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 disorder 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 engage students and increase their capacity to attend to learning are presented. Some of the suggestions she offered are; making learning fun and personally meaningful, setting goals and holding kids 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 tool. 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 administrator.

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 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 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.

**Topic Sessions (8):**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Presenter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attention Disorders</td>
<td>Donna Walker Tileston</td>
</tr>
<tr>
<td>Attention Solutions</td>
<td>Donna Walker Tileston</td>
</tr>
<tr>
<td>Speech and Language Disorders</td>
<td>Donna Walker Tileston</td>
</tr>
<tr>
<td>Reading Disorders</td>
<td>Donna Walker Tileston</td>
</tr>
<tr>
<td>Learning Disabilities in Mathematics</td>
<td>Donna Walker Tileston</td>
</tr>
<tr>
<td>Individuals with Other Diverse Learning Needs</td>
<td>Rosemary Planz</td>
</tr>
<tr>
<td>Improving Classroom Behavior and Social Skills and Promoting Inclusion with Classroom Peers</td>
<td>Rosemary Planz</td>
</tr>
<tr>
<td>Enhancing Motivation and Affect Improving Attention and Memory</td>
<td>Rosemary Planz</td>
</tr>
</tbody>
</table>

**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 state wide 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:  

<table>
<thead>
<tr>
<th>Percentage of Course</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Credit</strong></td>
</tr>
</tbody>
</table>

Methods of instruction will include
- Individual sections (8) (15 hours)
- Pre assessments (8) 5%
- Graded post assessments (8) 20%
- Video lectures (8) 35%
- Polling questions Included in videos
- Study guides (8) (60 to 100 pages)
- Handouts
- Projects 40%

Texts (included in program)
- Study guide provided in the program (200 pages)

Assignments
- Pre assignments (40)
- Post assignments (64)

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 specific learning disabilities. *Include the following:
1. Select a standard of 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.

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.*