

Adaptive teaching: what is it?



Defining Special Educational Needs

‘Special Educational Provision is defined in terms of provision which is **additional to, or otherwise different from**, that made generally for children of the same age in mainstream schools’. (DfE 2015 p5)

Best endeavours: ‘this means doing everything they can to meet children and young people’s SEN’ (DfE 2015 6.2)



Responsibilities of the Class Teacher

- ‘teachers are **responsible and accountable for the progress and development of the pupils** in their class, including where pupils access support from teaching assistants, other teachers or specialist staff.’ (6.36)
- ‘the first response Should be **high quality teaching targeted** at their areas of weakness. Where progress continues to be less than expected the class or subject teacher, working with the SENCO, should assess whether the child has SEN.’ (6.19)



Teachers' Standards June 2013

A teacher must:

Adapt teaching to respond to the strengths and needs of all pupils

- Know when and how to adapt appropriately, using approaches which enable pupils to be taught effectively
- Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these



Equality Act (2010) – key principles

- Not treating a disabled person less favourably for a reason relating to their disability.
- Anticipating needs.
- Making reasonable adjustments.



EQUALITY VERSUS EQUITY



In the first image, it is assumed that everyone will benefit from the same supports. They are being treated equally.



In the second image, individuals are given different supports to make it possible for them to have equal access to the game. They are being treated equitably.



In the third image, all three can see the game without any supports or accommodations because the cause of the inequity was addressed. The systemic barrier has been removed.

EQUALITY VERSUS EQUITY



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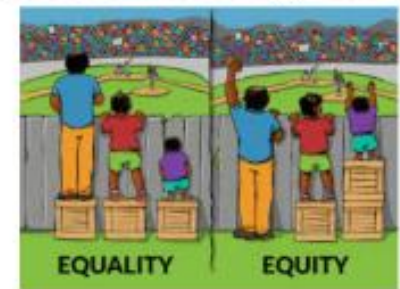


In the second image, individuals are given different supports to make it possible for them to have equal access to the game. They are being treated equitably.

The dream.....



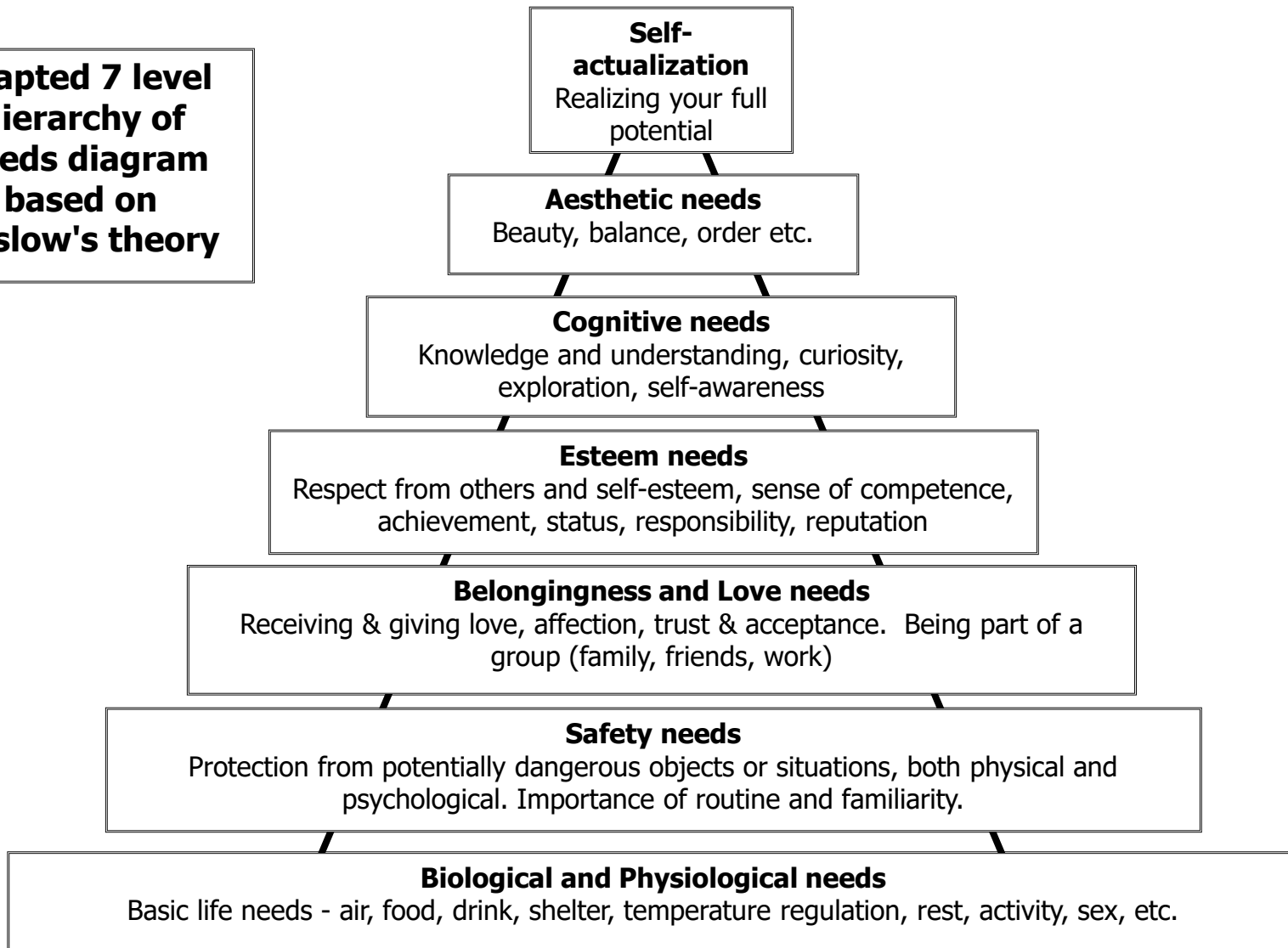
EDUCATION EQUITY



Educational equity is based on the principles of fairness in distributing resources, opportunities, treatment, and success for every student.

Equality is treating everyone the same.

**Adapted 7 level
Hierarchy of
Needs diagram
based on
Maslow's theory**



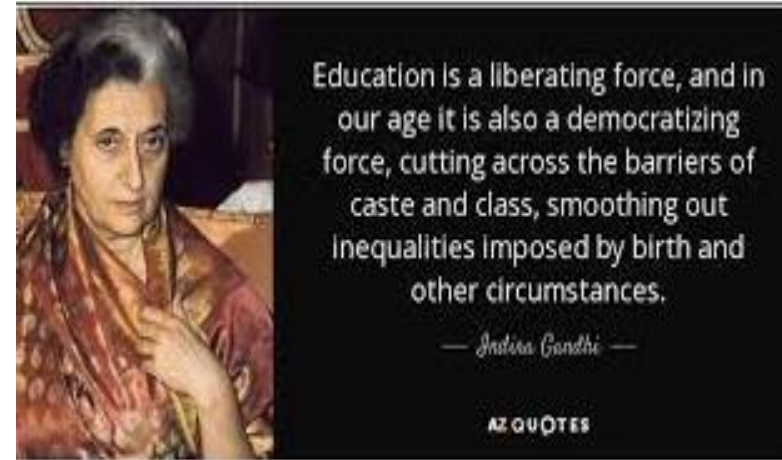
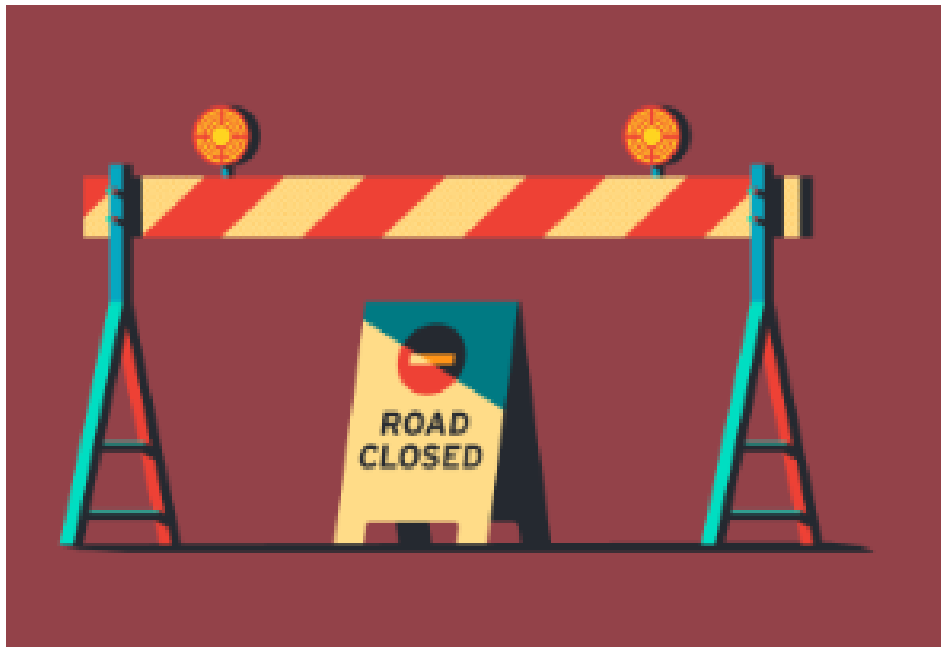
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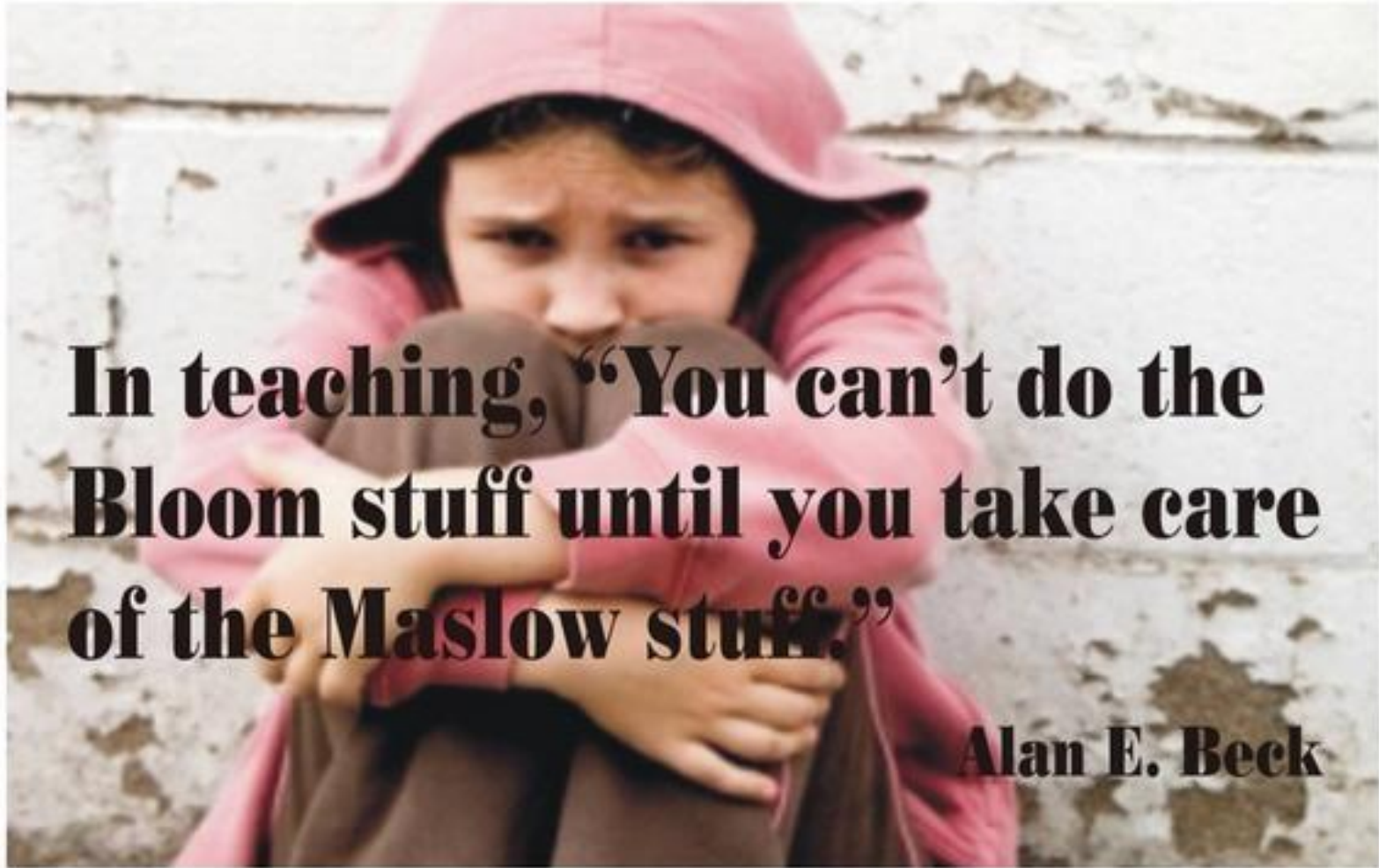
[Maslow's Hierarchy of Needs](#)

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adapted by C Bennett 2011



Barriers to learning





In teaching, “You can’t do the Bloom stuff until you take care of the Maslow stuff.”

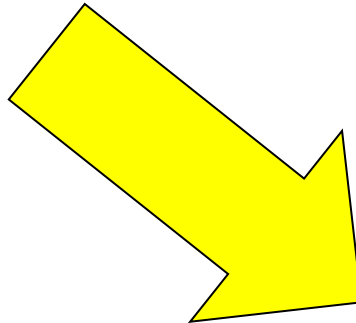
Alan E. Beck

Training coming up on emotion coaching soon



SEND exist but.....

‘Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. Such improvements in whole-class provision tend to be more cost effective and sustainable.’ (DfE 2015 6:15)



Aiming high benefits everyone, not just the SEND children!

- Become a brain surgeon activity



- How did you feel? Why?
- Link this back to your learners?
- After some adaptations how did you feel? Why?





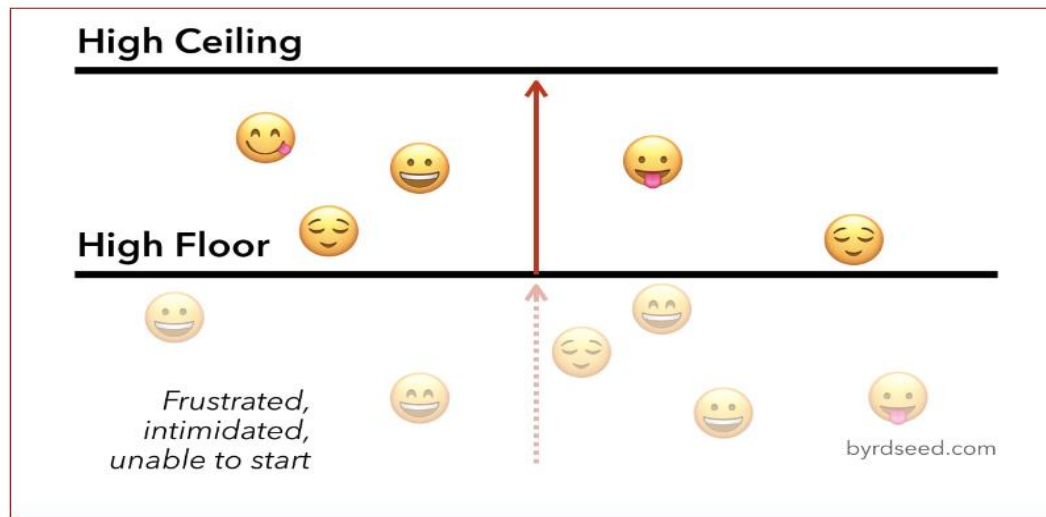
General teaching: The Floors

- The floor tells us **how easy it is to get started with the task**.
Low floor = simple starting point. Everyone can get on board. A low floor is inviting!

E.G. / Tic-Tac-Toe has a low floor, while chess has a high floor. Even the youngest kids can start playing Tic-Tac-Toe pretty quickly, whereas I know many college-educated adults who cannot play chess. Its floor appears too high, so they never got started. **A high floor is a barrier.** It's intimidating.



We want low floors so students can get started without worrying about the task's complexity.



If the floor's too high, some kids can't get started. They get frustrated.

But that doesn't mean we want simple tasks! No, we must **pair that low floor with a high ceiling.**



The Ceiling

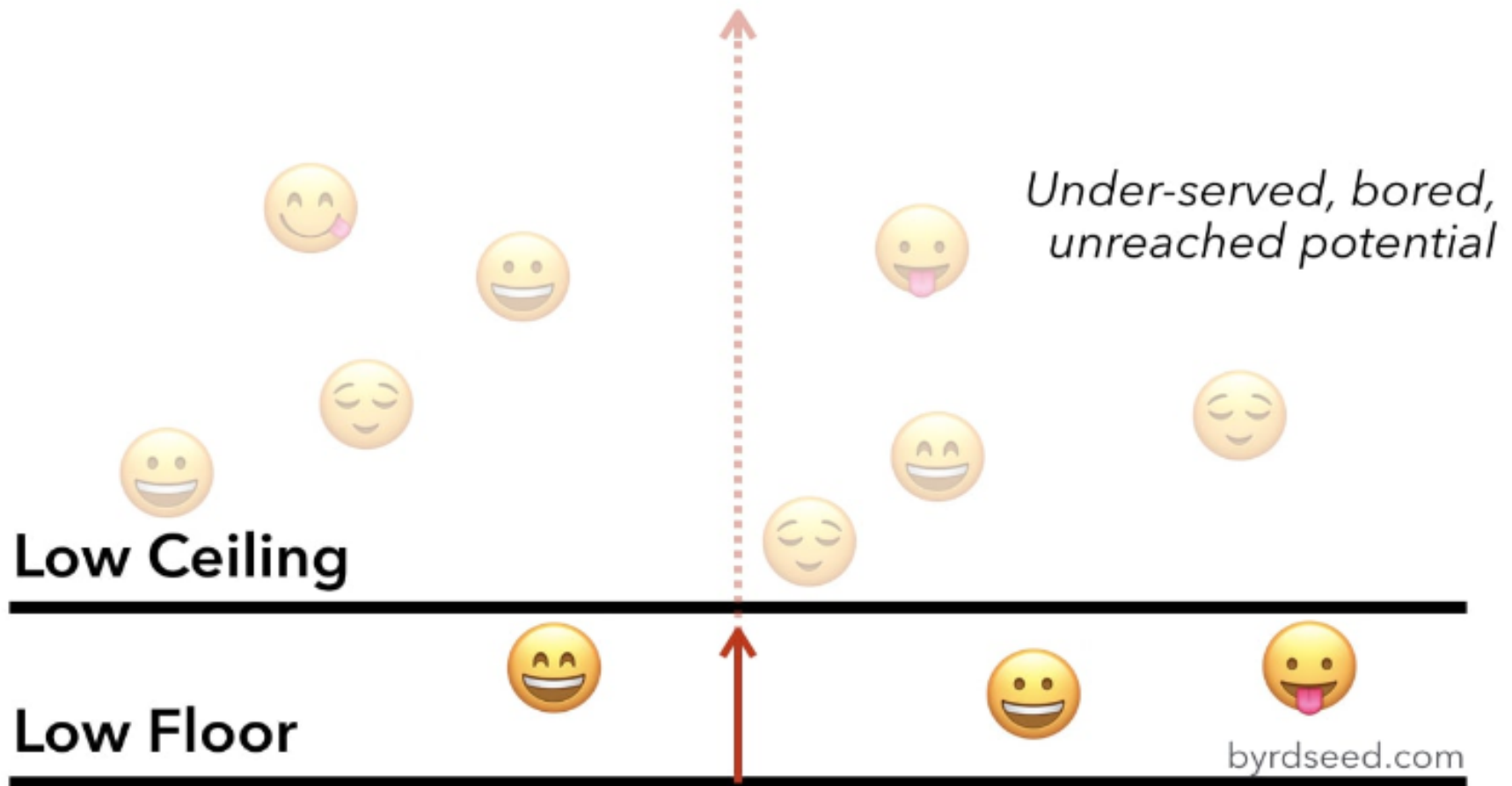
- The ceiling is the **room for a task to grow**. If a student finds something intriguing, how far can they go with it before they bump their head on the ceiling?

E.G. / Tic-Tac-Toe has a *very low* ceiling. It's simple to master. Play someone with any skill and you'll always end with a tie.

Tic-Tac-Toe has a low floor *and* a low ceiling — the board game equivalent of a fill-in-the-blanks worksheet. Very few people over the age of six want to play Tic-Tac-Toe. There's no room for strategy and unexpected drama. *Low ceilings are boring!*

Now, chess has a *very high* ceiling. **You could play chess for 60 years and still be learning.** You see retired folks battling it out on a chessboard at the park. They are continuing to explore the game's nuances. With its high floor and high ceiling, **chess is rewarding...**
as long as you can get past the high floor.

We want a high ceiling. It gives students room to explore an idea before getting bored. High ceilings mean you don't have to worry about "early finishers" because no one *finishes chess early!*



Low Ceiling High Threshold (LCHT)

- It can be summed up as follows:

a Low Threshold High Ceiling task means everyone can get started, and everyone can get stuck. Everyone can get started. If an activity is considered to be LTHC for a particular group of learners, pretty much everyone in the group should be able to make a start on it.



Low Ceiling High Threshold (LCHT)

- Generally, for mixed ability classes.
- Research into maths because of the mastery approach.
- DON'T ASSUME ABILITY – they may be able to! Don't limit the child/ children
- Self- challenge
- Mixed ability groupings and pairings to support learning but the activity is of a high level. E.G. A and B coaching technique.
- Use of a high quality text but pre-teach the story or vocabulary to the children who may find it tricky.



You can lower the floors!

- **A skilled teacher can *lower the floor* of any task.** We do this all the time through modelling, guided practice, scaffolding, feedback, and proximity.



Here's how you'd scaffold chess so that 5-year-olds can play:

- **Modelling:** you'd *show* how each piece moves – not just verbally explain it. You'd model many sample turns. You'd give students a chance to watch *you* play.
- **Guided Practice:** you'd give kids a chance to practice with each other *with your input*. You won't jump right into a full game! We'd practice a couple of moves with a partner.
- **Start Simple:** you'd try to reduce the complexity early. Start with simple examples. In the case of chess, there's no reason you can't play with just a king, a queen, and a couple of pawns on a smaller board. Then, once the student "gets it," bring in another piece. Build towards the full set. Build towards a full game.
- **Proximity and Immediate Feedback:** if you give kids a chessboard and then go sit at your desk, they'll get confused, frustrated, and give up. When you stay close to correct mistakes, give advice, and gently guide the players, the chances for success increase.



Plan for your highest-ability students *first*, then figure out how to onboard your other learners.

- Why? **Because it's *really hard* to increase the ceiling on a worksheet!** It's much easier to lower the floor on something complex. **You can always scaffold down** (this is what teachers are good at!) – but you can't always raise the ceiling.
- So start high and then scaffold down as necessary.
- Yes, this means you don't start with "the expected" standards. **Standards are minimum expectations for average kids.** You have higher expectations than that.

E.G. / No matter how many times you play Tic-Tac-Toe, it doesn't raise the ceiling. In fact, **it's one form of hell to be forced to play Tic-Tac-Toe over and over** once you've mastered it.



Adaptive teaching definition

- Adaptive teaching is an approach a teacher will use to continually assess the strengths and needs of learners and adapt their teaching accordingly to ensure all learners can meet expectations. Technology may play a part in both assessment and subsequent personalisation of the teaching but it is not essential.
- See adaptation resources for support in **HOW** to achieve this.



Why is adaptation different to differentiation?

SEND: Built in, not bolt on:

www.youtube.com/watch?v=vRqO30caJR0



The best teaching and learning classroom

- Best classrooms – the teacher and TA is only needed to facilitate learning. That is a perfectly pitched and adapted classroom.

- **Somerset SEND inclusion team:**
“If a child is not independent, then the learning has not been adapted well-enough.”

E.G. / Child X example given.



“The more capable and competent students become, the less guidance they need and the better able they are to regulate their learning process. The ultimate goal of adaptive teaching is to increase the number of self-regulated learners.”

Hanna Dumont

Activity 2: classroom audit

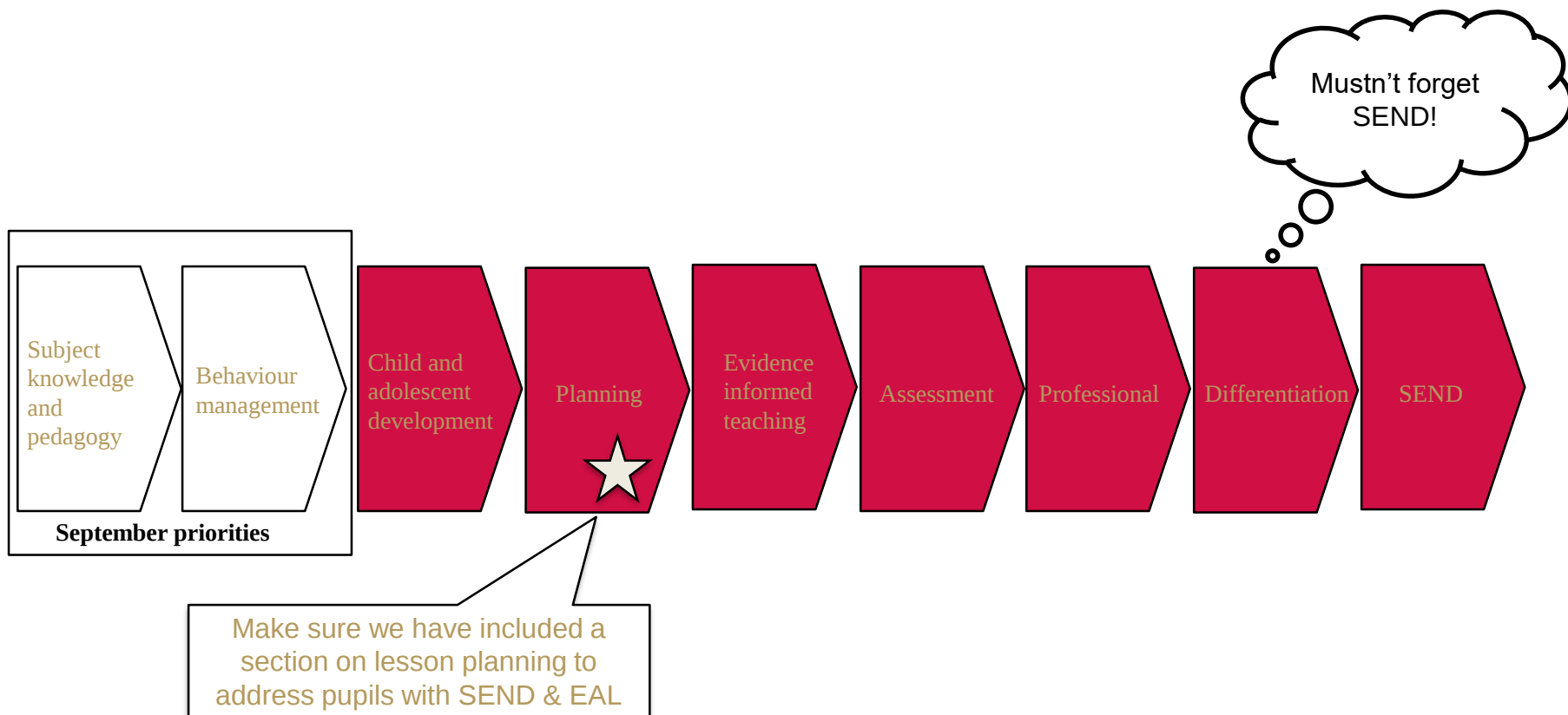
- How are we using universal practices in our classrooms on a daily basis:

On large pieces of paper complete the following table using the link sent to you (Somerset Graduated Response Tool).

Universal practice	My classroom



‘Bolted on’ approach



Examples of possible adaptations:

<i>General</i>
-Adult support. - Changing your question style. E.G. / open and closed questions, Blooms Taxonomy, high expectations, asking random children not just those with hands up etc. -Now and then boards. -Visual timetables. -Sticker chart, positive praise chart etc. -SEND resources. E.G. / Wobble cushions, chews, scribble books, timers, writing slants etc. -Movement breaks.
<i>Maths</i>
-CPA approach (Concrete, pictorial, abstract). -Kinaesthetic learning E.G. / Movement, real-life and practical work. -Partnered discussion. -Coaching A and B technique in mixed ability pairs. -Success Criteria and steps to follow to develop independence. -Multiplication grids, hundred squares etc. Stick these into the children's books so they can access them when they want and become independent. -Resource sheets E.G. / Word banks, fraction walls etc. -Practical resources E.G. / number tracks, counters, Base 10, Numicon, coins, etc. -Adult support. -Pre and post teaching strategies to make the children feel successful. -Coloured paper or coloured overlays.
<i>English</i>



English

- Word banks E.G. / adjective sheet, sentence starters etc.
- Small white board use. E.G. / Children write the sentence on the white board before committing it to their page.
- Pre-teach the story or vocabulary.
- Visuals prompts.
- Writing frames.
- Adult support.
- Changing your question style. E.G. / open and closed questions, Blooms Taxonomy, high expectations, asking random children not just those with hands up etc.
- Keys and definition grids.
- Modelling and guided work with a group.
- Children generate a success criteria or are given them to use.
- Computer or technology to support learning E.G. / Laptop- handwriting concerns, voice recorder- to hold the idea.
- Drama techniques.
- Orally rehearsing writing and orally learning writing structures. E.G. / Pie Corbet actions.
- Coloured paper or coloured overlays.



A.O.B SEND

- Learning mentor role
- The role of the TA
- Start thinking about your SMART targets and booking in meetings.
- New area on the website for SEND.

