South Dakota State University

ECE 470: Early Childhood Education Inclusion Strategies

Concepts addressed in this course: Approaches for accommodating various learning styles, intelligences, or exceptionalities: differentiated instruction

Students should refer to:


Specifically, students should review:
   I. Higher Order Thinking – Multiple Intelligences
      a. Piagetian Higher Order Thinking
         i. Schema development
         ii. Equilibration – drive for higher order thinking
         iii. Conservation – evidence of higher order thinking
      b. Multiple Intelligences – Gardner’s Research
      c. Higher Order Thinking Skills – Bloom’s Taxonomy
         i. Knowledge
         ii. Comprehension
         iii. Application
         iv. Analysis
         v. Synthesis
         vi. Evaluation
      d. Prompts to Guide Higher Order Thinking Skills
         i. Knowledge – list, name, describe, identify, label, show, quote, and define
         ii. Comprehension – explain, compare, contrast, predict, restate, discuss, and summarize
         iii. Application – classify, change, modify, demonstrate, illustrate, examine, and show
         iv. Analysis – explain, arrange debate, order, separate, infer, and select
         v. Synthesis – create, rewrite, invent, generalize, combine, integrate, and compose
         vi. Evaluation – assess, convince, make arguments, conclude, decide, judge, and test
      e. Strategies to Encourage Higher Order Thinking Skills
         i. Multi-level materials

Development of this review sheet was made possible by funding from the US Department of Education through South Dakota’s EveryTeacher Teacher Quality Enhancement grant.
ii. Flexible grouping  
iii. Accept and celebrate diversity  
iv. Print-rich environment  
v. High expectations  
vi. Teacher as co-learner  
vii. Nurture risk-taking  

II. Development of Representation of Ideas  
   a. Mental Images – Visual Organizers  
   b. Drawing of Images  

III. Types of Representation Methods – Hundred Languages of Children  
   a. Social Dramatics  
      i. Creative movement and theatre  
      ii. Dramatic play  
      iii. Storytelling  
      iv. Puppetry  
   b. Art  
      i. Drawing  
      ii. Three dimension  
      iii. Textiles  
   c. Construction  
      i. Block building  
      ii. Woodworking  
   d. Music  
      i. Playing  
      ii. Song writing  
   e. Literacy  
      i. Writing stories  
      ii. Songs  
      iii. Cooking recipes  
   f. Science  
      i. Inventions  
      ii. Explorations  
   g. Memory Skills  
      i. Constructive memory  
         1. Inferring knowledge  
         2. Good indicator of remembering information  
      ii. Concept acquisition  
         1. Classification  
         2. Schema development  
   h. Memorization and Recall Appropriateness  
      a. Better strategy for older children rather than younger children  
      b. Appropriate situations  
         1. Remembering short bits of information  
         2. Groups of facts for ready recall  
   i. Types of Memorization and Recall  
      i. Mnemonics  

Development of this review sheet was made possible by funding from the US Department of Education through South Dakota’s EveryTeacher Teacher Quality Enhancement grant.
1. Sayings
2. Acronyms
3. Rhyming phrases
   ii. Visual organizers
      1. Venn diagrams
      2. Picture creations
      3. Webbing charts
      4. KWL charts

j. Facilitating Factual Recall
   i. Dialogue with documentation
   ii. Revisiting class discussion notes

Helpful websites include:
Teachers’ Network:  http://www.teachnet.org/ntol/howto/adjust/
Differentiated Instruction:  
http://www.frusd.k12.nj.us/rfcslibrarylab/di/differentiated_instruction.htm
Teachley’s Amazing Talking Brain:
http://www.ncwiseowl.org/kscope/TeacherHut/Teachley/index.html#