

From Text Maps to Memory Caps

**100 More
Ways to
Differentiate
Instruction
in K-12
Inclusive
Classrooms**

by

Paula Kluth, Ph.D.

and

Sheila Danaher, M.S.Ed.

About the Authors

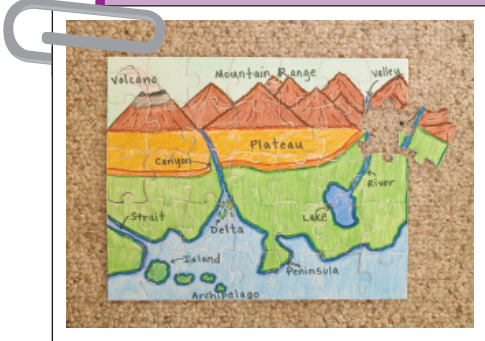
Paula Kluth, Ph.D., is a former special educator who has served as a general education co-teacher, inclusion facilitator, and instructional coach. Her professional interests include differentiating instruction, active learning, and inclusive schooling.

Dr. Kluth is the author or coauthor of eleven books including: *“You’re Going to Love This Kid!”: Teaching Students with Autism in Inclusive Classrooms, Second Edition*; *“A Land We Can Share”: Teaching Literacy to Students with Autism*; and *“Just Give Him the Whale”: 20 Ways to Use Fascinations, Areas of Expertise, and Strengths to Support Students with Autism*. Paula is also a director of a documentary film titled *“We Thought You’d Never Ask”: Voices of People with Autism*.

Sheila Danaher, M.S.Ed., is a consultant for the Christopher L. & M. Susan Gust Foundation, which is dedicated to supporting all students by creating inclusive school communities. She is a former learning specialist and administrator in the Chicago Public Schools, where she focused on supporting students with autism and differentiating instruction for all students. As a consultant, for the Gust Foundation, Sheila continues her work in the Chicago area by providing teachers with ideas for curricular adaptations, differentiating instruction, and implementing the best strategies for supporting students with disabilities in preschool, elementary, and secondary school settings.

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Purposeful Puzzles



Materials

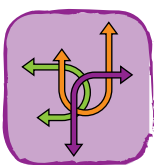
- Blank puzzle
- Colored pencils or markers



Description

Purposeful puzzles are so named because they are a first and foremost a fun activity, but they can also be put into classrooms to serve a specific purpose or teach a particular piece of content.

Puzzles are an especially helpful support for students who might fidget a lot during class or need to be “doing something” when they are listening or participating in a classroom discussion. Some students doodle to meet this need, but others may appreciate a support that directly helps them learn targeted content.



Directions

To get ideas for puzzles, look at content-area standards for information and ideas that students need to know and understand. You might also scan textbooks for important charts, diagrams, maps, descriptions, and images. Once you have found a puzzle idea, sketch your drawing lightly with a pencil on the blank puzzle page so that any errors can be changed easily. Then, color with markers or colored pencils to make the image easy to assemble. Be sure to add any important vocabulary words and facts.

Provide students with directions for how and when to use their puzzles. Encourage learners to share their finished products with classmates.



Example

A student with Down syndrome was sometimes fidgety during his social studies class. A teaching assistant on the middle school team created a series of standards-based puzzles that could double as desktop fidgets, be used as repeating homework assignments, and serve as study

guides for the most important ideas in a unit. The content on the puzzles was always complex, so any learner could use them to study and learn.



Reference

McDonald, E.S., & Hershman, D.M. (2010). *Classrooms that spark: Recharge and revive your teaching*. San Francisco, CA: Jossey Bass.



Vendors

Puzzle Warehouse

<http://www.puzzlewarehouse.com>

You can order a 36-piece blank floor puzzle here, as well as a 99-piece tabletop jigsaw puzzle.

Puzzles for Sale

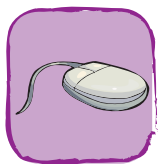
<http://www.puzzlesforsale.com>

Explore this site to find puzzles for all ages, of many different sizes, and for many different subject areas, including birds, folk art, the *Titanic*, and cities of the world.

Yoyo.com

<http://www.yoyo.com>

This web site offers 63-piece blank puzzles.



Web Site

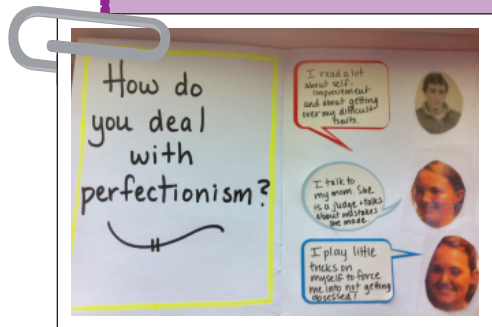
Jigsaw Puzzles

<http://www.neok12.com/jigsaw-puzzles.htm>

This web site provides virtual jigsaw puzzles with many themes including the human eye, lasers, the French Revolution, and natural disasters.

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Social Skill Slam Book



Materials

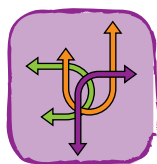
- Notebook or binder
- Photographs of students
- Speech bubble stickers



Description

Did you have a slam book as a kid? We remember using slam books to share favorite things, classroom crushes, and recommendations for friends. If you are not familiar with slam books, the concept is simple. The owner of the book creates a roster on the front cover or first page of the book with a series of numbers and one name next to each one. Then, on each subsequent page of the book, a question is posted along with a numbered list. Students answer each question by providing their response next to the number they are assigned at the beginning of the book. So, a student who signed in as the seventh name on the first page answers every subsequent question on line 7. Since names only show up on the first page, some slam book owners tear out that information so the content is private to anyone else viewing the book. This allows contributors to freely share information such as “What was your most embarrassing moment?” Questions for typical slam books range from *What is your favorite ice cream?* to *Who do you have a crush on?* to *Who is a person you admire?*

This idea is a slight variation of the slam books we grew up using. Our slam books are not necessarily as exciting as those found in the back of the classroom, but they feature that spirit of togetherness and secret-sharing just the same.



Directions

Teachers can create social skill slam books for their students who need advice and guidance from peers on topics such as making friends and dealing with stress. To help visual learners, this format includes pictures of classmates instead of just their words of advice.

First, decide on the social skills you want to target and develop simple questions based on these skills. Sample questions include the following:

- What are some topics you like to discuss with your friends?
- How do you know your conversation partner wants to change the topic?

- How do you start a conversation with someone new?
- How do you deal with anxiety?
- How do you deal with perfectionism?
- What do you do to calm down when you are really upset?
- How do you handle unfair situations?
- How do you cope with a low grade?
- How do you find the right extracurricular activity?

Then, ask your student with social challenges to choose a few peers he or she respects and would like to use as advisors.

On the first page of your book, introduce the advisors by writing a few sentences about each and adding the participant's photo. On each page thereafter, write one question on the left side of the book and three or four answers on the right side. Include a photo of each respondent next to his or her answer so the learner can visualize who is giving each piece of advice.

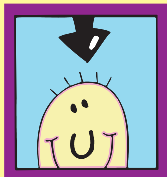
Give this book to the student to study proactively or bring it out during confusing or frustrating moments. Add new pages as challenges emerge.

Consider adding the student's own voice to the book in spots. In other words, let the book serve as a tool for positive self-talk.



Example

A high school student with Asperger syndrome often consulted with classmates about personal struggles, such as how to cope with anxiety and how to deal with the pressures of school, including choosing a college and taking standardized tests. His teachers helped him to create a slam book filled with ideas from the classmates who he viewed as successful and trustworthy. His questions included, *How are you choosing a college?*, *How do you deal with anxiety during tests?*, *What do you do when you feel frustrated with a teacher over a grade?*



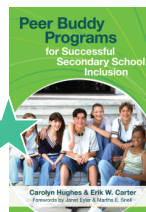
Keep in Mind

Some students may want to include respected friends or family members outside of their circle of classmates. Siblings, cousins, neighbors, older students, or even mentors can all be featured in slam books.



Reference

Hughes, C., & Carter, E. (2008). *Peer buddy programs for successful secondary school inclusion*. Baltimore, MD: Paul H. Brookes Publishing Co.





Vendor

Friendship Book

<http://www.friendshipbook.com>

This web site offers slam books for younger children with engaging pictures and fun getting-to-know-you questions.



Web Sites

eHow

http://www.ehow.com/how_2163255_slam-book.html

A short but useful tutorial on slam books.

Making Friends

http://www.makingfriends.com/slam_book.htm

Here you can find directions for making unique-looking slam books.

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Stackables



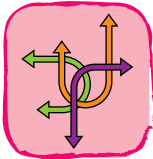
Materials

- Paper, plastic, or Styrofoam cups
- Stickers or pictures
- Markers
- Glue



Description

Stackables are manipulatives that can be used to teach relationships between ideas, concepts, or things. They are designed to teach a sequence, cycle, or hierarchy and can be used in social studies, science, math, and many other subject areas.



Directions

Create your stackables using any product you have available (e.g., Styrofoam, plastic, paper). Simply paste an image and word or phrase on each cup in the series. You may want to use a glue or sealant over the image to make sure that the graphics do not peel or move as students are stacking them.

If possible, create several different cup sets for the classroom so that students can review with different content. For example, you might use several different nesting cup sets created for food chains, with some having a hawk at the top of the food chain and some having a whale. You could also create some variety in geography stackables by using a variety of countries or by featuring different continents. Other ideas include place value, measurement (mile/yard/foot/inch), parts of a cell, and levels of government.



Example

During a study of ecology, a third-grade teacher created several different sets of stackables to teach her students about food chains. Students had to practice using the stackables provided and then create their own versions. The food chain stackables were particularly helpful in assessing the knowledge of a student with learning disabilities who struggled to demonstrate learning on quizzes and tests.



Reference

Kohl, M. (2010). *Art with anything: 52 weeks of fun using everyday stuff*. Lewisville, NC: Gryphon House.



Vendor

Party City

www.partycity.com

Plastic cups of every size and color can be found on this web site.



Web Sites

Differentiation Daily

www.differentiationdaily.com

Paula's blog is filled with easy-to-make learning materials. A new idea is shared every day.

Living Montessori Now

<http://livingmontessorinow.com/2012/09/17/montessori-monday-diy-cosmic-nesting-boxes-map-towers-and-me-on-the-map>

Deb Chitwood's site has many fresh teacher-tested ideas including these stackable geography towers.