

Course Title: Aiding Students with Learning Disabilities**Instructors:** Donna Walker Tileston, Marilee Sprenger, Carol Mowen**Length:** 15 hours**Dates:** Rolling admissions**Prerequisites:** Bachelor Degree**Number of credits:** 1**Course Description:**

The typical classroom can be as diverse in learning disabilities and difficulties, as it can be in general learning differences. This course, founded on a systems approach, illustrates best practices for teaching all students. Teachers learn to identify basic brain functions and differences and to appreciate neurobiology's effects on learning. They study innovative strategies to facilitate the accommodation across the curriculum of attention disorders, emotional and behavioral disorders, autism, speech and language disorders, reading disorders, and learning disabilities.

Objectives:

1. Knowledge –at the end of this course, participants will understand:
 - How the cognitive system of the brain affects student learning,
 - The variety of learning disabilities that exist,
 - The difference between declarative and procedural knowledge, and
 - How behavioral problems affect learning.

2. Skills –after this course, participants will be able to develop:
 - Strategies to deal with students with emotional disorders and autism,
 - Effective strategies for helping students construct their knowledge,
 - Knowledge and strategies for creating patterns in the brain, and
 - Ideas that can help students complete tasks at high complexity levels.

3. Dispositions – after this course, a student will appreciate:
 - The effect of the emotions on the brain,
 - What it means for students to achieve automaticity, and
 - Windows of opportunity and when they open and close.

Units:

1. Brain Structure and Development
2. Brain-Compatible Teaching Principles
3. Wiring the Brain for Literacy
4. Special Education and the Brain: Part 1
5. Special Education and the Brain: Part 2
6. Emotional and Behavior Disorders
7. Autism
8. Learning Disabilities and Literacy

Instructor Overview:

Marilee Sprenger is a creative and compassionate educator who interprets and applies current brain research for classroom teacher at the elementary, middle school, high school, and university levels. As an independent consultant, her passion is brain-based teaching and best practices using brain research and differentiation. She also consults in the areas of learning styles, using music in the

classroom, teaming, multiple intelligences, emotional intelligence, and memory. She is affiliated with the American Academy of Neurology and is constantly updated on current research.

Donna Walker Tileston is the author of eighteen books published by Corwin Press. Her series of ten books, *What Every Teacher Should Know*, won the distinguished National Publishers Award in 2005. That series, as well as her book, *Ten Best Teaching Practices*, have been on Corwin’s best-seller list since they were introduced. As a teacher and administrator, Donna first used her research on the brain and learning to restructure a “failing school” and to help lead it to win statewide acclaim for high test scores and a low drop-out rate. That experience led to her first book and much of her work on helping struggling students. Donna is an international speaker who has delivered more than 600 workshops on a variety of topics including differentiation, diversity, technology, and brain research. She resides in Dallas, Texas where she writes full time and works with schools throughout the world to help all kids to be successful.

Dr. Carol Mowen is a summa cum laude graduate of The University of Michigan, Spring Arbor University, and Capella University. Since 1985, she has been a teacher in rural, suburban, and urban public schools. She is a national speaker with many published works in education. Currently, she designs and instructs university courses in literacy and educational leadership.

Methods of Instruction:

- *Video lectures and PowerPoint presentations*
- *Short answer quizzes*
- *Graded post assessments*
- *Final*

All steps listed under each topic must be completed to receive credit for the course. No partial credit will be given. Students must earn a minimum of 60% to pass the course.

Percentage of Course Credit

- Graded post assessments and short answer quizzes 40%
- Final Project 60%

KDS Rubric for GA courses (passing requirements: 60 points):

- A: 90 - 100 points
- B: 80
- C: 70 points
- D: 60 points
- F: Fewer than 60 points

Component	Unsatisfactory (10 points)	Basic (20 points)	Proficient (30 points)	Distinguished (40 points)
Critical thinking post-work	<u>Critical thinking post-work:</u>	<u>Critical thinking post-work:</u>	<u>Critical thinking post-work:</u>	<u>Critical thinking post-work:</u>

<p>And</p> <p>Short answer quizzes</p>	<p>0-40% correct</p> <p><u>Short answer quiz:</u></p> <p>-Participant included no content from the course in his or her responses</p> <p>-Participant did not address the questions posed</p>	<p>60% correct</p> <p><u>Short answer quiz:</u></p> <p>-Participant included some content from the course, usually appropriate, in his or her responses</p> <p>-Participant answered the questions directly, not always fully</p>	<p>80% correct</p> <p><u>Short answer quiz:</u></p> <p>-Participant included appropriate content from the course in his or her responses</p> <p>-Participant made thoughtful comments in direct response to the questions</p>	<p>100% correct</p> <p><u>Short answer quiz:</u></p> <p>-Participant provided rich detail from the content of the course in his or her responses</p> <p>-Participant made his or her responses to the questions personally meaningful</p>
<p>Final</p>	<p>Unsatisfactory (30 points)</p> <p><u>Requirements of Assignment:</u></p> <p>-The assignment is substantially incomplete</p> <p><u>Form:</u></p> <p>- Plentiful grammatical mistakes</p> <p>-Confusing content</p> <p>-Missing documentation of sources</p> <p><u>Content:</u></p> <p>-No main idea and/or main idea is irrelevant to the assignment</p> <p>-No apparent</p>	<p>Basic (40 points)</p> <p><u>Requirements of Assignment :</u></p> <p>-Many requirements met, but a few pieces are missing, while others are underdeveloped— e.g., missing reflection or rubric or scant reflection and vague rubric</p> <p><u>Form:</u></p> <p>-Distracting grammatical errors</p> <p>-Confusing content</p> <p>-Inconsistent or missing documentation of sources</p> <p><u>Content:</u></p> <p>-The main idea is not clear in the opening paragraph</p> <p>-Relevance to main idea of</p>	<p>Proficient (50 points)</p> <p><u>Requirements of Assignment:</u></p> <p>-Participant has fulfilled all the requirements of the assignment.</p> <p><u>Form:</u></p> <p>-Participant has written a solid essay or lesson plan, including appropriate detail and in an interesting style.</p> <p><u>Content:</u></p> <p>-Essay is organized around a thesis or main idea,</p> <p>-Paragraphs are</p>	<p>Distinguished (60 points)</p> <p><u>Requirements of Assignment:</u></p> <p>-All requirements gone beyond the requirements of the Assignment. e.g., inclusion of rubric, reflection, objective(s), etc.— whatever the directions indicate</p> <p><u>Form:</u></p> <p>-No grammatical errors</p> <p>-Eloquent expression</p> <p>-Proper citation of sources</p> <p><u>Content:</u></p> <p>-Essay is organized around a thesis or main idea</p> <p>-Paragraphs are organized around</p>

	<p>paragraph organization</p> <ul style="list-style-type: none"> -No supporting evidence for supporting ideas -No evidence in the lesson plan—in objectives, activities, or assessments—that the learner comprehends the course content 	<p>supporting paragraphs is not always clear</p> <ul style="list-style-type: none"> -Supporting ideas are only minimally illustrated by examples or quotes -The lesson plan does not show enough evidence that the learner understands the course content. Objectives and/or activities and/or assessments only vaguely apply to the course content 	<p>organized around ideas relevant to the main idea</p> <ul style="list-style-type: none"> -Supporting ideas are evident, and usually include illustrating examples and/or quotes -The lesson plan shows evidence of understanding of the course content in its objectives, activities, and/or assessments 	<p>ideas relevant to the main idea</p> <ul style="list-style-type: none"> -Supporting points are illustrated with examples and/or quotes -Lesson plan shows evidence of a deep understanding of course content and participant uses that understanding to create opportunities for students to authentically show what they have learned.
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