

ADVANCING DIFFERENTIATION: CRITICAL THINKING AND LEARNING FOR THE 21ST CENTURY

RESOURCES

Richard M. Cash, Ed.D.

richard@nrichconsulting.com

www.nrichconsulting.com

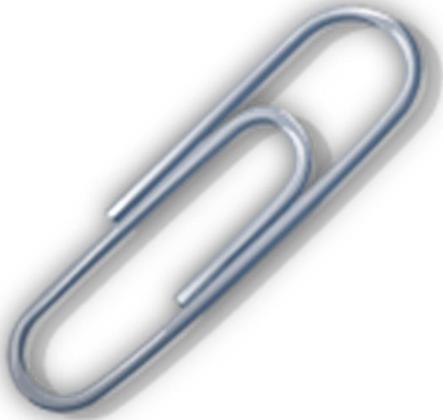
612-670-0278

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Four Kinds of Learners



What? So What? Now What?

WHAT?	SO WHAT?	NOW WHAT?
WHAT?	SO WHAT?	NOW WHAT?
WHAT?	SO WHAT?	NOW WHAT?



25 Strategies for Developing a Boy-Friendly Classroom



- 1) Boys work best in a team mentality. Therefore, create a **“Success Team”** as a support system that can intervene when issues arise. The team can be made up of family, friends, clergy, business associates, teachers and peers.
- 2) Find him successful, well-adjusted **male role models** who can mentor him along in school and life.
- 3) **Physical activities, games and competitions** develop resiliency and allow him chances to bond with others. Boys who are involved in organized sports are more likely to be healthy, well adjusted, and resistant to adversity and delinquent activities (such as gangs, graffiti, and other unlawful behavior).
- 4) Don't expect him to maintain **eye contact** when dealing with stressful issues or concerns. Rather, use the *ōtalk while walking or driving* method of counseling.
- 5) **Use and celebrate “rite of passage”** as a way to motivate and build self-esteem. These *ōrites* could be anything from getting a driver's license to graduation from high school and beyond.
- 6) **Use “brain breaks,”** such as a Nerf ball or other *ōfidgets*. He should use them while at school or when doing a task that requires long periods of attention.
- 7) Give him beadwork or other intricate activities that can help **develop fine motor skills**.
- 8) Provide him with **experiential (authentic) and kinesthetic (doing) outings**. These outings should be with specific groups to build social interaction/self-esteem/affiliation & a sense of belonging.
- 9) Reduce the amount of **verbal instructions** or repeat the verbal directions several times, and then have him repeat the directions back to you. Another idea is to give him a list of directions along with the verbal instructions.
- 10) **Lower the tone and pitch of your voice** so that he is better able to hear you.
- 11) Increase his **sense of attachment** through allowing him to personalize his own space.
- 12) **Limit the amount of TV** he watches. Don't put a TV in his bedroom!
- 13) **Provide healthy** meals that develop good eating habits.
- 14) Assist his parents in becoming a **“Homework Coach.”** Since homework for boys can be tedious and laborious, show his parents how they can spend this time with him keeping him focused and supported throughout the work.
- 15) **Consider brain injury** when faced with a learning disability. During rough play at an early age, some boys may have experienced a brain injury, which may not have been diagnosed and could lead to later learning problems.
- 16) Place **books around the classroom** to encourage him to read.
- 17) Use literature as a way of shaping identity and form social groups. *ōBoys Only” book clubs* can bridge the gap in schoolhouse language acquisition, as well as break down the stigma of reading being a feminine activity.
- 18) Offer him **reading choices that include action, blood & guts, fun and purposeful adventures**. These types of choices can be found in comic books, graphic novels, magazines, cartoon anthologies, or *ōHow Things Work* books.
- 19) **To stimulate creativity, provide him with digital and technological outlets**. Computer graphics and the quickness of the changes on screen are excellent ways to engage him in research and investigations.
- 20) **Focus curriculum and instruction on the self**. Adolescence is a period of ego-centric development. Focusing the content on how the adolescent fits within the subject will engage him more and encourage him to participate more completely.
- 21) **Make learning experiences meaningful, rigorous and relevant**. Boys by nature are more physically active. Therefore, by making the learning more authentic, boys will have a better chance of engaging in the learning tasks.
- 22) **Provide for “safe” risk-taking**. The competitive nature of boys may stunt their intellectual risk-taking. Ensure that the community of scholars is free of intimidation and is supportive when mistakes happen.
- 23) **Allow for choices**. When adolescents don't have power over or within a situation, they will rebel and are less likely to participate in the learning activities.
- 24) Boys are more visually stimulated and need **brighter, more natural lighting** for reading.
- 25) **Use stories** to refine social cohesion, build empathy, transmit knowledge, persuade, challenge and develop social acumen.

Brain Compatible Strategies for the Classroom

Strategy
Developing Social and Emotional Competency
Help students verbalize and effectively communicate feelings and beliefs.
Use affirming responses instead of judging responses (ōI can see you are very upset.ö).
To help students feel a sense of control provide them with relevant choices.
Develop classroom rules/procedures as a collective group.
Develop positive relationships with your students.
Provide appropriate levels of stress and challenge, which can assist in developing internal motivation.
Espouse and enact a strong value system.
Assist children in building positive social networks.
Creating an environment where children are free to develop a unique identity and have their own personality.
*Offer single gender classes, groups, units, text and/or projects

Strategy
Developing Cognitive Competency
Develop sequencing, comparing and contrasting, and association skills.
Assist learners in connecting prior knowledge to new learning.
Develop ögestaltö (seeing the big picture of ideas, concepts and the interrelatedness of information).
Infuse metacognitive skills (ōTell me how you got to this awareness.ö).
* Boys and Writing: Allow boys to use the computer when writing, allow for narratives, provide interesting story-starters, allow for cartooning or storyboarding
*Boys and Reading: Use graphic novels, stories with action/ blood & guts/ risk/ adventure, male protagonist
Promote high levels of inquiry through the use of Bloom's Taxonomy
Get students curious about the topic by piquing their interest in the subject

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*=Boy positive strategies

Brain Compatible Strategies for the Classroom

Strategy
Developing Intuitive Competency
Use imagery as a way to guide students to deeper understanding.
Explore the open-ended solutions of "what if" problems.
Have students predict, imagine, "foretell" the future.
Help students mitigate stress through relaxation techniques (progressive relaxation, mental rehearsal and guided imagery).
Integrate thinking, feeling, sensing and intuition into the study

Strategy
Developing Memory & Learning
Use physical movement during the learning process to supply the brain with oxygen-rich blood, which facilitates learning.
Utilize all senses for more holistic memory recall (Elaborative Rehearsal).
Establish curriculum that encourage students to raise issues and concerns and then weave those thematically into all disciplines.
Connect complex/challenging, REAL-world/authentic projects to students' personal interests.
Provide meaningful choices.
Use stories, myths, and metaphors (the brain loves patterns).
Know where students are (ability, interests, life background, learning styles) and plan accordingly to take them to the next step.
Design project based units where students ask critical questions, and develop their own projects to answer those questions.
Work problems or puzzles to challenge thinking so that students learn there are many ways to solve a problem.
Use simulations to involve students in understanding various points of view (court, legislatures, debate).

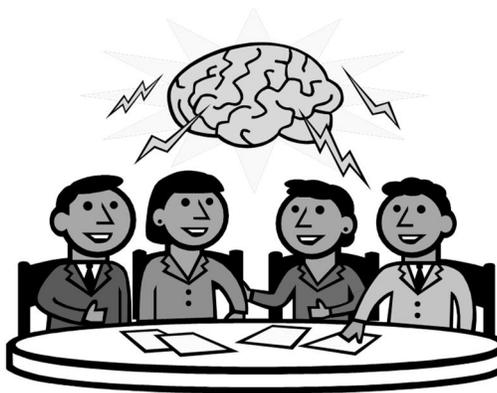


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Brain Compatible Strategies for the Classroom

Strategy
Developing Memory & Learning
Play music that links memory to specific learning tasks.
Use physical challenges to solve problems and build collaboration.
Involve students in real-life apprenticeships.
Use peer collaboration or cooperative learning.

Strategy
Developing Meta-cognition
Have students write reflectively every day to reiterate and consolidate learning.
Have students set measurable goals, estimate the amount of time needed to achieve those goals, and report progress toward those goals.
Encourage students to recognize their levels of motivation during learning activities.
Ask students to document prior learning experiences at the beginning of a unit.
Assist students in setting priorities when faced with numerous steps or projects.



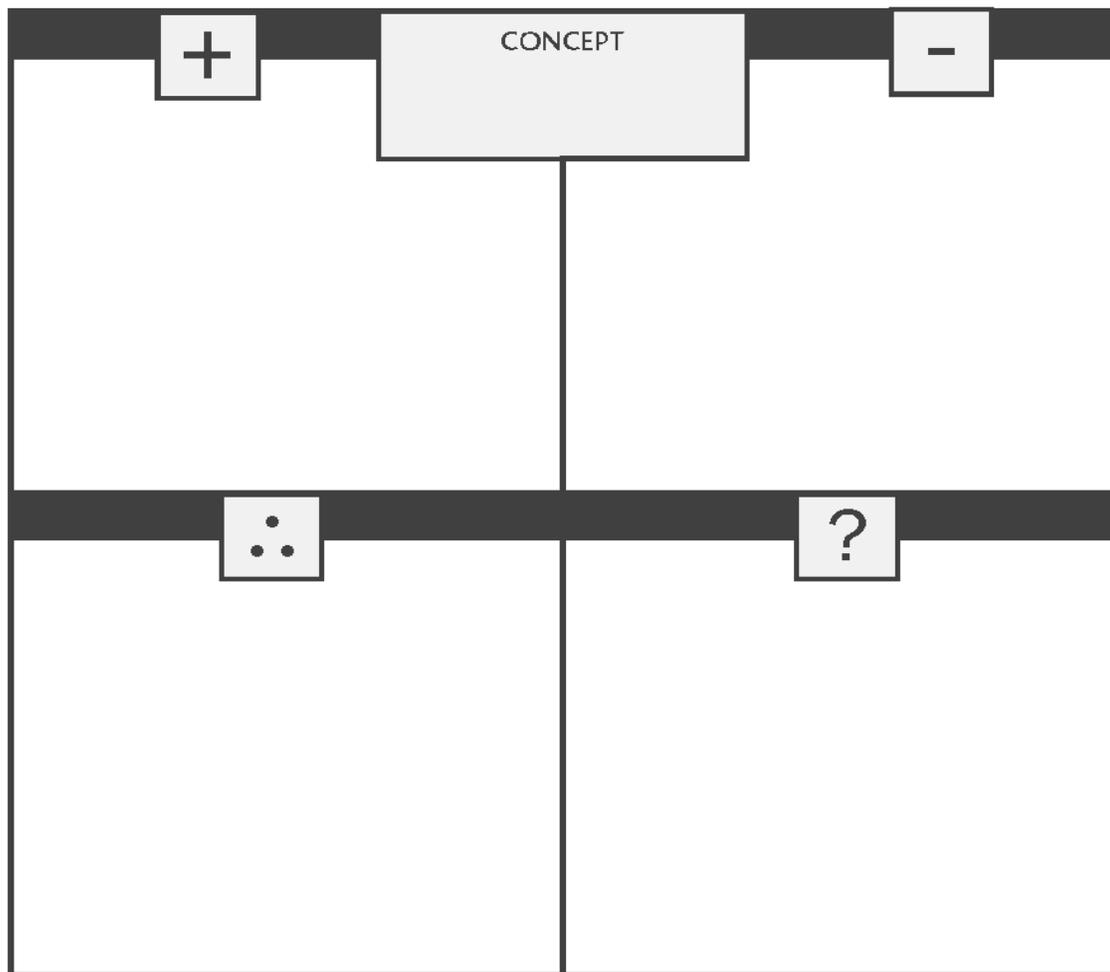
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The ABCs

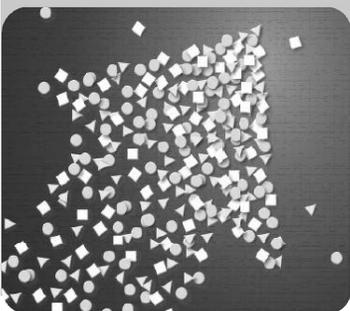
A	N
B	O
C	P
D	Q
E	R
F	S
G	T
H	U
I	V
J	W
K	X
L	Y
M	Z

Concept Development Model

(Taba, 1962)



Based on the curriculum model in *Curriculum Development: Theory and Practice* by Hilda Taba. New York: Harcourt Brace and World, 1962.



WEBSITES FOR DIFFERENTIATION

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Internet 4 Classrooms: <http://www.internet4classrooms.com>

Intervention Central: <http://www.interventioncentral.org/academic-interventions/teaching-strategies/instruction-strategies>

National Center on Accessible Instructional Materials: <http://aim.cast.org>

DifferentiationCentral: <http://www.diffcentral.com/resources.html>

Math Is Fun: <http://www.mathsisfun.com>

IXL: <http://www.ixl.com>

Lesson Planet: <http://www.lessonplanet.com>

Special Education Support Services: <http://www.sess.ie/resources/science-differentiation-action>

WV Dept. of Education:

<http://wvde.state.wv.us/strategybank/VocabularyStrategies.html>

Three graphic organizer sites:

www.eduplace.com/graphicorganizer

http://www.edhelper.com/teachers/graphic_organizers.htm

<http://freeology.com/graphicorgs>