



LILIE, LLC Course Information

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**More detailed course curriculum 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.

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

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

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 arena.

By providing a wide variety of professional articles, peer reviewed journal pieces and researched instructor created content that addresses the needs of all K-12 educators and by encouraging interactive dialogue among the enrollees, this course will encourage and require application, discussion and peer feedback of said strategies and understanding in teaching students within a teacher's own individual classroom practices. The discussion and feedback will give us our own meta-assessment of useful, research based and practiced strategies and techniques for addressing the needs of our varied students thus giving them more opportunity to truly excel.

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 reflection 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

Week 1

Topic(s):

- Introductions
- Discuss what neurodiversity is
- The causes and diagnosis process
- The historical and contemporary perspectives
- Various disabilities that can be found within the classroom setting

Objectives:

- 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
- Students will begin to look at the student's strengths versus the negatives and will begin to help the children learn using their strengths.
- Students will look at the Setting/Instructional Outcomes and the suitability for the diverse students
- Students will reflect on their teaching and the use for future teaching

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 is how we look at our students. We will look at children who are diagnosed with learning disabilities (LD), Attention Deficit Hyperactivity Disorder (ADHD), Autism, Intellectual disabilities (ID) 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. Teachers will see that they look at the negative aspects versus the positive of their student's disabilities. This week we will look to change how teachers see and look at their students and by the time the class ends they will learn to educate the children differently. This is the first step to help teachers learn to start looking at student's strengths and be able to help the children to learn using their strengths. Students who learn to use their strengths do better academically. This will begin to open their mindset 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.

Learner Outcomes:

- 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.



Topic(s):

- 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
- We will begin to incorporate our new understanding into our everyday teaching using strength-based strategies.

Objectives:

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.

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



Week III

Topic(s):

- 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

Objectives: 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. 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 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.

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 within the classroom. Participants will be provided within additional resources/tools to support them in teaching.

Learner Outcomes:

Students will be able to

- Increase their understanding of the differences between their learners within their 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 instruction based on your class or visiting a class that has neurodiverse students within in.
- Increase the strength based strategies within the classroom.



Week IV

Topic(s):

- 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
- Graduate Assignment for Graduate students only.

Objectives: 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.

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.