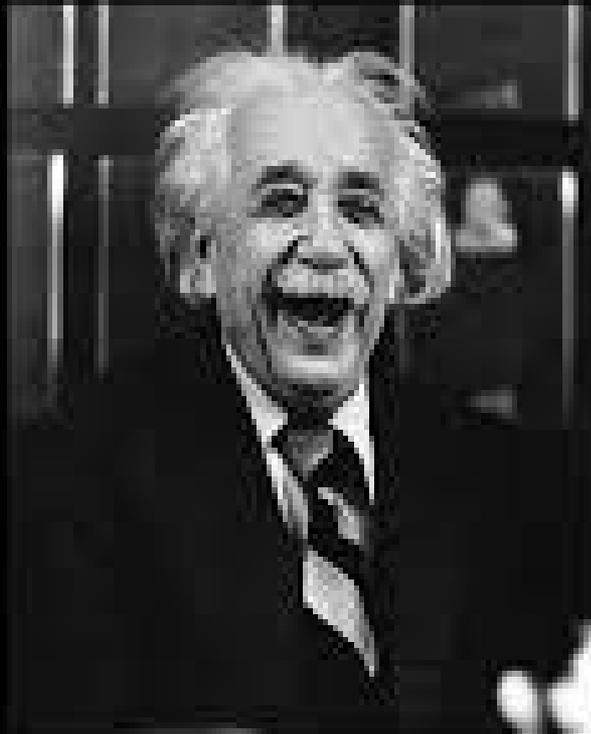


STUDENT DEVELOPMENT



MEETING STUDENTS WHERE THEY ARE: STUDENTS WITH LEARNING DIFFERENCES

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"Everybody is a genius.
But if you judge a fish
by it's ability to climb a tree,
it will live its whole life
believing that it is stupid."
— Albert Einstein

IMPORTANCE of RECOGNIZING STUDENT LEARNING NEEDS



Impacts classroom learning and environment dynamics

- positive experiences = more classroom engagement

Allows students the ability to better understand the content being presented

Allows the educator to better tailor course content to reach students in the desired manner

RESPONSIBILITIES of an EDUCATOR



To offer a safe place for learning

Includes: emotional safety

To provide consultation related to and clarification of the course material

Includes: respecting student comprehension needs

To effectively teach the course content

Includes: using various methods of teaching

WHY ACCOMODATING LEARNING DIFFERENCES is IMPORTANT



Offers a more engaged, inclusive classroom

- increased engagement = increased retention of the subject matter

Offers the ability for all students to participate

- more diverse opinions = more ideas to be shared

Offers an opportunity for students to experience different teaching methods

- increased exposure to different teaching methods = better understanding of personal learning style

3 WAYS WE LEARN



1) Tactile- touch, “doing”

Examples: group activities, moving around the class, trouble shooting scenarios

2) Auditory- hearing

Examples: listening to lecture, experience sharing, presentations

3) Visual- seeing

Examples: viewing a PowerPoint, reading articles, interpreting data

Effective classrooms incorporate numerous learning methods!

ADULT LEARNERS



A unique learning audience requiring:

- relevant, meaningful information; “purpose driven”
- breaks; time to process the information
- acknowledgement of experiences & a busy lifestyle
- clear expectations
- genuine, honest feedback
- respect

WHY ENGAGE STUDENTS in the LEARNING PROCESS



Offers a richer learning environment for students and educator

Consider: the group enjoys learning together

Increases probability of content retention

Consider: allows for more competent practitioners in the field

Allows those with learning differences a voice

Consider: it is common for non-traditional learners to become intimidated in class

Tailor the course to meet the needs of those you're teaching!

HOW to ENGAGE STUDENTS with LEARNING DIFFERENCES



Ask Students:

- “How do you learn best?”
- “What can I do to assist with your learning?”
- “What hinders your learning?”

Ensure You:

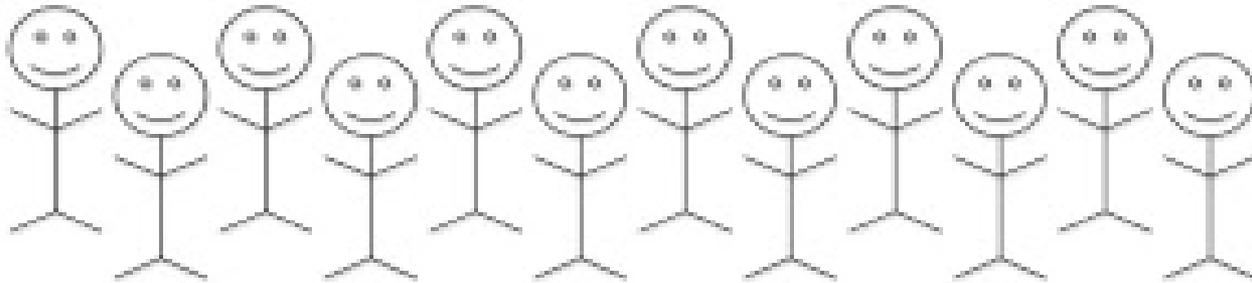
- validate and respect differences in learning needs
- are mindful of non-verbal cues
- are receptive to the feedback received; tailor syllabus/content as able

WHEN ENGAGING STUDENTS...



Be aware students learn:

- in different ways
- at a different pace
- with a different perspective/ past experiences



STUDENTS WHO ARE STRUGGLING

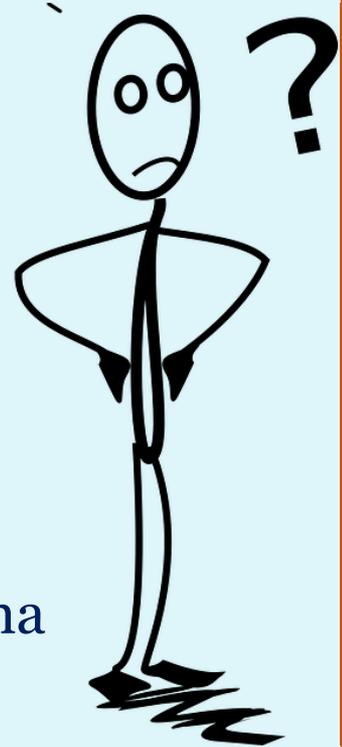


SIGNS:

- Inability to complete assignments in full
- Inattention to detail (i.e. errors, disjointed ideas)
- Frequent absences

BARRIERS TO SUCCESS:

- Not aware of student supports available
- Anxious to connect with student supports due to stigma
- Inability to organize course content (i.e. due dates)



STUDENT SUPPORT SERVICES



Educators have an ethical responsibility to refer students to appropriate supports when concerns present

- be empathetic → work to improve student ability to succeed

College campuses have a Disability Support Services Department

- required by Federal and State law
- students can request accommodations to support learning → provide document to teacher with modifications needed

College campuses have: writing/ tutoring/ counseling resources

Start the semester by reminding students

- “know your strengths, but realize areas of challenge serve as great learning opportunities”
 - encourage students with different learning needs to seek support
 - address stigma as appropriate

PERSONAL COMFORT with TEACHING



Take an honest inventory of personal biases related to teaching those with learning differences

- we teach how we learn best → this style may not work for all students
- recognize feelings of anxiety related to alternate teaching styles/ use of non-traditional means (i.e. YouTube, PollEverywhere, guided imagery)

Be open to students needing assignment modifications → there are numerous ways to effectively transmit ideas

Allow for effective 2 way communication → learn from those you teach & ask a student to elaborate as needed

STRUCTURE of the LEARNING ENVIRONMENT



Leaving room for course interpretation can result in confusion and prove frustrating the students

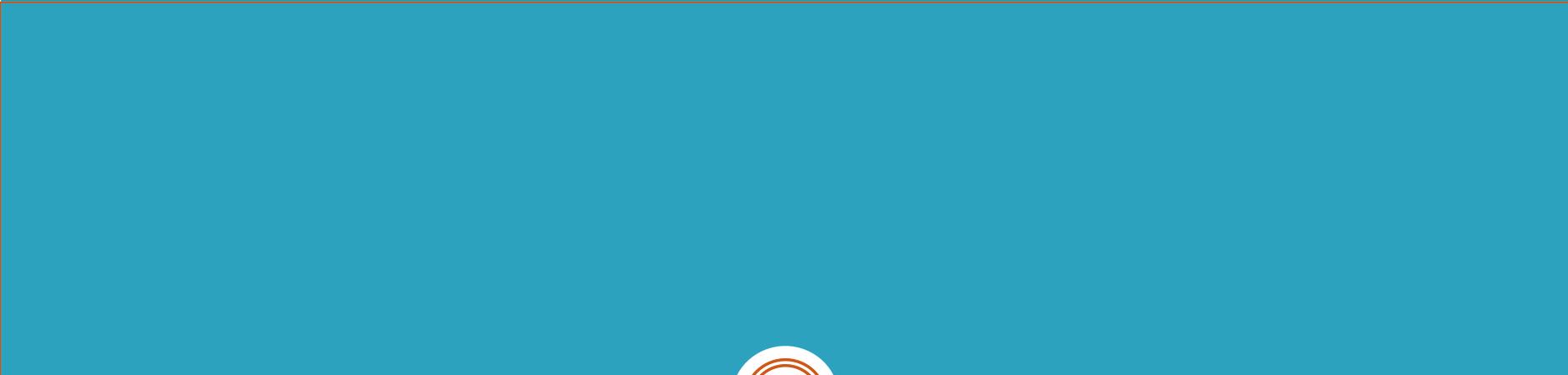
To minimize confusion ensure course syllabus:

- is clear and organized (i.e. due dates, assignment details)
- is concise in grammar
- provides information for student support services

3 BEHAVIORS to AVOID



- 1) Projecting your frustration with learning expectations on students in a punitive way
- 2) Thinking your idea of student success is the same as the student's idea of success
- 3) Using "I have to" language related to mandated or ethical class modifications



QUESTIONS?

THANK YOU

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