

So All May Learn:  
Honoring Cognitive Diversity  
In Our Classrooms

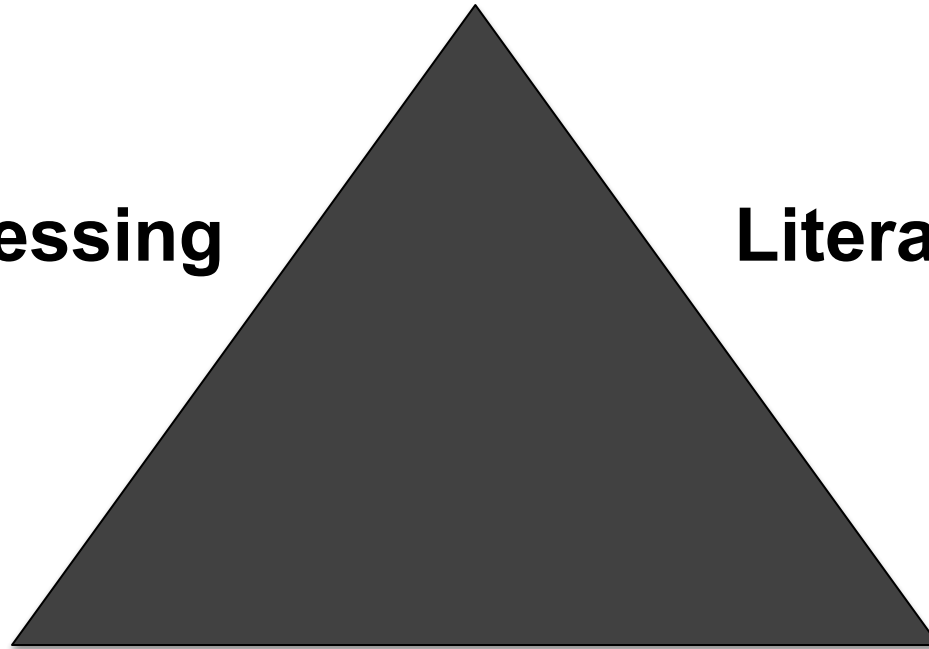
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[www.rememberit.org](http://www.rememberit.org)

**Processing**

**Literacy**

**Management**



## Ken Robinson, *Out of Our Minds*

“The problem in conventional assumptions about intelligence is that there is a single measure. People are thought to be more or less intelligent on a single scale based on ideas of IQ and academic ability” (106).

# “Overlooked” and “Marginalized”

“The deficit model has fallen far short in helping us to achieve this goal. System relief has simply not been found to be synonymous with changing long-term outcomes” (xiv).

-Robert Brooks & Sam Goldstein, *Raising Resilient Children*

# Think/Pair/Share

1. ID teaching that you experienced that you would want to replicate for your students.
2. ID teaching you experienced that you would not want to replicate for your students?



# Mindset

1. All students can learn.
2. Students learn at different rates.
3. Students need different degrees of difficulty.
4. Students learn in different ways.
5. Students need different support systems.
6. Writers need frequent time to write.
7. Writers need to be readers.
8. Talk is a crucial ingredient in the workshop.

# Objectives: my promise

1. We will evaluate the role of “Story of Self” plays in the development of advocacy.
2. We will reflect on our own learning & consider what we need to unlearn & relearn.
3. We will rewrite & reframe traditional definitions of learning disabilities.
4. We will examine 3 systems that can answer HAYS.
5. We will compose a next steps statement.

## Marshall Ganz, Kennedy School at Harvard University

“Those of us in public work have a responsibility to offer a public account of who we are, why we do what we do and where we hope to lead.”

“You have to claim authorship of your story and learn to tell it to others so they can understand the values that move you to act, because it might move them to act as well.”



# Story of Self: formula

1. A challenge you faced: Why did you feel it was a challenge? What was so challenging about it? Why was it your challenge?
2. A choice you made: Why did you make the choice you did? Where did you get the courage – or not? Where did you get the hope – or not? How did it feel?
3. The outcome you experienced: How did the outcome feel? Why did it feel that way? How do you want your audience to feel?

# Diagnostic & Statistical Manual

## Hyperactivity

- (a) often fidgets with hands or feet or squirms in seat
- (b) often leaves seat in classroom or in other situations in which remaining seated is expected
- (c) often runs about or climbs excessively in situations in which it is inappropriate (in adolescents or adults, may be limited to subjective feelings of restlessness)
- (d) often has difficulty playing or engaging in leisure activities quietly
- (e) is often “on the go” or often acts as if “driven by a motor”
- (f) often talks excessively

## Impulsivity

- (g) often blurts out answers before questions have been completed
- (h) often has difficulty awaiting turn
- (i) often interrupts or intrudes on others (e.g., butts into conversations or games)

# Stations/Discussion

## **Directions:**

1. Read definitions
2. Rewrite
3. Select reporter
4. Select scribe

## **Stations:**

1. Asperger's Disorder
2. ADHD (inattentive)
3. ADHD (hyper-impulsive)
4. NVLD/NLD

“Teaching a room full of learners the same thing in the same way over the same time span with the same supports and expecting good results from all students has never happened and never will.”

-Carol Anne Tomlinson, University of Virginia

# At the Core of Differentiated Instruction...

## Student Traits

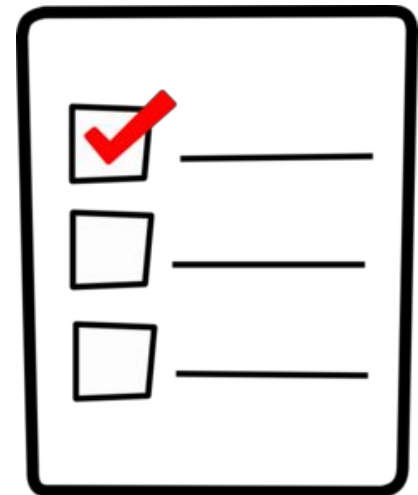
- Readiness Level
- Interest
- Learning Profile
- Affect

## Classroom Elements

- Content
- Process
- Product
- Learning Environment

# Checklist [chek-list]

Noun. Also, check list: list of items, as names or tasks, for comparison, verification, or other checking purposes. 1853, Amer.Eng., from check + list. Two words until c.1880; hyphenated until late 20c.



# Surgical Safety Checklist



World Health  
Organization

Patient Safety

A World Alliance for Safer Health Care

## Before induction of anaesthesia

(with at least nurse and anaesthetist)

**Has the patient confirmed his/her identity, site, procedure, and consent?**

- Yes

**Is the site marked?**

- Yes  
 Not applicable

**Is the anaesthesia machine and medication check complete?**

- Yes

**Is the pulse oximeter on the patient and functioning?**

- Yes

**Does the patient have a:**

**Known allergy?**

- No  
 Yes

**Difficult airway or aspiration risk?**

- No  
 Yes, and equipment/assistance available

**Risk of >500ml blood loss (7ml/kg in children)?**

- No  
 Yes, and two IVs/central access and fluids planned

## Before skin incision

(with nurse, anaesthetist and surgeon)

**Confirm all team members have introduced themselves by name and role.**

**Confirm the patient's name, procedure, and where the incision will be made.**

**Has antibiotic prophylaxis been given within the last 60 minutes?**

- Yes  
 Not applicable

**Anticipated Critical Events**

**To Surgeon:**

- What are the critical or non-routine steps?  
 How long will the case take?  
 What is the anticipated blood loss?

**To Anaesthetist:**

- Are there any patient-specific concerns?

**To Nursing Team:**

- Has sterility (including indicator results) been confirmed?  
 Are there equipment issues or any concerns?

**Is essential imaging displayed?**

- Yes  
 Not applicable

## Before patient leaves operating room

(with nurse, anaesthetist and surgeon)

**Nurse Verbally Confirms:**

- The name of the procedure  
 Completion of instrument, sponge and needle counts  
 Specimen labelling (read specimen labels aloud, including patient name)  
 Whether there are any equipment problems to be addressed

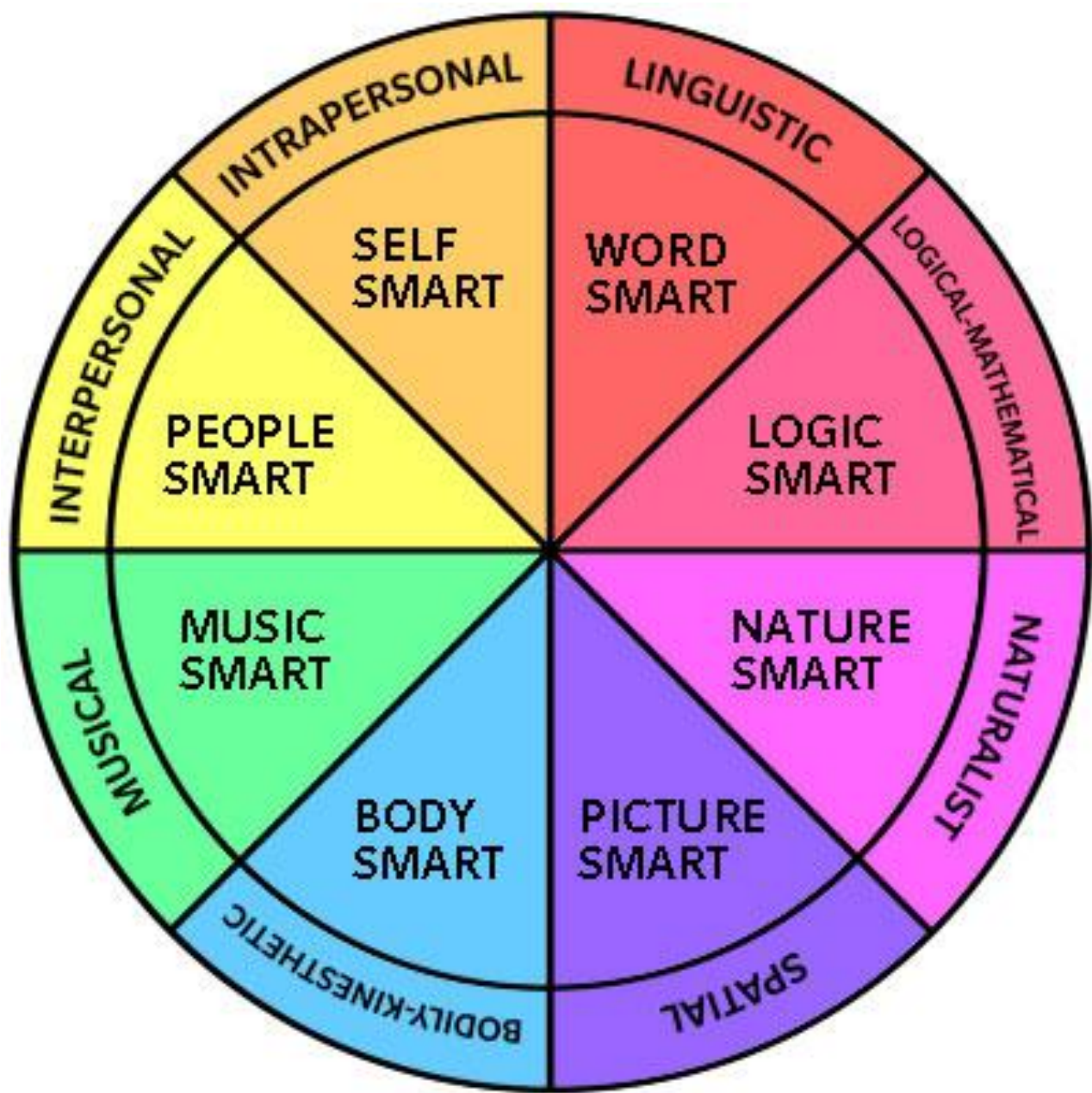
**To Surgeon, Anaesthetist and Nurse:**

- What are the key concerns for recovery and management of this patient?

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<u>Process</u>	<u>Audience</u>	<u>Connection</u>	<u>Expression</u>
Knowledge: <i>name, define, recall, list, report, narrate, recognize, describe, draw.</i>	Self/Friends	Write/Create Blog	Linguistic: <i>write a poem, myth, legend; invent slogan for; write a journal.</i>
Comprehension: <i>review, summarize, discuss, explain, paraphrase, restate, locate, tell, express, report.</i>	Family	Post on YouTube	Logical/Quantitative: <i>translate into mathematical formula; represent through graphic organizer; create timeline of</i>
Application: <i>illustrate, apply, make, interview, translate, operate, show, interpret, practice, model, demonstrate.</i>	School	Email Letter	Kinesthetic: <i>rehearse/perform play on; role play/simulate; build/construct model of; design a product for.</i>
Analysis: <i>diagram, compare, contrast, deduce, order, outline, disassemble, teach.</i>	Community	Enter Contest	Spatial: <i>chart, map, cluster or graph; sculpt; draw; paint; create mural.</i>
Synthesis: <i>combine, predict, systematize, connect, infer, extend, plan, propose, design.</i>	Country	Design Website	Musical: <i>write song lyrics; explain how musical lyrics relate; create short musical on.</i>
Evaluation: <i>judge, interpret, criticize, imply, conclude, decode, measure, rate.</i>	Global	Create Podcast	Interpersonal: <i>conduct a class meeting that; assume role to; participate in service project.</i>
			Intrapersonal: <i>self-assess; receive feedback; describe your values about.</i>

### Written Component

*Following the writing process (draft 1, draft 2, rewrite, finalize), each student is required to compose a five-paragraph essay: thesis/focus statement in first paragraph, two supporting quotes for each paragraph in body of essay and conclusion.*

### Presentation

At the conclusion of the project each student has the opportunity to share their learning (5-8 minutes) using the following guidelines: use handout or visual, share thesis, support, connection and exit slip/assessment tool.

## Select one question & discuss with partner:

1. Why is it important to have a checklist for teaching?
2. List 2 items that you think are critical to have on a checklist for you “as a learner.”
3. List 2 items that you think are critical to have on a checklist for you “as a teacher.”
4. What might be a danger for being too closely controlled by a checklist?
5. How do checklists or differentiated instruction relate to your previous studies?

# PRES: 4 Key Structures

- **Environmental: the look, feel and sound**
  - Overall arrangement of classroom: walls, traffic patterns, teacher/TA work area, bulletin boards, bookcases/cabinets, chalkboard/dry erase/SB, entry.
- **Spatial: the use of space in the classroom**
  - Lecture: all desks in rows, facing forward.
  - Independent/seatwork: focus on maximizing quiet and private time.
  - Tribes/partner: used when students meet to collaborate, discuss.
  - Family circle: used for all-group class discussions, processing & open discussion of issues

# PRES: 4 Key Structures

- **Relationship:** the teacher is consistent in his/her positive interactions with students.
  - Greet students with a smile; inquire how they are doing, respond playfully with some students & generally model positive social behavior.
- **Pragmatic:** systems in place in the classroom for anything done more than once.
  - Class time can be split into two big periods/settings:
    - Formal = students raise hands and are called on prior to speaking.
    - Informal = working with partners, group work, family circle; speaking without use of hands when another student finishes talking.

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