RECAP OF THE PREVIOUS LESSON



Inclusive Teaching Strategies

"Empowering Minds,
Shaping Futures"



Lesson Objectives

- Define and differentiate the concepts of adaptations, accommodations, and modifications in the context of inclusive education.
- Explain how differentiated instruction (DI) addresses diverse learning needs through varied content, process, and assessment.
- Identify the essential components of an Individualized Education Plan (IEP) and its role in supporting learners with special needs.
- Analyze classroom scenarios to determine appropriate inclusive strategies such as accommodations, modifications, or differentiation.

ICE BREAKER





Inclusive Teaching Strategies

GROUP 1





INCLUSIVITY

making sure everyone feels accepted, valued, and able to take part, no one is left out because of their background, ability, culture, or identity.

Inclusive Teaching Strategies

Inclusion goes beyond just placing students in the same room.

It ensures students feel welcomed, accepted, and valued.

Teachers adapt teaching strategies to meet varied needs.



Inclusive Teaching Strategies

Inclusive education means all learners learn together in the same classroom.

It values diversity and respects differences in ability, background, and learning style (UNICEF, n.d.).

- Equal access to learning
- Respect for diversity
- Active participation for all

https://www.unicef.org/education/inclusive-education


Thinking Styles
Language
Ethnicity
Religion
Perspectives
Experiences
Nationality
Job Level
Race
Culture
Skills
Gender
Physical Abilities
Sexual Orientation
Age

Inclusive Teaching Strategies

- Designing lessons that reach different kinds of learners.
- Allowing choices in how students show what they know (like projects, presentations, or writing).
- Respecting diverse cultures and languages in the classroom.
- Making adjustments for students with special needs so they can learn with their peers.

https://teaching.cornell.edu/teaching-resources/building-inclusive-classrooms/using-inclusive-teaching-strategies



Why does Inclusive Teaching Strategies matter today?

- Today's learners come from diverse backgrounds and abilities.
- Inclusion makes sure every student has a fair chance to learn.
- It builds a culture of respect, empathy, and cooperation.
- Prepares students to live and work in a world that values diversity.

https://teaching.cornell.edu/teaching-resources/building-inclusive-classrooms/using-inclusive-teaching-strategies

Would you rather?



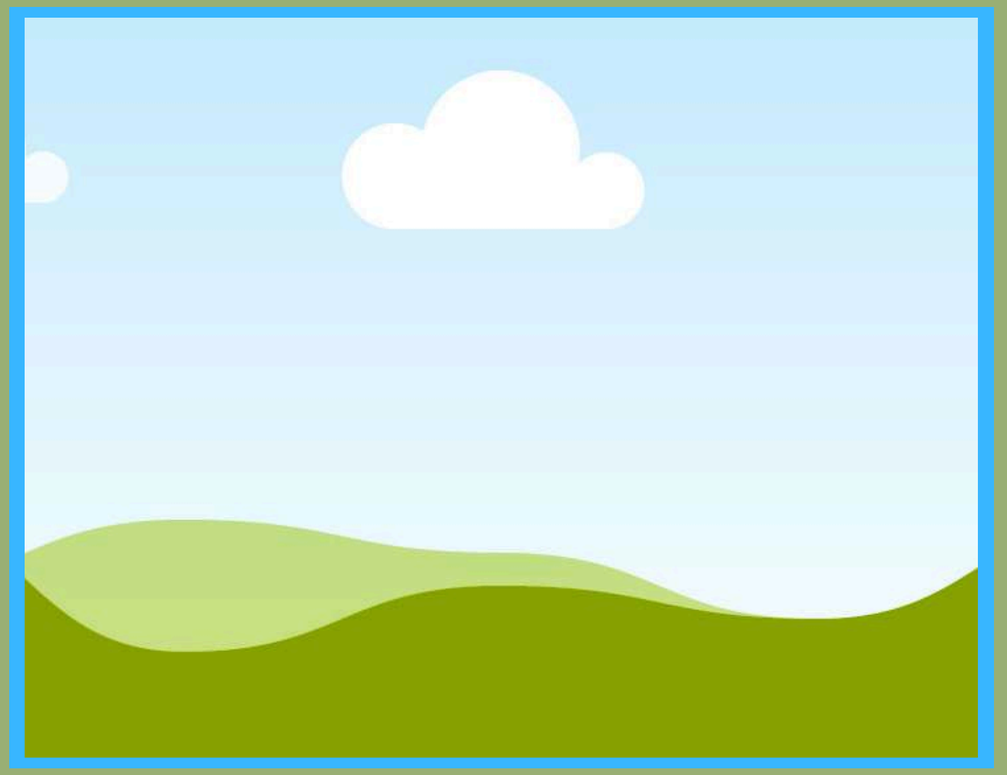
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Would you rather?



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Would you rather?



or



Would you rather?



or



https://www.scribd.com/document/537536832/Group-3-mencius

Would you rather?



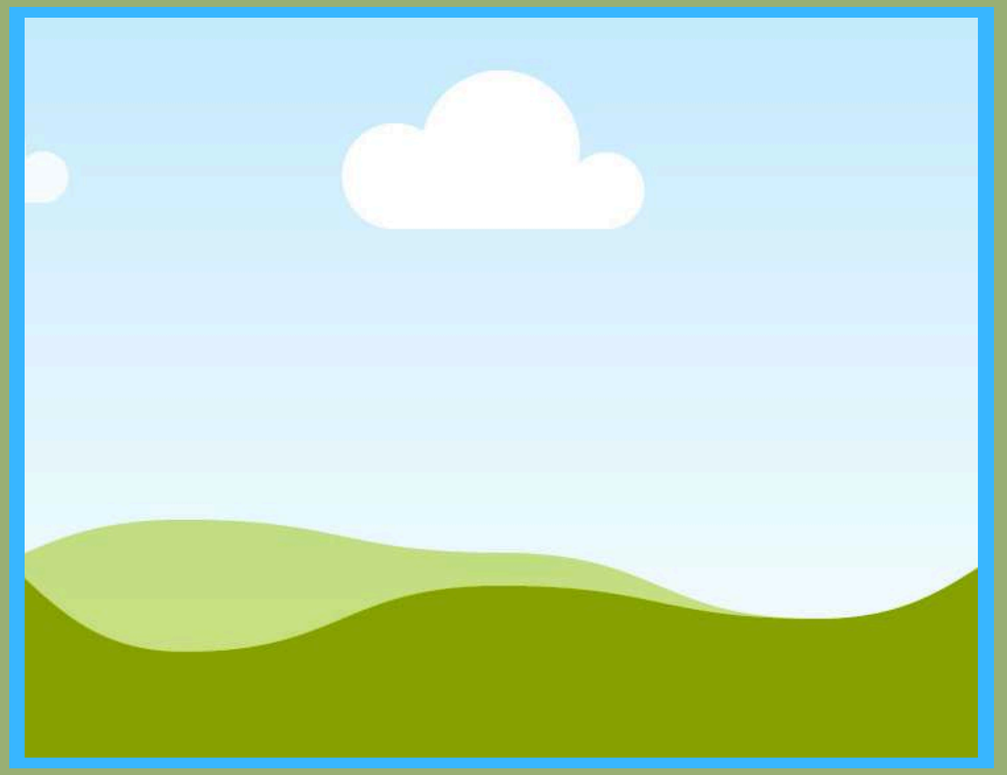
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Would you rather?



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Would you rather?



or



Would you rather?



or



https://www.researchgate.net/publication/375915801_Learning_Styles_Preferences_Among_the_Students

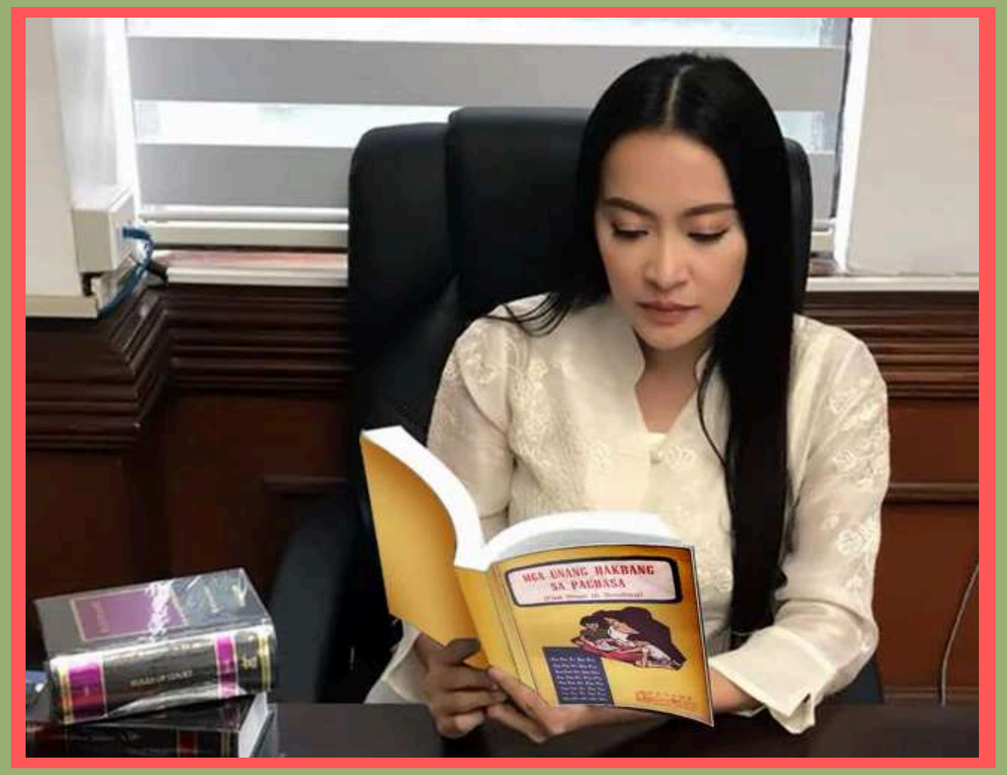
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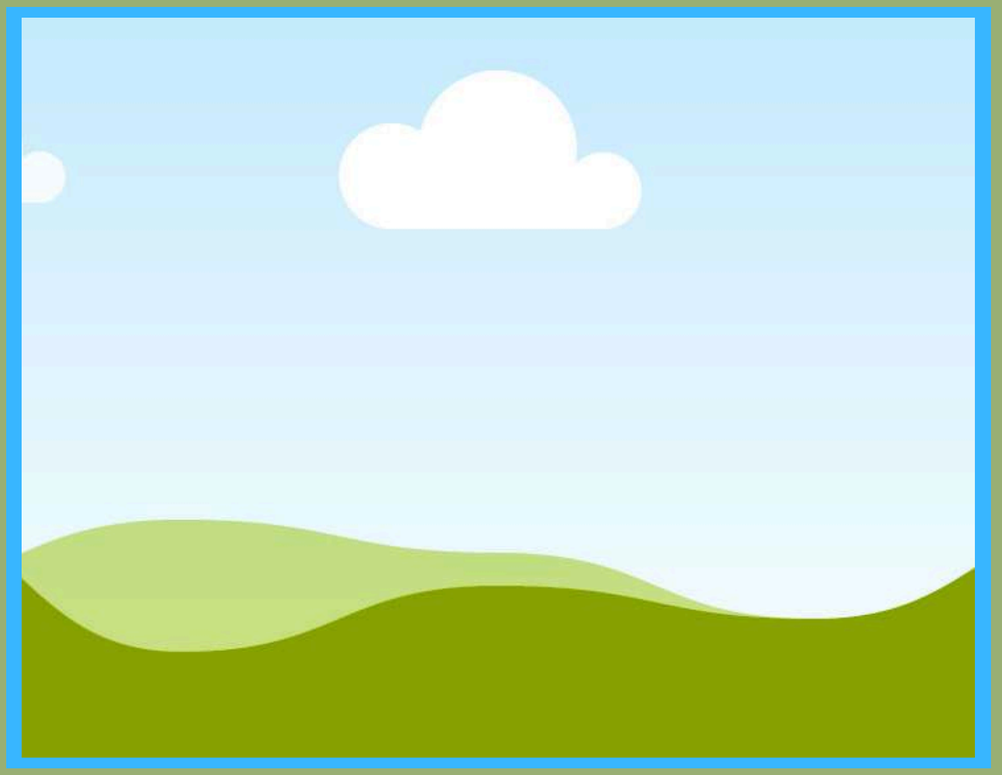
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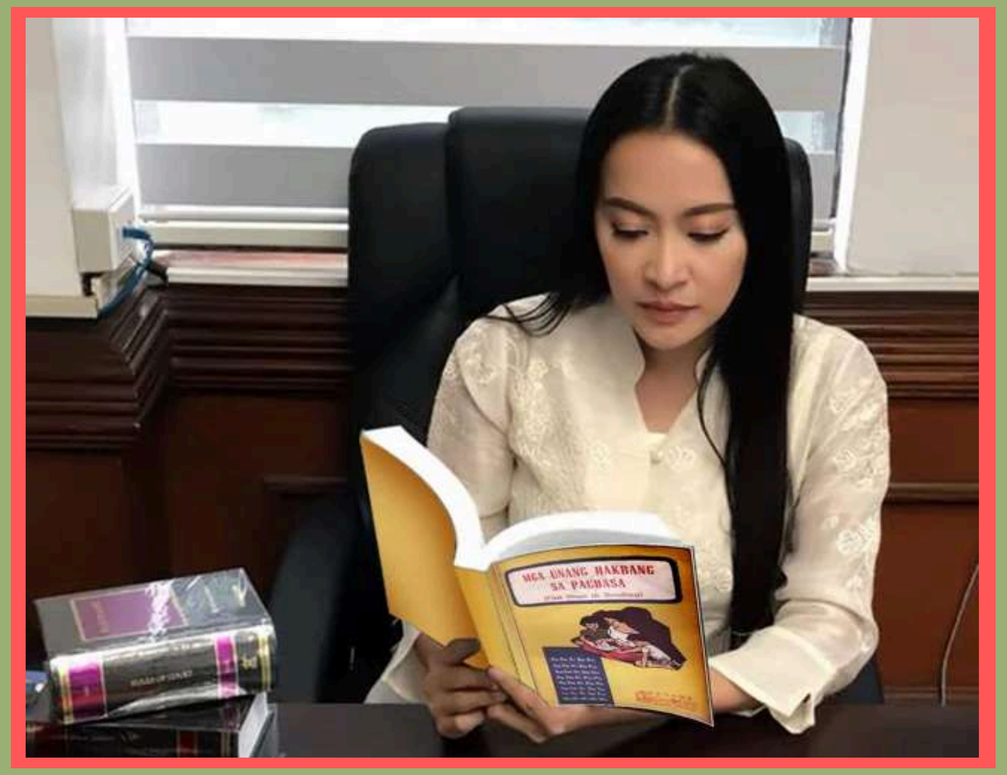
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Would you rather?



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Would you rather?

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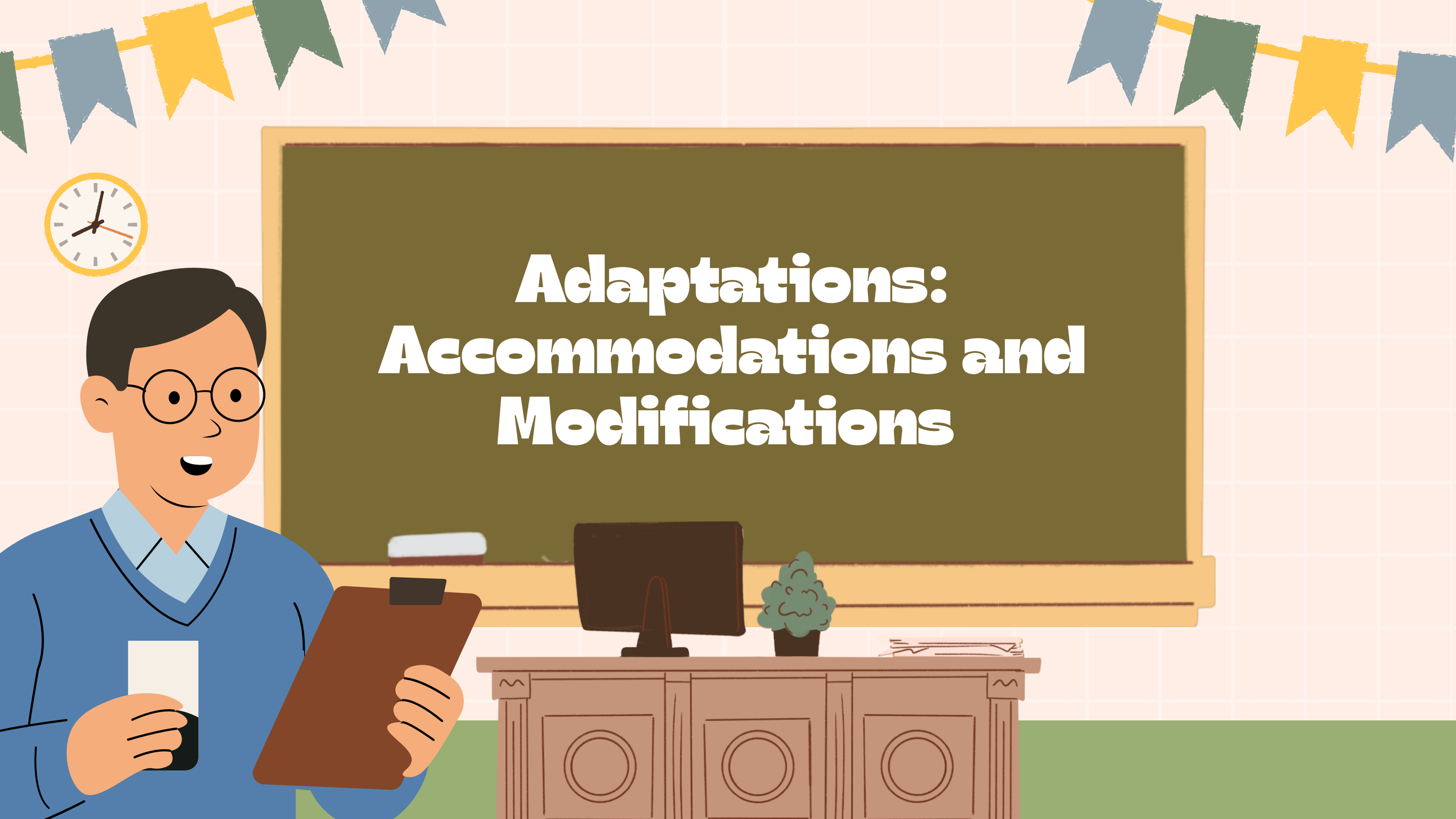
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https://www.researchgate.net/publication/358240450_Students'_Learning_Experiences_and_Preference_in_Performing_Science_Experiments_Using_Hands-on_and_Virtual_Laboratory

https://www.labmanager.com/majority-of-americans-prefer-hands-on-training-in-educational-settings-survey-finds-14072

Adaptations: Accommodations and Modifications



Accommodations and Modifications

Equates to







Refresher question:

What is the importance of inclusivity in education?



ADAPTATION

are changes in the learning environment that give students equal access, opportunities, and chances to succeed. They include both accommodations and modifications (The Understood Team, 2020).





ACCOMODATIONS

Adjustments in teaching methods, materials, or environment so students can access the same curriculum as their peers (Center for Parent Information and Resources, 2022).

Example: Giving extra time on a test, using large-print materials, or providing captions.



Factors to adapt to a more accommodating teaching:

1. Instructional Delivery
2. Environment
3. Assessment
4. Interaction & Communication



Instructional Delivery

- Provide visual aids, graphic organizers, anchor charts.
- Use sign language interpreters, captioning, or speech-to-text.
- Pre-teach key vocabulary or concepts.
- Offer instructions in multiple formats (verbal, written, pictorial).
- Break instructions into smaller, manageable steps.



Environment

- Preferential seating
- Flexible seating options
- Reduce sensory overload
- Provide clear classroom routines and visual schedules.





CREATE A LEARNING CONDUCIVE ENVIRONMENT FOR EVERYONE!

Assessment

- Extended time for tests or assignments.
- Small-group or one-on-one testing environments.
- Use assistive technology (speech-to-text, calculators, screen readers).
- Allow oral responses or project-based assessments instead of written-only tests.
- Provide word banks, formula sheets, or guided outlines.



Interaction & Communication

- Allow students to respond via technology, gestures, or drawings.
- Use communication boards or AAC devices.
- Provide wait time for students who need longer processing.





MODIFICATION

Changes in what a student is expected to learn. The curriculum or tasks are adjusted to fit the student's ability level.

Example: Assigning a shorter essay, simplifying math problems, or using an easier text.





Factors to modify teaching:



1. Curriculum Content
2. Learning Tasks
3. Environment
4. Assessment Expectations
5. Social/Behavioral Support



Curriculum Content

- Assign alternative texts at a lower reading level while keeping core themes.
- Reduce the complexity of math problems but maintain focus on key operations.
- Focus on essential concepts rather than full curriculum breadth.
- Adjust language requirements (shorter writing tasks, fewer vocabulary words).





Learning Tasks

- Shorten assignments or break them into chunks.
- Provide fewer multiple-choice options.
- Allow for alternative projects (poster instead of essay, video instead of report).
- Adjust homework requirements or provide modified versions.





Assessment Expectations

- Grade based on effort, progress, or IEP goals rather than standard benchmarks.
- Focus on mastery of key skills instead of all grade-level standards.
- Provide pass/fail or checklist-based grading when appropriate.





Social/Behavioral Support

- Modify group expectations (smaller groups, structured roles).
- Reduce workload for students experiencing fatigue or health concerns.
- Provide frequent breaks or alternative calming activities.
- Use social stories or role-playing to support social skill development.





4 PICS 1 WORD



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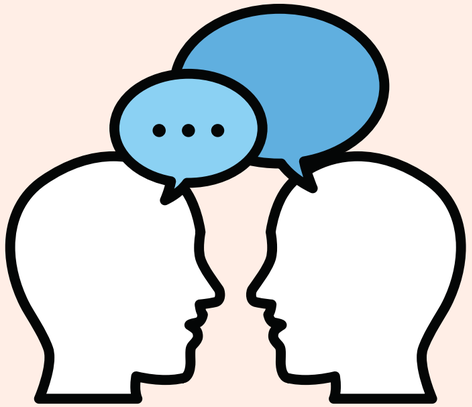
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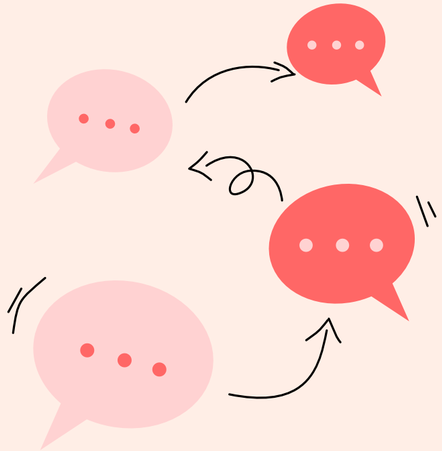




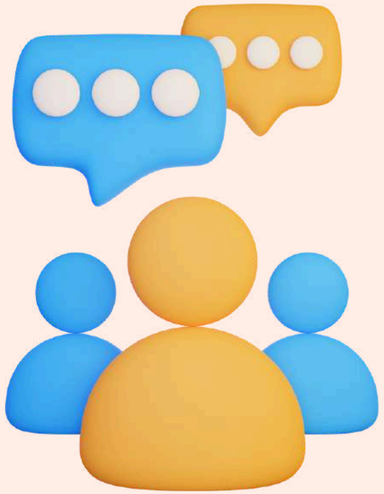

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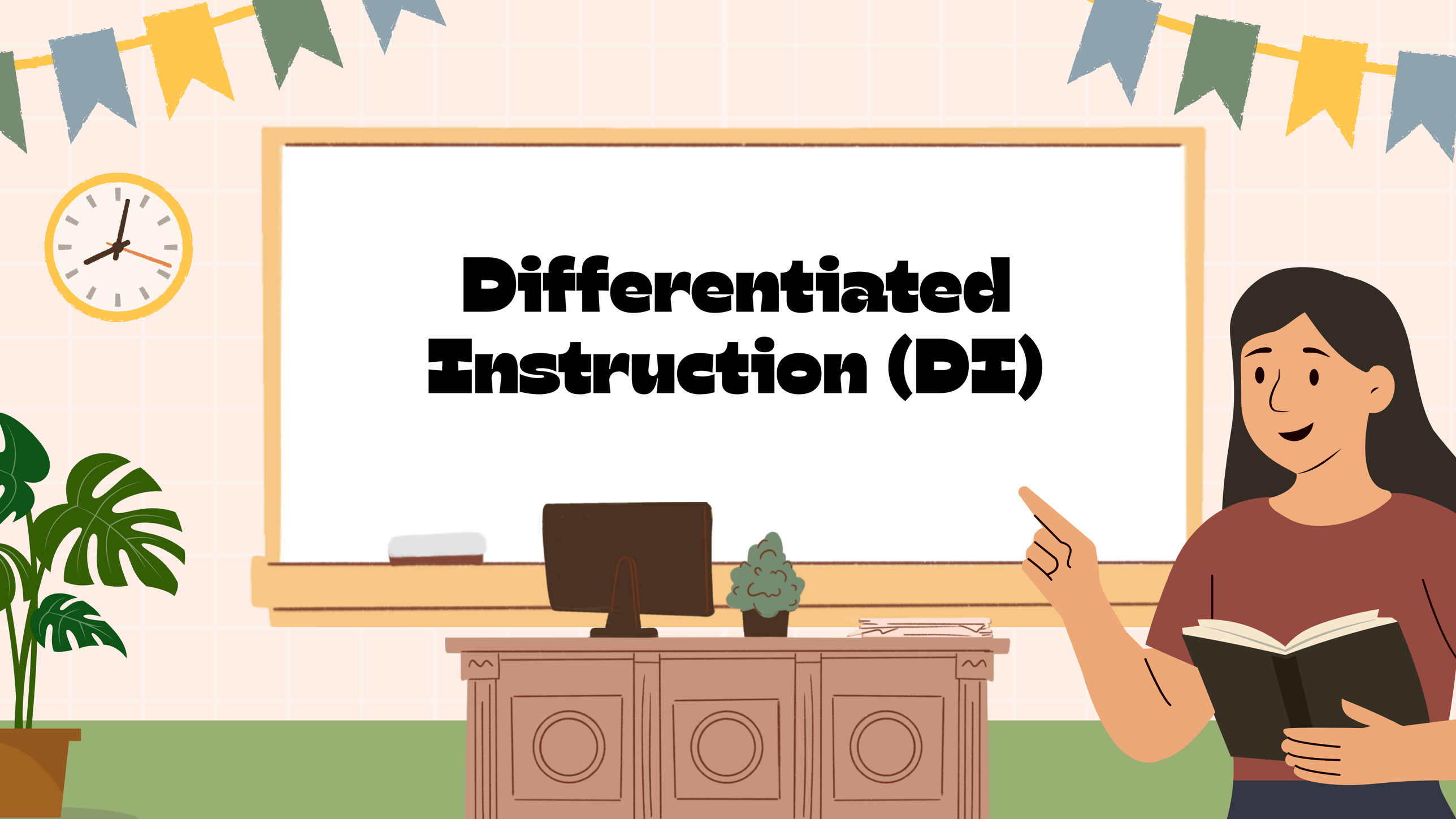






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Differentiated Instruction (DI)

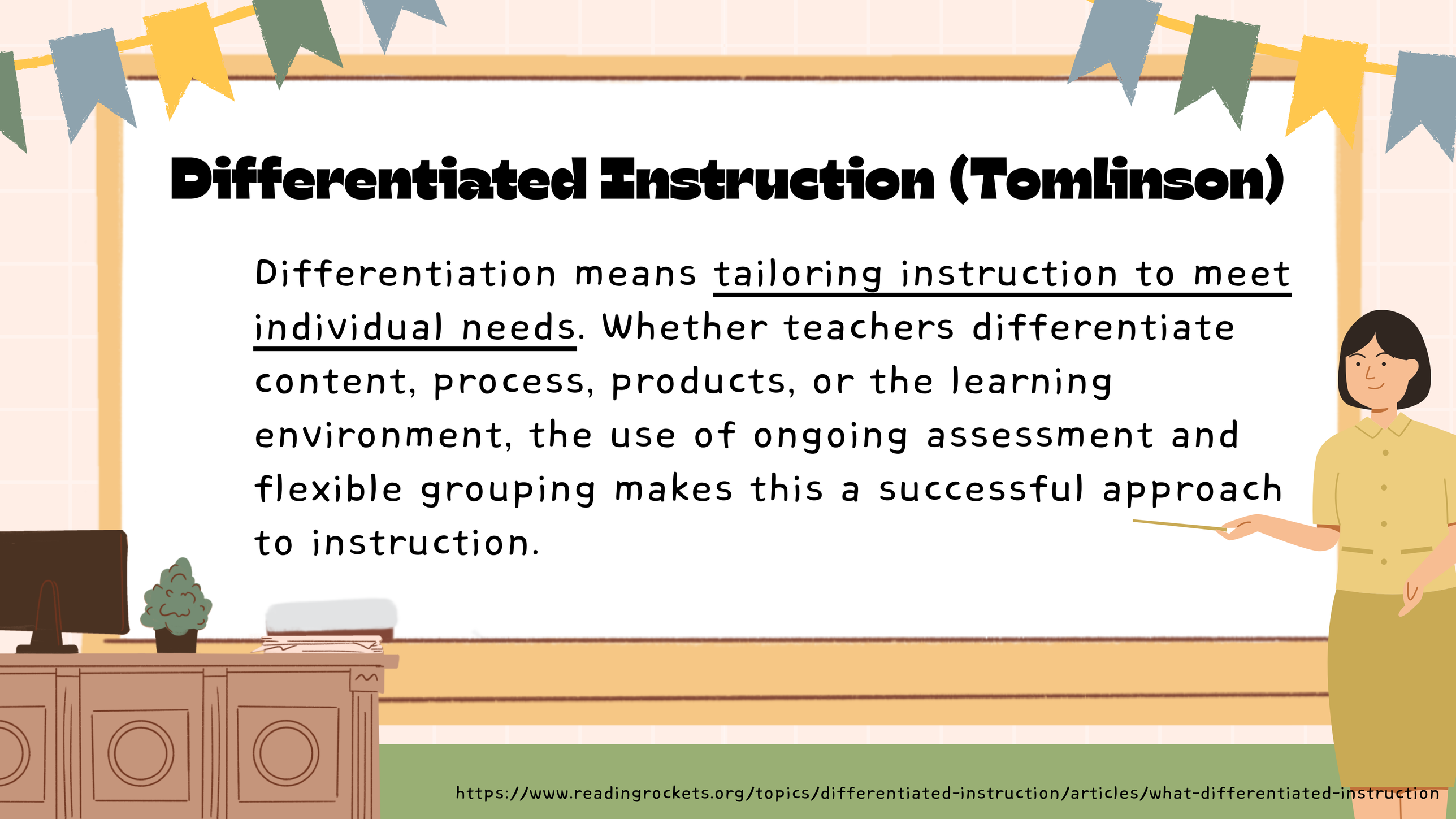


What is Differentiated Instruction?

- a process to approach teaching and learning for students of differing abilities in the same class.

Differentiated Instruction (Tomlinson)

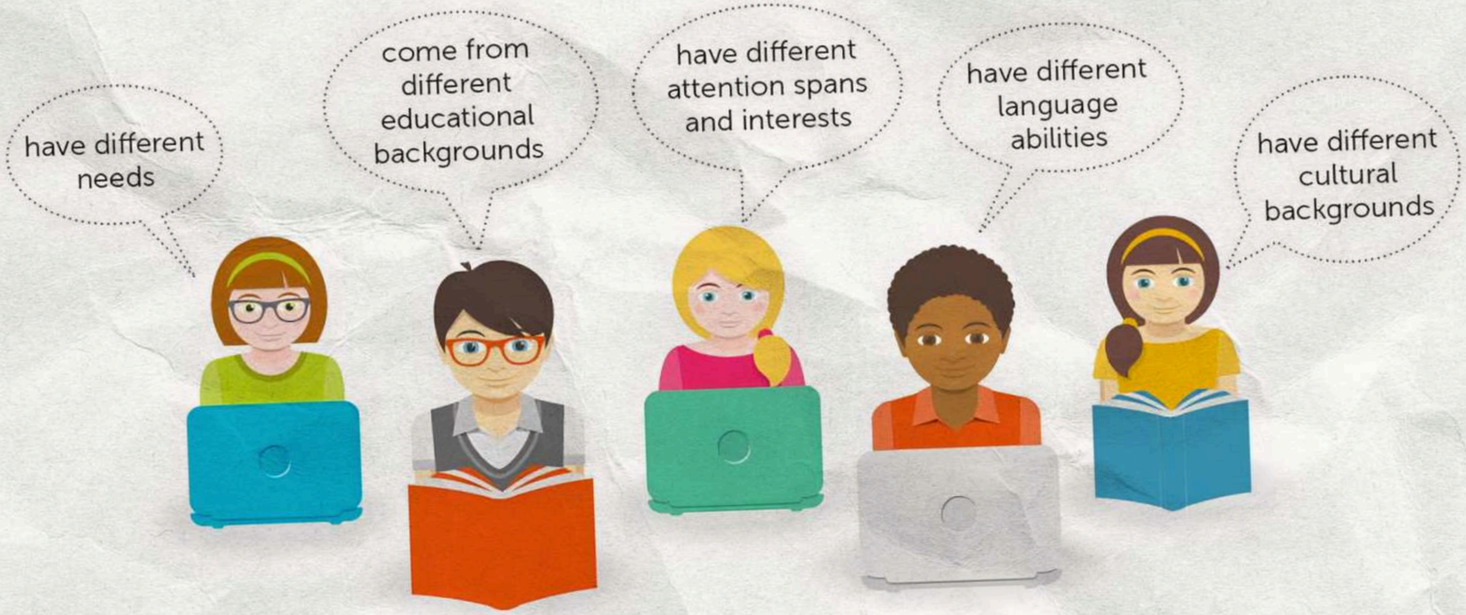
Differentiation means tailoring instruction to meet individual needs. Whether teachers differentiate content, process, products, or the learning environment, the use of ongoing assessment and flexible grouping makes this a successful approach to instruction.



https://www.readingrockets.org/topics/differentiated-instruction/articles/what-differentiated-instruction

WHY DIFFERENTIATED INSTRUCTION?

Classrooms are filled with students who:



https://teacherphili.wordpress.com/2019/02/17/on-differentiation-strategies/

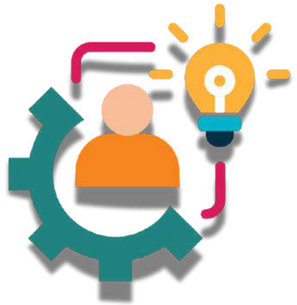


https://www.solutiontree.com/blog/adapting-instruction-through-differentiation/

According to Tomlinson (2000), teachers can differentiate at least four classroom elements based on student readiness, interest, or learning profile:



CONTENT



PROCESS



PRODUCTS



LEARNING ENVIRONMENT

Content

- Vary reading materials by readability.
- Use audio recordings of texts.
- Adjust spelling/vocab lists to student readiness.
- Present ideas through audio and visuals.
- Incorporate reading buddies.
- Small group sessions for struggling/advanced learners.

Process

- Tiered activities for varied support/challenge.
- Personal agendas for flexible pacing.
- Hands-on manipulatives.
- Adjusted task completion time.

Product

- is about giving students flexible and diverse ways to express what they learned.

- Providing choices – students can show learning in different ways (e.g., essay, poster, video, model, performance).
- Using clear rubrics – criteria are adjusted to match students' skill levels (basic to advanced).
- Flexible work setup – students may work individually or in groups, depending on what helps them perform best.
- Student-designed outputs – learners can propose their own project format, as long as it meets the required learning goals.

Learning Environment

- is the classroom atmosphere that supports students' needs and helps them learn effectively

- Creating varied spaces – provide areas for quiet, independent work and spaces for group collaboration.
- Inclusive materials – use resources that represent different cultures and backgrounds.
- Clear expectations – set guidelines for independent tasks suited to students' needs
- Support routines – establish procedures for seeking help when the teacher is occupied.
- Acknowledging learning styles – recognize that some students learn better moving around, while others prefer sitting quietly.

TREE FOR THREE

PRESENT A TREE IN 3 MINUTES

Group 1

1 Perez, Jeffanie
2 Alipio, Lourenz
3 Crispo, Margaret
4 Daygon, Jae June
5 Jimenez, Zack Yohance
6 Migano, Mary Shae
7 Hernandez, Rhedric
8 Enciso, April Joy
9 Signa, Hans
10 Meñoza, Gemma
11 Castillo, Jhon Carl
12 Edpalina, Jhon Alex

Group 2

1 Aberte, Lean.
2 Ilustre, Jasmin
3 Llorente, Stephen
4 Dela Cruz, Mikaela
5 Bautista, Dariel
6 Rabusa, Jerald
7 Delfin, Jeremy
8 Payopay, Rosie Mae
9 Toledo, Anne Loraine
10 Viduya, Job
11 Ridad, Clarito
12 dela Cruz, Lychee

Group 3

1 Duran, Ana Marie
2 Morales, Trixia
3 Jorge, Jeremy
4 Sia, Euricka
5 Bautista, Niño
6 Merino, Ma. Nicole
7 Mandap, Renel
8 Abasta, Ma. Angela
9 Santos, Bianca
10 Bongalosa, Aliana
11 Cruz, Kyle Erice
12 Bio, Luiza

GROUP 1 – DESCRIPTION
DESCRIBE THE FOREST USING WORDS ONLY.

GROUP 2 – DRAWING/DOODLING
REPRESENT THE FOREST VISUALLY THROUGH DRAWINGS OR DOODLES

GROUP 3 – GESTURES/BODY MOVEMENT
ACT OUT THE FOREST USING YOUR BODY GESTURES.



CRITERIA

Creativity (40%) - The presentation uses original, imaginative, and unique ideas to represent a forest.

Content (40%) - The presentation is creative and includes several unique ideas.

Participation (20%) - Every group member actively contributes, demonstrates a clear understanding of their role, and collaborates effectively.

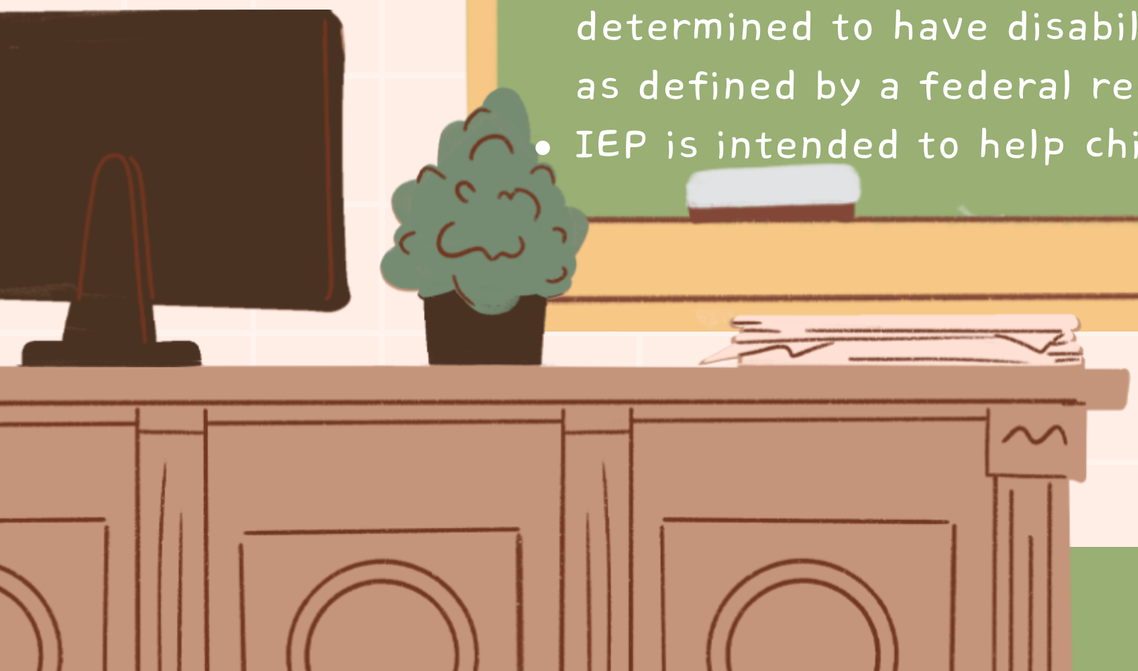


Individualized Education Plan



What is Individualized Education plan (IEP)

- The IEP is a written LEGAL document that describes the education plan for a student with a disability.
- Globally, inclusive education frameworks—such as Education for All (UNESCO, 1990)—influenced policies, including the Philippines' own initiatives.
- A plan developed for children with special needs.
- IEP defines the individualized objectives of a child who has been determined to have disability or requires specialized accommodation as defined by a federal regulations.
- IEP is intended to help children to reach educational goals easily.



An IEP has five main parts:

- The student's current strengths and challenges.
- Clear and measurable goals.
- Accommodations, like extra time for exams.
- Services, such as therapy or counseling.
- Progress checking, to see if the goals are being met.

The four component goals:

- Conditions
- Learners
- Behaviour
- Criteria

Individual Education Plan

Name	**Fred Jones**	**Stage**	SA
Area/s of concern	Literacy, Maths, Behaviour	**Year group/IEP No.**	yr 2 / 2 class 7
Class Teacher	Mr Smith	**Start date**	Apl 2001
Supported by	SENST and SNA	**Review Date**	June 2001
Proposed Support	Twice a week	**Support began**	Oct 99

Targets to be achieved	**Achieved**
1. To read / spell c-v-c words with vowel sounds ' a ' and 'o'.	1.
2. To understand and use number bonds to 10.	2.
3. To sit still on the mat during class / group sessions.	3.
4. To give verbal answers of more than one word.	4.

Achievement Criteria

1. Accurate when tested at random on three separate occasions.
2. Use number bonds to answer sums accurately on three separate occasions.
3. Achieved on 6 out of ten occasions over a period of a week.
4. Achieved on 4 occasions.

Possible resources and techniques

1. Wooden / plastic letters. Phonic workbooks. Card games. Computer programs. Tracking. Dictation.
2. Addition games e.g. bingo, snap, dice game. Lists of number bonds for reference. Textbooks / worksheets.
3. Clear expectations of behaviour at story time / discussion time. Reward chart.
4. Open-ended questions.

Possible strategies to use in class

1. Encourage Fred to write the sounds he hears in a spoken word and to read c-v-c words accurately.
2. Set verbal and written questions for practising using number bonds. Provide apparatus for support if needed.
3. Minimise the time spent sitting still at first, gradually build up. Seat Fred away from distractions.
4. Question and answer sessions. Encourage full sentence answers.

Ideas for support teacher / assistant

1. Use multi-sensory methods for teaching c-v-c words. Set rhyming activities.
2. Provide practical activities to practise number bonds e.g. find different ways of splitting ten objects.
3. Look at the reward chart with Fred. Praise achievement.
4. Use individual discussion.

Parents / carers need to

Make sure that words sent home are practised.
Use money to add up to 10p.
Encourage Fred to speak in whole sentences.

Student needs to

Try to apply spellings he has learnt to his own written work.
Try to sit still.
Try to speak in whole sentences.

Copy for parent / teacher / support / file

Sample IEP for Key Stage 1

Republic of the Philippines
Department of Education
School ID # 131534

INDIVIDUALIZED EDUCATION PLAN

First Name	Middle Name	Surname	Date of birth	Photo of the Learner
PWD School ID	Gender	Enrolment Date		
Previous School	Exceptionality	Special Education Program and Placement __ Regular __ Modified __ Mainstreamed __ Self-Contained		

CUSTODIAL DETAILS

Parent/Guardian Name:	Residential Address:	Mobile Number:

DATE

Consent for Initial Evaluation	Vision	Hearing Screening

Recommended Placement

Program Recommendation	
School Placement	
School Address	
Grade level and class	
Teacher	

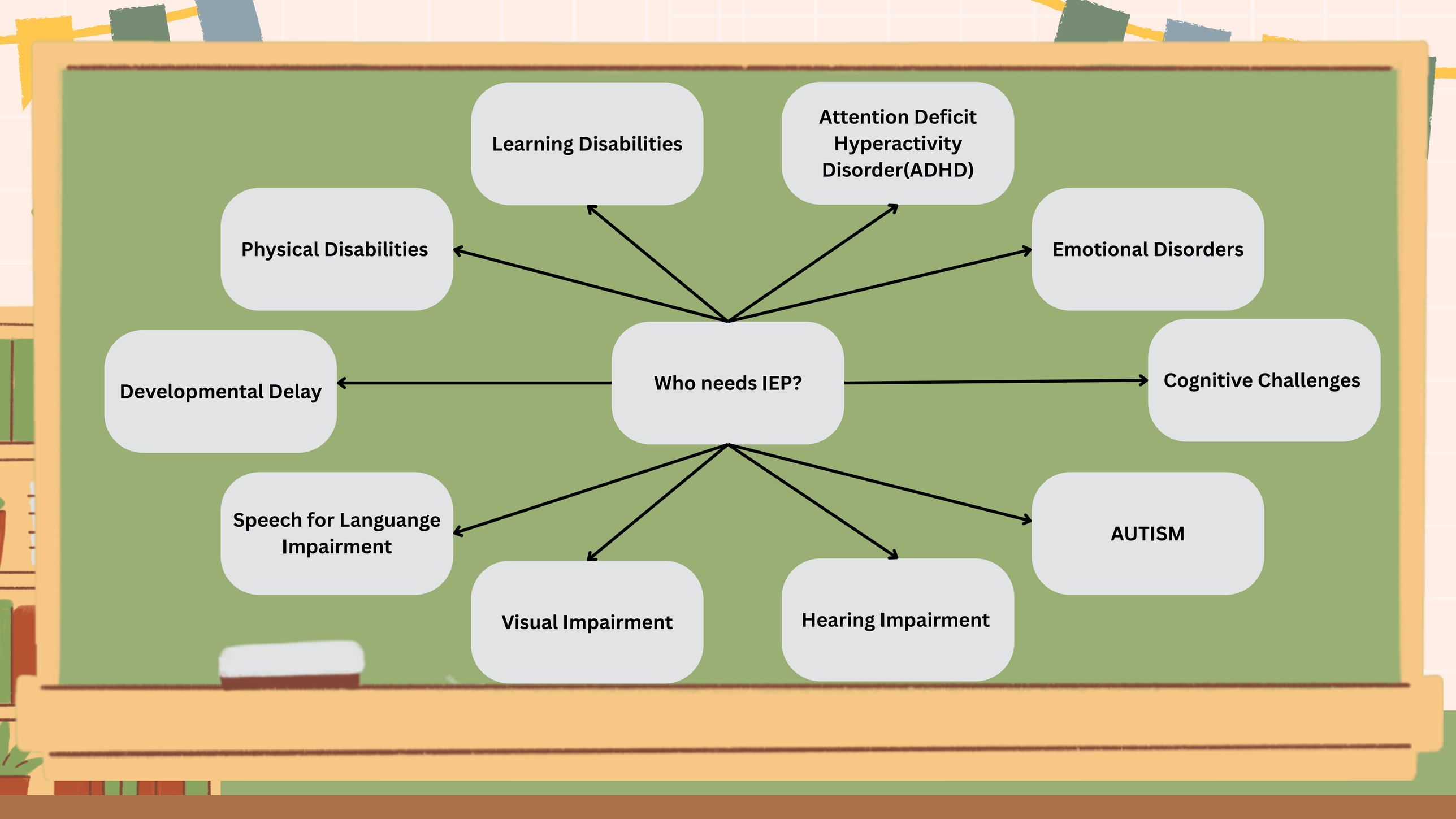
IEP ATTENDANCE

Name	Position	Signature	Date
	Teacher		
	Evaluator		
	Parent		

Notice Provided to	From	Date	Method

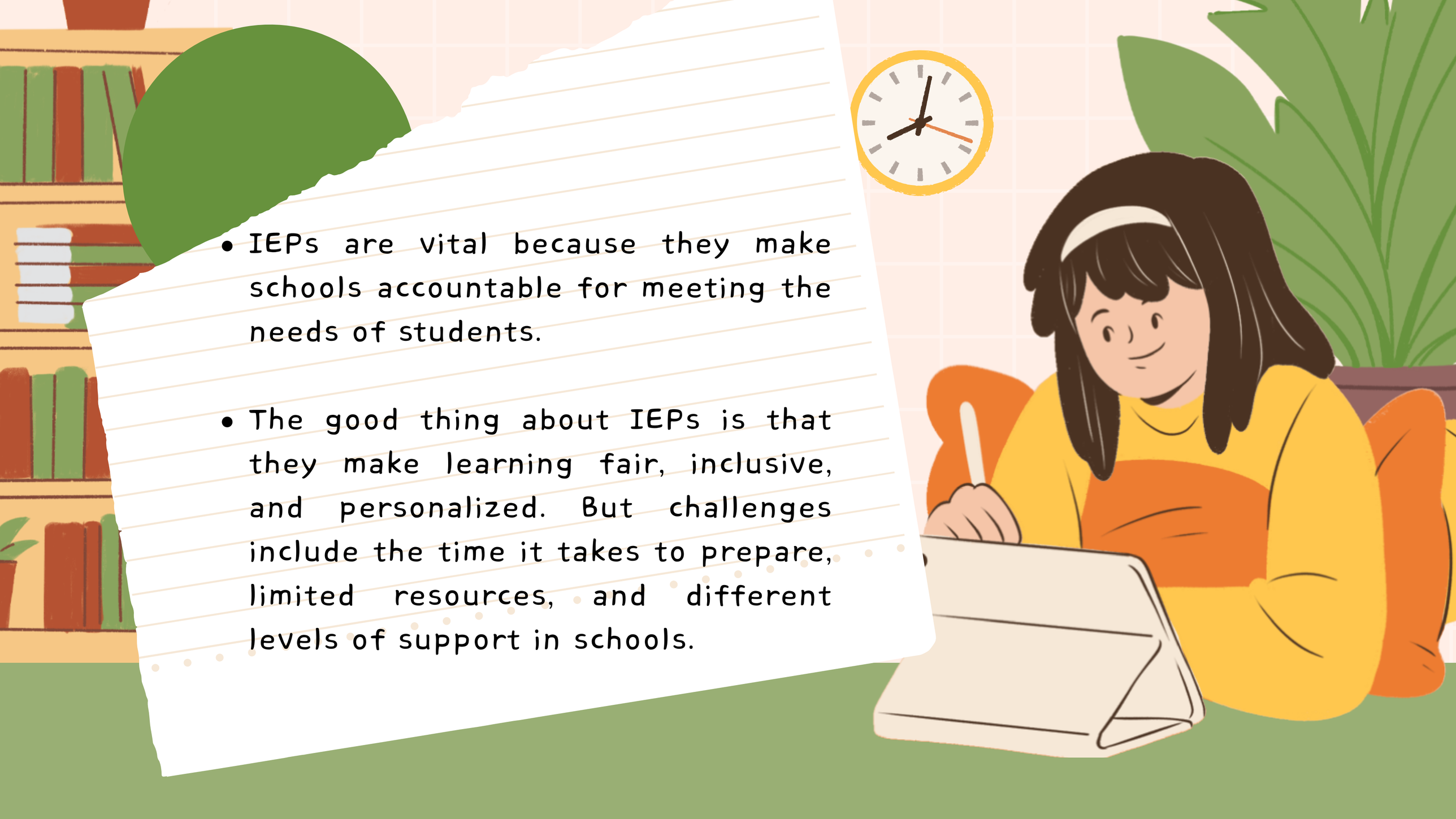
Parents were provided a copy of IEP? Yes__ No____
Parents were provided a copy of the Parental Rights in Primary Language?
Yes _____ No _____

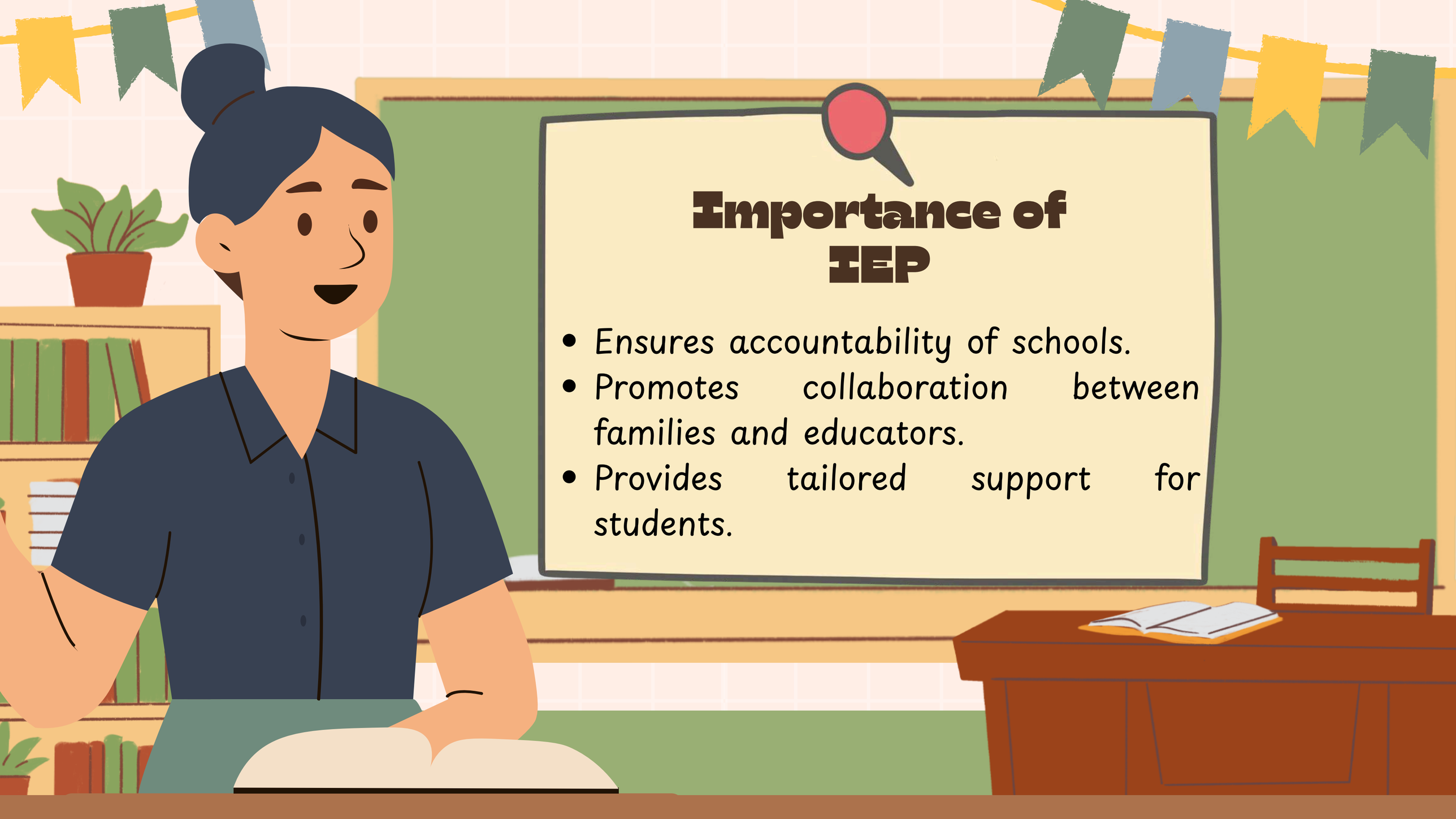
TEACHER'S INPUT


Learning Disabilities
Attention Deficit Hyperactivity Disorder(ADHD)
Physical Disabilities
Emotional Disorders
Developmental Delay
Who needs IEP?
Cognitive Challenges
Speech for Languange Impairment
AUTISM
Visual Impairment
Hearing Impairment

- IEPs are vital because they make schools accountable for meeting the needs of students.

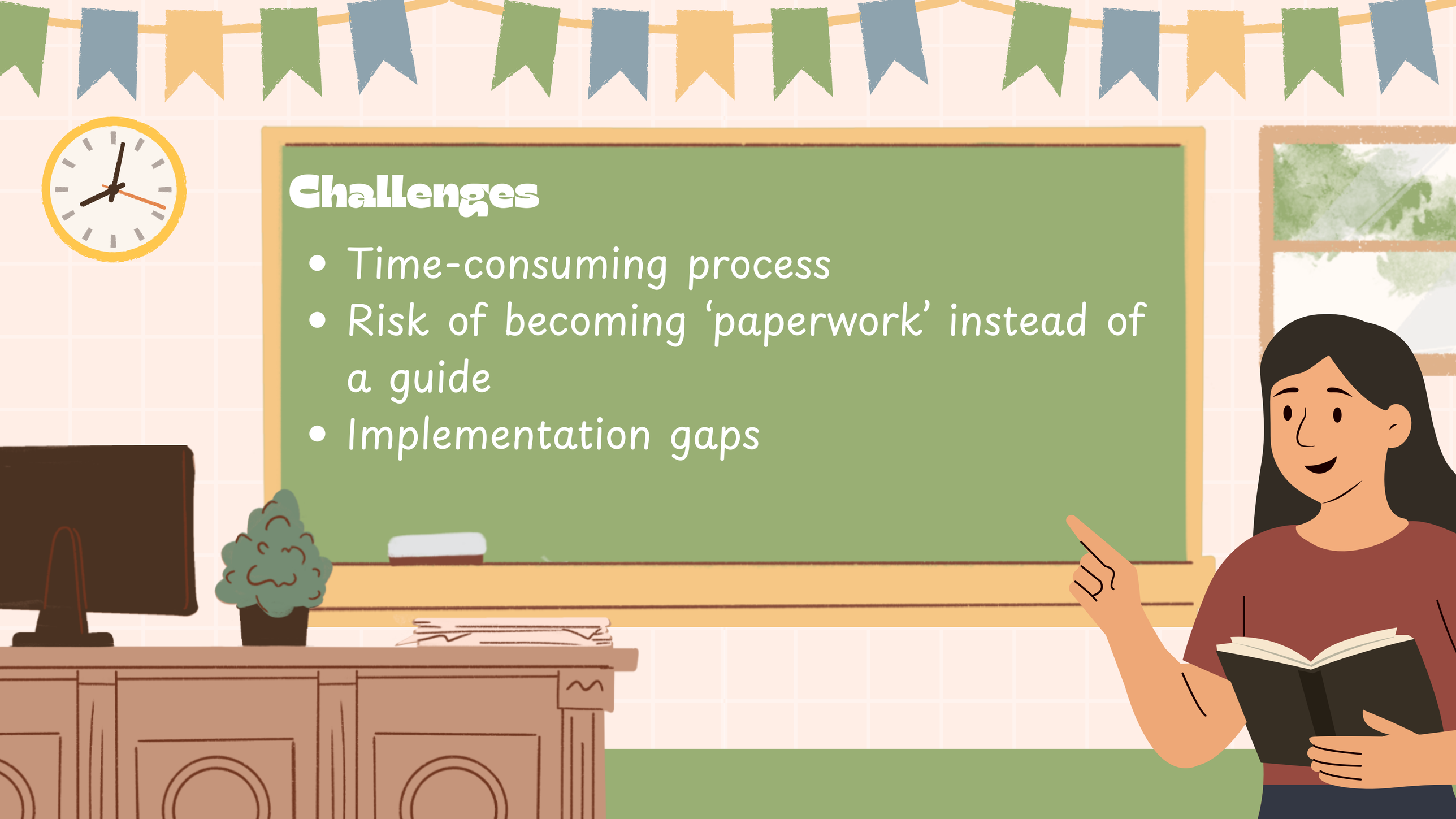
- The good thing about IEPs is that they make learning fair, inclusive, and personalized. But challenges include the time it takes to prepare, limited resources, and different levels of support in schools.




Importance of IEP
Ensures accountability of schools.
Promotes collaboration between families and educators.
Provides tailored support for students.

Challenges

- Time-consuming process
- Risk of becoming ‘paperwork’ instead of a guide
- Implementation gaps




Application

Teacher's Minute Decisions

You are a teacher. Read each classroom scenario carefully. Decide whether the best response is an Accommodation, a Modification, or Differentiation. Choose the answer that you think supports the student while still keeping learning fair and meaningful.

Teacher's Minute Decisions

READY?

Teacher's Minute Decisions

During a lab on electricity, a student with motor difficulties struggles to connect wires. The teacher assigns a partner to help handle equipment while the student records data and explains results.

Teacher's Minute Decisions

During a lab on electricity, a student with motor difficulties struggles to connect wires. The teacher assigns a partner to help handle equipment while the student records data and explains results.

Accommodation (same content, just support for access)

Teacher's Minute Decisions

A student with dyscalculia works on simplified word problems while the rest of the class solves multi-step equations.

Teacher's Minute Decisions

A student with dyscalculia works on simplified word problems while the rest of the class solves multi-step equations.

Modification (different level of content).

dyscalculia - a specific learning disability that involves ongoing difficulty understanding numbers and performing math-related tasks

Teacher's Minute Decisions

The teacher assigns a novel but offers three pathways: read the book, listen to an audiobook, or watch a film adaptation, then compare.

Teacher's Minute Decisions

The teacher assigns a novel but offers three pathways: read the book, listen to an audiobook, or watch a film adaptation, then compare.

Differentiation (same standard, multiple ways to engage).

Teacher's Minute Decisions

One student finishes problem sets ahead of peers. The teacher gives them an extension task, designing a mini experiment to apply the formula.

Teacher's Minute Decisions

One student finishes problem sets ahead of peers. The teacher gives them an extension task, designing a mini experiment to apply the formula.

Differentiation (enrichment for advanced learners).

Teacher's Minute Decisions

A student with ADHD struggles to complete long essays. The teacher allows them to present knowledge through a timeline infographic.

Teacher's Minute Decisions

A student with ADHD struggles to complete long essays. The teacher allows them to present knowledge through a timeline infographic.

Accommodation (different format, same expectations)

In summary...

Accommodation - Adjusts **how** a student learns or shows what they know, without lowering expectations.

Example: A student with dyslexia uses audiobooks for the same novel the class is reading.

Modification – Changes **what** a student is expected to learn by lowering or altering the curriculum.

Example: A student is assigned simpler math problems while classmates solve multi-step equations.

Differentiation – A teacher **plans** varied activities, materials, or outputs so all students reach the same learning goal in different ways.

Example: Students explain a science concept by choosing to write an essay, make a poster, or record a video.



In summary...

Individualized Education Plan (IEP) - A written plan developed for students with special needs, outlining specific goals, services, and supports tailored to them.

Example: An IEP may include weekly speech therapy sessions and extra time on exams for a student with a language disorder.





“Every student can learn, just not on the same day or in the same way.”
— George Evans

Inclusive Teaching Strategies

"Empowering Minds,
Shaping Futures"



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