

Diverse Learners

Presented by Megg Thompson M.Ed. ECMPWTPCF

Certified Behavioral Consultant

Certified Life Coach working with children, adults and families

Founder and Filler of The eMpTy Toolbox

meggthompson.com

megg@meggthompson.com

603-706-3288

Definition of Play

Play is a self-selected and self-directed activity and will end when the sheer pleasure of doing it stops. Play is the only activity that unifies the whole person: mind, body, and spirit.

What do children need in their environment to learn best?

- Blocks, woodworking, outside
- Dramatic play, storytelling, creative messy
- Books, board games, writing
- Lego, science, math, puzzles

So how do we use what we know to support play?

- Uninterrupted time for dramatic play. 40-60 minutes
- How long does it take for children to be fully involved in play?
- Support different play themes
- Bring out the props! Fluid and open-ended
- Have the children help you plan
- Participate, participate, participate
- Observe play themes and GO!
- Provide open-ended materials
- Remember imagination when providing props
- Ask questions, lots and lots of questions!
- Watch out for the arbitrary rules

How do children show and accept love/care?
Because without love and care children can't learn!

- Touch
- Affirmation
- Gifts
- Service
- Quality Time

All the ways children learn:

Multiple Intelligences:

- Kinesthetic
- Linguistic
- Logical
- Interpersonal
- Intrapersonal
- Musical: can help in literacy. Active experience and meaningful engagement with sound to stimulate changes in the brain. Music training has a biological effect on children's developing nervous systems. It's more than...music is fun!
- Visual/spatial
- Naturalistic

Learning Styles/Modalities

1. Visual

- Print
- Picture

2. Auditory

- Listening
- Verbal

3. **Tactile-Kinesthetic**

- **Hands on**
- **Whole Body**
- **Sketching**
- **Writing**

Movement in Curriculum

6 Types of Movements: These movements are either alerting or calming.

- Oscillation – up and down
- Rotary – spinning/rolling
- Linear – back and forth
- Inverted – upside down
- Crashing – what it sounds like
- Heavy Work – pushing, pulling, lifting

Sharpen skills and memory

- Good visuals will reinforce auditory presentations.
- Some children will need additional wait-time/think-time/talk-time to process information.
- Provide manipulatives and models in instruction. Allow for touching the materials! Touching is essential for some children.
- Provide talk breaks to help with processing. It will aide in material comprehension and decrease classroom disruption.
- Remember to teach a lesson with each learning style and modality in mind.
- Use novelty and color in curriculum

What can we show parents we are teaching?

- Cause and effect: knocking down a tower
- Answering how and why questions
- Counting and one to one correspondence
- Social learning: peer interactions
- Listening and taking perspective: helps them grow out of egocentrism
- Self-regulation: foundation for learning!