

Exploring the Teaching Approaches



Teaching Approaches

- Direct Instruction
- Multisensory Teaching
- Task Analysis/ Error analysis
- Peer Tutoring/Class-wide Peer Tutoring
- Differentiated Instruction
(Content, Process, Product, Environment)

What is Direct Teaching

- An explicit, teacher-directed model of effective instruction.
- Teacher structured lessons, following a clear, sequential approach, with teacher in control of the content, activities, and lesson pacing.
- Teachers tell the students the concept or skill to be learned and then lead them through instructional activities designed to result on student learning.

What is Direct Teaching

- Academically focused, with teacher stating the goals for the lesson.
- Teacher monitors student understanding and provides feedback.
- It is based on behaviouristic learning principles (getting students' attention, reinforcing correct responses, providing corrective feedback, practicing correct responses)

What is Direct Teaching

Four components of this model:

- clearly articulated goals
- teacher-directed instruction
- careful monitoring of student outcomes
- use of clear classroom organization and management strategies

Morgan-Rallis (2004)

Steps in Direct Instruction

- **Direct Instruction** is used to help students learn concepts and skills.
- **introduction and review**
- **presentation of new information**
- **guided practice**
- **independent practice**
- **assessment**

Benefits of Direct Instruction

- It is very efficient when specific content and skills are the teacher's primary goals.
- Students with special needs often need the teacher directed methods and the repetition, modeling, and monitoring that are the core of direct instruction.
- Children need a combination of direct instruction along with constructivist teaching.

Lucks (2015)

Multisensory Teaching

- Teaching that appeals to more than one sense at a time.
- It gives children more than one way to make connections and learn concepts.
- Students engage with the material in more than one way.
- It can be particularly helpful for children with learning and attention issues.

Multisensory Teaching

- It allows them to use a wider range of ways to show what they have learned.
- It helps children learn information more effectively.
- All children can benefit from multisensory instruction.

Morin (2015)

Task Analysis/Error Analysis

- Task analysis is the process of breaking down a skill into smaller, more manageable components in order to systematically teach each unit.
- All instruction should be individualized.

Rationale:

A skill that may be too complex for one learner may be manageable for another.

Task Analysis/Error Analysis

- Skills that require a task analysis typically consist of multiple components that comprise a larger skill.
- It can be used to teach learners with ASD a skill that is too challenging to teach all at once.
- It can be used to teach Mathematical skills
- Error analysis is done to inform task analysis.

Think Before Teaching a Skill



- Is the target skill a discrete response or a chain of responses?

Discrete responses involves a single step

- ✓ Pressing a light switch
- ✓ Saying hello

Chained tasks are skills requiring multiple responses to complete.

- ✓ Washing dishes or hand
- ✓ division

Task Analysis/Error Analysis

- Error analysis involves the analysis of error patterns to identify difficulties that students may have with facts, concepts, strategies and procedures.
- Identifying the type of error allows the teacher to address learner needs more efficiently.

Possible Steps in Error Analysis

- Collect evidence of learning by asking the student to complete a number of problems of the same type.
- Look at the student's responses or record all responses that the student makes, particularly their comments.
- Look for error patterns.
- Look for exceptions to error patterns.

Possible Steps in Error Analysis

- Analyze the types of errors and consider the causes.
- If further clarification is required, encourage the student to talk through or demonstrate her/his approach or, in the case of word problems, interview the student.

- For written word problems, the teacher may ask the student to:
 - Read the question.
 - Say what the question was asking him/her to do.
 - Tell how they planned to find the answer.
 - Tell and show what they did to get the answer.
 - Tell what their answer was.

The teacher might use alternative questions or instructions depending on the student's age and learning needs.

East Carolina University (2012)

Peer Tutoring/Class-wide Peer Tutoring

- Students helping students
- The student/s in the class is paired with another.
- It is a way for students to get one-on-one help and enough time to practice and learn.
- During the tutoring, one student explains the work to another student, asks the student to answer questions, and tells the student whether his or her answers are correct

Peer Tutoring/Class-wide Peer Tutoring

- Peer Tutoring has been shown to work for students with all kinds of special learning and behavioural needs.
- It is helpful to students in the areas of reading, spelling, math and writing.
- Peer tutoring benefits both students (the one being tutored and tutor).

Differentiated Instruction

- A teaching approach that responds to the Needs of All Learners
- A method of designing and delivering instruction to best reach each student.

Tomlinson (1999)

Differentiated Instruction

- It may mean teaching the same material to all students using a variety of instructional strategies

OR

- It may require the teacher to deliver lessons at varying levels of difficulty based on the ability of each student.

Differentiated Instruction

According to Tomlinson (1999)

- Teachers can differentiate instruction through four ways:
 - 1) Content
 - 2) Process,
 - 3) Product
 - 4) Learning Environment.

Differentiating by Content

- Some students in a class may be completely unfamiliar with the concepts in a lesson
- Some students may have partial mastery
- Some students may already be familiar with the content before the lesson begins.

Differentiating by Content

- The teacher may design activities for groups of students that cover various levels of Bloom's Taxonomy
- The Taxonomy is a classification of levels of intellectual behaviour going from lower-order thinking skills to higher-order thinking skills.

The six levels of Bloom's Taxonomy are:

Remembering

Understanding

Applying

Analyzing

Evaluating

Creating.

Differentiating by Content

- Students who are unfamiliar with a lesson may be required to complete tasks on the lower levels: remembering and understanding.
- Students with some mastery may be asked to apply and analyze the content.
- Students who have high levels of mastery may be asked to complete tasks in the areas of evaluating and creating.

Differentiating by Process

- Each student has a preferred learning style, and successful differentiation includes delivering the material to each style.
- Some students may benefit from one-on-one interaction with a teacher or classroom aide
- Others may be able to progress by themselves.
- Teachers can enhance student learning by offering support based on individual needs.

Differentiating by Process

Example:

- Provide textbooks for visual and linguistic learners.
- Allow auditory learners to listen to audio books.
- Give kinesthetic learners the opportunity to complete an interactive assignment online.

Differentiating by Product

- The product is what the students create at the end of the lesson to demonstrate the mastery of the content.
- Demonstrations may be by way of tests, projects, reports or other activities.
- Teachers may assign students to complete activities that show mastery of an educational concept in a way the student prefers, based on learning style.

Differentiating by Product

Examples:

- Read and write learners write a book report.
- Visual learners create a graphic organizer of the story.
- Auditory learners give an oral report.
- Kinesthetic learners build a diorama (three-dimensional scenic representation) illustrating the story.

Differentiating by Learning Environment

- The conditions for optimal learning include both physical and psychological elements.
- A flexible classroom layout is key
- Teacher incorporates various types of furniture and arrangements to support both individual and group work.

Differentiating by Learning Environment

Example:

- Break some students into reading groups to discuss the assignment.
- Allow students to read individually if preferred.
- When students are given more options on how they can learn material, they take on more responsibility for their own learning.

Differentiating by Learning Environment

- Differentiated instruction requires more work during lesson planning
- Research shows differentiated instruction is effective for high-ability students as well as students with mild to severe disabilities.

Weselby (2014)