



## 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 Strategies for Special Education

**Course Description:** This course is designed for both the General Education teacher and the Special Education teacher. Participants will focus on how to provide brain-based instruction for students with Learning Disabilities within all classrooms. 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.

This course's outcome serves the needs of all children in the classroom setting as it is providing strategies and skills to be provided to the students who are struggling in various areas. The strategies are for the General Education student, the Special Education student, the remedial reading student, the ELL child, the honor student who is struggling in math, or the student who is just struggling in a particular area. Participants will be encouraged to use culturally responsive teaching, which will include cultural references in all aspects of learning, finding a “hook and anchor” to draw students into the content by drawing on past experiences and have learning be more hands on showing a worldwide, multicultural community that helps with interpretations and relates it to today’s society. We will foster strengthening students’ sense of identity, promote equity/inclusivity in the classroom, we will engage our students, support critical thinking, activate prior knowledge, build relationships and choose educational materials that relate to all of the students. Teachers will be provided with articles and tools that will help them to understand what they need to change in their classroom to serve all of the students in the room.

### 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**

<p><b>Objectives</b></p>	<ul style="list-style-type: none"> <li>• Define and explore the importance of understanding brain-based instruction for students with learning disabilities in the General Education and Special Education classroom</li> <li>• Analyze how to instruct and provide cognitive strategy instruction so all children can “learn how to learn”</li> <li>• Promote the awareness of the teacher’s role in the education of the Special Education child</li> <li>• Explore behavior modification strategies to limit frustration and increase participation and motivation</li> <li>• Learn how to create and modify lessons with the special education students in mind.</li> <li>• Participants will research different programs that could be beneficial for their Special Education Students within remote educational settings.</li> </ul>
<p><b>Topics</b></p>	<ul style="list-style-type: none"> <li>• Introduction</li> <li>• Multiple Intelligences</li> <li>• Know Your Brain</li> <li>•</li> </ul>
<p><b>Application to Instruction &amp; Student Learning</b></p>	<p>Educators will learn about brain functions as well as multiple intelligences, which will help them to help their students. Educators will learn about positive classroom function and how to set up their classroom. Educators will learn ways to set up their classes for General Education and Regular Education students while referring to critical consciousness as well as cultural responsiveness and what is best for students.</p>

**Session II**

<p><b>Objectives</b></p>	<ul style="list-style-type: none"> <li>• Participants will learn effective teaching strategies that can be used in the classroom daily.</li> <li>• Participants will discuss learning strategies for learning disabled students and how students can benefit from them.</li> <li>• Participants will understand different strategies such as literacy; reading and spelling strategies that are geared to using in the classroom.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Research different strategies that can be used for your Special Education and General Education students throughout remote learning.</li> </ul>
<b>Topics</b>	<ul style="list-style-type: none"> <li>• Participants will learn effective teaching strategies that can be used in the classroom daily.</li> <li>• Participants will discuss learning strategies for their learning-disabled students and how students can benefit from them.</li> <li>• Participants will understand different strategies such as literacy, reading and spelling strategies, which are geared to using in the classroom.</li> </ul>
<b>Application to Instruction &amp; Student Learning</b>	<p>Participants will be able to take the strategies learned and use them within their classrooms. Participants will walk away with knowledge of strategies for implementing critical consciousness and cultural responsiveness as well as knowledge of effective teaching strategies that they can use in their classroom daily. Participants will gain learning strategies and how learning-disabled students can benefit from them. Participants will also learn about literacy, reading and spelling strategies that are geared for within the classroom.</p>

### Session III

<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Participants will learn research-based strategies that can be used in an inclusive classroom.</li> <li>• Participants will learn math strategies, which are effective within General Education and Special Education classrooms.</li> <li>• 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.</li> <li>• Participants will also learn class wide peer tutoring and behavioral strategies that can help them in their classrooms and students every day life.</li> <li>• Research a variety of collaborative assignments for their students.</li> </ul>
<b>Topics</b>	<ul style="list-style-type: none"> <li>• Participants will learn research-based strategies that can be used in an inclusive classroom.</li> <li>• Participants will learn math strategies, which are effective within General Education and Special Education classrooms.</li> <li>• 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.</li> <li>• Participants will also learn class wide peer tutoring and behavioral strategies that can help them in their classrooms.</li> </ul>
<b>Application to Instruction &amp; Student Learning</b>	<p>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. They will use frequent feedback and questioning techniques to keep students engaged. 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. Participants will create and make students aware of “real life” connections between classroom curriculum and their lives.</p>

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**Session IV**

<p><b>Objectives</b></p>	<ul style="list-style-type: none"> <li>• Participants will learn behavior modification and management, and behavioral strategies that can be used within the classroom.</li> <li>• Participants will learn classroom management and school-wide positive behavioral systems that work in the classes.</li> <li>• Participants will learn about small group interventions and intensive individualized behavioral interventions that they can bring to their classrooms to help students.</li> <li>• Participants will learn about the New York State testing modifications.</li> <li>• 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.</li> <li>• Research how to bring classroom management, testing modifications and behavioral systems into remote learning.</li> </ul>
<p><b>Topics</b></p>	<ul style="list-style-type: none"> <li>• Participants will learn behavior modification and management, and behavioral strategies that can be used within the classroom.</li> <li>• Participants will learn classroom management and school-wide positive behavioral systems that work in the classes.</li> <li>• Participants will learn about small group interventions and intensive individualized behavioral interventions that they can bring to their classrooms to help students.</li> <li>• Participants will learn about the New York State testing modifications.</li> <li>• 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.</li> </ul>
<p><b>Application to Instruction &amp; Student Learning</b></p>	<p>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 as well as instructional practices that encourage students. 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. Differentiation of instruction and assessments through critical consciousness will allow students to demonstrate understanding and conveys thoughts in multiple formats.</p>