

Course Title: Inclusive Teaching for Aiding Students with Disabilities

Instructors: Donna Walker Tileston, Rosemary Planz

Length: 15 hours

Dates: Rolling admissions

Prerequisites: Bachelor Degree

Number of credits: 1

Course Description:

The emphasis of this course is on integrating effective instructional strategies and interventions for students with disabilities. Participants will become familiar with general characteristics of various learning disorders along with effective models of service delivery. The course emphasis is on inclusive teaching in the regular classroom with effective strategies for improved social skills, communication skills, motivational skills, and academic performance. Practical suggestions for what teachers and schools can do to engage students and increase their capacity to attend to learning are presented. Some of the suggestions offered include making learning fun and personally meaningful, setting goals and holding students accountable, using signals to curb excessive activity, setting clear expectations, breaking learning into reasonable chunks, providing choices, and using graphic organizers and other effective learning tools. Unbiased testing, culturally sensitive behavioral expectations, and pre-referral intervention strategies are explored that may prevent over-referrals to special education for culturally diverse and linguistically diverse students. Communication with parents, families, and relevant school personnel are explored along with access to community resources for students with disabilities and those at risk of failure. Teachers are provided with diagnostic tools, assessment tools, and effective classroom strategies based on current research for promoting academic achievement for all students. This course is delivered by experts in the field for the regular classroom teacher, the special education teacher, or administrators.

Objectives:

1. Knowledge –at the end of this course, the student will be able to understand the:
 - a. Types of learning disabilities and disorders,
 - b. Characteristics of students with Attention Deficit Disorder (ADD) and Attention Deficit Hyperactivity Disorder (ADHD), and
 - c. Strategies that can increase the ability of students to attend to and stay focused on learning.
2. Skills –after this course, a student will be able to develop:
 - a. Adaptations and instructional modifications for students with special needs, and those at risk of failure
 - b. The use of advanced organizers and other classroom accommodations to aid students with learning disabilities to explore and attack problems, and

- c. Motivational strategies to improve attention and memory for all types of learners through enrichment and brain-based strategies.
- 3. Dispositions – after this course, students will appreciate:
 - a. Models of service delivery for varied special needs,
 - b. General education classrooms and inclusive teaching, and
 - c. That some students with diverse learning needs are served under Section 504 of the Rehabilitation Act.

Session Topics (8):

Attention Disorders	Donna Walker Tileston
Attention Solutions	Donna Walker Tileston
Speech and Language Disorders	Donna Walker Tileston
Reading Disorders	Donna Walker Tileston
Learning Disabilities in Mathematics	Donna Walker Tileston
Individuals with Other Diverse Learning Needs	Rosemary Planz
Improving Classroom Behavior and Social Skills and Promoting Inclusion with Classroom Peers	Rosemary Planz
Enhancing Motivation and Affect Improving Attention and Memory	Rosemary Planz

Instructor Overview:

Rosemary Planz is currently retired from the Hicksville Public schools, Long Island, NY where she was the Assistant Superintendent for Curriculum and Instruction. Her experience includes teaching and supervising Special Education programs as well as teaching college courses for teachers to utilize a variety of strategies in the inclusive classroom.

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.

Methods of Instruction:

Methods of instruction will include

- Individual sections (8) (15 hours)
- Pre assessments (8)
- Graded post assessments (8)
- Video lectures (8) Polling questions - included in videos
- Study guides (8) (60 to 100 pages)
- Handouts
- Final Project

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 70% to pass the course.

Texts (included in program)

- Study guide provided in the program (200 pages)

Assignments

- Pre assignments (40)
- Post assignments (64)
- Final project (1)

Percentage of Course Credit

- Graded post assessments 70%
- Final Project 30%

Due dates of major assignments, projects, and examinations: Online self-running programs can be started and completed at participants’ own leisure within two months from the day they begin the course. Participants must complete and turn in the final within two weeks of completing the course.

Grading criteria/system and evaluation activities:

A course administrator will be reviewing students’ answers and providing feedback. Students will be evaluated on their creativity and ability to incorporate techniques from the lectures into examples, lesson plans, and the final project.

