

Matan

Differentiated Instruction

WHY DI?

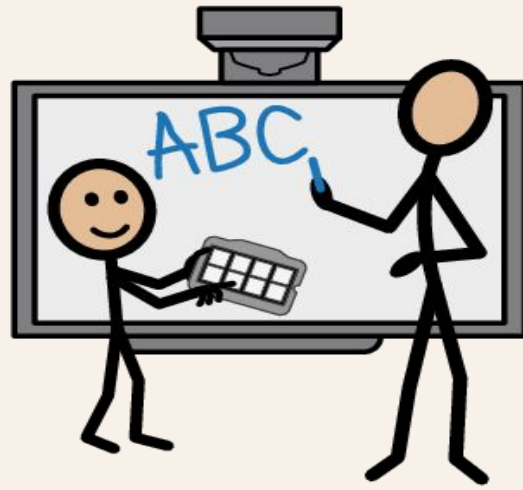
People are different from each other.

Sometimes people need to do things differently in order to learn.

Sometimes we need to change the way we teach.

Sometimes we need to modify activities.







**Differentiation is
like Band Class**

Some things are the same no matter what instrument you play

- Everybody learns music
- Everybody plays an instrument
- Everybody plays music together



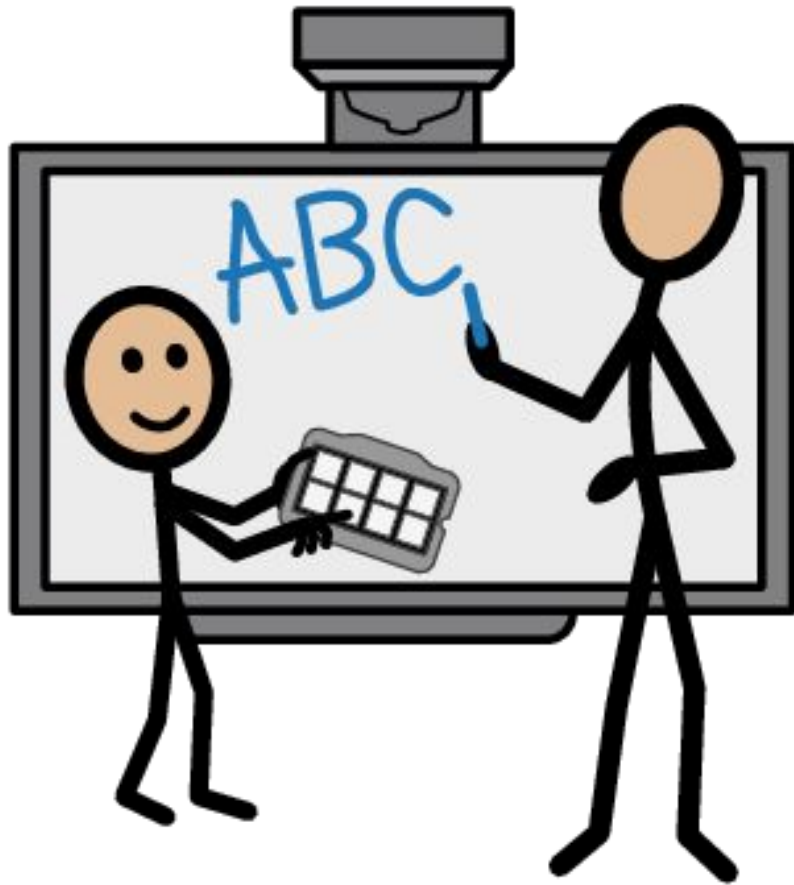


Some things are different

- Not all instruments are the same.
- Playing the tuba is different from playing the flute.
- Playing the violin is really different.
- Teaching everything exactly the same way wouldn't work.
- The differences between violins, flutes and tubas are important.

Everything else is like that too

- People can be very different from each other.
- Having a disability can be like playing a different instrument
- Some things are the same.
- Some things are different.
- Both are important.

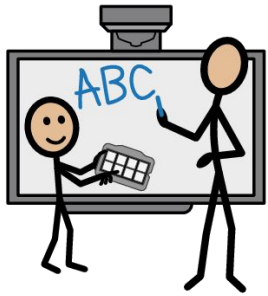


**Some people
learn by giving
presentations.**



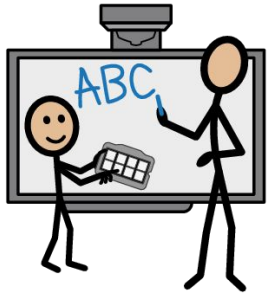


**Some people
learn better
through group
work.**



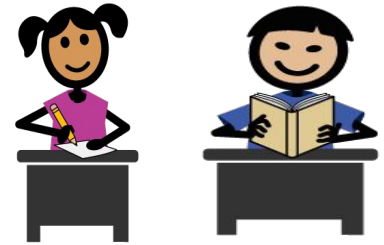
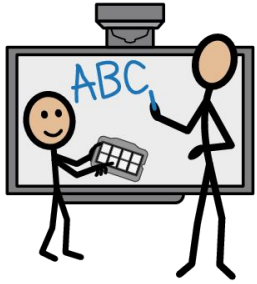


**Some people
learn better
working alone.**



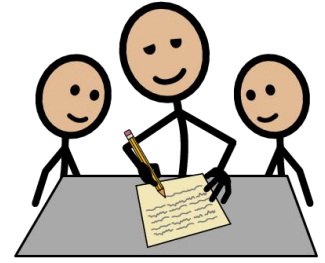
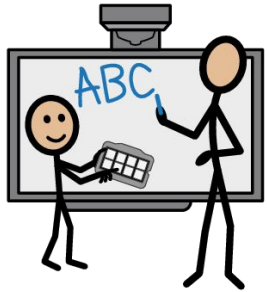


**Some people
learn better in
small group
instruction.**



Some things are the same

- Everyone is studying Torah
- Everyone is learning about Jewish values
- Everyone is building Jewish community together





**Disability can
make an even
bigger
difference**



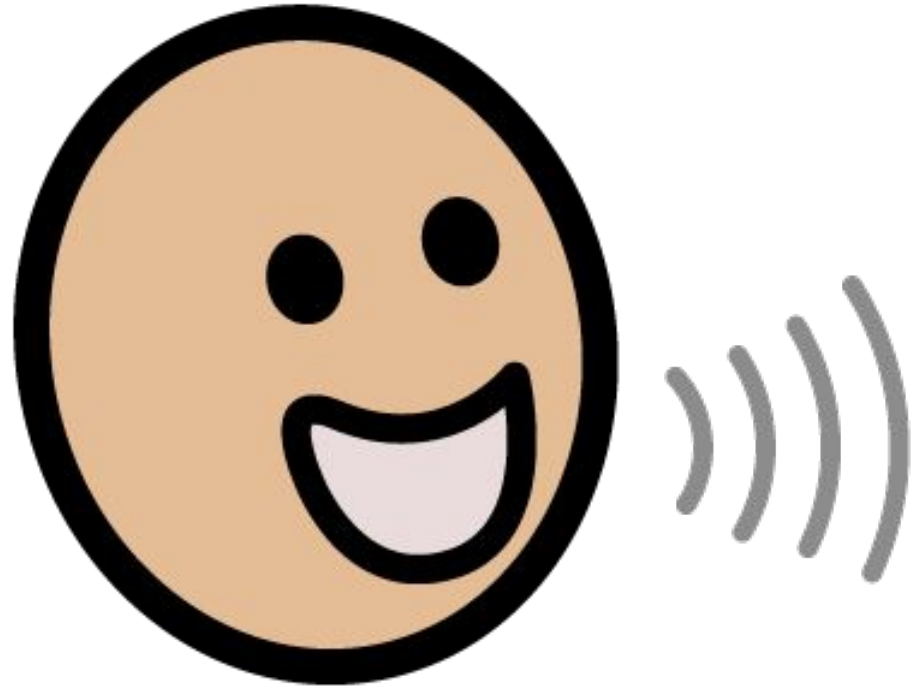
Example: Communication

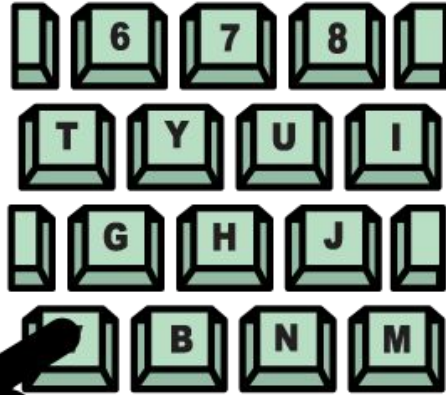
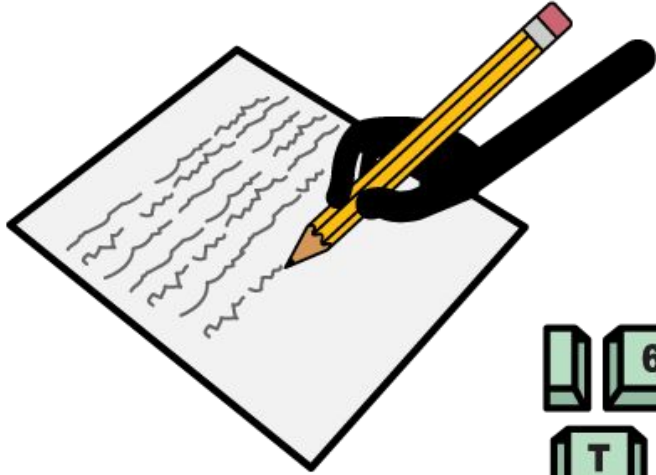




**Everybody
Communicates**

**Some people
use their voices
to communicate**

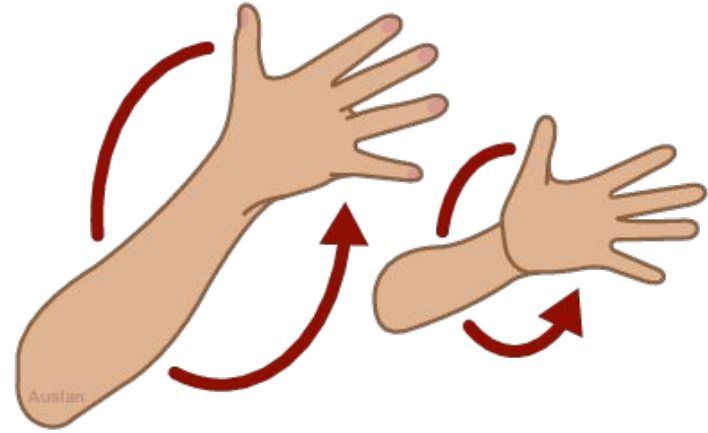


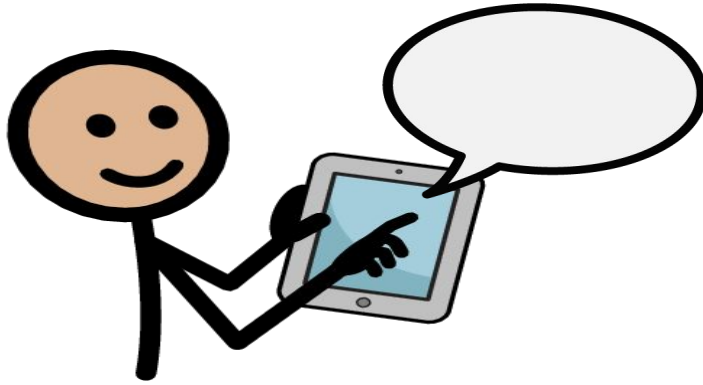


**Some people
write or type to
communicate**



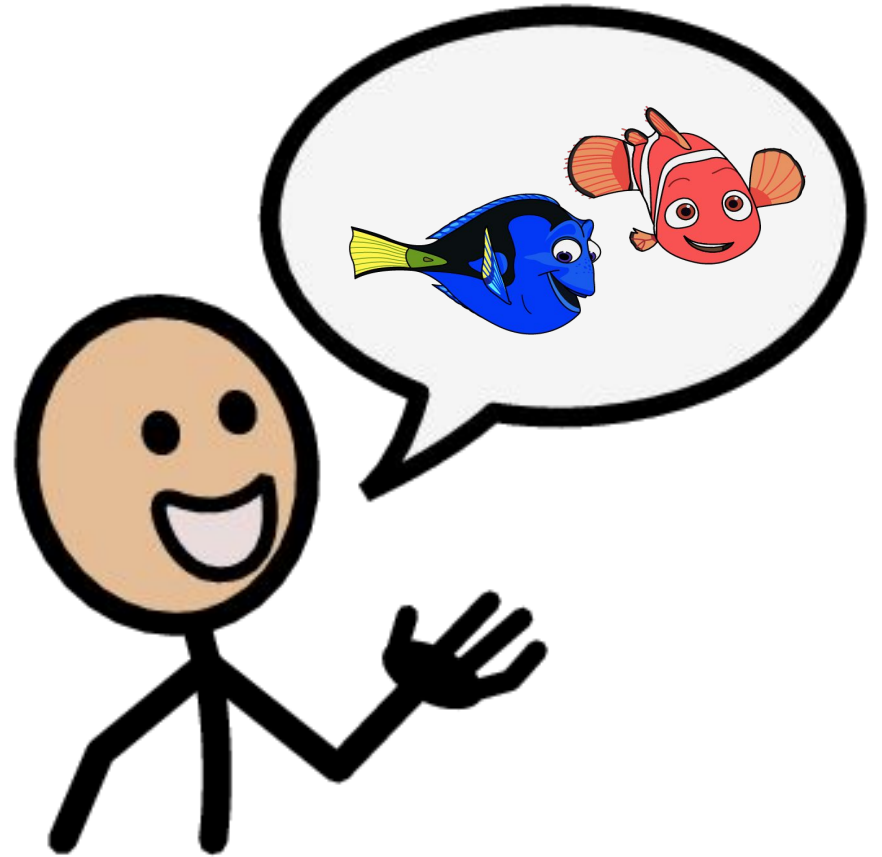
**Some people
communicate in
sign language**

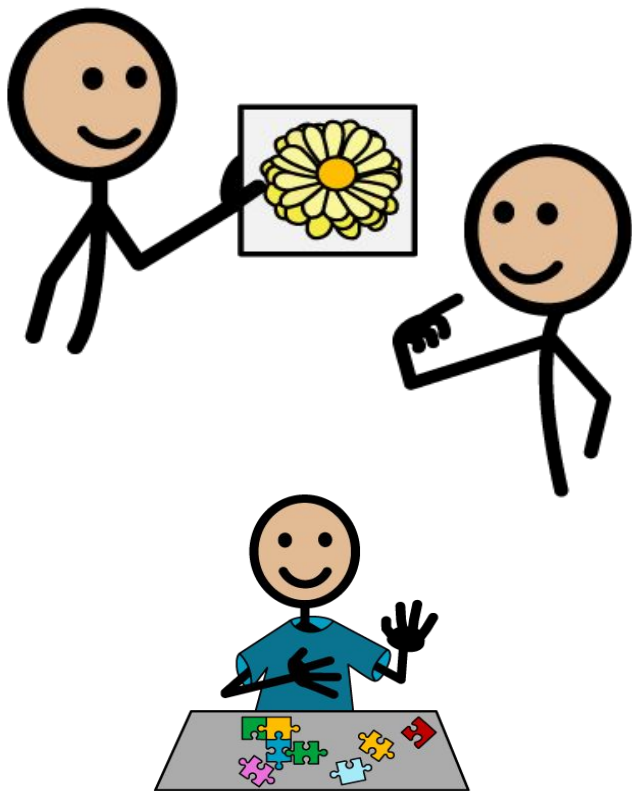




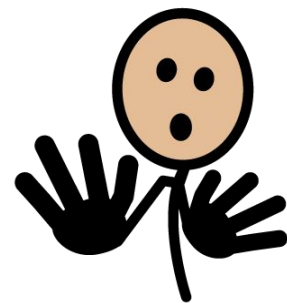
**Some people
use apps or
tablets to
communicate**

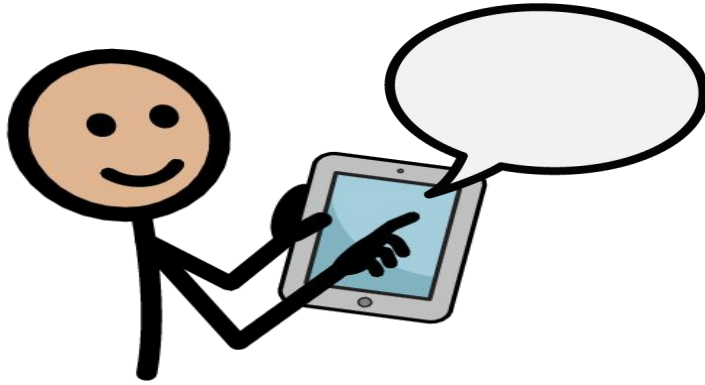
**Some people
repeat movie
quotes to
communicate**



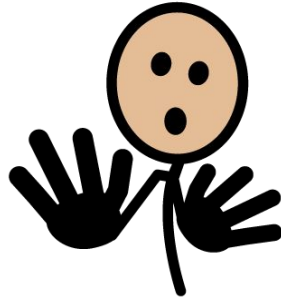
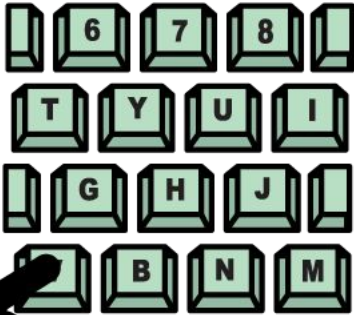


**Some people
use mostly body
language to
communicate**





**Most people
communicate in
more than one way.**



**It's important to
listen to
everyone.**

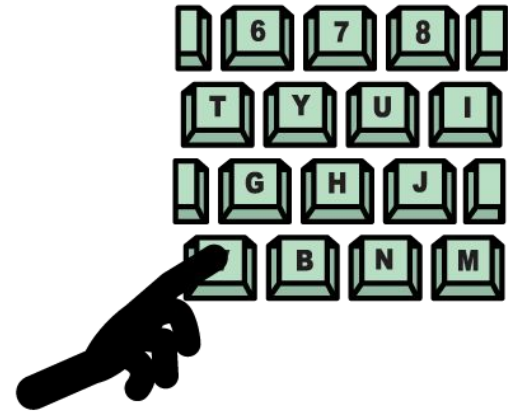
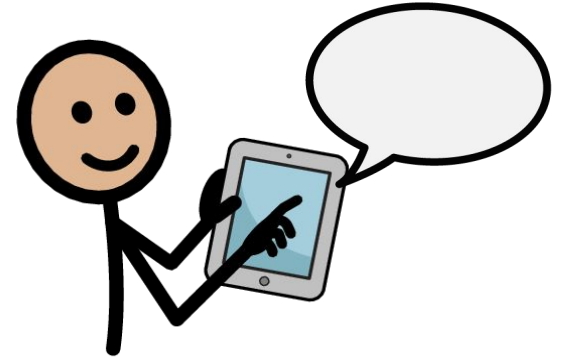


Sesame Street: Julia, Samuel and Wes play dress-up



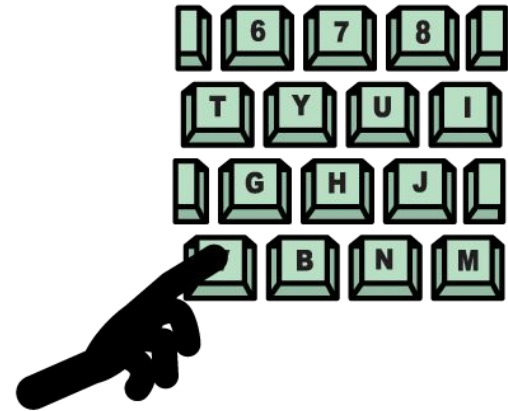
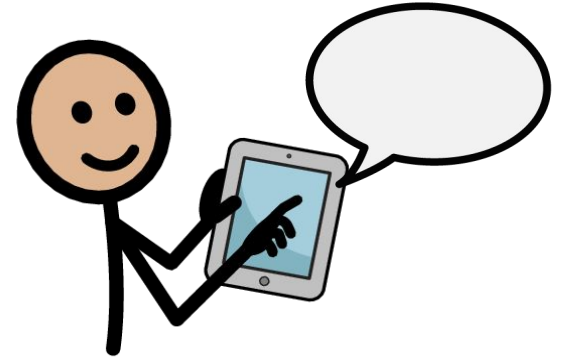
Think/Pair/Share

- What problems were there when the kids tried to play together?
- How did they solve the problems?
- Have you seen something like that happen in your class?



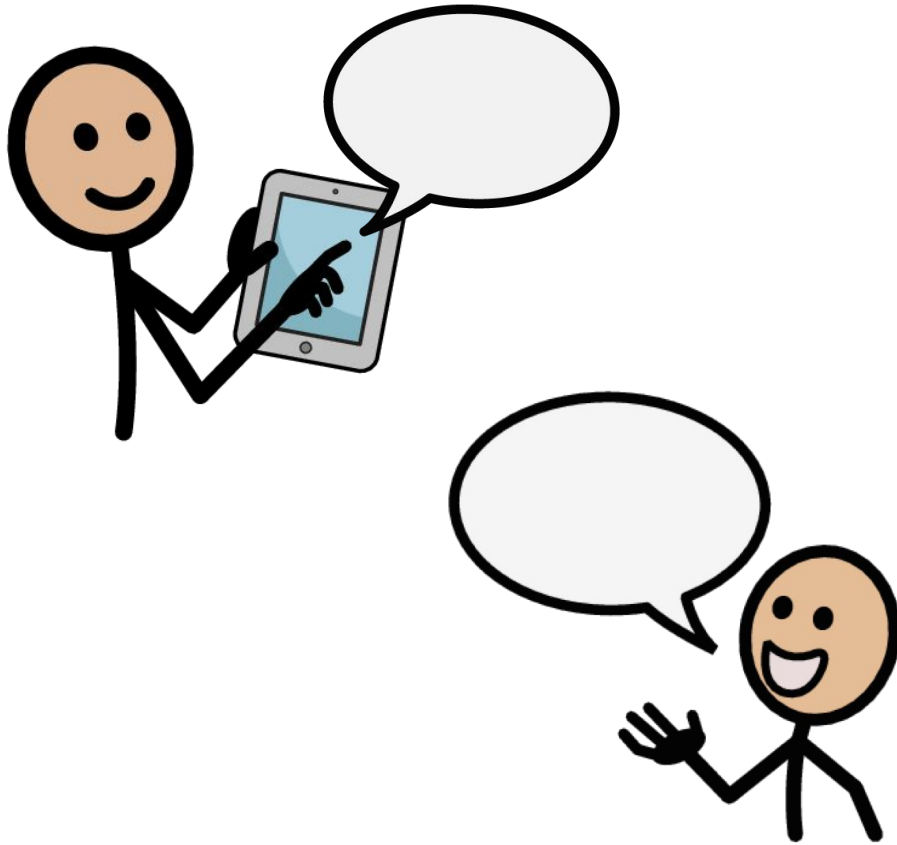
Think/Pair/Share

- What could they have done differently?

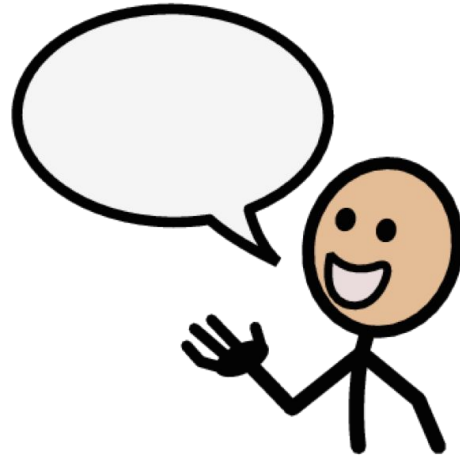
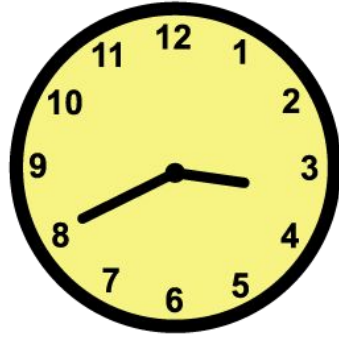


Differentiated Instruction: listening to different forms of communication





Talk directly to the person

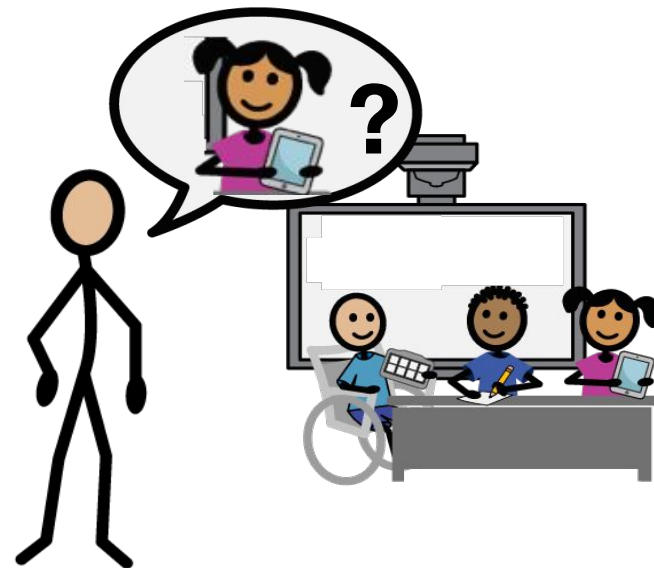


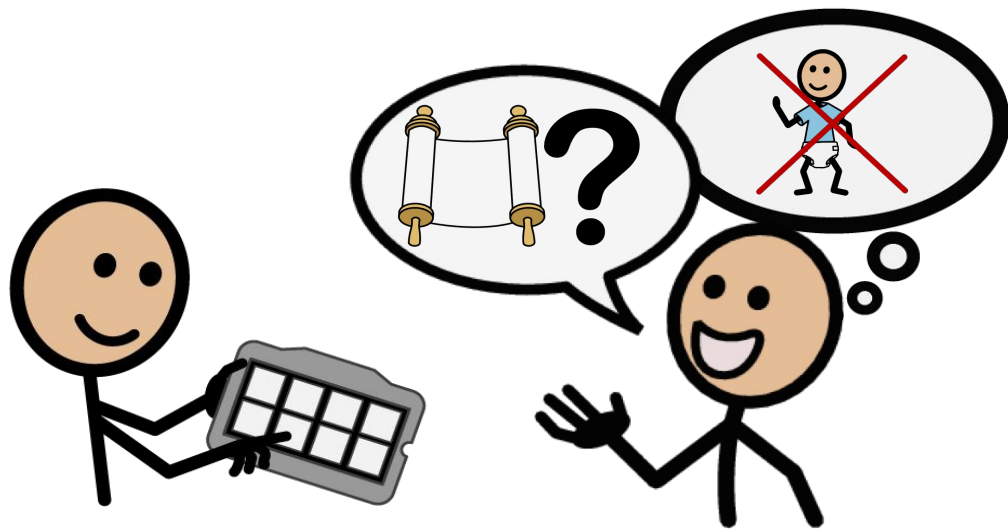
**Give the person
you're talking to time
to answer**



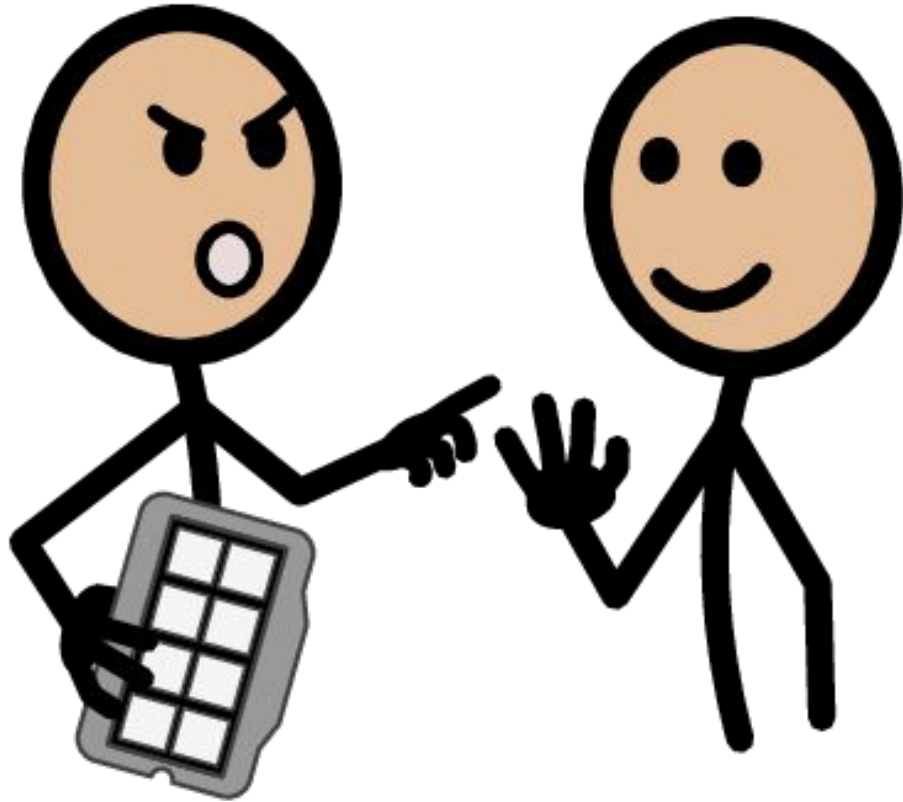
Make sure everyone gets a turn in group conversations

- People who communicate slowly are often left out of conversations
- You can help by making sure everyone has a chance to participate
- Try calling on people if you think they're having trouble getting a turn





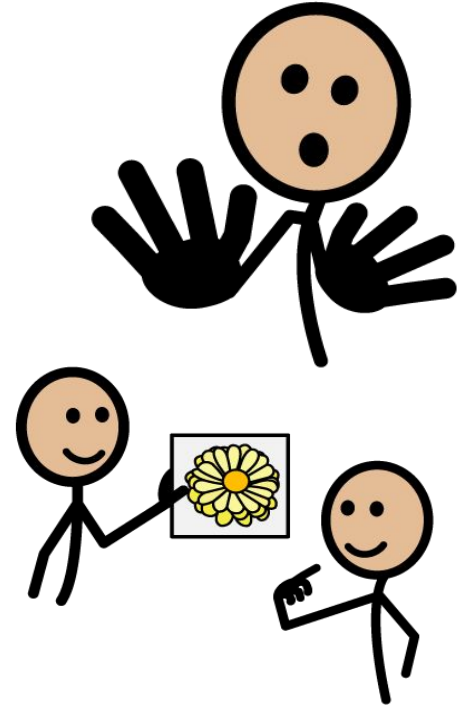
No baby talk



**Don't touch
devices without
permission**

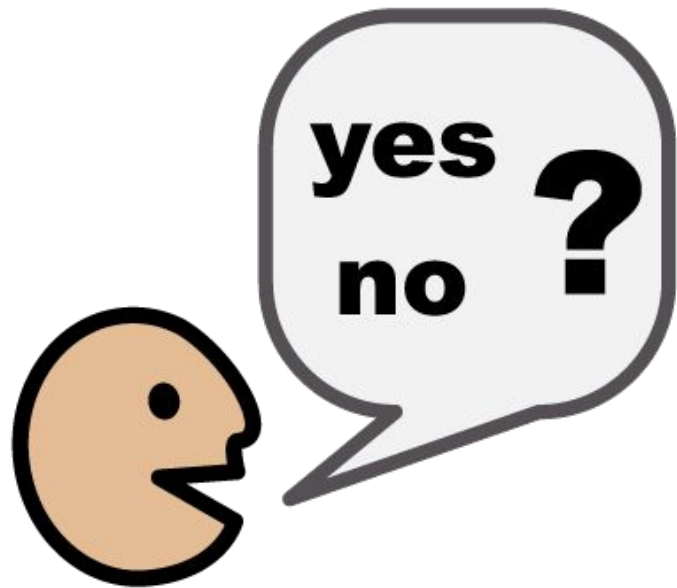
Pay attention to what your students do, especially if they're not using words you understand

- What are they doing?
- When are they doing it?
- Why might they be doing it?
- Are they trying to tell you something?



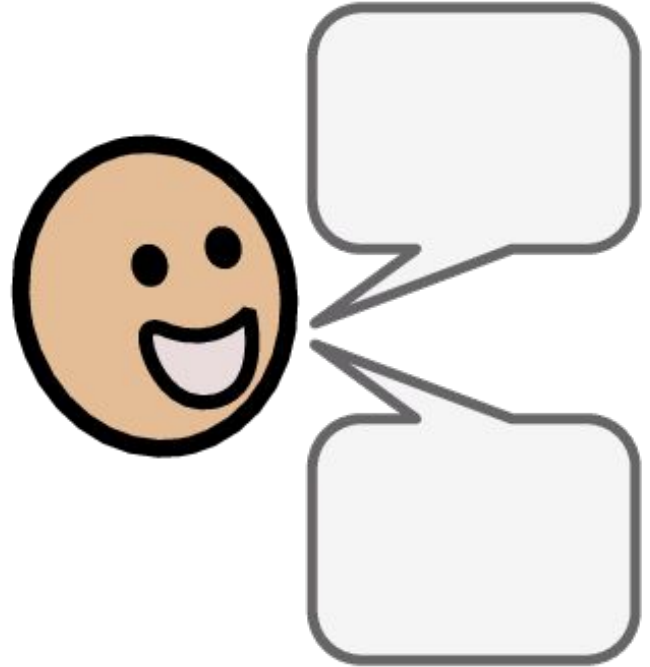
Try asking yes or no questions

- Some people can understand more than they can communicate
- Asking yes or no questions can sometimes help



Try asking this-or-that questions

- If you're having trouble understanding someone, trying asking this-or-that questions to narrow it down
- For instance "Are you talking about the shofar, or something else?"
- "Is the book you want on this bookcase, or that bookcase?"

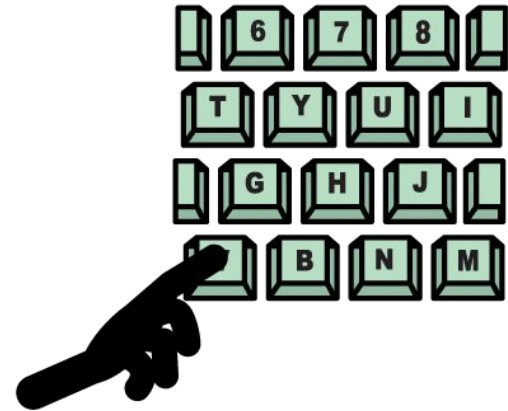
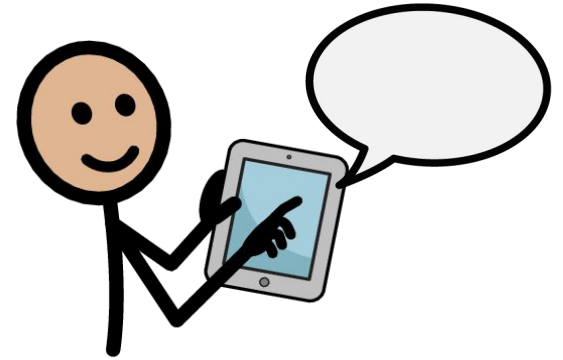


Remember: Everyone communicates, even if you don't understand what they are saying



Think/Pair/Share

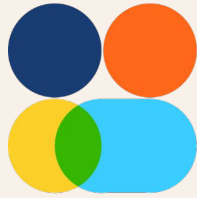
- Do you think there might be students in your class who aren't being heard?
- Which of these methods might help?
- What questions do you have?



Thank you!

Please scan this QR code and take 2 minutes to complete Matan's survey!





Matan

**Reshaping Jewish
Communities Through
Disability Inclusion**