



## LILIE, LLC Course Information

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*\*More detailed course curriculum, including graduate level, alignment with standards, culturally responsive practices, assessments and resources, can be provided upon request*

### **Title of Course:** Creating A Successful Classroom for Children With Disabilities

**Course Description:** Students of all abilities and backgrounds want classrooms that are inclusive and convey respect. For those students with disabilities, the classroom setting may present certain challenges that need accommodation and consideration. This course will focus on the various types of disabilities, how each disability may impact student learning, the accommodating classroom environment, accessing resources, and explore ways to use this information to better meet the needs of our developing students.

### **Instructor Consultation and Interaction**

The course is an asynchronous online course that is available for instructor and student participation 24/7. The four-week duration of the class is broken down into four weekly sections each comprised of lecture in the form of instructor created articles and content, web links to academic and professionally reviewed articles in the discipline of general education, and instructor created discussion questions which are, in and of themselves, formative assessments to determine the extent to which the enrollees have comprehended and mastered the skills and information and begun to apply it to their personal teaching practices. The answers to these questions are the basis for the class interaction, as enrollees are required to respond to each other within the classroom.

### **Proof of Course Completion**

LILIE, LLC is committed to assuring that enrollees fully participate in and receive the educational benefits provided by the course. Enrollees must demonstrate participation by making detailed postings designed to foster dialogue among colleagues and instructor that reflect the content, skills/ strategies learned and assessments covered in course. These enrollee postings must be made six times each week, in separate sessions, and including a minimum of 4 academic posts and at least 2 peer-peer comments of others' postings and possible shared assignments. Enrollees are required to submit a detailed reflective feedback n in combination with the archived work. Attempts to falsify record or discussion board entries will result in denial of credit and a report to the enrollee's employer.



**Scope & Sequence/Weekly Topics and Objectives**

**Session I**

<p><b>Objectives</b></p>	<p>Educators will:</p> <ul style="list-style-type: none"> <li>• examine the various physical disabilities.</li> <li>• examine the causes and various levels of hearing loss.</li> <li>• explore the various types of vision and eye disorders.</li> <li>• examine the various chronic health disorders.</li> <li>• examine the various mobility disabilities.</li> </ul>
<p><b>Topics</b></p>	<ul style="list-style-type: none"> <li>• Hearing loss</li> <li>• Low vision or blindness</li> <li>• Mobility disabilities</li> <li>• Chronic health disorders, such as epilepsy, Crohn’s disease, arthritis, cancer, diabetes, migraine headaches, or multiple sclerosis</li> </ul>
<p><b>Application to Instruction &amp; Student Learning</b></p>	<p>Educators will gain insight of how physical disabilities in adolescence can impact learning. Educators will promote a dialogue amongst all students in the classroom to include diverse perspectives as well as connections to “real-world” experiences regarding physical disabilities during adolescence.</p> <p>The opportunity to discuss, evaluate and reflect, to shape the way one can best use the skills, strategies and information learned in the course are an integral part of the course. The daily postings between participants and the instructor through the discussion board, encouragement to share knowledge and ideas with the participants’ own collegial circles at school, implementation of such with the own students and report findings to instructor and other participants ensures, through a variety of opportunities, that what is learned and then applied can have a direct, timely and meaningful impact on student learning within each of the participants experiences with students whether it be in the classroom, counseling, or other resources.</p> <p>Educators will gain insight of how physical disabilities in adolescence can impact learning. Educators will become familiar with emotional and psychological disabilities, and why this knowledge is such a vital part of the educational process, while exploring a variety of strategies in prevention to improve student success. Once Educators are comfortable with such pertinent topics, their competence in the classroom will increase. Educators will enhance their ability to recognize physical disabilities that may affect individual students in their classrooms.</p>

	By identifying the different types of physical disabilities, educators will address and support the learning needs of their students – this will allow for specific differentiated instruction that will help students become more
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**Session II**

<b>Objectives</b>	<p>Educators will:</p> <ul style="list-style-type: none"> <li>• examine the various learning disabilities and how they impact learning.</li> <li>• examine how ADD and ADHD impact learning</li> <li>• examine how dyslexia and dyscalculia impact learning.</li> <li>• examine how psychological and psychiatric disorders impact learning.</li> <li>• examine how depressive disorders impact learning.</li> <li>• examine how anxiety disorders impact learning.</li> <li>• examine how Post Traumatic Stress disorder impacts learning.</li> <li>• examine how Oppositional Defiant Disorder disorders impacts learning.</li> </ul>
<b>Topics</b>	<ul style="list-style-type: none"> <li>• Learning disabilities</li> <li>• Attention-Deficit Hyperactivity Disorder</li> <li>• Dyslexia</li> <li>• Dyscalculia</li> <li>• Psychological or psychiatric disabilities</li> <li>• Anxiety Disorders</li> <li>• Depressive disorders</li> <li>• Post-Traumatic Stress Disorder (PTSD)</li> <li>• Oppositional Defiant Disorder (ODD)</li> </ul>
<b>Application to Instruction &amp; Student Learning</b>	<p>Teachers will gain insight of how mental disabilities in adolescence can impact learning. Teachers will promote a dialogue amongst all students in the classroom to include diverse perspectives as well as connections to “real-world” experiences regarding mental disabilities during adolescence.</p> <p>The opportunity to discuss, evaluate and reflect, to shape the way one can best use the skills, strategies and information learned in the course are an integral part of the course. The daily postings between participants and the instructor through the discussion board, encouragement to share knowledge and ideas with the participants’ own collegial circles at school, implementation of such with the own students and report findings to instructor and other participants ensures, through a variety of opportunities, that what is learned and then applied can have a direct, timely and meaningful impact on student learning within each of the participants experiences with students whether it be in the classroom, counseling, or other resources.</p> <p>Teachers will gain insight of how emotional and psychological disabilities in adolescence can impact learning. Teachers will become familiar with emotional and psychological disabilities, and why this knowledge is such a vital part of the educational process, while exploring a variety of strategies in prevention to improve student success. Once teachers are comfortable with such pertinent topics, their competence in the classroom will</p>

	<p>increase. Educators will enhance their ability to recognize emotional and psychological that may affect individual students in their classrooms.</p> <p>By identifying the different types of emotional and psychological disabilities, educators will address and support the learning needs of their students – this will allow for specific differentiated instruction that will help students become more successful in all classes. Educators will learn how to identify characteristics of a student that has an emotional or psychological disability and how to ascertain appropriate resources for particular students with these issues. Educators will also involve the student in the process of how to create a successful classroom for their own optimal academic achievement.</p>
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**Session III**

<p><b>Objectives</b></p>	<p>Educators will</p> <ul style="list-style-type: none"> <li>• examine the various developmental disabilities.</li> <li>• examine how Asperger’s disorder impacts learning.</li> <li>• examine how PDD impacts learning.</li> <li>• examine how Retts syndrome impacts learning.</li> <li>• examine how Autism spectrum disorders impact learning.</li> <li>• examine how childhood disintegrative disorders impact learning.</li> <li>• select and review a film that pertains to childhood disabilities.</li> </ul>
<p><b>Topics</b></p>	<ul style="list-style-type: none"> <li>• Developmental disabilities</li> <li>• Asperger’s disorder</li> <li>• PDD</li> <li>• Autism Spectrum Disorders</li> <li>• Retts syndrome</li> <li>• Film Selection and review</li> </ul>
<p><b>Application to Instruction &amp; Student Learning</b></p>	<p>Educators will promote a dialogue amongst all students in the classroom to include diverse perspectives as well as connections to “real-world” experiences regarding developmental disabilities during adolescence</p> <p>The opportunity to discuss, evaluate and reflect, to shape the way one can best use the skills, strategies and information learned in the course are an integral part of the course. The daily postings between participants and the instructor through the discussion board, encouragement to share knowledge and ideas with the participants’ own collegial circles at school, implementation of such with the own students and report findings to instructor and other participants ensures, through a variety of opportunities, that what is learned and then applied can have a direct, timely and meaningful impact on student learning within each of the participants experiences with students whether it be in the classroom, counseling, or other resources.</p>

	<p>Educators will gain insight of how the various types of developmental disabilities in adolescence can impact learning. Educators will become familiar with the various types of developmental disabilities, and why this knowledge is such a vital part of the educational process, while exploring a variety of strategies in prevention to improve student success. Once educators are comfortable with such pertinent topics, their competence in the classroom will increase. Educators will enhance their ability to identify causes and types of developmental disorders that may affect individual students in their classrooms.</p> <p>By identifying the different types of developmental disorders, educators will address and support the learning needs of their students – this will allow for specific differentiated instruction that will help students become more successful in all classes. Educators will learn how to identify characteristics of a student that has a developmental disorder and how to ascertain appropriate resources for particular students with these issues. Educators will also involve the student in the process of how to create a successful classroom for their own optimal academic achievement.</p>
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**Session IV**

<p><b>Objectives</b></p>	<p>Educators will</p> <ul style="list-style-type: none"> <li>• examine and discuss the TED TALK on Developmental Disorders.</li> <li>• examine the role of the teacher in creating a successful classroom for children with disabilities.</li> <li>• develop strategies to create a successful classroom for children with disabilities.</li> <li>• develop a novel review of a book that pertains to a child with a disability.</li> </ul>
<p><b>Topics</b></p>	<ul style="list-style-type: none"> <li>• TED TALK Developmental disorders</li> <li>• Role of the Teacher</li> <li>• Creating a Successful Classroom for Children with disabilities.</li> <li>• YA Novel Review</li> </ul>
<p><b>Application to Instruction &amp; Student Learning</b></p>	<p>Educators will gain insight of how to develop strategies to create a successful classroom for children with disabilities. Educators will promote a dialogue amongst all students in the classroom to include diverse perspectives as well as connections to “real-world” experiences regarding various disabilities during adolescence.</p> <p>The opportunity to discuss, evaluate and reflect, to shape the way one can best use the skills, strategies and information learned in the course are an integral part of the course. The daily postings between participants and the instructor through the discussion board, encouragement to share knowledge and ideas with the participants’ own collegial circles at school, implementation of such with the own students and report findings to instructor and other participants ensures, through a variety of opportunities, that what is learned and then applied can have a direct, timely and meaningful impact on student learning within each of the participants experiences with students whether it be in the classroom, counseling, or other resources.</p>

	<p>Educators will gain insight of what strategies they will incorporate into their classroom to aid in the creation of a successful classroom for children with disabilities and how it can impact learning. Educators will become familiar with the various strategies to create a successful classroom for children with disabilities and why this knowledge is such a vital part of the educational process, while exploring a variety of strategies in prevention to improve student success. Once educators are comfortable with such pertinent topics, their competence in the classroom will increase. Educators will enhance their ability to create a successful classroom for children with disabilities that may affect individual students in their classrooms.</p> <p>By creating a successful classroom for children with disabilities, educators will address and support the learning needs of their students – this will allow for specific differentiated instruction that will help students become more successful in all classes. Educators will learn how to create a successful classroom for children with disabilities and how to ascertain appropriate resources for particular students with these issues. Educators will also involve the student in the process of how to create a successful classroom for their own optimal academic achievement.</p>
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