SOCIAL EMOTIONAL DIFFERENTIATION IN THE CLASSROOM

University of Denver SEL Summit
December 10, 2018
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Demands on Educators

- Classroom Management
- Testing
- Budget Cuts
- Class Size
- New Standards
- No Support
- workload
- parents
- planning Time
- Second Job
Ideas and Suggestions...

...to make this session the most useful and meaningful for your practice.

- Your classroom/school is your community BUT it is not surrounded by an alligator filled mote. Identify your potential partners in regards to every area.
- Work whole to part when analyzing your classroom/school. What is covered in my classroom management? What groups need a little more support? Who needs/has individual scaffolding?
- Be realistic BUT not limiting to your own creativity or passion.
  - I just don’t have time
  - It will never work
Which path are you on toward your understanding of differentiation?

What is differentiation within a classroom or school environment?
Example

Setting: 8th Grade Science Classroom

Lesson: Dissection of Sheep’s Brain

Two Students of Concern:

1) Alana – great organization skills, works well in pairs, history of trauma experiences, student does not want to “cut” anything. Section 504 plan for anxiety and depression. Frequently walks out of class to the counselor due to anxiety.

2) Alan – tactical learner, leadership qualities, IEP for ADHD, frequent impulsive behavior within the classroom, struggles with ordered directions. Frequently sent to refocus and reflect with the dean due to behavior in classes.

Teacher came to me with concerns about what to do with these two students in relation to this lesson. Should they do a packet in another room or sit in the back of the classroom and watch the dissection?
Differentiation

- Differentiated instruction is both a philosophy and a way of teaching that respects the different learning needs of students and expects all students to experience success as learners. Learning activities may be differentiated on the basis of students’ readiness for learning the specific content or skill, their interests or their preferred ways of learning. [http://differentiationcentral.com/](http://differentiationcentral.com/)

- CDE Website: Differentiation - Taking multiple approaches to content, process and product based on students’ readiness, interests, and learning profiles. (Tomlinson, 2017).

- Differentiation is an instructional model focused on how teachers teach and how students learn in a classroom – not on what teachers teach or what students learn. The what is a curricular issue. (Tomlinson, 2014).

How do these definitions encompass social emotional difficulties?
What is *NOT* social emotional differentiation?

**Discipline**
- Time out
- Exclusionary practices
- Classroom management system
- Mandatory tutoring

**Differentiation**
- Individualized strategies
- Choice/voice
- Multi-method assessment/assignment
- Groupings
- Scaffolding
Why Social Emotional Differentiation?

- Extension of the tiered system within your classroom/school (Tier 2 & 3)
- Aids in the integration and implementation of student accommodations
- Supporting students’ emotional awareness and social emotional skills to optimize their process of learning (Shelton, 2003).
- Allow to students to master of skill
- Students like Alana & Alan would not be able to participate in classroom/school activities without it.
Activity

- Using these guiding questions (Tomlinson, 2014) think about a lesson you have taught, observed, coached, etc., (or use the sample science example)
  - What are you differentiating?
  - How are you differentiating?
  - Why are you differentiating?

- Using the sample students from the science example discuss how you would differentiate in your lesson.

- A list example accommodations is provided or be as creative as you wish.

- Be ready to share as a group
Foundation

- Classroom management system
- Classroom/school wide climate and culture
- What is PBIS? - Not stickers and M&M’s so don’t tune out secondary educators 😊
  - Common behavioral expectations that are taught to all individuals in the school community
  - Positive reinforcement for all individuals in the school community
  - Clear and consistent interactions between members of the school community
  - Data driven implementation and accountability
Comprehensive Health Standards

Social and Emotional Wellness

One of the Colorado Department of Education’s Academic Standards and is located within the Comprehensive Health & Physical Education content area. This standard provides a developmental framework regarding social-emotional skills that are expected at each grade level. The Social and Emotional Wellness Standard includes mental, emotional, and social health skills that enable a student to:

- Recognize and manage emotions,
- Develop care and concern for others,
- Establish positive relationships,
- Make responsible decisions,
- Handle challenging situations constructively,
- Resolve conflicts respectfully,
- Manage stress, and make ethical and safe choices;
- Examines internal and external influences on mental and social health; and identifies common mental and emotional health problems and their effect on physical health.
How SEL helps students and schools
SEL improves academic performance and academic achievement by increasing students’ capacity for learning.

Students who received SEL demonstrated:

- Increased pro-social behavior
- Increased mastery of subject material
- Improved grades
- 11-percentile-point gain in academic achievement
- Increased motivation to learn
- Improved attendance
- Better attitude towards school
- Increased graduation rates
- More commitment & attachment to school
- Improved prospects for employment

SEL also reduces behavior problems, leading to:

- Fewer discipline referrals, suspensions & expulsions
- Decreased grade retention
- Decreased violent delinquency
- Reduced substance abuse
Wrap-up

- Who are your resources in your building?

- How can I build off my current classroom management system?
  - Meaning is you have rewards how can they be integrated into the differentiation portions of your planning

- How to overcome time?
Resources and References

- CDE Behavior Tools Wiki
  http://cdebehaviorertools.pbworks.com/w/page/93498758/FrontPage

- CDE Instructional Accommodations for a Student with a Disability
  http://www.cde.state.co.us/cdesped/accommodations

- Edutopia Educational Foundation
  https://www.edutopia.org

- Intervention Central
  https://www.interventioncentral.org/

- CDE Teaching and Learning Resources
  http://www.cde.state.co.us/teachingandlearning

- 2020 Colorado Comprehensive Health Standards:
  https://www.cde.state.co.us/apps/standards/
Resources and References

Claudia M. Shelton (claudiamshelton@attbi.com) is coauthor with Robin Stern of *Building Self-Awareness in the Differentiated Classroom: Powerful Performance-Based Strategies for Teaching and Learning*, published by National Professional Resources in 2003.


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