

Inclusive Strategies for Diverse Learners using Gizmos



These Instructional Accommodations and Gizmos Integration Ideas are not all inclusive but offer a few suggestions to support students in the classroom. Refer to a student's Individual Education Plan (IEP) for specific information.

Type of Difficulty

Instructional Accommodation	Gizmos Integration Ideas
Attention: <i>Includes staying focused for long periods of time, impulse control and hyperactivity, etc.</i>	
<ul style="list-style-type: none"> Peer Tutoring Use multiple modes of instruction Chunk lesson into smaller activities Give directions one step at a time Develop engaging lessons Quality over quantity Draw borders around things you want to emphasize Provide brief checkpoints throughout the lesson 	<ul style="list-style-type: none"> Break Gizmos Student Exploration Guides into several activities (Activity A, B, C) and use over time (See 2021 Remote Learning Task Cards) Create one-page or less documents by customizing the lesson materials (See From our Community: Task Card: Money Bee Hive) Provide direct links to the Gizmo for students Use the arrows provided from the Tools menu in the Gizmo to point out information Create Teacher Presets of Gizmos set-ups to minimize distractions
Auditory Processing: <i>Includes synthesizing and interpreting information that is heard, etc.</i>	
<ul style="list-style-type: none"> Keep oral instruction brief and supplement with written instructions Speak slowly Rephrase information differently Pre-teach before starting a new activity Provide visual aids 	<ul style="list-style-type: none"> Record yourself using the Gizmo and provide the video/transcript before the lesson Have students record their interaction with the simulation using a screen recording tool Use the arrows provided from the Tools menu in the Gizmo to point out information Provide screenshots for the students to analyze
Fine Motor: <i>Includes writing, typing, or grasping or manipulating small objects, etc.</i>	
<ul style="list-style-type: none"> Provide extra time to complete tasks Provide opportunities to respond orally or tape record thoughts Accept key word responses Provide note taking assistance Provide a touch screen device instead of using a mouse/keyboard 	<ul style="list-style-type: none"> Provide screenshots for the students to analyze, and encourage students to use a voice to text tool to answer questions instead of typing Provide direct links to the Gizmo for students
Memory: <i>Includes memorizing, remembering basic info, keeping up with items, accurately writing tasks/assignments, etc.</i>	
<ul style="list-style-type: none"> Use graphic organizers, sentence stems, and chunk when providing information Have students draw pictures that represent the information Avoid presenting too much information; working memory fills up after about 20 min (or age of student). Include checkpoints that allow students to practice, rehearse, or review information before presenting new content 	<ul style="list-style-type: none"> Customize the lesson materials and create graphic organizers (See From our Community – Graphic Organizer: Chemical Changes) Use screenshots from the Gizmo as a checkpoint by having students discuss what they learned Use the arrows provided from the Tools menu in the Gizmo to point out information Create Teacher Presets of Gizmos set-ups to minimize distractions
Oral Communication: <i>Includes following multi-step directions, making connections, complex sentences, etc.</i>	
<ul style="list-style-type: none"> Model appropriate speech Provide verbal, pictorial/icon, written, or advanced organizers Summarize/paraphrase information Pre-teach vocabulary prior to the lesson Provide wait/think time before allowing the student to respond. 	<ul style="list-style-type: none"> Provide screenshots, and encourage students to record answers instead of type Provide students with the Gizmo - Vocabulary Sheet prior to instruction; add additional images if needed

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Organizational: <i>Includes managing time, being neat, preparing for class, classifying/organizing information, recalling day to day info, recognizing patterns, etc.</i>	
<ul style="list-style-type: none"> • Provide a checklist with estimated times included • Color code different tasks, folders, assignments, etc... • Use graphic organizers to demonstrate and practice organizing information • Be predictable with class routines and schedules 	<ul style="list-style-type: none"> • Create one-page or less documents by customizing the lesson materials (See From our Community – Task Cards: Pattern Finder) • Customize the lesson materials and create graphic organizers (See From our Community – Graphic Organizer: Chemical Changes) • Provide direct links to the Gizmo for students • Use the arrows provided from the Tools menu in the Gizmo to point out information • Customize the Vocabulary Sheet to make a note-taking tool (ie. cornell, cloze, mapping, box/bullet)
Reasoning: <i>Includes transferring knowledge, following and recognizing patterns, relationships, problem-solving, etc.</i>	
<ul style="list-style-type: none"> • Use manipulatives • Provide concrete examples before teaching abstract • Reduce the number of concepts presented to one at a time • Require written or verbal responses to monitor comprehension • Use thinking/questioning skills by providing student with question stems • Use cause/effect, action/consequences, or current events using a graphic organizer • Use ‘think-a-louds’ to model the thinking process 	<ul style="list-style-type: none"> • Create one-page or less documents by customizing the lesson materials (See From our Community – Scripted Lesson: Density) • Customize the lesson materials and create graphic organizers (See From our Community – Graphic Organizer: Chemical Changes) • Use the arrows provided from the Tools menu in the Gizmo to point out information • Have students answer the Assessment questions out loud explaining correct/incorrect answers prior to submitting with a partner
Visual Processing: <i>Includes spatial relationships, understanding symbols, synthesizing/interpreting info seen, interpreting graphs, charts, maps, etc.</i>	
<ul style="list-style-type: none"> • Simplify worksheets and printed materials • Enlarge print • Read aloud material that is written • Have student repeat instructions or explain information • Provide a card with a “window” cut-out to highlight small amounts of information 	<ul style="list-style-type: none"> • Create one-page or less documents by customizing the lesson materials (See 2021 Remote Learning Task Cards) • Customize the lesson materials and create graphic organizers (See From our Community – Graphic Organizer: Chemical Changes) • Use the arrows provided from the Tools menu in the Gizmo to point out information • Create Teacher Presets of Gizmos set-ups to minimize distractions
Written Language: <i>Includes adding details, composing sentences, writing fluency, monitoring progress, mechanics, word choice, etc.</i>	
<ul style="list-style-type: none"> • Discuss the purpose and rationale for each activity • Simplify language of writing prompts • Suggest a tape recorder/video to dictate what they want written, then play it back to write it down • Use brief, individual conferences to assess progress • Provide graphic organizers, writing frames, or copy of the notes 	<ul style="list-style-type: none"> • Create one-page or less documents by customizing the lesson materials (See 2021 Remote Learning Task Cards) • Customize the lesson materials and create graphic organizers (See From our Community – Graphic Organizer: Chemical Changes) • Have students record their interaction with the simulation using a screen recording tool

Bursuck, W. D., & Friend, M. (2011). *Including students with special needs: A practical guide for classroom teachers, student value edition*. Boston, MA: Allyn & Bacon.

Karten, T. J. (2017). *Inclusion strategies that work!: Research-based methods for the classroom*. Thousand Oaks, CA: Corwin.

Rapp, W. H. (2018). *Universal design for learning in action: 100 ways to teach all learners*. Baltimore, MD: Paul H. Brookes Publishing.

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