



**William Carey University**  
**School of Education**  
**Students with Disabilities**  
**Module Program for Teacher Re-Certification**

**The SWD Module Program has been approved for In-service 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 in-service 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 payable to William Carey University. Submit responses to Dr. Barry Morris at [bmorris@wmcarey.edu](mailto:bmorris@wmcarey.edu).**

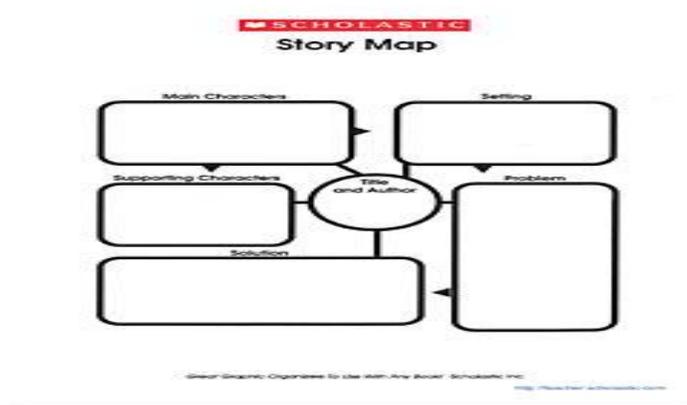
## **STUDENTS WITH DISABILITIES (SWD) MODULE FIVE: Teaching Strategies for Students with Disabilities (SWD)**



### **ACTIVITY 1: Scaffolded Instruction**

**A. Scaffolding is a learning process designed to promote a deeper level of learning. It is the support given during the learning process which is tailored to the needs of the students with the intention of helping the student achieve his/her learning goals. It involves breaking up the learning into chunks and then providing a tool, or structure, with each chunk.**

- 1. View the video “Teaching Matters: Scaffolding” found at [https://www.youtube.com/watch?v=9gNjGD\\_W3dM](https://www.youtube.com/watch?v=9gNjGD_W3dM) . Compose a 200-word summary of what you discovered in the video.**
- 2. Provide a copy of a scaffolded lesson that you have used in your classroom. If you do not have one that depicts this concept, revise an existing lesson using the scaffolded instruction approach and provide a copy here. Be sure that your lesson includes a goal, standard, procedure, activities, materials, and assessment.**



## ACTIVITY 2: Story Maps

**A. Story maps represent an amazing organizational and teaching tool for teachers. Review the Reading Rockets examples of story maps at [http://www.readingrockets.org/strategies/story\\_maps/](http://www.readingrockets.org/strategies/story_maps/) .**

- 1. What are the 3 advantages (150 words total) for using story maps, according to the website under “Why Use Story Maps?”**
- 2. Under the examples section on the website, review the examples from Lang Arts, Math, or Social Studies. Describe in 200 words or more what you learned from the example.**
- 3. Describe in detail how you would use a story map in a classroom lesson (provide a visual and narrative in 100 words or more).**



### **ACTIVITY 3: Graphic Organizers**

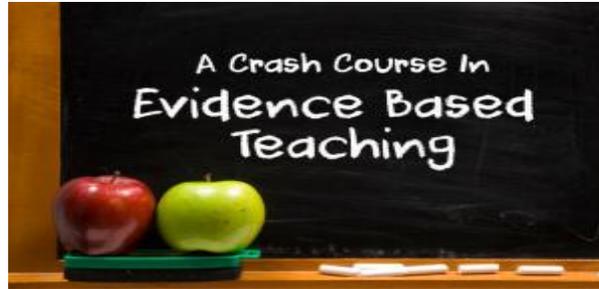
**A. Graphic organizers are advance organizers that present information in a spatially relevant and significant form.**

- 1. Review sample graphic organizer formats @ [http://www.edhelper.com/teachers/General\\_graphic\\_organizers.htm](http://www.edhelper.com/teachers/General_graphic_organizers.htm) . If you have difficulty locating the site, search google using the link contents. Which organizer would you use for helping a student organize his/her thoughts in retelling a story? Why? (100 words or more)**
- 2. Review the sample completed graphic organizers by scanning to the bottom of the homepage of the website and click on “Introduction to Graphic Organizers”. Cut and paste here a graphic organizer that would be suitable for your classroom. Describe in 100 words or more how you would embed the graphic organizer into a lesson.**



**ACTIVITY 4: Class-wide Peer Tutoring (CWPT).**

- A. For an introduction to the strategy of *Class-wide Peer Tutoring* (CWPT) go to the following website <http://www3.canisius.edu/~grandem/catholicconference/catholicconference.html> . If you have difficulty locating the site, search google for the topic.**
- 1. Compose a two-page overview of CWPT, including the definition, procedures, and benefits for students with disabilities and others.**
  - 2. View the two short videos at the bottom of the referenced website. Re-design an existing lesson plan from your classroom utilizing the CWPT strategy. Place a copy of your revised lesson plan in your response and explain the benefits of the strategy for students with disabilities (100 words or more).**



## ACTIVITY 5: Evidence-Based Teaching Strategies

**A. According to the Australian Society for Evidence-based Teaching, research shows that evidence-based teaching strategies are likely to have the largest impact on student learning. Effective teaching strategies must meet the following three criteria:**

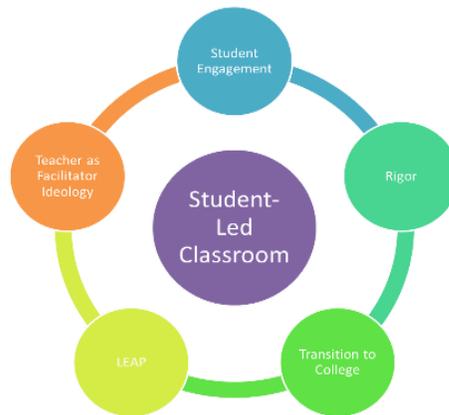
- Be supported by hard research, instead of anecdotal case studies or untested theories
  - Have a substantially higher effect on student results than other teaching strategies
  - Be able to be used on a wide range of subjects and in every year level
1. Review the information on Evidence-based Teaching Strategies found on the Australian Society website at <http://www.evidencebasedteaching.org.au/evidence-based-teaching-strategies/> . Review the Top Ten Strategies provided on the website. Design a table that includes three columns with the following headings: Name of Strategy and Brief Summary. Fill in the information on the Top Ten Strategies into the table. Submit the completed table here.

**Example:**

| Name of Strategy | Brief Summary |
|------------------|---------------|
|------------------|---------------|

|                             |   |
|-----------------------------|---|
| <b>1 Clear Lesson Goals</b> | <b>Quickly and easily state what you want students to know when the lesson or activity is complete.</b> |
| <b>2</b>                    |   |
| <b>3</b>                    |   |
| <b>4</b>                    |   |
| <b>5</b>                    |   |
| <b>6</b>                    |   |
| <b>7</b>                    |   |
| <b>8</b>                    |   |
| <b>9</b>                    |   |
| <b>10</b>                   |   |

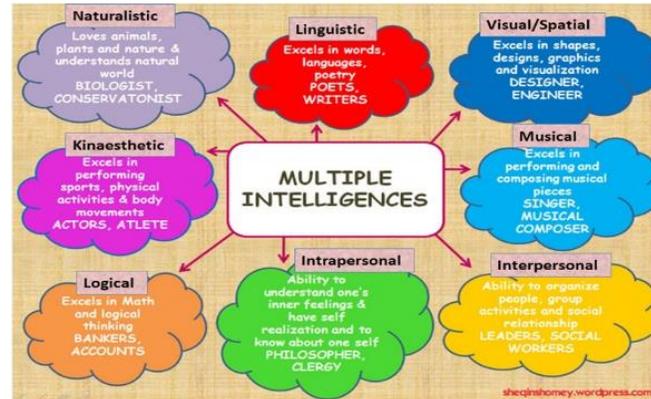
2. Select two strategies that surprise you that they were listed on the Top Ten. Discuss the two strategies and explain why you selected each one (100 words or more).
  3. Select one strategy that you utilize in daily teaching. Describe the results that you receive from student achievement as a result of this strategy (100 words or more).
- B. Review Marzano's Nine Effective Instructional Strategies found on the website <http://www.middleweb.com/wp-content/uploads/2013/12/Marzanos-Nine.pdf> . If the link does not work for you, simply conduct a google search for the information.**
1. List each Marzano strategy and provide a summary of each strategy (in your own words; do not copy and paste from the site). (150 words or more total).
  2. Select one of the Marzano strategies that you employ in the classroom and describe the lesson in which it is used (200 words or more).



## **ACTIVITY 6: Student-led Instruction**

**A. Review the Teaching Channel ten-minute video on “Keep it or Junk it: A Student-Run Lesson” at <https://www.teachingchannel.org/videos/student-run-lesson> .**

- 1. Respond to the following three questions about the lesson: (50 words for each response)**
  - a. How do students demonstrate their understanding of the textbook?**
  - b. How do student facilitators help to increase participation and engagement?**
  - c. What role did the teacher play in the discussion?**
  
- 2. Describe ways that you may incorporate student-led instruction into your lesson plans (100 words or more). Give an example of a specific lesson from your toolbox.**



## ACTIVITY 7: Multi-sensory Instructional Strategies

**A. Before explaining multi-sensory instructional strategies, educators must determine HOW their particular group of students learn best. Consider Howard Gardner's Multiple Intelligences Model found at**

**<http://www.businessballs.com/howardgardnermultipleintelligences.htm> .**

- 1. Provide a brief summary of the 7 multiple intelligences presented on the website. Do not copy and paste; put into your own words (200 words or more).**
- 2. Click on the free multiple intelligence feature on the website. It is recommended that you implement the free version of the test with your students in order to determine the optimal learning style of each student. For the purposes of this module activity, take the multiple intelligence test yourself. Report your findings here and explain the ramifications of the results for your own learning (200 words or more).**

**B. View the “Teaching Math Without Words” video from Ted Talks at <https://www.youtube.com/watch?v=7odhYT8yzUM> as presented by Matthew Peterson of the MIND Institute. Conduct a google search for the video if the link does not work for you.**

- 1. Consider the break-down of learner types represented in your classroom or school. The speaker presented a startling fact about California: only 7% of the student population learned best by written or lecture presentation which means that the remaining 93% of students do not learn best through the current teaching modality utilized by the average teacher. Describe in detail (and by example) how the MIND Institute combines interactive software with visual feedback to allow students to “learn” math skills without using words. Give an example from the video if that helps you explain it (100 words or more).**
- 2. Using the example from the video of “success” being the penguin walking across the screen, design a visual representation of a math problem (from the grade-level in which you teach). You may choose to describe the design in words if you choose (100 words or more). Think hard !**

**END OF MODULE FIVE**