">2</td> </tr> </table>	Below average	12	Average	8	Above average	2
Students repeating course	8														
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Average	8														
Above average	2														
<p><u>Grades</u></p> <p>Last six-weeks grading period</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">Two</td> <td style="padding: 2px;">A's</td> </tr> <tr> <td style="padding: 2px;">Three</td> <td style="padding: 2px;">B's</td> </tr> <tr> <td style="padding: 2px;">Nine</td> <td style="padding: 2px;">C's</td> </tr> <tr> <td style="padding: 2px;">Four</td> <td style="padding: 2px;">D's</td> </tr> <tr> <td style="padding: 2px;">Four</td> <td style="padding: 2px;">F's</td> </tr> </table> <p>Most students who failed to perform adequately did so because of failure to complete or submit assignments. Many of these students have trouble accepting responsibility for studying.</p>	Two	A's	Three	B's	Nine	C's	Four	D's	Four	F's	<p><u>Socioeconomic level</u></p> <p>Students in this class come from middle and low to middle class families.</p>				
Two	A's														
Three	B's														
Nine	C's														
Four	D's														
Four	F's														

## Sample Class Profiles

### Class Profile

Teacher: Alice Banks

Grade: Kindergarten

Class: Reading Readiness  
9:00 – 9:40

Size: 16

Age Range: 5 years, 2 months to  
5 years, 11 months

Socioeconomic Distribution: Middle to lower class

Ability Range: During the first two weeks of school, the Cognitive Skills Assessment Battery was administered to each student. The scores ranged from 75 to 160 with 172 possible. Based on these results and classroom observation of the students, ability levels were found to vary. Most students are performing within the average range. Six students receive supplemental assistance in the Title I Tutorial Program.

Class Demeanor: Based on teacher observation, I have found the children are eager to learn. Both students and parents are aware of classroom rules, rewards, and consequences.

Special Needs:

One child wears glasses.

One child receives speech therapy.

Two children are in the testing process.

One girl was born with a club foot. She receives help from the Adaptive Physical Education Teacher. We are monitoring her closely during physical activities as well as during regular classroom situations. At times she will neither respond orally nor perform tasks as requested.

# Sample Class Profiles

## Class Profile

Fifth grade  
Science Class      10:15 – 11:00

Andy Lawson  
Lakeview Middle School

Size:            26 students            6 boys            20 girls

Age Range: 10 to 12 years of age

Socioeconomic Distribution:

The majority of the students are from middle to upper-middle class homes.

Interest Level and Demeanor:

Two students are new to the school and are reluctant to speak in front of the class. The teacher has had parent conferences to facilitate adjustment to the new environment. Both students are working with the school counselor.

Two girls have special needs. One has difficulty concentrating and completing her work because her parents are divorced, and she is presently living with her father. The other girl has trouble working in groups and must be constantly encouraged to wait her turn and not act “bossy.”

Another female student is classified as Attention Deficit Disorder (ADD) and has epilepsy. Although she takes medication, she exhibits a lack of concentration and attention to task as well as an ability to keep up the pace in a regular classroom. She is an immature student who does not adjust well to new situations.

Abilities:

California Achievement Test scores from last year reveal that students scored as follows on the science section:

20 above average (Stanine 7, 8, 9)

6 average (Stanine 4, 5, 6)

Through teacher observation this class has shown a genuine interest in science class thus far this school year.

All students are reading on grade level or above.

## Example of a Student Inventory

### WHO ARE YOU?

Name:

Age:

Grade/Subject Area:

1. What are your hobbies?
2. What jobs have you held?
3. What special places have you visited in  
our state?  
other states?  
other countries?
4. Do you speak a foreign language? If yes, which one?
5. What special skills/talents do you have?
6. What special skills or talents do your parents or grandparents have?
7. Who are the most interesting adults you know? Why?
8. What is your favorite  
book?  
movie?  
TV show?  
school subject?  
sport?
9. Who is your favorite  
actress/actor?  
musician/singer/group?
10. To which newspapers or magazines do you or your parents subscribe?
11. What job would you like to have in the future?
12. What do you like most about our school?
13. What do you like most about our community/town?
14. Do you like to read?

## How Do We Work Together?

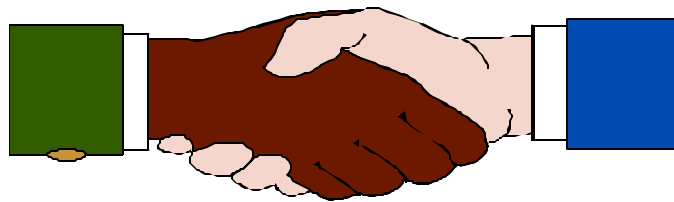
Write students' names in the spaces provided. Place a check mark (Y) when students use the skill to work together.

SKILLS	STUDENTS' NAMES								
1. Listens									
2. Shares									
3. Shares materials									
4. Says please, thank you									
5. Asks for help									
6. Helps others									
7. Asks others for their ideas									
8. Keeps everyone working									

## Class Record of Interpersonal and Social Skills

Write students' names in the spaces provided. Place a check mark Y each time students demonstrate the indicated skill.

SKILLS	STUDENTS' NAMES									
1. Contributes ideas										
2. Shares feelings										
3. Seeks contributions of others										
4. Recognizes contributions of others										
5. Is courteous and respectful										
6. Keeps the group working										
7. Helps others										
8. Reduces friction, anger, tension										
9. Focuses on the objectives										
10. Is warm and friendly										



## OBSERVING STUDENT BEHAVIORS FOR LEARNING STYLES

### **IF THE STUDENT**

tries to quiet others...

says "shh" or covers ears with hands when concentrating and someone else makes noise...

looks up from work at the slightest noise...

### **THEN**

he/she probably prefers quiet when working.

### **IF THE STUDENT**

hums or whispers to himself/herself...

creates tapping noises when working...

is not distracted by noises around him/her...

### **THEN**

he/she may prefer some sound when working.

### **IF THE STUDENT**

rubs eyes or squints on a sunny day...

shades eyes when reading or writing...

turns his/her back to a sunny window...

seems fidgety on a sunny day...

### **THEN**

he/she probably prefers low illumination.

### **IF THE STUDENT**

appears listless or sleepy when illumination is low...

seeks extra sources of light...

### **THEN**

he/she probably prefers bright light.

### **IF THE STUDENT**

frequently complains of being too warm...

fidgets or squirms in warm temperatures...

leaves coat open on cold days...

### **THEN**

he/she probably prefers cool temperatures.



**IF THE STUDENT**

frequently complains of being cool...  
wears sweaters or extra clothing indoors...  
huddles for warmth...

**THEN**

he/she probably prefers warm temperatures.

**IF THE STUDENT**

sits on chairs with legs curled under...  
sprawls over the desk or table...  
frequently gets up from chair...

**THEN**

he/she probably prefers an informal design.

**IF THE STUDENT**

seems relaxed when seated at a table or chair...  
sits still at a table or desk...

**THEN**

he/she probably prefers a formal design.

**IF THE STUDENT**

chews on pencils...  
sucks thumb...  
often inquires about snack time...

**THEN**

he/she probably prefers intake while he/she works.

**IF THE STUDENT**

has average attention spans...  
seldom inquires about or partakes in snack time...  
appears calm and relaxed while working...

**THEN**

he/she probably does not require intake while working.

**IF THE STUDENT**

selects books, pictures, filmstrips during free play...  
notices details...  
recalls things seen...  
sits close to look at pictures when being read to...  
concentrates on films, filmstrips...

**THEN**

he/she probably prefers to learn visually.



**IF THE STUDENT**

selects cassettes, records, tapes during free play...  
is not interested in pictures when being read to...  
notices details in conversation...recalls things heard...  
enjoys dialogue...

**THEN**

he/she probably prefers to learn auditorally.

**IF THE STUDENT**

selects building toys with small pieces...  
enjoys puzzles and finger painting...  
wants to touch, hold, manipulate objects...  
likes to draw and/or print...

**THEN**

he/she probably prefers to learn tactically.

**IF THE STUDENT**

selects building toys with large pieces...  
likes to try things out...  
is distractible during a visual and/or auditory presentation...  
recalls things done...

**THEN**

he/she probably prefers to learn kinesthetically.

**IF THE STUDENT**

is fidgety when seated for any length of time...  
often asks permission to leave the room...  
wanders about the room...  
is often out of his/her seat...

**THEN**

he/she probably requires mobility.

**IF THE STUDENT**

is comfortably seated for any length of time...  
remains attentive while seated...

**THEN**

he/she probably does not require mobility.



## **LEARNING STYLE DIAGNOSIS**

Adapted from PRACTICAL APPROACHES TO INDIVIDUALIZING INSTRUCTION by Rita Dunn and Kenneth Dunn. © 1972, Parker Publishing Company, Inc. Published by Parker Publishing Co., Inc., West Nyack, NY.

**TIME**

When is the student most alert?

- early morning
- mid-morning
- lunch
- after lunch
- mid-afternoon

**SCHEDULE**

What is the student's attention span?

- continuous
- irregular
- short bursts of effort
- periods of forgetfulness

**WORK GROUP**

How does the student work best?

- alone
- with one other person
- in small groups
- in whole groups

**PRESSURE**

What kind of pressure motivates the student?

- relaxed
- moderate
- extreme

**ENVIRONMENT**

Where does the student work best?

- at a desk
- at a table
- on the floor
- in corner of the room
- at chalkboard

## **SOUND**

What level of noise does the student prefer?

- complete quiet
- murmur/white noise
- distant sound
- high level of activity/conversation

What type of sound does the student prefer?

- soft music
- white noise
- discussion/group work

## **LIGHT**

What type of light does the student prefer?

- bright light, directly under light fixtures or near window
- low light, away from windows or direct light

## **ASSIGNMENTS**

What type of assignments does the student prefer?

- contracts
- self-directed
- teacher-selected

## **STRUCTURE**

What type of structure does the student prefer?

- flexible, open-ended tasks
- teacher-directed
- self-determined
- goal-oriented

## **ASSESSMENTS**

What type of assessment does the student prefer?

- written, objective
- written, subjective

- oral administration
- verbal response
- demonstration

How often does the student prefer to be assessed?

- short, frequent tests
- long, less frequent tests

### **PERCEPTUAL/LEARNING STYLES**

How does the student learn most easily?

- visual materials
- auditory information
- tactile/kinesthetic experiences
- reading/writing

### **ASSISTANCE**

When experiencing difficulty in learning, how does the student prefer to be helped?

- provide correct answers and show how they were derived
- ask another student to help
- reduce amount of difficult content presented at one time
- show ways to organize the content
- provide answers and give assistance on request

### **INSTRUCTION**

What type of instruction does the student prefer?

- entire class
- small group
- collaborative/cooperative group
- individual
- specific, written directions
- specific, verbal directions
- demonstrations
- structured drill and practice
- discovery approach

### **ABILITY**

What level of instruction is appropriate for this student?

- below-grade-level
- grade-level
- above-grade-level

## **MATURATION**

What is the student's level of maturation?

- below average for age level
- average for age level
- above average for age level

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