



## LILIE, LLC Course Information

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**Title of Course (45 hours):** Instructional Strategies for Special Education

**Course Description:** This course is designed for both the regular education teacher and the special education teacher. Participants will focus on how to provide brain based instruction for students with learning disabilities in the regular education and special education classroom. Teachers will learn how to plan for their instruction to provide for cognitive strategy instruction allowing students with special needs the opportunity to “learn how to learn”. In addition, behavior modification strategies that work to limit student frustration and increase participation and motivation will be addressed. Overall, participants will exit the course with a better understanding of how to create and modify lessons with their special education students in mind.

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

- Define and explore the importance of understanding brain-based instruction for students with learning disabilities in the regular education and special education classroom
- Analyze how to instruct and provide cognitive strategy instruction so all children can “learn how to learn”
- Promote the awareness of the teacher’s role in the education of the special education child
- Explore behavior modification strategies to limit frustration and increase participation and motivation
- Learn how to create and modify lessons with the special education students in mind.

### **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):**

1. Instruction for all Students by Paula Rutherford
2. Why Didn't I Learn This in College by Paula Rutherford
3. Neurodiversity by Thomas Armstrong
4. The Multiple Intelligences of Reading and Writing: Making the Words come Alive by Thomas Armstrong
5. Seven Simple Secrets: What the Best Teachers Know and Do by Annette Breaux and Todd Whitaker
6. Pre-Referral Intervention Manual by Stephen B, McCarney and Kathy Cummins Wunderlich

### **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):** Define and explore the importance of understanding brain-based instruction for students with learning disabilities in the regular education and special education classroom

- Analyze how to instruct and provide cognitive strategy instruction so all children can “learn how to learn”
- Promote the awareness of the teacher’s role in the education of the special education child
- Explore behavior modification strategies to limit frustration and increase participation and motivation
- Learn how to create and modify lessons with the special education students in mind.

#### **Objectives:**

This week we will learn about the multiple intelligences that our students display within our classrooms so we understand how children learn differently and how we can work with them. We will then read on brain functioning for a more in depth look into your student’s brains and learning. We will review effective practices teachers do in their classroom every day and will share the best and practical ways that your classroom should be set up for best student learning. Rules and procedures for your classroom and well as good practices for bell to bell teaching will be explored.

**Impact on Classroom Instruction:** Teachers will learn about brain functions as well as multiple intelligences, which will help them to help their students. Teachers will learn about positive classroom function and how to set up their classroom. Teachers will learn ways to set up their classes for general education and regular education students.

#### **Learner Outcomes:**

Participants will learn about brain-based instruction as well as multiple intelligences, which will help them to help their students. Participants will learn about positive classroom function and how to set up their classrooms. They will learn ways to set up their classes for general education and special education students.

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

Personal Introduction: Post a brief introduction. Please tell us your name, where you work, what you do, how long you have been there and any experiences with working with special education children.

Read the information on Multiple Intelligences and brain functioning.

The Theory of Multiple Intelligences: A Brief Primer; an article from The Multiple Intelligences of Reading and Writing by: Thomas Armstrong.

<http://www.tecweb.org/styles/gardner.html>

<https://www.verywell.com/gardners-theory-of-multiple-intelligences-2795161>

<http://www.apa.org/education/k12/brain-function.aspx>

[http://www.ninds.nih.gov/disorders/brain\\_basics/know\\_your\\_brain.htm](http://www.ninds.nih.gov/disorders/brain_basics/know_your_brain.htm)

Examine the reading, writing and spelling programs being used in your own educational setting and note which intelligences (besides linguistic) are being addressed in them. Share what you find.

Read the following information on how a classroom should be set up to help our children learn best, or what an effective classroom looks like, the difference between rules and procedures and how to establish them and the overall secret to classroom management.

Chapter 2 in Seven Simple Secrets by: Annette Breaux and Todd Whitaker

<http://documents.routledge-interactive.s3.amazonaws.com/9781138013735/Bonus7-4.pdf>

<http://georgecouros.ca/blog/archives/3586>

[http://blogs.edweek.org/teachers/teaching\\_now/2015/04/what-does-your-classroom-look-like-design-matters-say-researchers.html](http://blogs.edweek.org/teachers/teaching_now/2015/04/what-does-your-classroom-look-like-design-matters-say-researchers.html)

<http://www.scholastic.com/teachers/article/easy-guide-setting-your-grade-k-5-classroom?pImages=y&x=40&y=13>

How is your classroom set up? Is it conducive to learning? What from the readings could you incorporate into your classroom to enhance learning?

What rules do you have in your classroom? How were they established? How effective are your classroom rules and procedures? How could you improve them from what you have learned so far.

## ***Week II***

### **Topic(s):**

- Participants will learn effective teaching strategies that can be used in the classroom daily.
- Participants will discuss learning strategies for their learning disabled students and how students can benefit from them.
- Participants will understand different strategies such as literacy, reading and spelling strategies, which are geared to using in the classroom.

**Objectives:** This week we will look at effective teaching strategies that can be used within the classroom setting daily. We will discuss and provide learning strategies for our learning disabled students. Our readings will help you teach students how to benefit from the strategies and use them. We will learn about strategies that reveal the importance and relevance of instruction for language students. Incorporating a new approach is not an easy task but this instruction will enable both you and your students to establish a learner-center environment in the classroom. Your classrooms can be a learner-centered environment and once the strategies are incorporated, all students will benefit from the instruction. Various websites with ready to use strategies as well as cognitive based strategies will be discussed so you will know which student needs which strategies and how to use them. The end of this week will be geared towards literacy, spelling and reading strategies that are geared to using in the classroom.

### **Impact on Classroom Instruction:**

Participants will be able to take the strategies learned and use them within their classrooms. Participants will walk away with knowledge of effective teaching strategies that they can use in their classroom daily. Participants will gain learning strategies and how their learning-disabled students can benefit from them. Participants will also learn about literacy, reading and spelling strategies that are geared to be used within the classroom.

### **Learner Outcomes:**

Participants will be able to take the strategies learned and use them within their classrooms. Participants will walk away with knowledge of effective teaching strategies that they can use in their classroom daily. They will gain learning strategies and learn how their learning-disabled students can benefit from them. Participants will also learn about literacy, reading and spelling strategies that are geared to be used within the classroom.

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

[http://www.adlit.org/pdfs/articles/19844\\_aid3.pdf](http://www.adlit.org/pdfs/articles/19844_aid3.pdf)

<http://cehs.unl.edu/secd/teaching-strategies/>

<http://nclrc.org/sailing/chapter2.html>

Which of these teaching strategies have you been using? From what you just read, which teaching strategies do you feel that you will incorporate into your classroom?

<http://www.edutopia.org/blog/5-highly-effective-teaching-practices-rebecca-alber>

<https://feaweb.org/brain-based-learning-strategies>

[http://www.handyhandouts.com/viewHandout.aspx?hh\\_number=279](http://www.handyhandouts.com/viewHandout.aspx?hh_number=279)

[http://education.ky.gov/curriculum/standards/teachtools/Pages/Characteristics-of-Highly-Effective-Teaching-and-Learning-\(CHETL\).aspx](http://education.ky.gov/curriculum/standards/teachtools/Pages/Characteristics-of-Highly-Effective-Teaching-and-Learning-(CHETL).aspx)

<http://ldaamerica.org/educators/>

After reading the articles, we realize that physical education, recess and movement are as critical to learning as are many other things, such as strategies and effective teaching practices. Suggest several

ways to increase the amount of movement that we can have in our school day. Share what you learned about Brain-Based education and how it will benefit your students.

<http://www.studentguide.org/effective-learning-strategies/>

[http://www.specialconnections.ku.edu/?q=instruction/cognitive\\_strategies](http://www.specialconnections.ku.edu/?q=instruction/cognitive_strategies)

[http://s3.amazonaws.com/cmi-teaching-ld/alerts/21/uploaded\\_files/original\\_Alert19.pdf?1331403099](http://s3.amazonaws.com/cmi-teaching-ld/alerts/21/uploaded_files/original_Alert19.pdf?1331403099)

<http://cehs.unl.edu/csi>

[http://www.pealcenter.org/images/PEAL-S4Success\\_20pg\\_web\\_version.pdf](http://www.pealcenter.org/images/PEAL-S4Success_20pg_web_version.pdf)

<http://www.learningunlimitedllc.com/2014/01/infographic-marzanos-9-effective-instructional-strategies/>

Cognitive strategy instruction is an effective way of improving academic performance for children with learning disabilities. These sites provided shared lesson plans and strategies for teaching reading, writing and study skills. Which of the strategies do you feel will work in your classroom and which do you feel will not work? Share why.

<http://trevorcairney.blogspot.com/2011/03/eight-strategies-to-help-children.html>

<http://www.adlit.org/article/19844/www.k12reader.com/effective-strategies-for-teaching-vocabulary/>

[https://www.engageny.org/sites/default/files/resource/attachments/appendix\\_protocols\\_and\\_resources.pdf](https://www.engageny.org/sites/default/files/resource/attachments/appendix_protocols_and_resources.pdf)

<http://www.readingrockets.org/strategies>

<http://www.readingrockets.org/article/what-are-classrooms-students-learning-disabilities>

<Http://www.k12reader.com/effective-strategies-for-teaching-vocabulary/>

If every student is to learn and make their best progress in the classroom, then they will all need somewhat different amounts and different ingredients. Learning and progress are the goals that your students need to buy into. From all that you have learned so far, which of the strategies will you use and how will you re-invent your classroom to have all of you children making their best progress?



### ***Week III***

#### **Topic(s):**

- Participants will learn research-based strategies that can be used in an inclusive classroom.
- Participants will learn math strategies, which are effective within general education and special education classrooms.
- Participants will learn about a teaching model, which can increase the success of students who are at risk for a learning disability or students who are just struggling.
- Participants will also learn class wide peer tutoring and behavioral strategies that can help them in their classrooms.

#### **Objectives:**

Today's teachers are asked to educate all students using researched-based strategies in inclusive classrooms. This week we will be reviewing researched based instructional strategies and a teaching model which can increase the success of students who are at risk for a learning disability or just struggling. We will explore math strategies for learning math facts, class wide peer tutoring, behavioral strategies with self-monitoring charts and we will review effective teaching strategies, where you are provided with the strategy, evidence of completion and the resources that are needed to complete all of this.

#### **Impact on Classroom Instruction:**

Participants will learn research-based strategies that can be used in an inclusive classroom. Participants will also learn about math strategies that can be applied to general education and special education classrooms. Participants will be able to apply a teaching model to their classes, which can increase the success of students. They will also bring class wide peer tutoring and behavioral strategies to their classes.

#### **Learner Outcomes:**

**Participants will learn research-based strategies that can be used in an inclusive classroom. They will also learn about math strategies that can be applied to general education and special education classrooms. Participants will be able to apply a teaching model to their classes, which can increase the success of students. They will also bring class wide peer tutoring and behavioral strategies to their classes.**

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

<http://hanlonmath.com/pdfFiles/244StrategiesforFactsBH.pdf>

<http://www.priceless-teaching-strategies.com/math-teaching-strategies.html>

<http://math.about.com/od/multiplication/a/Multiplication-Tricks.htm>

<https://www.bing.com/videos/search?q=tricks+to+learn+the+multiplication+facts&view=detail&mid=44F7BD9E2CBF0ECCF04344F7BD9E2CBF0ECCF043&FORM=VIRE>

<https://www.bing.com/videos/search?q=tricks+to+learn+the+multiplication+facts&view=detail&mid=AB757CC1D460F9179683AB757CC1D460F9179683&FORM=VIRE>

<https://www.bing.com/videos/search?q=How+to+Easily+Learn+Multiplication&&view=detail&mid=3C69B252E500DA5302993C69B252E500DA530299&FORM=VRDGAR>

Many children have difficulty with math, so having some math strategies in your toolbox for them can be very helpful. Which of these are already in your toolbox? Which will you be adding and why?

<http://commons.emich.edu/cgi/viewcontent.cgi?article=1251&context=honors>

Have you ever used peer tutoring in your class? Explain if you found it useful or not and why? Share one of your stories about using this strategy. If you haven't used this strategy share a student that you could try it with and which of his classmates would be doing the tutoring.

<http://files.eric.ed.gov/fulltext/ED497756.pdf>

After reading through the Louisiana Teacher Assistance and Assessment Program for Strategies for Effective Teaching, what valuable information did you find in this document that you could take to your classroom today?

For your fourth assignment, please look at a student's IEP in your building. What strategies, modifications and accommodations are on that IEP? Speak to the classroom teacher about that student and learn about who the child is as a learner and how his/her classroom and testing modifications and accommodations are benefitting the child and why?



## ***Week IV***

### **Topic(s):**

- Participants will learn behavior modification and management, and behavioral strategies that can be used within the classroom.
- Participants will learn classroom management and school-wide positive behavioral systems that work in the classes.
- Participants will learn about small group interventions and intensive individualized behavioral interventions that they can bring to their classrooms to help students.
- Participants will learn about the New York State testing modifications.
- Our objective is to limit student frustration and increase participation and motivation. This will be done by, decreasing behavioral problems and providing testing modifications for our special education students.

### **Objectives:**

This week we will look at behavior modification, behavioral strategies, behavior management, and classroom management. We will then delve into school-wide positive behavioral systems, classroom management, small group interventions and intensive individualized behavioral interventions. We will end our week looking at and reviewing NYS testing modifications. Our objective is to limit student frustration and increase participation and motivation. That will be done by decreasing behavioral problems and providing testing modifications for our special education students.

### **Impact on Classroom Instruction:**

Participants will be able to apply a lot of new information to their classrooms. Participants will learn behavior modifications and behavioral strategies that can be applied within the classroom. Participants will learn small group interventions and intensive individualized behavioral interventions that will help students in general education and special education classrooms. New York State testing modifications will be discussed and at the end of the course, teachers will be able to apply them to classroom practice.

### **Learner Outcomes:**

**Participants will be able to apply a lot of new information to their classrooms. Participants will learn behavior modifications and behavioral strategies that can be applied within the classroom. Participants will learn small group interventions and intensive individualized behavioral interventions that will help students in general education and special education classrooms. New York State testing modifications will be discussed and at the end of the course, they will be able to apply them to classroom practice.**

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

Please read the following:

<http://www.greatschools.org/gk/articles/accommodations-iep/>

<http://www.interventioncentral.org/behavioral-interventions/challenging-students/behavior-contracts>

<http://www.1donline.org/article/6030>  
<http://www.interventioncentral.org/behavioral-intervention-modification>  
<https://www.teachervision.com/classroom-discipline/resource/5806.html>  
<http://www.cms.k12.nc.us/cmsdepartments/PBIS/Pages/default.aspx>  
[http://www.autismspeaks.org/sites/default/files/section\\_5.pdf](http://www.autismspeaks.org/sites/default/files/section_5.pdf)  
Scan article from Seven Simple secrets Chapter 6

The first two assignments are from these readings. Discuss the different behavioral strategies that you have used in your classroom. Which ones have worked and which ones have not been as useful? The second assignment is to share what are new behavioral strategies that you have read about that you want to try in your class? Try implementing one of them starting today.

<http://www.p12.nysed.gov/specialed/techassist/behaviorOI-May2014.htm>  
<http://www.p12.nysed.gov/specialed/techassist/OI-smallgroup.htm>  
<http://www.p12.nysed.gov/specialed/techassist/OI-intensive.htm>

Please read these articles and share your thoughts on the various behavioral systems that can be utilized within the school setting. Have you ever used any of them? If so please share the results.

NYS testing modifications

<http://www.p12.nysed.gov/specialed/publications/policy/testaccess/policyguide.htm>

Which testing modifications have worked for your students? Which have not? Have you ever seen this document before?