



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: Instructional Needs of Neurodiverse Students

Course Description: An exciting and new horizon is the undeniable benefit of also understanding and adapting to students' neurodiversity. This is a skill all teachers must embrace and flourish in. Neurodiversity includes, but is not limited to: Learning Disabilities (LD), Attention Deficit Hyperactivity Disorder (ADHD), Autism, Intellectual Disabilities (ID), and Emotional and Behavioral Disorders. Teachers' 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 both the neurodiverse and neurotypical students as well as information and discussions on how to support the parents of such 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 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

Objectives	Participants will be able to: <ul style="list-style-type: none"> • Understand Neurodiversity • Become better versed in the various disabilities that are found within the classroom setting • 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 • Examine the setting/instructional outcomes and the suitability for the diverse students • Reflect on their teaching and the use for future teaching
Topics	<ul style="list-style-type: none"> • Discuss what neurodiversity is • The historical and contemporary perspectives • Various disabilities that can be found within the classroom setting • Respond to peers
Application to Instruction & Student Learning	<ul style="list-style-type: none"> • Introduce self and respond to classmates' postings • Post to the discussion board as outlined in the course expectations • Discuss how critical consciousness can be used in a classroom setting with various disabilities. • Post reactions to the assigned readings • Share personal observations on the weeks topic(s)

Session II

Objectives	<p>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 Attention Deficit Hyperactivity Disorder. 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. They will learn how to design coherent instruction using a child's strengths and appropriate learning activities and instructional materials. They will communicate with the families and find out information about the individual students and have the parents be engaged in the instruction of the child. Organizing of the physical space, such as furniture and the use of the physical resources will be discussed. In order to engage our students in learning, the participants of the class will be instructed on how to group their students. Flexibility and lesson adjustment will be reviewed for these students.</p>
Topics	<ul style="list-style-type: none"> • We will recognize the benefits that the learning disabled, Attention Deficit Hyperactivity Disorder (ADHD) and Autistic child bring to our classroom setting. • Understand different learners

	<ul style="list-style-type: none"> • We will begin to incorporate our new understanding into our everyday teaching using strength-based strategies. • Midterm • Respond to Peers
Application to Instruction & Student Learning	<p>Participants will be able to:</p> <ul style="list-style-type: none"> • Understand the differences between your learners within the classroom and how critical consciousness may help you with your students. • 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

Session III

Objectives	<p>We will continue to create a more positive learning environment for the children. We will recognize the positive side of the students with Intellectual Disabilities. 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. Educators will continue to increase their strength-based strategies with the classroom. Participants will be provided with additional resources/tools to support them in teaching as to better engage their neurodiverse learners. Expectations will be set for the Intellectual and Emotional and Behavioral Disordered learner using their strengths and positives. In order to engage the students and have them work to their potential, the students will be grouped to their benefit and flexibility and lesson adjustment will be reviewed as well as student work. An outline for engaging the family in the instructional program will be fostered.</p>
Topics	<ul style="list-style-type: none"> • Positive Learning Environment for students • Recognize the positive side of the students with Intellectual Disabilities. • Learn strength-based strategies within the classroom. • Learn of new tools to better engage neurodiverse learners • Peer Responses
Application to Instruction & Student Learning	<p>Participants will be able to:</p> <ul style="list-style-type: none"> • 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 • Learn how cultural responsiveness will be used in your classroom. • 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 • Increase the strength based strategies within the classroom

Session IV

Objectives	<p>We will continue to explore the strength based school, 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. This checklist will be utilized to look at a student's skills, knowledge, language proficiency, student interest, cultural heritage, special needs and hobbies. This allows the teacher to know their student and use this information for future teaching with the student. Parents can also be utilized to complete the Neurodiversity Checklist to share more information about the child as it pertains to his home life, which engages the parents in the instructional program. Utilizing the results of the Neurodiversity Checklist will enable the teachers to arrange the classroom according to the needs of the children.</p>
Topics	<ul style="list-style-type: none"> • Practices of the strength-based school and its positive effects • Analyze how to identify a child's strengths to enhance the strategies that have been utilized • The Neurodiversity Checklist • How to use this information for an Individualized Education Plan (IEP) meeting • Peer Responses

	<ul style="list-style-type: none">• Final
Application to Instruction & Student Learning	<ul style="list-style-type: none">• Continue to increase the understanding of the neurodiverse student and their strengths• Increase the use of strength based strategies and how they connect to critical consciousness.• Discuss and share a positive outcome of this class and its teachings.