



**William Carey University**  
**School of Education**  
**Students with Disabilities**  
**Module Program**

The SWD Module Program has been approved for Inservice Credit by Association of Christian Schools International to meet the Florida Department of Education SWD renewal requirements as set by the Florida Legislature 2014. There are five modules in the program (each earning four inservice points). These modules can be completed within the school by individuals or teacher teams. The cost of each module is \$5.00 an individual (\$20.00 for the entire SWD program 20 points). Make your check out to William Carey University. Submit responses to Dr. Barry Morris at [bmorris@wmcarey.edu](mailto:bmorris@wmcarey.edu).

## Module One – Introduction to Students with Disabilities

Complete **five** of the seven activities. **WORTH** 4 Inservice points (4 hours).



### 1) **TEACHERS NET**

Go to [www.teachers.net](http://www.teachers.net). Write a review of the entire site. Explain why these resources would be valuable for students in your classroom who are not succeeding.

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### 2) **TEACHERS NET**

Go to [www.teachers.net](http://www.teachers.net). Try out a lesson plan from the Lesson Resource Tools – describe the results.

You may want to try a lesson from the Special Education section.

### **Special Education Lesson Plans**

[Mount Everest - Anticipation Guides](#) Concepts taught: using text evidence  
Grade Level: 3-5, Subject: **Special Ed**

[Vocational Job training](#) Concepts taught: Various job related tasks  
Grade Level: **all**, Subject: **Special Ed**

[Lessons for Young Children with Autism](#) Concepts taught: Various

Grade Level: [Kindergarten](#), Subject: [Special Ed](#)

[Sense of Hearing](#) Concepts taught: Science Vocabulary, Listening Social Skill, Writing a Summary

Grade Level: [3-5](#), Subject: [Special Ed](#)

[Fun Activity for Young Children with Autism](#) Concepts taught: Art

Grade Level: [all](#), Subject: [Special Ed](#)

[We're All Special Ed in Something](#)

Concepts taught: Help special education students' self-worth

Grade Level: [all](#), Subject: [Special Ed](#)

[Reducing Fractions](#) Concepts taught: Fractions

Grade Level: [Elementary](#), Subject: [Special Ed](#)

[Truly Amazing Mammals](#) Concepts taught: ELA and Science

Grade Level: [Elementary](#), Subject: [Special Ed](#)

[The Difference Between "Trying" and "Doing"](#)

Concepts taught: Teach difference between doing and talking about doing

Grade Level: [all](#), Subject: [Special Ed](#)

[Articulation Activity](#) Concepts taught: Production of target sound /k./

Grade Level: [Elementary](#), Subject: [Special Ed](#)

[Closed Syllables](#) Concepts taught: Dividing words into syllables

Grade Level: [Elementary](#), Subject: [Special Ed](#)

[Speech--Discriminating and producing velar sounds](#)

Concepts taught: Discrimination of velar from frontal sounds

Grade Level: [other](#), Subject: [Special Ed](#)

[Categories Game with 10 words](#) Concepts taught: Word association, spelling

Grade Level: [all](#), Subject: [Special Ed](#)

[Collaborative Circle Writing for Halloween](#)

Concepts taught: Brainstorming, prewriting, cooperative groups  
Grade Level: **Middle**, Subject: **Special Ed**

[Thank You Ma'am Langston Hughes - Developing the concept Theme](#)

Concepts taught: Literary Analysis, Responding to character's actions  
Grade Level: **Middle**, Subject: **Special Ed**

[Thank You Ma'am Langston Hughes Process of Discovering Theme](#)

Concepts taught: Basic elements of Plot and intro to theme  
Grade Level: **Middle**, Subject: **Special Ed**

[Themes in Literature - Langston Hughes "Thank You Ma'm"](#)

Concepts taught: Identifying theme, plot, and character's motives  
Grade Level: **Middle**, Subject: **Special Ed**

[Roar-Shack Poetry](#)

Concepts taught: Art & Poetry Expression  
Grade Level: **Middle**, Subject: **Special Ed**

[Ender's Game/Ender's Shadow Projects](#)

Concepts taught: literary analysis, hero's journey,  
Grade Level: **Middle**, Subject: **Special Ed**

[Art & Florida's Environment](#) Concepts taught: Literacy & the Arts

Grade Level: **Middle**, Subject: **Special Ed**

[History of Ponce de Leon in Florida](#) Concepts taught: History & the Arts

Grade Level: **Middle**, Subject: **Special Ed**

[Create Your Own Florida Murals](#) Concepts taught: Literacy & the Arts

Grade Level: **Middle**, Subject: **Special Ed**

[Draw Me the Music](#) Concepts taught: Literature, reading, art

Grade Level: **Middle**, Subject: **Special Ed**

[Speech/Language Scavenger Hunt](#)

Concepts taught: Promotes Social Skills, Social Interaction, and Speech/Language Development  
Grade Level: **all**, Subject: **Special Ed**

[Brog-Cube-the-Spam](#) Concepts taught: identifying essential parts of a writing prompt  
Grade Level: **Middle**, Subject: **Special Ed**

[In the Year of the Boar and Jackie Robinson](#)  
Grade Level: **Elementary**, Subject: **Special Ed**

[Connecting Letters and Memory](#) Concepts taught: Aids students with learning disabilities  
Grade Level: **Elementary**, Subject: **Special Ed**

[You've got a friend in me](#)  
Concepts taught: "Lang arts"  
Grade Level: **Elementary**, Subject: **Special Ed**

[Autism Apps](#)  
Grade Level: **all**, Subject: **Special Ed**

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### 3) **TEACHERS NET**

Go to [www.teachers.net](http://www.teachers.net). Go to the Chat Board – select **Learning Disorders** – Here are a sample of the discussions going on. Follow the discussions and summarize what you have found that would help students in your classroom or school. Chat boards can be biased and inaccurate – reader beware. The chat allows for teachers to interact with one another.

### Latest buzz on the Learning Disorders Chat board...

Browse the latest 25 posts from the Learning Disorders Chat board:

- [Re: Need help with non-medicated ADHD student](#), 3/16/14, by Beth Cohen.
- [Re: Need help with non-medicated ADHD student](#), 3/16/14, by Linda.
- [Need help with non-medicated ADHD student](#), 3/15/14, by jean.
- [How to teach less helplessness, more independence](#), 3/12/14, by Kathleen.
- [Re: Learning disabilities](#), 2/14/14, by Vet teacher.
- [Re: Learning disabilities](#), 2/02/14, by patty.
- [Learning disabilities](#), 1/13/14, by Beth Cohen.
- [Re: memory issues](#), 12/06/13,
- [Non-Verbal Students](#), 9/06/13, by Glenna Tharp.
- [Technology used by students with learning disabilities.](#), 9/02/13, by Jodi.
- [Technology benefitting learning disorders](#), 9/01/13, by Heidi.
- [Re: Dyslexia](#), 7/04/13, by CJ.
- [Dyslexia](#), 4/29/13, by emms4me.
- [Re: memory issues](#), 3/25/13, by AM with a P.S..
- [Re: memory issues](#), 3/25/13, by AM.
- [Re: New Special Ed Teacher](#), 3/19/13,
- [New Special Ed Teacher](#), 3/19/13, by Johanna.
- [Re: iPads and Autism](#), 2/15/13, by Boca Raton, Fl.



#### 4) TEACHERS NET

Go to [www.teachers.net](http://www.teachers.net). Go to Chat board – select **Co-Teaching** – select from the discussions and summarize what you have found that would help students in your classroom or school. Disclaimer – chat boards are not always accurate and can be biased. Reader beware.

### Latest buzz on the Co-Teaching Chat board...

[co-teacher advice](#), 1/16/14, by Annamarie.

[co-teaching sped/gen education interview question](#), 10/19/13, by Rachel.

[Blunder](#), 8/24/13, by Sara.

[Re: Does it work well? What are the benefits?](#), 8/22/13, by co-teacher.

[Teacher for Interview](#), 7/21/13, by Davis.

[Does it work well? What are the benefits?](#), 4/26/13, by Leslie

[Re: Co-teaching advice?](#), 1/22/13, by Susan.

[Re: Co-teaching advice?](#), 1/20/13, by How is she a "co-teacher" if she has no credential?

[Re: Co-teaching advice?](#), 1/19/13,

[Co-teaching advice?](#), 1/19/13, by Susan Cox.

[12 Ways for Co-Teachers to Actively Participate in Classrm](#), 1/14/13, by Teachers.Net Gazette with LINK INSIDE.

[Re: Successful Strategies?](#), 9/22/12, by CA SpEd Teacher.

[New to Co-Teaching](#), 6/28/12, by Lisa.

[Advice on Co-Teaching](#), 3/25/12, by Amber .

[Re: Successful Strategies?](#), 9/07/11,

[Re: Successful Strategies?](#), 9/01/11, by NY Co-Teacher.

[Successful Strategies?](#), 8/07/11, by Rock.

[Co-teaching in a Physical Education setting](#), 6/27/11, by K.

[Re: Co-teaching Nightmare](#), 6/27/11, by Love2Teach.

[Re: Co-teaching Nightmare](#), 6/27/11, by Terry.

[Re: Wish my school did more co-teaching....](#), 6/27/11, by Janine.

[Wish my school did more co-teaching....](#), 6/26/11,

[Re: Appreciating the Gifts of your Co-Teacher](#), 6/26/11, by Kathy/

[Re: drop in co-teaching](#), 6/26/11, by our spec. education teachers do drop in teaching.

[Re: How does \(or could\) your school support co-teaching?](#), 6/26/11, by Melissa.

[drop in co-teaching](#), 6/26/11, by As Title I teacher, I've been in the classroom.

[Re: Incorporating Technology into the Traditional Classroom](#), 6/26/11, by JB.

[Re: Appreciating the Gifts of your Co-Teacher](#), 6/26/11, by JB.

[Re: Co-teaching Nightmare](#), 6/26/11, by parents talk.

[Appreciating the Gifts of your Co-Teacher](#), 6/26/11, by Jana.

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## 5) **LEARNING DISABILITIES ONLINE**

Go to [www.ldonline.org](http://www.ldonline.org). Click on LD Basics – review the following topics and summarize for use with parents:

- a. [What is a learning disability?](#)
  - b. [Common signs of learning disabilities](#)
  - c. [How to respond](#)
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## 6) LEARNING DISABILITIES ONLINE

Go to [www.ldonline.org](http://www.ldonline.org). Click on ADHD Basics – review the following topics and summarize for use with parents:

- a. [What is ADHD?](#)
  - b. [Symptoms of ADHD](#)
  - c. [Is it really ADHD?](#)
  - d. [Diagnosis of ADHD](#)
  - e. [What causes ADHD?](#)
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## 7) LEARNING DISABILITIES ONLINE

Go to [www.ldonline.org](http://www.ldonline.org). Review the entire website – describe what you would find useful in your classroom to make your learning environment more successful.