

Course Title: Inclusive Teaching for Aiding Students with Disabilities

Instructors: Donna Walker Tileston

Length: 10 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 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.

Topic Sessions (5):

• 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

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:
Credit
Percentage of Course

Methods of instruction will include

- | | |
|--------------------------------------|-------------|
| • Individual sections (5) (10 hours) | |
| • Pre assessments (5) | 5% |
| • Graded post assessments (5) | 20% |
| • Video lectures (5) | 35% |
| • Polling questions
videos | Included in |
| • Study guides (8) (60 to 100 pages) | |
| • Handouts | |
| • Projects | 40% |

Texts (included in program)

- Study guide provided in the program (100 - 200 pages)

Assignments

- Pre assignments (25)
- Post assignments (40)

Grading:

Grading Requirements include a Lesson Plan or Implementation Plan and a Guided Reflection.

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.

FINAL EXAM PROJECT: Develop a detailed Lesson Plan and Reflection Guide that assumes you have students with math, reading, language, or attention disorders. *Include the following:

1. Select a standard or learning objective from a specific content area.
2. Develop one or more activities that you will use to activate student's prior knowledge.
3. Create one or more cooperative learning activities that can be used to address the standard or learning objective.
4. Incorporate activities that allow for students to perform tasks successfully in a mixed-ability classroom
5. Describe one or more assessment measures that you will use to check for understanding. Create a rubric to provide a common framework of stated lesson objectives and student understanding.

What specific strategies did you include to address math, reading, language, or attention disorders? Incorporate anecdotal evidence and data to indicate that your lesson plan was successful or may need revision for future lessons. Discuss your experience in implementation of this lesson plan and the possible *pros and cons* of adapting the lesson for future classroom use.

*A KDS Lesson Plan and Reflection Guide are attached and should be followed to provide a comprehensive assessment of course objectives. *However, if you are unable to*

implement your Lesson Plan and Guided Reflection in an actual classroom, please project what anticipated outcomes would be.