

Course Title: Inclusive Teaching for Aiding Students with Disabilities

Instructor: Donna Walker Tileston

Length: 10 hours

Dates: Rolling admissions

Prerequisites: Bachelor Degree

Number of credits: 1 PLU

Course Description:

The emphasis of this course is on integrating effective instructional strategies and interventions for students with learning disabilities. Participants will become familiar with general characteristics of various learning disorders along with effective models of service delivery. The course emphasizes inclusive teaching in the regular classroom with effective strategies for improved reading, math, language, and attention skills designed to increase academic performance. Practical suggestions for what teachers and schools can do to engage students and increase their capacity to learn are presented. Some of the suggestions include making learning fun and personally meaningful, setting goals, holding kids accountable, using signals to curb excessive activity, setting clear expectations, breaking learning into reasonable chunks, providing choices, and using graphic organizers. This course is delivered by an industry expert and is designed 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 stay focused on learning.

2. Skills –after this course, a student will appreciate
 - 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, 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. strategies to recognize a variety of learning disorders.

Units:

1. . Attention Disorders
2. . Attention Solutions
3. . Speech and Language Disorders

4. . Reading Disorders
5. . Learning Disabilities in Mathematics

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:

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

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 65% to pass the course.

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Percentage of Course Credit

- Graded post assessments 70%
- Final Project 30%

KDS Rubric for GA courses (passing requirements: 65 points):

Component	Unsatisfactory (40 points)	Basic (50 points)	Proficient (60 points)	Distinguished (70 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>
And	0-40% correct	60% correct	80% correct	100% correct
Short answer quizzes	<u>Short answer quiz:</u> -Participant included no content from the course in his or her responses	<u>Short answer quiz:</u> -Participant included some content from the course, usually appropriate, in his	<u>Short answer quiz:</u> -Participant included appropriate content from the course in his or her	<u>Short answer quiz:</u> -Participant provided rich detail from the content of the course in his or her

	-Participant did not address the questions posed	or her responses -Participant answered the questions directly, not always fully	responses -Participant made thoughtful comments in direct response to the questions	responses -Participant made his or her responses to the questions personally meaningful
Final	Unsatisfactory (5 points) -Participant included no content from the course in his or her responses -Participant did not address the questions posed	Basic (10 points) -Participant included some content from the course, usually appropriate, in his or her responses -Participant answered the questions directly, not always fully	Proficient (20 points) -Participant included appropriate content from the course in his or her responses -Participant made thoughtful comments in direct response to the questions	Distinguished (30 points) -Participant provided rich detail from the content of the course in his or her responses -Participant made his or her responses to the questions personally meaningful