

Adapting Instruction to Individuals

THAT school systems are alert to the individual needs of children is evidenced by the production of countless teaching guides which provide suggestions for the adjustment of teaching to individual differences.

Extra assignments, arrangement of work according to levels of difficulty, enrichment materials and instruction sheets are but a few of the methods suggested to adapt instruction to individuals in the various curriculum areas.

The following guides are illustrative of those which provide for individual differences:

► Kansas City Public Schools. *Crafts. Ninth Grade. Bulletin No. 78*, Kansas City, Missouri, 1950, 80 p.

Handcraft experiences with leather, plastics, metal and wood are included in this guide. Many sample projects with job assignments and instruction sheets to provide help in the development of individual projects are suggested.

► Board of Education, City of New York. *The Retarded Reader in the Junior High School. A Guide for Supervision and Teachers*. Bureau of Educational Research. Publication No. 31. New York City, New York, 1952, 126 p.

The problem of the retarded reader is discussed in Part One of this guide. Part Two emphasizes specific instructional methods and materials. Many examples of skill-type practice material to accompany and follow the teaching

of reading techniques are given in this second part. Reading and related areas also receive emphasis. Selected references for teachers and pupils comprise the appendix.

► Cleveland Heights Public Schools. *Instructional Guide for Teachers of Special Groups*. Cleveland Heights, Ohio, 1952, 27 p. (mimeographed)

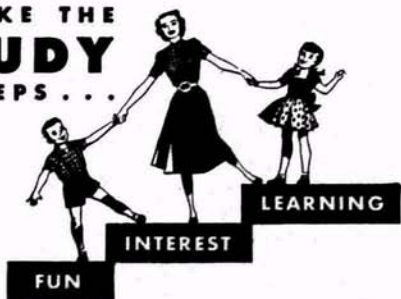
Teachers of special education for retarded pupils are advised to adjust materials and plan experiences suited to the needs of individual pupils and groups.

In addition to the curriculum experiences suggested in the areas of the social studies and the language arts, a brief outline of the curriculum for older boys in the areas of mathematics, language arts, science, art, shop and craft is included.

► New York State Education Department. *Tentative Syllabus and Teaching Suggestions for a Course in Office Practice*. Grades 11 and 12. Albany, New York, 1951, 139 p.

This syllabus was prepared to guide teachers in the development of their own office practice course. In addition to the units of instruction, the guide includes office practice, philosophy, methods of presenting the work and standards of achievement. Suggestions for individualizing instruction are the job-sheet method, the contract method, the demonstration method, the project method and individual case method.

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▶ Akron Public Schools. *Senior Problems—Twelfth Year*. Publication 96. Akron, Ohio, 1951, 106 p.

Sometimes a teacher's guide is developed to include required units as well as elective or optional units to provide for particular interests or contemporary situations. Such units are offered in this senior problems guide. Six required units and one optional unit are outlined in detail while topics for other elective units are suggested.

▶ Minnesota Department of Education. *A Guide for Instruction in Arithmetic*. Elementary School, Grades 1-8. Curriculum Bulletin No. 3. St. Paul 1, Minnesota, 1948, 133 p.

An arrangement of arithmetic learnings according to levels-of-difficulty is presented in chart form in one chapter of this guide to aid teachers in adapt-

ing instruction to individual differences.

Another chapter in the guide provides helpful supplementary materials for the more capable pupils at the upper levels of ability.

▶ Long Beach Public Schools. *A Guide to the Teaching of Reading in the Intermediate Grades*.¹ Long Beach 13, California, 1952, 97 p. (mimeographed)

The foreword of this guide states, "Today's attention to the individual needs and abilities of pupils provides a far more difficult and vastly more challenging activity for the teacher than the impersonal mechanical reading program of half a century ago."

Records, observations, conferences and interest inventories are suggested as sources of help to the teacher who is diagnosing individual reading needs of a class. Grouping suggestions and timing schedules are useful inclusions. A most helpful chapter discusses ways teachers can meet the needs of children who are accelerated or retarded in reading.

▶ Cincinnati Public Schools. *New Primary Manual*. Curriculum Bulletin 300, Cincinnati, Ohio, 1953, 446 p.

In a publication as complete as this with methods and materials of instruction for the primary level, it is to be expected that information concerning the provision for individual differences would be included.

The chapter on "Organizing the Program" contains a section dealing with the provision for individual differences. This section suggests techniques to be used for individualizing classroom instruction.

¹Not available from Long Beach Public Schools. Write Office of Curriculum Development, 715 Locust Avenue, Long Beach 13, California for list of *Selected Depositories and Exchange Centers* which contains Long Beach publications.

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