



**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, Florida Association of Christian Schools, Center for Jewish Education, FL/GA Lutheran Association 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). Mail the check and application to William Carey University School of Education Barry Morris 498 Tuscan Avenue Hattiesburg, MS 39401

**Module Five – Teaching Strategies for Students with Disabilities**

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



## 1) RECIPROCAL TEACHING

Go to the Buzzle website located at <http://www.buzzle.com/articles/reciprocal-teaching-strategies.html> .

a) Review the passage (or listen by clicking the listen box at the top left corner) on *Reciprocal Teaching Strategies* by Palincsar (2007). Do NOT click the PDF download. For visual learners, grasp an overview of reciprocal teaching by viewing a video at [http://search.yahoo.com/search?p=reciprocal+teaching+you+tube&ei=UTF-8&fr=w3i&type=W3i\\_DS,202,0\\_0,Search,20140105,20034,0,31,0](http://search.yahoo.com/search?p=reciprocal+teaching+you+tube&ei=UTF-8&fr=w3i&type=W3i_DS,202,0_0,Search,20140105,20034,0,31,0) . **Compose a two-page summation of the article (or video or a combination of both), including**

- Definition,
- Four basic strategies,
- Benefits to students, and
- Ways to assist teachers.

b) For more on reciprocal teaching, view one of the following you tube videos. **Compose a one-page summary of the classroom video selected.**

- For elementary teachers  
[http://search.yahoo.com/search?p=reciprocal+teaching+you+tube&ei=UTF-8&fr=w3i&type=W3i\\_DS,202,0\\_0,Search,20140105,20034,0,31,0](http://search.yahoo.com/search?p=reciprocal+teaching+you+tube&ei=UTF-8&fr=w3i&type=W3i_DS,202,0_0,Search,20140105,20034,0,31,0) .
- For secondary teachers  
[http://search.yahoo.com/search?p=reciprocal+teaching+you+tube&ei=UTF-8&fr=w3i&type=W3i\\_DS,202,0\\_0,Search,20140105,20034,0,31,0](http://search.yahoo.com/search?p=reciprocal+teaching+you+tube&ei=UTF-8&fr=w3i&type=W3i_DS,202,0_0,Search,20140105,20034,0,31,0) .

c) After reading about reciprocal teaching and viewing its implementation, **submit a detailed lesson plan from your classroom that demonstrates how you may incorporate one or all of the steps into a lesson for students with disabilities.**



## 2) **CLASS-WIDE PEER TUTORING (CWPT)**

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> .

a) **Compose a two-page overview of CWPT**, including the definition, procedures, and benefits for students with disabilities and others.

b) 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.



### 3) COOPERATIVE LEARNING

Become familiar with the Cooperative Learning teaching strategy by viewing the tutorial located on the following website: <http://olc.spsd.sk.ca/DE/PD/coop/index.html>

- a) Browse the website listed above. **Compose a two-page summary of the strategy, including definition, implementation, and benefits.**
- b) Another view of the Cooperative Learning strategy may be seen at <http://www3.canisius.edu/~grandem/catholicconference/catholicconference3.html> . Consider a series of related lessons or an instructional unit from your classroom. **Complete only the pre-planning stage of Cooperative Learning by listing *three lessons or units* that would be appropriate for the concept. Place the information in the chart below or develop a chart of your own that explains the planning process.**

Subject/Grade	Task/Objective	Materials	Assessment	Benefits



#### 4) SELF-MONITORING

As an introduction to the *self-monitoring strategy*, it is important to establish a connection between executive functioning (which explains why many students with LD struggle academically) and self-monitoring (as a strategic tool in helping students monitor his /her work).

a) First, review the basics of self-monitoring at the following website <http://nclid.org/types-learning-disabilities/executive-function-disorders/executive-functioning-self-monitoring-checking-independent-living> . Although this link is aimed toward parents, it clearly defines the *self-monitoring strategy* in practical terms, explains its importance, and outlines suggestions for reading comprehension, writing, math, homework, studying, and test taking.

Secondly, review the basics of executive functioning at <http://nclid.org/types-learning-disabilities/executive-function-disorders> . Be sure to review all three pages on *executive functioning* by clicking on the blue highlighted button on *continue reading*. Pay particular attention to the sections on *How Does Executive Function Affect Learning?* and *What Are Some Strategies to Help?*.

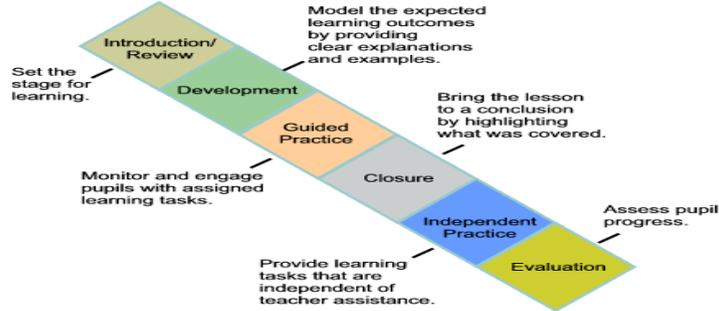
**Finally, design one of the following self-monitoring products** to share with students and parents, including definition, procedures, benefits, and a self-monitoring checklist specific to the grade or subject area that you teach. Use information from the websites above or search online for additional information. For ideas on checklists try the following link or go to Google Images and type in: Self monitoring.

[https://www.google.com/search?q=student+self+monitoring+forms&tbm=isch&tbo=u&source=univ&sa=X&ei=Tm5eU\\_uLEobmsATP9YDoDA&ved=0CC0QsAQ&biw=1366&bih=667#q=student+self+monitoring+reading+forms&tbm=isch&facrc=&imgdii=&imgsrc=FGErJTfYk4aaGM%253A%3BHR35VxsiSd60FM%3Bhttp%253A%252F%252Fmedia-cache-ec0.pinimg.com%252F236x%252F90%252Fd5%252F31%252F90d531dc029bc8ed738dc5190395cc4e.jpg%3Bhttp%253A%252F%252Fwww.pinterest.com%252Fexplore%252Fstudent-self-evaluation%252F%3B236%3B334](https://www.google.com/search?q=student+self+monitoring+forms&tbm=isch&tbo=u&source=univ&sa=X&ei=Tm5eU_uLEobmsATP9YDoDA&ved=0CC0QsAQ&biw=1366&bih=667#q=student+self+monitoring+reading+forms&tbm=isch&facrc=&imgdii=&imgsrc=FGErJTfYk4aaGM%253A%3BHR35VxsiSd60FM%3Bhttp%253A%252F%252Fmedia-cache-ec0.pinimg.com%252F236x%252F90%252Fd5%252F31%252F90d531dc029bc8ed738dc5190395cc4e.jpg%3Bhttp%253A%252F%252Fwww.pinterest.com%252Fexplore%252Fstudent-self-evaluation%252F%3B236%3B334)

- a tri-fold brochure
- a prezi
- a package of information developed on standard 8.5 x 11 inch paper

NOTE: If you use information from a website, school, or other resource, please reference the source within your work.

## Direct Instruction



### 5) DIRECT INSTRUCTION

In this activity, candidates will explore the teaching strategy of Direct Instruction. It is a very common teaching strategy, relying on strict lesson plans and lectures with little or no room for variation. It is recommended for introducing new tasks/objectives for all students and as an alternate strategy for students with disabilities that failed to initially master a skill. Review the basics of Direct Instruction at

<http://www.teach-nology.com/teachers/methods/models/direct/> .

- a) **Develop two lesson plans from your grade or subject level that include the six steps of Direct Instruction.** Attach the lessons to your module or embed them into your responses.
- b) **Write a one-page personal reflection of how Direct Instruction works effectively with students with disabilities in your classroom.**



## 6) COGNITIVE STRATEGY INSTRUCTION (CSI)

Cognitive strategies are useful tools in assisting students with learning problems. First, review the following website from the University of Kansas

[http://www.specialconnections.ku.edu/~kucrl/cgi-bin/drupal/?q=instruction/cognitive\\_strategies](http://www.specialconnections.ku.edu/~kucrl/cgi-bin/drupal/?q=instruction/cognitive_strategies)

Second, review the nine teaching tools for CSI at

[http://www.specialconnections.ku.edu/?q=instruction/cognitive\\_strategies/teacher\\_tools](http://www.specialconnections.ku.edu/?q=instruction/cognitive_strategies/teacher_tools) .

- a) **Compose a one-page overview of CSI, highlighting two strategies given in the teaching tools section, such as rehearsal, imagery, mnemonics, etc.**
- b) From the case studies section of the website found at [http://www.specialconnections.ku.edu/~kucrl/cgi-bin/drupal/?q=instruction/cognitive\\_strategies/case\\_studies](http://www.specialconnections.ku.edu/~kucrl/cgi-bin/drupal/?q=instruction/cognitive_strategies/case_studies), select one of the three case studies. The choices are math, vocabulary, and rocks. There are six scenes of narrative for each case study; read all six scenes for the case study you select. **Next, compose a two-page overview of the case selected, outlining the steps taken by the teacher.**
- c) **Provide a one-page professional reflection of the *CSI strategy* and its benefits for students with disabilities.**



## 7) ACCOMMODATIONS

Accommodations are alterations in the way tasks are presented that allow children with learning disabilities to complete the same assignments as other students. One vital concept to remember in designing accommodations for a student with disabilities is to recognize that the accommodation **MUST NOT** change the standard requirement for the task, objective, or skill at hand. If a change is needed in order for the student to be academically successful, the change should be termed *modification*, not *accommodation*. Modifications are reserved only for students with significant cognitive disabilities that take alternate standardized assessments. For the purpose of this activity, we will focus on students with mild disabilities that are in need of allowable accommodations. All states in the U.S. must provide information on its public school website of allowable accommodations for students under IDEA and Section 504 eligibility. While private schools do not follow state public education policy, it may serve as a guideline in developing reasonable and allowable accommodations. The Florida Department of Education (2010) provides information about accommodations at the following website <http://www.fldoe.org/ese/pdf/accomm-educator.pdf> . Page 11 of the document outlines accommodations under four categories, as follows:

- Presentation—how the student will access information
- Response—how the student will demonstrate competence
- Setting—where the student will be instructed and assessed
- Scheduling—when the student will be instructed and assessed

a) Your task is similar to a scavenger hunt. **Search the web and locate three primary sources of information on student accommodations. List the links to three sites that you found most helpful in your search and provide at least four resources that you found on each site.** The resources may be in bulleted format under each weblink.

b) Select a student with a disability in your classroom. Please use a fictitious name in reference to the student, for confidentiality reasons. The disability may be basic learning disability, physical impairment, visual impairment, auditory impairment, attention deficit disorder, or any other mild disability. **Compose a one-page summary of the student selected, describing how his/her disability impacts learning and presents a need for accommodations. Design an accommodation plan for your student. Explain your decision-making process in determining which accommodations to provide for the student.** Review the information you located online and from other sources in completing the plan. Here are two accommodation plan examples.

[http://alpha.fdu.edu/psychology/student\\_accommodation\\_plan.htm](http://alpha.fdu.edu/psychology/student_accommodation_plan.htm)

[http://www.milady.cengage.com/docs/Accommodation\\_Plan.pdf](http://www.milady.cengage.com/docs/Accommodation_Plan.pdf)