



UNIVERSITY OF
EASTERN FINLAND

Supportive practices – Pedagogical learning environment

DECIDE RIGHT

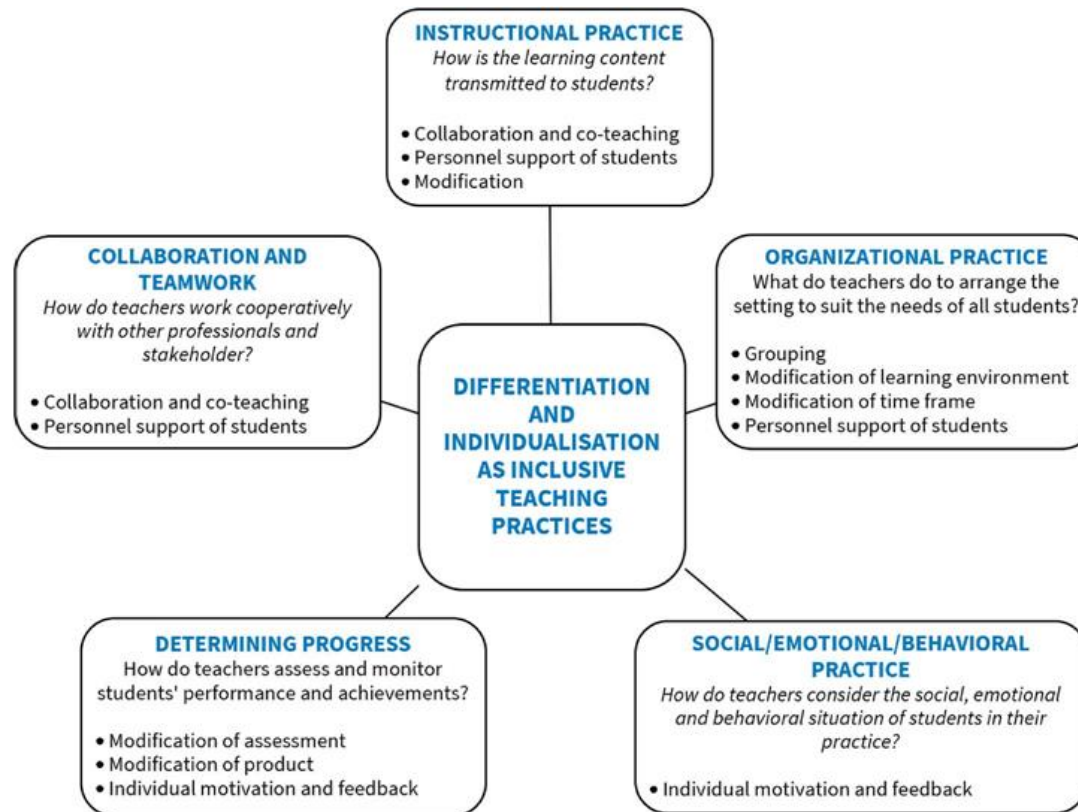
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Pedagogical learning environment Differentiation

(Lindner & Schwab, 2020)



Collaboration and teamwork

- How teachers work in collaboration with other professionals and stakeholders
- Differentiation in the classroom
 - Co-teaching
- Multi-professional collaboration
 - Joint meetings
 - Joint in-service-training
 - Joint planning of assessment
 - Joint evaluation
 - Joint work in classrooms



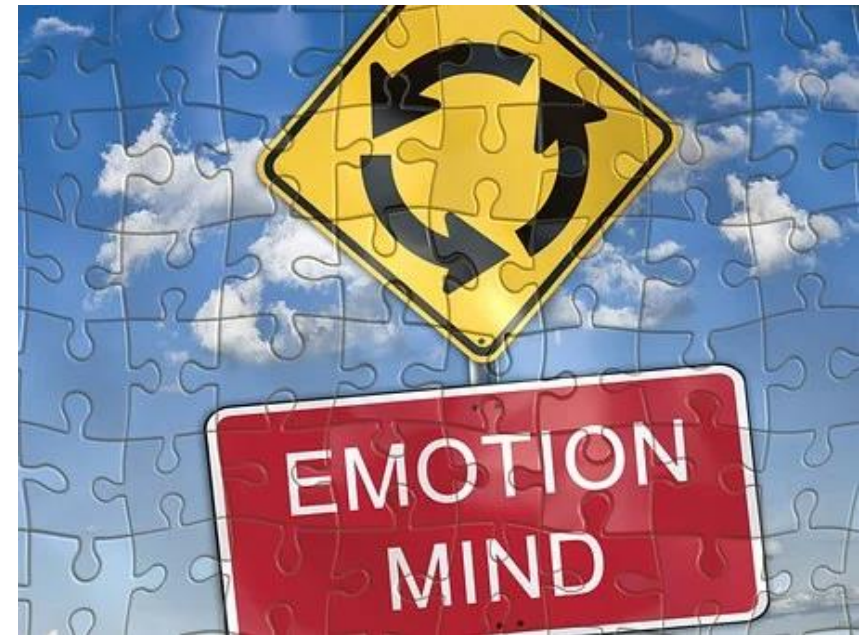
Determining process

- How teachers assess and monitor student's performance
 - Modification of assessment
 - Modification of outcome/product
 - Modification of monitoring
 - Individualized feedback
 - Individualized motivation



Social/emotional/ behavioural practice

- How teachers consider students' social, emotional and behavioural situation in their practice
 - Individual support
 - Dialectic teaching
 - Multimodal teaching
 - Individual feedback
 - Supporting strengths



Organizational practice

- What do teachers do to arrange settings to suit the needs of all students
 - Grouping
 - Modification of learning environment
 - Modification of time frame
 - Individual support



Instructional practice

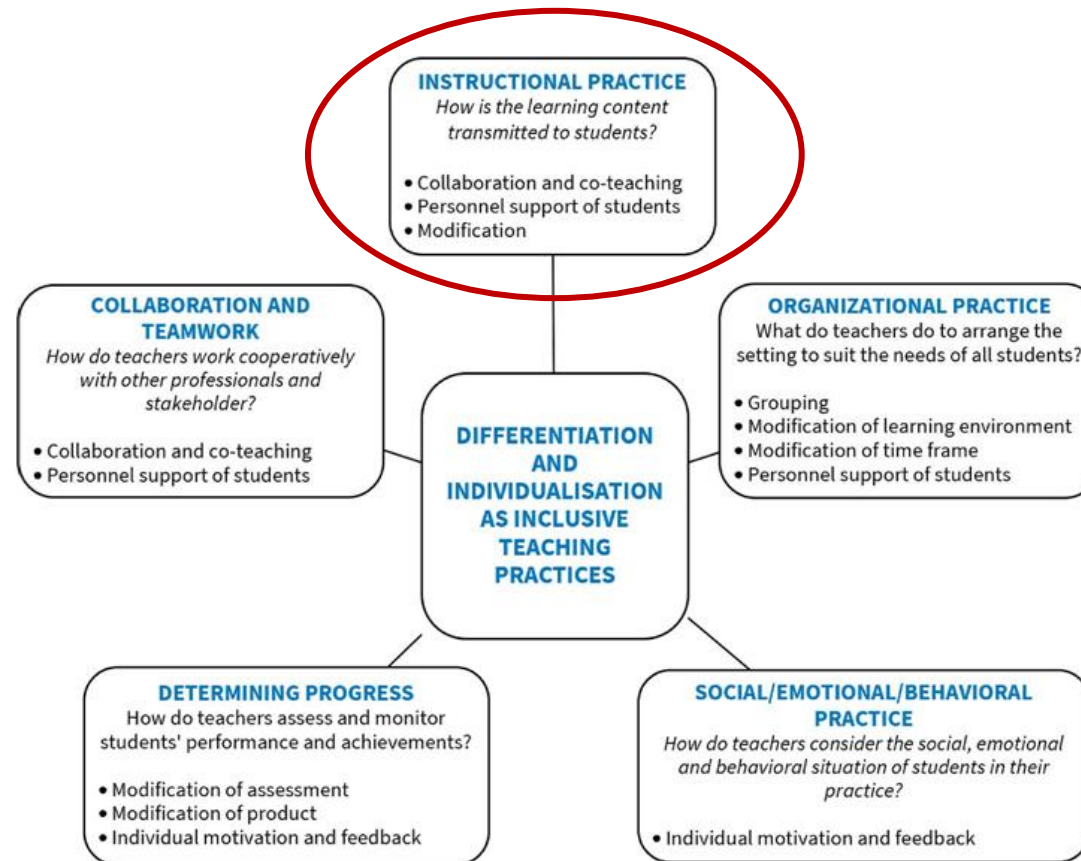
- What do teachers do to teach the learning content to students
 - Different instructional strategies
 - Co-teaching
 - Peer-support
 - Individualized support
 - Modification of content



Pedagogical learning environment

Instructional practices

(Lindner & Schwab, 2020)



Pedagogical learning environment

Executive functions

- Special focus on executive functions (EF)
 - Help to decide what activities or tasks we will pay attention to
 - Allow to organize our behavior over time
 - Enable us to manage our emotions and monitor our thoughts to work more efficiently and effectively
(Dawson & Guare, 2010)
- EF skills are important in the learning processes



Executive functions

- 1. Group
Planning, organization, time management, use of working memory, metacognitive skills
- These skills help us to
 - create a picture of a goal and a path to that goal
 - remember the picture even though the goal may be far away
- 2. Group
- Response inhibition, emotional control, task initiation, sustained attention, flexibility, goal directed persistence
 - Skills are needed to guide our behavior as we move along the path

1. Planning

- Ability to create a roadmap to reach a goal or to complete a task
 - Use simple and concrete instructions
 - visual, written, verbal cues
 - Support your students to set concrete goals, and sub-goals
 - Questions: what first, then..., in the end
 - Divide up activities
 - Use questions to ensure planning



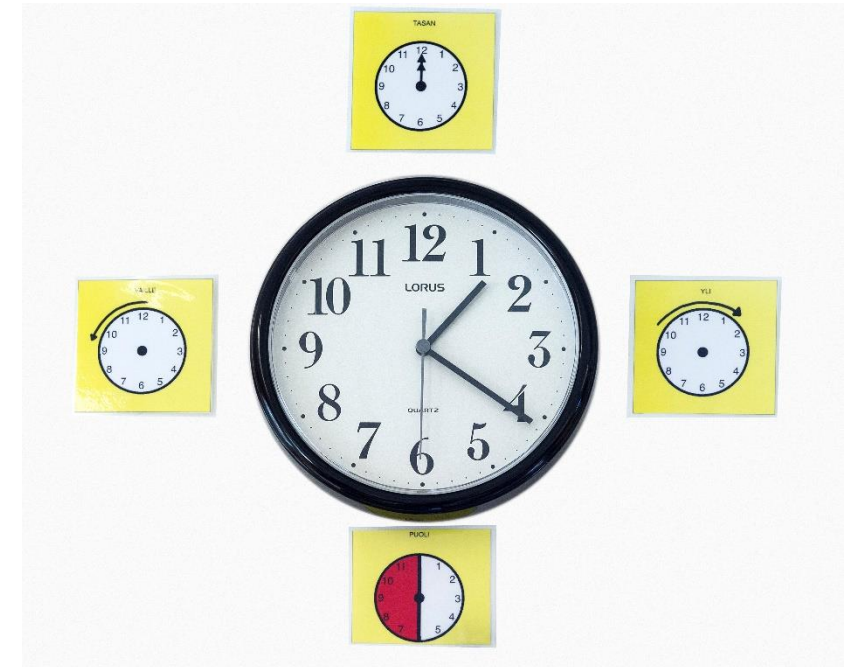
2. Organization

- Ability to design and maintain systems for keeping track of information and materials
 - Visual support, e.g., color symbols
 - Practice with pupils to make instructions and lists for different activities.
 - Encourage pupils to make themselves instructions and lists for different activities



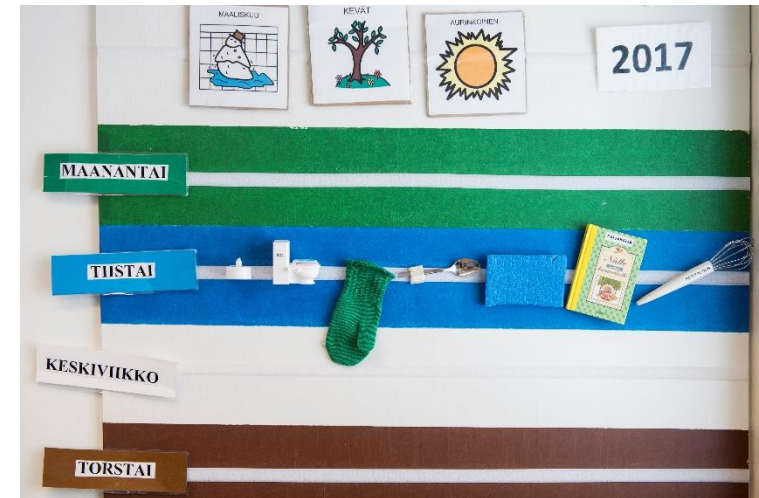
3. Time management

- Ability to estimate how much time one has, how to allocate it, and how to stay within time limits and deadlines
 - Tell pupils how much time they can use with a particular task
 - Use the visual support, e.g., time timer with visual and auditory feedback
 - Exercises to understand and use time



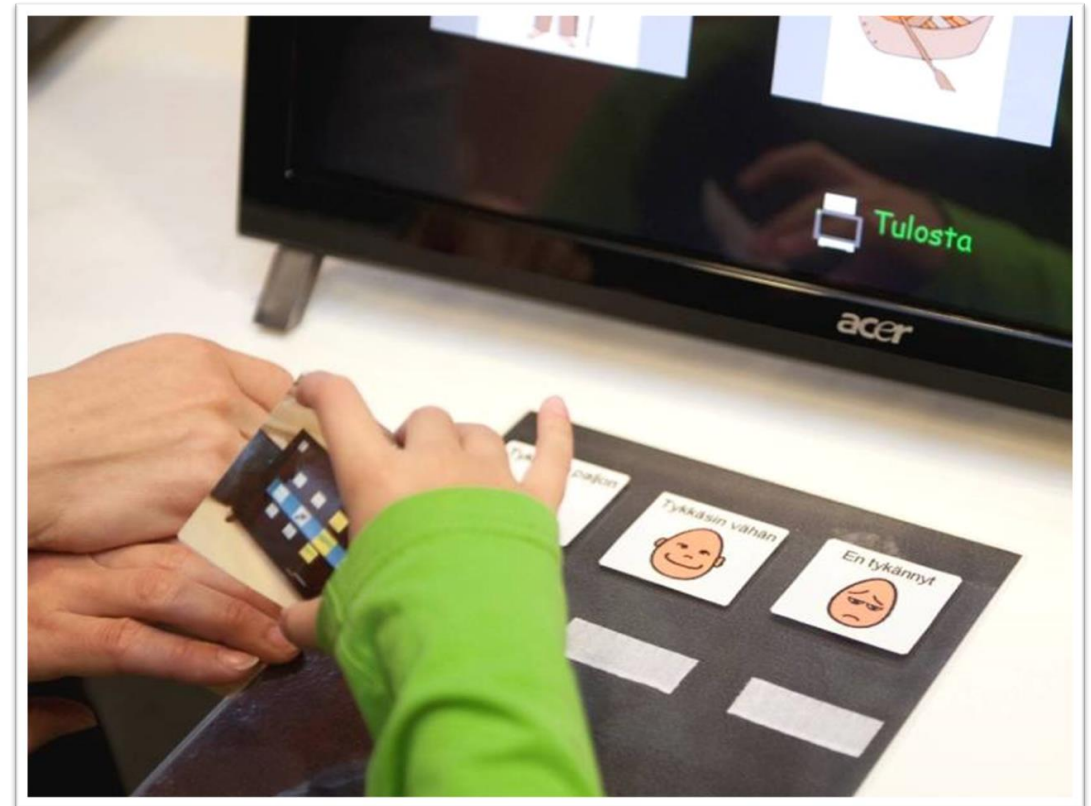
4. Working memory

- Ability to hold information in memory while performing (complex) task
- Pupils may have difficulties either with storage mechanisms or with cuing mechanisms
 - Storage devices (calendars, notebooks, electronic devices)
 - Cuing devices (checklists, alarms on watches)
 - Memory games, practicing visual and auditive memory (songs, games...)



5. Metacognition

- Ability to evaluate how you solved the problems
 - Use of checklists
 - Asking questions: such as "Tell me how did you do this task?", "Is there other ways to do it?"
 - Self-assessment questions: "How did I do?", Did I spend enough time to do quality work?



6. Response inhibition

- Ability to resist to say or do something
 - Seat placement, screens, student and assistant placement
 - Accessibility of equipment
 - Peaceful environment
 - Immediate positive feedback
 - Hints (teacher's feedback; visual and other)
 - Social stories
 - Video modelling



7. Emotional control

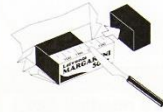
- Ability to manage emotions
 - Anticipate situations and prepare pupils for them (social stories, pictures, instructions)
 - Placement of pupils and adults, and adequate sectioning of tasks
 - Emotion recognition practice (e.g., games)
 - Self-control practice, such as a five-point scale with pictures; drama, drawing, games



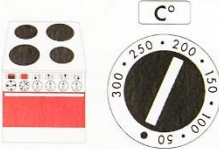
8. Task initiation

- Ability to begin projects in an efficient and timely fashion
 - Clear instructions (visual and auditive)
 - Instructions at the beginning of the task and remind to start (the child chooses how)
 - Use of reminders (a clock, sound, image)
 - Clear objectives and task steps (with pictures, if necessary)
 - A chance to choose between options might motivate better than commands
 - Organizing the physical environment (e.g., different tasks in different places in the classroom, tools chosen by pupils)


1. Mittaa 200 grammaa margariinia valmiiksi. Pehmitä tarvittaessa mikrossa.




2. Laita uuni kuumenemaan 225 asteeseen.



3. Mittaa kattilaan 5 desilitraa maitoa. Kuumenna kädenlämpöiseksi.



4. Kaada maito kulhoon. Lisää maidon joukkoon 50 grammaa (1 pala) hiivaa.



9. Sustained attention

- Ability to direct and maintain attention to a situation or a task
 - Engagement (e.g., possibility to choose, interesting content, tools)
 - Task splitting, multi-channel information,
 - Positive guidance, rewards, hints during the activity
 - Physical organization of the space



10. Flexibility

- Ability to adapt to changes
- Important for both learning and social situations
 - Familiar routines with small changes (e.g., content, way of working)
 - Anticipate changes (pictures, open instructions, social stories)
 - Modification of tasks (content, time, closed / open answers / action)
 - Thinking about different solutions
 - Coping strategies (e.g., when getting stuck in a task)



11. Goal directed persistence

- Ability to keep working on the task until the goal is achieved
 - Organized environment, clear tasks, clear goals, clear order
 - Clear feedback on activities (pay attention on when and how)
 - Options for tools and content
 - Explaining why the goal is important
 - Encouraging pupil to maintain action (visually or auditatively, or e.g., helping to divide the task)
 - Strategy games and plays



Concluding remarks

- Differentiation includes activities at different levels of the organization
- Instructional practices are the most manageable for teachers
- Constant support for the development of students' executive functions help them to learn
- Includes:
 - careful planning of the learning environment
 - continuous follow-up of the plan
 - possibilities to students to practice skills systematically and continuously
 - taking into account students' strengths and needs
 - collaboration with colleagues
 - use of technology
- **Small things matter**

References

- Dawson, P., & Guare, R. (2010). Executive skills in children and adolescents. A practical guide to assessment and intervention. New York: The Guilford press.

Photos :

- Pixabay <https://pixabay.com/fi/>
- Tuija Hyttinen and Mirva Poikola/UEF
- Anu Alhainen/City of Kitee, LaTVa project/UEF <https://www.latvahanke.fi/>
- CASCATE project/UEF <https://archive.uef.fi/fi/web/cascate/>

Thank you!
Teşekkürler
Kiitos!

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