

Students with Disabilities

Option 1 • Module 5

Teaching Strategies for Students with Disabilities

Module Requirement

Complete any 5 of the 7 activities. Write in your own words, protect student confidentiality, and connect the work to practical classroom use.

How to Use This Module

Reciprocal teaching, peer tutoring, cooperative learning, self-monitoring, direct instruction, cognitive strategies, and accommodations.

1 Review

Use the linked resource(s). Read or watch the assigned material and take notes.

2 Apply

Connect the material to a real classroom, student need, lesson, routine, or school situation.

3 Reflect

Write in your own words and explain what you learned, what you would use, and why.

Activities 1–2

Complete any 5 of the 7 activities.

Activity 1 • Reciprocal Teaching

Review the four core moves: predicting, questioning, clarifying, and summarizing. Explain the strategy and how you would use it in a lesson for students with disabilities.

[Reading Rockets ↗](#)

Activity 2 • Class-Wide Peer Tutoring

Study structured peer tutoring. Explain roles, practice, feedback, and teacher monitoring. Redesign one existing lesson using the approach.

[IRIS Center ↗](#)

Activities 3–4

Complete any 5 of the 7 activities.

Activity 3 • Cooperative Learning

Review cooperative-learning principles, clear roles, and individual accountability. Plan three lessons or units and explain the objective and assessment.

[IRIS Center ↗](#)

Activity 4 • Self-Monitoring

Connect self-monitoring to organization and executive-function supports. Create a student checklist for reading, writing, math, homework, or test preparation and explain how you would teach it.

[CHADD ↗](#)

[IRIS Center ↗](#)

Activities 5–6

Complete any 5 of the 7 activities.

Activity 5 • Direct Instruction

Review explicit teaching: clear objective, modeling, guided practice, checking for understanding, supported practice, and independent practice. Develop two short lesson plans.

[Reading Rockets ↗](#)

[IRIS Center ↗](#)

Activity 6 • Cognitive Strategy Instruction

Review rehearsal, imagery, mnemonics, and self-questioning. Select two strategies and explain how they help students remember and use information.

[IRIS Center ↗](#)

Activities 7–7

Complete any 5 of the 7 activities.

Activity 7 • Accommodations

Study accommodations as supports that provide access without changing the essential learning target. Organize examples by presentation, response, setting, and scheduling. Create a sample plan with a fictitious student.

[Florida DOE — ESE](#)

[IRIS Center](#)

Module Reflection

Show how the material affects your teaching practice.

Student Need

Identify one student need you understand better after this module.

Teacher Action

Describe one change to instruction, organization, communication, or classroom practice.

Evidence

Explain what you would look for to determine whether the change helped the student.

Current Resource List

Click a resource name to open the website.

[Reading Rockets ↗](#)

[IRIS Center ↗](#)

[CHADD ↗](#)

[Florida DOE — ESE ↗](#)

Submission Checklist

Before submitting, verify the following.

- I completed any 5 of the 7 activities.
- I wrote responses in my own words and cited resources used.
- I protected student confidentiality and used fictitious names where needed.
- I kept classroom observation separate from diagnosis or formal evaluation.
- I included practical classroom applications where requested.
- I checked the linked resources and used current information.

End of Option1 Module5 Teaching Strategies

Teaching Strategies for Students with Disabilities

END