



LILIE, LLC Course Information

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**More detailed course curriculum can be provided upon request*

Title of Course: 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

- 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): 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.



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.



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.



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.