

# Accommodating All Learners Package (45 Hours)



The courses in this online PD package help teachers accommodate all learners in the classroom. The package includes an introduction to ADHD, Autism, IEPs, UDL, Gifted Learners, and more!

**The Accommodating All Learners Package includes 3 self-study courses (15 hours each) for a total of 45 hours of professional development.**

- Cognitive Development Skills
- Students with Disabilities
- Understanding Special Learning Populations

# Cognitive Development Skills



## 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.

We all know brain plays a major role in learning, but few are aware of how. In order to help facilitate student performance, it is essential that educators know how the brain is related to the learning process.

The first section focuses on how to identify a child with learning difficulties and help them overcome their challenges. It also provides tips on how to make learning fun, challenging, and different.

The second section explains how different learning styles impact student learning. You will gain knowledge about specific teaching approaches that can be used to reach and teach each learning style.



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# Cognitive Development Skills

## *Course Outline*

### **SECTION A: Developing Cognition Skills**

#### **LESSON 1: Introduction**

- Definition of cognitive skills and the barriers to successful learning
- Statistics on American students
- Five typical approaches prescribed for learning difficulties

#### **LESSON 2: The Brain and Learning**

- The brain structure and the latest techniques and technology in brain research
- Learning about what impacts brain development in a young child

#### **LESSON 3: Testing**

- IQ and achievement tests
- The importance of the right test to diagnose learning difficulties
- The connection between cognitive skills and learning
- Learning about several types of testing and how they can be used effectively

#### **LESSON 4: Cognitive Skills**

- The 2 parts of learning
- Why cognitive skills are foundational tools
- The various theories of learning
- Attention and memory and how these skills can be developed in students

# Cognitive Development Skills

## *Course Outline*

### **LESSON 5: Learning Styles**

- Types of learning styles including visual, auditory, kinesthetic
- Learning styles inventory and its applications
- How learning styles impact teaching strategies and curriculum planning

### **LESSON 6: General Training Strategies**

- Definition and symptoms of autism
- The autism spectrum and primary conditions within this spectrum
- Other similar conditions, including Rett's syndrome and Fragile X syndrome
- Primary management for autism
- Functioning of the brain in autism and the cause for deficits

### **LESSON 7: Reading Strategies**

- Basic and critical reading skills
- Strategies to improve basic and critical skills
- Comprehension strategies
- The steps in reading
- Understanding the various reading approaches

### **LESSON 8: Special Conditions**

- Specific cognitive issues in conditions such as ADHD, Dyslexia, PDD, Autism, and ODD
- Learning strategies for these conditions





# Cognitive Development Skills

## Course Outline

### SECTION B: Accommodating All Learners

#### LESSON 1: Every Learner Learning

- Teaching and learning
- Accommodating all learners
- About the brain
- Introduction to learning styles
- Teacher as a learner
- The Paragon Learning Style Inventory (PLSI)

#### LESSON 2: Who Are Our Students? Teaching Across Types

- Characteristics of today's youth
- Aspects of physical and cognitive access to the general curriculum
- Academic learning styles and students' skill development as it aligns with age
- The concept of perception and differences in perception
- How to build a win-win pedagogy based on the 5 principles
- Strategies to employ when the teacher's learning style conflicts with students' styles
- Thinking styles

#### LESSON 3: Technology

- Media as a flexible tool to reach all learners
- Recent research on technology and traditional models of delivery
- Traditional media versus digital media
- Digital media and how it can be used to customize materials and methods
- Technology timeline

#### LESSON 4: Theories and Strategies

- Components of multiple intelligences
- Activities to develop each type of intelligence
- Bloom's taxonomy, differentiated instruction, and informal learning
- Hemisphericity and activities that can stimulate both left and right sides of the brain
- The 4-quadrant model



15 Hours  
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# Students with Disabilities



## 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.

While it is certainly challenging to teach all students effectively, this is a real possibility. A research-based framework 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.



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# Students with Disabilities

## Course Outline

### **SECTION A: Accommodations through UDL**

#### **LESSON 1: Basics of UDL (Universal Design of Learning)**

- The meaning and need for UDL to meet both teacher and student needs
- Designing comprehensive curriculum and effective assessments
- The basic principles of UDL and their implementation
- Using UDL to meet the varied needs of students by differentiated instruction

#### **LESSON 2: Flexible Methods of Presentation**

- 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
- Essential strategies in ensuring successful comprehension, maximum transfer, and generalization of learning

#### **LESSON 3: Flexible Methods of Expression**

- Effective strategies to successfully engage and challenge students
- 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
- Using the UDL framework to scaffold the skills needed to demonstrate students' executive functioning

#### **LESSON 4: Flexible Options for Engagement**

- Providing multiple opportunities so all students are engaged in the classroom
- Strategies to create a positive classroom environment
- 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

# Students with Disabilities

## *Course Outline*

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

#### **LESSON 1: Introduction**

- Research
- Common special education terms
- Understanding IDEA and 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 and the 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 and post-secondary goals
- Student assessment and 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, timing, and grading accommodations



# Students with Disabilities

## Course Outline

### SECTION C: Assistive Communication for Every Classroom

#### LESSON 1: Introduction

- Defining Assistive Communication and exploring its benefits and function
- Identifying the laws advocating for and supporting the use of Assistive Technology
- 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

#### LESSON 2: Low-Tech Strategies for Communication

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

#### LESSON 3: High-Tech Strategies for Communication

- Different high-tech strategies and their uses for improving communication
- 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 smartphone 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
- The strategies facilitating communication, group work, assessment, and homework



15 Hours  
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# Understanding Special Learning Populations



## Standards:

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

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

As teachers, we all face situations where we accommodate students with special needs in our classrooms. This integrated course is designed to help teachers encourage and maximize each child's potential.

Terms like autism, ADHD, learning disability, and gifted learners are being constantly used. As an educator, how can you enhance their learning ability?

This course has three parts, each one dedicating to a particular special population: Autism, ADHD, and Gifted Learners. Along with enhancing an educator's skills, the course is filled with ideas and suggestions that promote your confidence in handling children of differing abilities.



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# Understanding Special Learning Populations

## Course Outline

### **SECTION A: Introduction to Autism**

#### **LESSON 1: Overview**

- Definition
- Symptoms and other similar conditions
- Therapies
- Labeling neurodevelopmental disorders
- The brain in Autism Spectrum Disorder

#### **LESSON 2: Social Skills in ASD**

- Social skills and related challenges.
- Theory of the mind
- Teaching non-verbal learners
- Verbal processing, echolalia, perseveration, and scripting
- Abstract language, eye contact, empathy, spatial terms, and pronouns

#### **LESSON 3: Expressions of Autism**

- Sensory hyposensitivity and hypersensitivity
- Splintered development, perseveration, and stress
- Part-to-whole or whole-to-part thinking
- The lack of social motivation and imagination in children with ASD
- Extraordinary abilities

#### **LESSON 4: ASD in School**

- Neurological differences in children with ASD
- Central Coherence Theory
- Classroom physical environment
- Teaching materials and strategies
- Behavior management strategies
- Working with parents and team

# Understanding Special Learning Populations

## *Course Outline*

### **SECTION B: Differentiation for Gifted Learners in the Classroom**

#### **LESSON 1: Characteristics**

- Who gifted learners are
- Types of gifted learners, including academic, linguistic, and artistic learners
- Qualities of gifted learners

#### **LESSON 2: Personal, Social and Cognitive Needs**

- The personal, social and intellectual needs of gifted learners
- Differentiation and how it can be implemented, including aspects process and assessment
- Independent learning and curriculum compacting for gifted learners

#### **LESSON 3: Special Populations**

- Twice exceptional students and how they require additional support
- Indicators of twice exceptionality and strategies that can be used to teach this special population

#### **LESSON 4: Practical Strategies**

- Several practical strategies that can be used while working with gifted learners and special populations
- Pre-assessment in teaching gifted learners
- Strategies such as H.O.T.S, Morning Minute, Learning contracts and tiered instruction

# Understanding Special Learning Populations

## Course Outline

### SECTION C: Understanding ADHD

#### LESSON 1: Introduction

- Definition of and challenges of ADHD
- Causes of ADHD
- Strengths of students with ADHD
- Prognosis and treatment of ADHD

#### LESSON 2: Core Issues in ADHD

- The ADHD brain and how the changes in the brain cause deficits
- Challenges in ADHD and strategies that may be used to overcome them, especially in the areas of attention, hyperactivity, and impulsivity
- Strategies that are useful in working with students with ADHD including instruction sheets, classroom seating, movement breaks, and rules
- Dealing with anger and addictive behavior in students with ADHD

#### LESSON 3: Associated Issues in ADHD

- Issues seen in ADHD, including issues in organization, motivation and social skills
- How teachers may help students to organize their schoolwork and complete it
- How to motivate students with ADHD
- How to support students with ADHD so they can build positive friendships

#### LESSON 4: Accommodations

- Classroom accommodations that can help a student with ADHD learn and perform well
- Modified seating and lighting
- How a classroom schedule and organization can support learning
- Adapting homework, visual aids, and assessments in order to help a child with ADHD cope with the curriculum



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