



## LILIE, LLC Course Information

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**Title of Course (45 hours):** Instructional Needs of Neuro Diverse Students

### **Course Description:**

In embracing such unique attributes as the learning styles, cultures, and family dynamics of students. An exciting and new horizon is the undeniable benefits of also understanding an adapting to students' neurodiversity, a skill all teachers must embrace and flourish. Neurodiversity includes, but may not be limited to, learning disabilities, attention deficit hyperactivity disorder, autism, intellectual disabilities and emotional and behavioral disorders. Teacher's expertise in understanding how such neurodiversity impacts learning and development of the student can surely ensure a positive environment in which all can thrive in the classroom. This course will focus on the characteristics of the various neurodiversities, strategies for each that can be used to teach and progress students, the benefits of such strategies and exercises for the neurodiverse and neurotypical students as well as information and discussions on how to support the parents of such students.

### **Overall Course Objective and Expectation(s):**

- Define and understand neurodiversity.
- Examine the many abilities of the Learning Disabled student and how they benefit the class.
- Analyze the ADHD child.
- Appraise the uniqueness of Autism in the classroom
- Examine the positivity and might of the ID learner.
- Appraise the benefits the Emotional and Behavioral disordered youngster shares within the classroom setting.
- Evaluate the advantages of the Strength Based School that engages in positive practices for the neurodiverse student.
- Review what has been learned throughout the course and how this information will be useful and utilized in planning, instruction and assessment.

### **Course Instructional Materials:**

All courses maintain a fully developed and dynamic webpage that houses all resources, reference material and various other required informational texts, videos and alike that is both active and relevant to course objectives and content. Course web pages are routinely updated to reflect most current research and available readings therefore instructional materials used to teach course objectives are subject to change.

**Instructor Consultation and Interaction:**

Real time consultation and instruction is provided through the LILIE, LLC discussion boards for each course/classroom on a daily basis.

**Suggested Readings (*subject to change*):**

- Neurodiversity in the Classroom by Thomas Armstrong

**Proof of Course Completion:**

LILIE, LLC is committed to assuring that enrollees fully participate in and receive the educational benefits contemplated by the course. Enrollees must demonstrate participation by making detailed postings designed to foster dialogue among colleagues and instructors. These enrollee postings must be made four times each week in separate sessions. Enrollees will be required to submit a detailed log documenting at least 45 hours of course work, including discussion board posts, and will be required to apply information and strategies acquired from the course content to weekly classroom instruction. Attempts to falsify logs or discussion board entries will result in denial of credit and a report to the enrollee's employer.



## Scope & Sequence/Weekly Topics and Objectives

### *Week 1*

**Topic(s):** Introductions, course overview, understanding of neurodiversity and discussions of neurodiverse students.

**Objectives:** Participants will understand the definition of Neurodiversity. The causes and diagnosis process will be reviewed in addition to the historical and contemporary perspectives. Participants will have knowledge of their students and begin to understand why educators must focus on student's assets.

**Impact on Classroom Instruction:** This week will provide participants the foundation to understand Neurodiversity and its impact within the classroom setting and how it is changing. The mindset that is changing how we look at our students will be reviewed. We will look at children who are diagnosed with learning disabilities, ADHD, Autism, Intellectual disabilities and Emotional and Behavioral Disorders. After reading and discussing this material there will be a better understanding of the students and the difficulties that they will have within a classroom setting.

#### **Learner Outcomes:**

- Students will understand neurodiversity
- Students will become better versed in the various disabilities that are found within the classroom setting
- Students will begin to improve how they work with the neurodiverse student.
- Analyze the historical and contemporary perspectives and review how things have changed and what is necessary in today's classroom

#### **Assessment of Understanding and Learning/ Weekly Assignments (*including but not limited to posting requirements set forth by LILIE, LLC*):**

- Introduce self and respond to classmates' postings
- Post to the discussion board as outlined in the course expectations
- Post reactions to the assigned readings
- Share personal observations on the weeks topic(s)



## *Week II*

**Topic(s):** Examine the many abilities of the Learning Disabled student, analyze the ADHD child and appraise the uniqueness of Autism in the classroom

**Objectives:** We will recognize the benefits that the learning disabled, ADHD and Autistic child bring to our classroom setting. We will begin to incorporate our new understanding into our everyday teaching using strength based strategies.

**Impact on Classroom Instruction:** We will begin to create a more positive or neurodiverse learning environment for the children. We will recognize the positive side of the students with learning disabilities. We will learn how to cultivate the appropriate environments, positive niches for our children with ADHD. We will find the potential within our Autistic child and reap the benefits they add to our classroom. This will open discussions regarding attitudes, communication and interaction within your class environment and what you will need to adequately prepare you and your students for success within the learning environment. Participants will be provided with additional resources/tools to support them in teaching.

### **Learner Outcomes:**

- Understand the differences between your learners within the classroom
- Choose which resources would work within the classroom to work with your students
- Critique the attitudes, communication and interaction activities that were provided
- Modify your instruction based on your class or visiting a class that has neurodiverse students within it.

### **Assessment of Understanding and Learning/ Weekly Assignments (*including but not limited to posting requirements set forth by LILIE, LLC*):**

- After examining the definitions of the disabilities and the benefits of these children as students, summarize in your observations what you would need to change within your classroom setting.
- Share any positive experiences that you have had working with the neurodiverse student so that your colleagues hear first-hand experience.
- Upon reviewing the additional resources sites, discuss those you would find useful within your class and why.
- Visit a class, or within your own class conduct an observation of a neurodiverse student with the disabilities we have discussed and share what is currently being done to help the student meet their goals. Share this experience in a post.



### ***Week III***

**Topic(s):** Examine the positivity of the ID learner and appraise the benefits the Emotional and Behavioral disordered youngster provides within the classroom setting.

**Objectives:** We will recognize the benefits that the ID learner and the Emotional and Behavioral Disordered child bring to our classroom setting. We will continue to incorporate our new understanding into our everyday teaching.

**Impact on Classroom Instruction:** We will continue to create a more positive learning environment for the children. We will recognize the positive side of the students with ID. We will find the potential with Emotional and Behavioral learner and the positives they add to our classroom. This will further discussions regarding attitudes, communication and interaction within your class environment. Teachers will continue to increase their strength based strategies with the classroom. Participants will be provided with additional resources/tools to support them in teaching.

#### **Learner Outcomes:**

- Increase your understanding of the differences between your learners within the classroom
- Choose which resources would work within the classroom to work with your students
- Critique the attitudes, communication and interaction activities that were provided
- Modify your instruction based on your class or visiting a class that has neurodiverse students within it.
- Increase the strength based strategies within the classroom

#### **Assessment of Understanding and Learning/ Weekly Assignments (*including but not limited to posting requirements set forth by LILIE, LLC*):**

- After examining the added definitions for the disabilities and the benefits of these children as students, summarize your observations in what you would need to change within your classroom setting.
- Continue to share any positive experiences that you have had working with the newly defined neurodiverse students so that your colleagues hear additional information.
- Critique what you are now familiar with and share the new strategies that are working for you.
- Continue to modify instruction and assess the new strategies.



### *Week IV*

**Topic(s):** The strength based school and the positive practices for the neurodiverse student.

**Objectives:** The practices of the strength-based school and its positive effects will be reviewed. We will continue to analyze how to identify a child's strengths to enhance the strategies that are utilized. We will discuss how to use this information for an IEP meeting.

**Impact on Classroom Instruction:** We will continue to explore the strength based school and its strategies and how to implement them into our classrooms. The teachers for this class will use the Neurodiversity checklist for at least one student and share the outcomes in a post.

#### **Learner Outcomes:**

- Continue to increase the understanding of the neurodiverse student and their strengths
- Increase the use of strength based strategies.
- Discuss and share a positive outcome of this class and its teachings.

**Assessment of Understanding and Learning/ Weekly Assignments (*including but not limited to posting requirements set forth by LILIE, LLC*):**

- Submit a copy of the neurodiversity checklist
- Share the outcome of one of the students you have been working with via case study