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Differentiation & Inclusive Schooling

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see inclusion as a process



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	If you know one student with autism...	

3

Over, under, around or through...find a way or make a way!

4

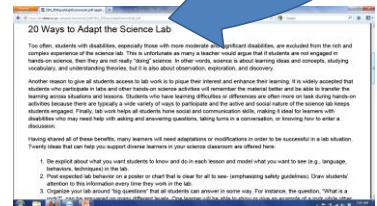
Common mistakes:

- providing only the "real estate" of inclusion & not related supports
- not experimenting with a range of supports (assuming that one set of supports works for everyone)
- thinking that "inclusion" means that all students engage, perform, participate in the same way, with the same materials, and with the same targeted outcomes

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Teachers can use these lists as communication tools or educators/departments can craft their own lists.



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start with struggles



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Let's add!



Tell me what you see in the picture.

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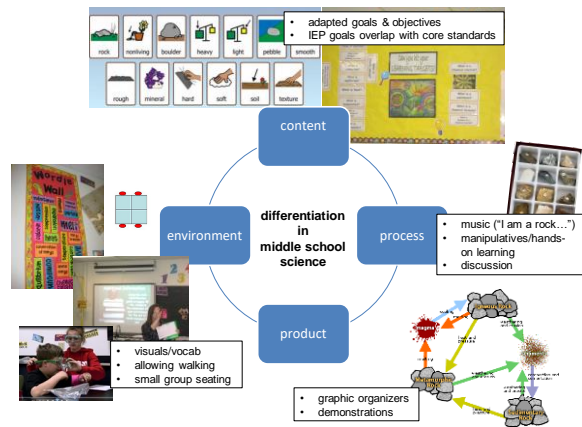


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differentiate instruction, supports & goals



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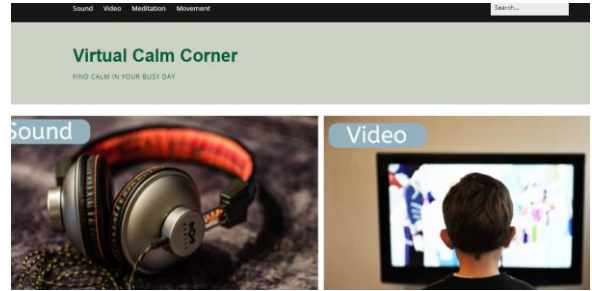


differentiate environment

[considering climate/tone]

- change learning spaces
- add sensory supports
- help with organization/management
- create groupings: fluid and flexible
- build a strong & accepting learning community

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www.virtualcalmcorner.com

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differentiate products

[how students show what they know/can do]

- offer a wide range of options through the year
- include visual, auditory, and kinesthetic (e.g., involving movement, hands-on activities) options as well as analytic, creative, and practical ones
- help students learn new skills & competencies via products

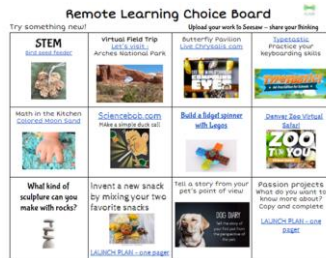
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Keep doing daily lessons or pick a project from WWII to 2015 to help you learn more about one aspect of American history (e.g., How did protest music during Vietnam era show the frustration of a generation of young people?)

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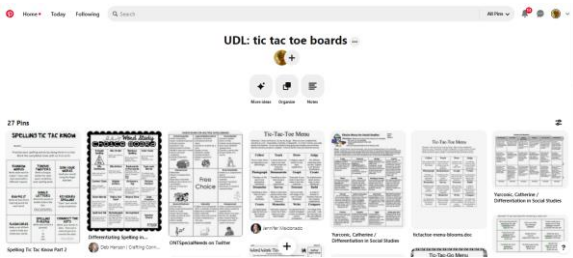
- Provide choices.
- Connect students to standards.
- Great tool for IEP support & collaboration.



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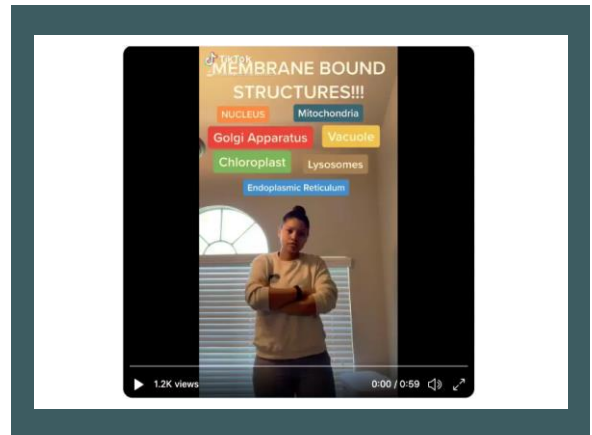
differentiate content
["shake up" information & ideas]

- use a wide range of tools
- modify level of challenge
- adapt for relevance/interest

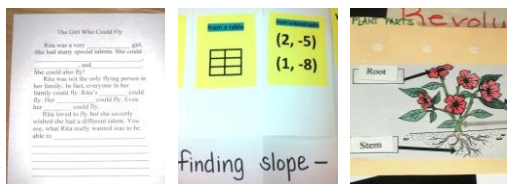
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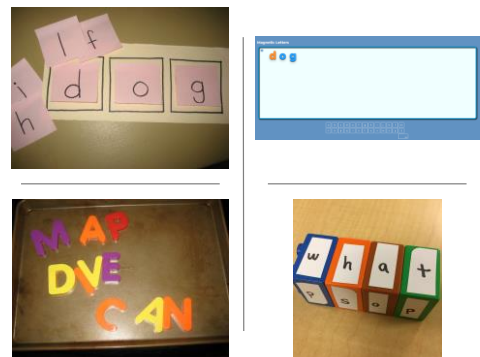
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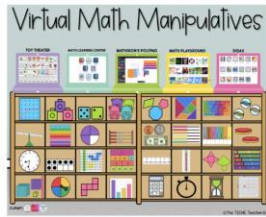
differentiate process
[consider how students receive/make sense of content]

- personalize type/quantity of support
- create tasks that are appropriately challenging
- allow different students to have different roles
- use a wide range of tools/activities to boost comprehension

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resources

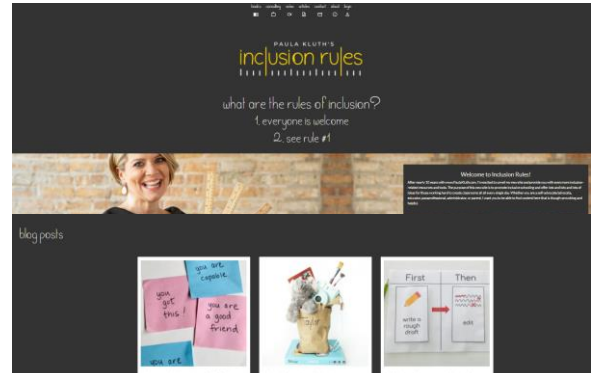


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