Renew a Teaching License
by Professional Learning Board

ASHLAND UNIVERSITY PROFESSIONAL

GRAD ONLINE: Students with Disabilities

While it is certainly challenging to teach all students effectively, this is very much a real possibility. Sharing a research-based framework that accommodates every learner and provides practical strategies to add elements of flexibility in teaching presentation, student expression and meaningful engagement, this course helps teachers understand and strive to meet every student's potential for academic excellence. Teachers will better understand the IEP process through examples for designing, planning and implementing an IEP and consider assistive communication techniques that can improve classroom communication for students with disabilities. This course provides teachers with tools, strategies and technologies to create an inclusive classroom.

Standards:

This course aligns to all of the INTASC Standards including Learner Development, Learning Differences, Learning Environments, Content Knowledge, Application of Content, Assessment, Planning for Instruction and Instructional Strategies.

It also aligns to all of the McRel Teacher Evaluation Standards including Teacher Leadership, Diverse Learners, Teachers Know Content, Teachers Facilitate Learning and Teachers Analyze and Reflect.

Each online graduate PD course includes:

- **Convenient access** anytime, anywhere, any device
- Interactive **online** textbook
- Implement **practical resources and tools** in your classroom
- Demonstrate comprehension with quizzes and checks for understanding
- Align with your **Professional Learning Plan**
- Course Action Plan
- **Official Transcript** from regionally accredited university

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Course Outline

SECTION A: *Accommodations through UDL*

LESSON 1: Basics of Universal Design of Learning

- Understanding the meaning and need for a universal design of learning (UDL) to meet both teacher and student needs
- Designing comprehensive curriculum and effective assessments according to the UDL framework
- Exploring the basic principles of UDL and their implementation in the planning process and in the classroom
- Using UDL to meet the varied needs of students by differentiated instruction

LESSON 2: Flexible Methods of Presentation

- Understanding possible barriers to optimal student learning and strategies to overcome them
- Audio-visual and textual strategies of providing multiple options for perception
- Using variety in language, mathematical expressions and symbols in the effective representation of information
- Essential strategies in ensuring successful comprehension, maximum transfer and generalization of learning

LESSON 3: Flexible Methods of Expression

- Exploring effective strategies to successfully engage and challenge students with varying levels of skill and areas of interest
- Ensuring that the expected physical engagement with the learning environment does not pose barriers for differently-abled students
- Offering alternatives for students to express themselves, and integrating multiple modes of expression into each lesson
- Using the UDL framework to scaffold the skills needed to demonstrate students' executive functioning

LESSON 4: Flexible Options for Engagement

- Examining the third principle of the UDL - providing multiple opportunities so all students are engaged in the classroom
- Strategies to create a positive classroom environment, captivate students' interest while giving them choice and autonomy
- Ensuring that the primary goal is enhanced student learning, but eliminating distractions and irrelevant activities
- Promoting students' self-regulation by teaching them personal coping skills, self-assessment and reflection techniques

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SECTION B*: IEPs: Documentation and Implementation for Teachers*

LESSON 1: Introduction

- Research
- Common Special Education Terms
- Understanding IDEA
- Understanding IEP
- Understanding Section 504
- The Special Education Process

LESSON 2: The IEP Team

- Setting up the IEP team
- Roles and responsibilities of IEP team members
- IEP Team Process
- Typical IEP Meeting
- Preparing for an IEP Meeting

LESSON 3: Developing a Standards-based IEP

- Components of a Standards-based IEP
- Standards-based annual goals
- Post-secondary Goals
- Student Assessment
- Student Progress
- Identifying Special Education Services
- Year- End Evaluations

LESSON 4: Translating IEP goals

- Models of School-based Interventions
- Classroom Accommodations and Modifications
- Barriers to Effective use of Accommodations
- General Types of Accommodations
- Effective Teaching Strategies/Instructional Accommodations
- Testing and Timing Accommodations
- Grading with Accommodations

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SECTION C*: Assistive Communication for Every Classroom*

LESSON 1: Introduction to Assistive Communication

- Defining Assistive Communication, exploring its benefits and process of functioning
- Identifying the laws advocating for and supporting use of Assistive Technology in the classroom
- Understanding Assistive Communication, its purpose and the three types of Assistive Communication devices used in the classroom
- Identifying the four categories of Assistive Communication Technologies used in the classroom

LESSON 2: Low-Tech Strategies for Communication

- Exploring the six phases of the Picture Exchange Communication System method and its application
- Understanding American Sign Language and its use in the classroom
- Practical application of the Picture Exchange Communication board and Topic rings/wallets in the classroom
- Identifying the four main types of Communication cards effective in the classroom

LESSON 3: High-Tech Strategies for Communication

- Exploring the different high-tech strategies and their uses for improving communication and learning in the classroom
- Computer modifications and adaptations enabling students with disabilities to achieve academic excellence
- Practical application of the devices with regard to Physical, Visual, Communication and Learning disabilities
- Identifying the smart phone applications that can enable communication

LESSON 4: Implementing Assistive and Alternative Communication in Classrooms

- Understanding the role of the teacher and the Assistive Communication team with regard to Assistive and Alternative communication
- Exploring the process of implementation and classroom observations of Assistive and Alternative Communication in the classrooms
- Defining the Multi-modal approach to communication and the three Levels of communication
- Exploring the strategies aiding and facilitating communication, group work, assessment and homework

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