Chaminade-Flex Course Syllabus

Course Number: EDUC 403
Course Title: SPED: Early Childhood Education for Children with Disabilities
Division Name: School of Education and Behavioral Sciences
Term: 15 weeks
Course Credits: 3
Class Meeting Days: Asynchronous, at your own pace
Class Meeting Hours: Asynchronous, at your own pace
Course Website Address (Canvas): https://chaminade.instructure.com/

Instructor Name: Bobbie Martel
Email: Roberta.Martel@chaminade.edu
Phone: cell: 808-777-8841
Office Location: N/A
Office Hours: By appointment via phone, email or Zoom.

University Course Catalog Description
Developmentally Appropriate Practices in Early Childhood Education (ECE), preschool to 3rd grade, will be reviewed. Students will learn to address the learning needs of special education students in both inclusive classrooms and self-contained special education settings. Curriculum models, effective best practices in ECE and research into early intervention methods including Activity-Based Interventions (ABI) and Milieu Teaching will be conducted.

Course Overview: Mission Statement and Marianist Values
The mission of the Education Division is to foster the education of teachers and leaders in education through programs based in the liberal arts tradition, Catholic Marianists' values, current research, and best practices. This course incorporates two Marianist characteristics. The aim of the course is to provide our teacher candidates with an **integral, quality education**. Knowing how to create a positive, productive classroom environment is one of the goals of this course. To education for **service, justice, peace** is another Marianist characteristic that informs this course. Teacher candidates will learn how to differentiate instruction in order to address the various learning needs of diverse and exceptional students in their classroom.

Marianist Values
This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:
1. Education for formation in faith
2. Provide an integral, quality education

3. Educate in family spirit
4. Educate for service, justice and peace
5. Educate for adaptation and change

Native Hawaiian Values
Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the 'Olelo No'eau (Hawaiian proverbs) and Marianist core beliefs:
1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Ōlelo No'eau 364) May I live by God
2. Provide an Integral, Quality Education (Na'auao) Lawe i ka ma'alea a kū'ono'ono ('Ōlelo No'eau 1957) Acquire skill and make it deep
3. Educate in Family Spirit ('Ohana) 'Ike aku, 'ike mai, kōkua aku kōkua mai; pela iho la ka nohana 'ohana ('Ōlelo No'eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship
4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no'eau ('Ōlelo No'eau 1430) Education is the standing torch of wisdom
5. Educate for Adaptation and Change (Aina) 'A'ohe pau ka 'ike i ka hālau ho'okahi ('Ōlelo No'eau 203) All knowledge is not taught in the same school

WASC Core Competencies
1. Written Communication
2. Oral Communication
3. Quantitative reasoning
4. Critical Thinking
5. Information Literacy

Program Learning Outcomes (PLO)
Upon completion of the undergraduate B.S. program in Special Education, students will be able to:
1. Apply knowledge of learner development, learner differences, diverse students and the learning environment to optimize learning for Special, Elementary, Secondary students.
2. Describe central concepts, tools of inquiry and structures of the subject matter disciplines for Special, Elementary, Secondary students.
3. Utilize formative and summative assessments, to determine, select, and implement effective instructional strategies for Special, Elementary, Secondary students.
4. Analyze the history, values, commitments, and ethics of the teaching profession within the school community.
5. Explain the Marianist tradition of providing an integral, quality education within diverse learning communities.

Course Learning Outcomes (CLO)
By the end of our course, students will be able to:
1. Generate an early childhood curriculum framework that reflects best practices in ECE to promote the growth and development of children with and without disabilities.
2. Research the effective elements in successful models of inclusion.
3. Identify and describe the various roles in collaborative service delivery including serving as a consultant, using a consultant, and collaborating with paraprofessionals, related services providers, administrators and educational assistants.

Alignment of Learning Outcomes

	CLO 1	CLO 2	CLO 3
Marianist Values	√	√	
WASC Core Competencies	√		√
Program Learning Outcomes	√	√	

Course Prerequisites
There are no prerequisites for this course.

Required Learning Materials
No textbook is required for this course.
Supplemental materials such as articles, videos, websites are posted in Canvas.

Course Website: https://chaminade.instructure.com/

Hardware Requirements: Canvas is accessible from both PC and Mac computers with a reliable internet connection. You will also need to be able to access audio and video files. Subsequently, you should have access to speakers or headphones that allow you to hear the audio.

Software Requirements: You will need to have some ability to listen to audio in an mp3 format, watch videos in mp4 format, stream online videos, and read .pdf files. There are a number of free software online that can be downloaded for free. If you need assistance with locating software please feel free to contact the Chaminade Help Desk at helpdesk@chaminade.edu or (808) 735-4855.

Technical Assistance for Canvas Users:
- Search for help on specific topics or get tips in Canvas Students
- Live chat with Canvas Support for students
- Canvas Support Hotline for students: +1-833-209-6111
- Watch this video to get you started
- Online tutorials: click on "Students" role to access tutorials
- Contact the Chaminade IT Helpdesk for technical issues: helpdesk@chaminade.edu or call (808) 735-4855

Tutoring and Writing Services
Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua ʻIke: Center for Student Learning in a variety of subjects (including, but are not limited to: biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors. Please check Kōkua ʻIke's website (https://chaminade.edu/advising/kokua-ike/) for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via TutorMe. Tutor Me can be accessed 24/7 from your Canvas account. Simply click Account – Notifications – TutorMe. For more information, please contact Kōkua ʻIke at tutoring@chaminade.edu or 808-739-8305.

Assessment
The Flex model provides you with the convenience and ability to work at your own pace and complete assignments when it is convenient for you.

The only due dates you have are two Milestone assignments. **Milestone Assignment 1 is due by 11:59pm on the 7th day of your first week in this class; and Milestone Assignment 2 is due in week 7.**
Having the ability to self-pace is wonderful, however, I recommend students set goals for completion of assignments in order to successfully complete the course by the end of the 15 weeks. You can expect grades and feedback 1-2 days after your work is submitted (depending on the complexity of the assignment).

Descriptions of all assignments along with scoring rubrics are available on the course Canvas page. Letter grades for the course will be determined by the following formula:
- Assignments 80%
- Communities of Practice 10%
- Unit Plan Concept 10%

Grading Scale
Graduate students are required to get a 'B' grade or better.

Letter grades are given in all courses except those conducted on a credit/no credit basis. Grades are calculated from the student's daily work, class participation, quizzes, tests, term papers, reports and the final project. They are interpreted as follows:

A Outstanding scholarship and an unusual degree of intellectual initiative
B Superior work done in a consistent and intellectual manner
C Average grade indicating a competent grasp of subject matter
D Inferior work of the lowest passing grade, not satisfactory for fulfillment of prerequisite course work
F Failed to grasp the minimum subject matter; no credit given

In this course, letter grades are defined as follows:

A= 100-90%
B= 89-80%
C= 79-70%
D= 69-60%
F= 59-0%

Course Policies
Course Approach
The Flex model provides you with the convenience and ability to work at your own pace and complete assignments when it is convenient for you.
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Having the ability to self-pace is wonderful, however, I recommend students set goals for completion of assignments in order to successfully complete the course by the end of the 15 weeks.

Grades of "Incomplete"
The current university policy concerning incomplete grades will be followed in this course. Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course and the remaining work can be completed within 30 days. Your instructor is the final authority on whether you qualify for an incomplete. Incomplete work must be finished by the end of the subsequent semester or the "I" will automatically be recorded as an "F" on your transcript.

For further information, please refer to the Student Handbook which is linked annually on the following webpage: https://chaminade.edu/current-students/

Writing Policy
Commentary on written work will be delivered in written format, at the end of the assignment. However, upon request, an alternate delivery method can be used. Use of APA is required for all papers. If you need writing assistance, please seek help from Student Support Services and the Academic Achievement Program. All papers are to be word-processed, proofread, and solely the work of the author.

Instructor and Student Communication
Questions for this course can be emailed to the instructor at Roberta.Martel@chaminade.edu. Online and phone conferences can be arranged. Response time will take place up to 24 hours.
- **Grade Dissemination/Feedback:** My goal will be to return graded assignments within one week of the due date. Emails to the instructor will be answered within 24 hrs. Students can email the instructor for urgent matters.
- **Appropriate Technology:** Email/Texting: I respond to both email and text. I will respond to questions/concerns within 24 hours. Please do not hesitate to text for urgent matters.
- **Netiquette Guidelines:** The correct or acceptable way of communicating on the Internet. For the rules, see website or copy and paste: https://www.rasmussen.edu/student-experience/college-life/netiquette-guidelines-every-online-student-needs-to-know/

Academic Honesty Statement
Violations of the Honor Code are serious. They harm other students, your professor, and the integrity of the University. Alleged violations will be referred to the Office of Judicial Affairs. If found guilty of plagiarism, a student might receive a range of penalties, including failure of an assignment, failure of an assignment and withholding of the final course grade until a paper is turned in on the topic of plagiarism, failure of the course, or suspension from the University.

Violations of Academic Integrity: Violations of the principle include, but are not limited to:
- Cheating: Intentionally using or attempting to use unauthorized materials, information, notes, study aids, or other devices in any academic exercise.
- Fabrication and Falsification: Intentional and unauthorized alteration or invention of any information or citation in an academic exercise. Falsification is a matter of inventing or counterfeiting information for use in any academic exercise.
- Multiple Submissions: The submission of substantial portions of the same academic work for credit (including oral reports) more than once without authorization.
- Plagiarism: Intentionally or knowingly presenting the work of another as one's own (i.e., without proper acknowledgment of the source).
- Abuse of Academic Materials: Intentionally or knowingly destroying, stealing, or making inaccessible library or other academic resource materials.
  Complicity in Academic Dishonesty: Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.

Plagiarism includes, but is not limited to:
- Copying or borrowing liberally from someone else's work without his/her knowledge or permission; or with his/her knowledge or permission and turning it in as your own work.
- Copying of someone else's exam or paper.
- Allowing someone to turn in your work as his or her own.
- Not providing adequate references for cited work.
- Copying and pasting large quotes or passages without properly citing them.

Educator Ethics:
The Model Code of Educator Ethics is intertwined throughout the various activities within this course, as well as the other courses you will take within this program. The responsibility to profession, of professional competence, to our students, to the school, and with the use of technology are integral to all aspects of this course."

Disability Access
If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from Kōkua ʻIke: Center for Student Learning by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Kōkua ʻIke Coordinator at (808) 739-8305 for further information (ada@chaminade.edu).

Title IX Compliance
Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

Attendance Policy
The following attendance policy is from the 2020-2021 Academic Catalog.

Students are expected to regularly attend all courses for which they are registered. Student should notify their instructors when illness or other extenuating circumstances prevents them from attending class and make arrangements to complete missed assignments. Notification may be done by emailing the instructor's Chaminade email address, calling the instructor's campus extension, or by leaving a message with the instructor's division office. It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade.

Students with disabilities who have obtained accommodations from the Chaminade University of Honolulu ADA Coordinator may be considered for an exception when the accommodation does not materially alter the attainment of the learning outcomes.

Federal regulations require continued attendance for continuing payment of financial aid. When illness or personal reasons necessitate continued absence, the student should communicate first with the instructor to review the options. Anyone who stops attending a course without official withdrawal may receive a failing grade or be withdrawn by the instructor at the instructor's discretion.

Academic Conduct Policy
From the 2019-2020 Undergraduate Academic Catalog (p. 39):
Any community must have a set of rules and standards of conduct by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook, and operated within the guidelines set to honor both students' rights and campus values.

Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook, and realizing that students are subject to the University's jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Student Handbook for more details. A copy of the Student Handbook is available on the Chaminade website.

For further information, please refer to the Student Handbook which is linked annually on the following webpage: https://chaminade.edu/current-students/

Credit Hour Policy
The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in 45 hours of engagement. This equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester, 10 week term, or equivalent amount of work over a different amount of time. Direct instructor engagement and out-of-class work result in total student engagement time of 45 hours for one credit.

The minimum 45 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practica, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.

Activities Schedule
ED 403 SPED: Early Childhood Education for Children with Disabilities

Module 1: Activity Based Interventions and Milieu Teaching
In order to successfully complete Module 1, please do the following:

1. **Complete Assignment:** Student Intro with "I Am" poem & Milestone Assignment #1.
2. *Read: [Theory and Theory-driven Practices of Activity Based Intervention](#)*
3. **Watch Presentation:** Overview of ABI (Weebly)
4. *Read: [Using Routines Based Interventions in Early Childhood Special Education](#)*
5. **Read:** https://www.researchgate.net/publication/334251276_Activity-Based_Intervention_to_Support_Second_Language_Acquisition
6. **Complete Assignment:** Reading Response: *[Activity-Based Intervention Practices in Special Education](#)*
7. **Complete Assignment:** Case Study: Observation and Implementation of ABI with a student
8. **Read and Watch Video:** *[Milieu Teaching](#)*
9. **View:** Kid Talk Power point presentation: *[KidTalk: Naturalistic Communication Intervention Strategies for Parents and Teachers of Young Children](#)*
10. **Complete Assignment:** Reading Response: Summarize Key points from your readings of ABI & Milieu Teaching
11. **Complete Assignment:** Participate in Communities of Practice Discussion
12. **Review:** Wrap up, Reflect and Looking Forward

Module 2: The Power of Incorporating Play into the Curriculum
In order to successfully complete Module 2, please do the following:

1. **Watch Presentation:** [UNICEF Lego Foundation *Learning through Play*](#)
2. **Read:** *[Teaching Play Skills to Children With Disabilities: Research-Based Interventions and Practices](#)*
3. **Complete Assignment:** Reading Response: *[Teaching Play Skills to Children With Disabilities: Research-Based Interventions and Practices](#)* (Higher order thinking response guide)
4. **Watch Presentation:** Purposeful Play…view (all videos)
   a. [Window Into the Classroom - Purposeful Play](#)
   b. [D47 Purposeful Play](#)
   c. [The Work of Play](#)
5. **Complete Assignment:** Reflection Response from observations of videos…how play supports the development for children. Include detailed observations.
6. **Read:** https://resilienteducator.com/classroom-resources/play-based-learning/ 2. https://www.edutopia.org/article/how-use-play-learning
7. **Read:** *[How Schools Can Incorporate Play-Based Learning into Playtime](#)*
8. **Read:** *[Play-Based Activities That Build Preschool Students' Reading Readiness](#)*
9. **Read:** *[Hoist the Sails: The Great Quest for a Play-Based Classroom](#)*
10. **Complete Assignment:** Develop a plan for how you will implement Play-Based learning in your future classroom to support instruction. Be specific with details.
11. **Complete Assignment:** Participate in Communities of Practice Discussion
12. **Review:** Wrap up, Reflect and Looking Forward
   a. [Activities Guide: Enhancing and Practicing Executive Function Skills with Children from Infancy to Adolescence](#) – Harvard University, Center on the Developing Child
   b. *[How to Use Play for Learning](#)* - Edutopia

Module 3: Integrating Music and Movement as an Instructional Strategy

In order to successfully complete Module 3, please do the following:

1. **Watch Presentations:** Integration of Music Videos
   a. [Discover Dance: Working with Special Education Classrooms](#)
   b. [Music for Early Childhood & Kids w/ Special Needs- 4 SONGS- LifeRhythmMusic.com](#)
   c. [Integrating Music and Movement with Literacy Video Workshop for Teachers](#)
2. **Read:** *[Music and Dance, Arts Integrated Curriculum for Inclusive Classrooms](#)* (pp. 9-19)
3. **Complete Assignment:** Reading Response: *[Music and Dance, Arts Integrated Curriculum for Inclusive Classrooms](#)* (pp. 9-19)
4. **Read:** *[Music and Dance, Arts Integrated Curriculum for Inclusive Classrooms](#)* (pp. 33-66)
5. **Read:** *[10 Ways to Incorporate Music into Your Classroom](#)*
6. **Complete Assignment:** Reading Response discussion of the development of the integrated lesson plan.
7. **Read:** *[Music as a Teaching Tool](#)*
8. **Watch Presentation:** [Math Music Integration for 1st Grade](#)
9. **Read:** *[Effective Integration of Music in the Elementary School Classroom](#)*
10. **Complete Assignment:** Observation Response: Research a video demonstrating the integration of music and movement into the classroom.
11. **Complete Assignment:** Participate in Communities of Practice Discussion
12. **Review:** Wrap up, Reflect and Looking Forward
    a. Video Demonstrations – [The Rhythm Tree](#)
        i. [Music Therapist Teaches You a Great Song for Special Needs](#)
        ii. [How Does Music Therapy Benefit Children with Special Needs?](#)
        iii. [Music and Autism: The Do's and Don'ts](#)
        iv. [Music Therapy for Autism : How to use simple instruments to help children](#)
        v. [Easy-to-Use Calming Strategies for Autism](#)
    b. *[Music and Language Learning](#)* - Colorín Colorado
    c. *[Music as a Teaching Tool](#)* – Edutopia
    d. *[Educational Benefits of Music in an Inclusive Classroom](#)* - ERIC

Module 4: Differentiated Instruction

In order to successfully complete Module 4, please do the following:

1. **Watch Presentation:** [Differentiating Instruction: It's Not as Hard as You Think](#)
2. **Watch Presentation:** [Differentiated Instruction Strategies: Multiple Intelligences](#)
3. **Read:** *Differentiated Instruction: A Primer* https://www.edweek.org/teaching-learning/differentiated-instruction-a-primer/2015/01
4. **Complete Assignment:** Reading Response: Reflect on the assigned article.
5. **Watch Presentation:** [Differentiation Within the Inclusion Classroom Model](#)
6. **Read:** *What is Differentiated Instruction and Why Differentiate?* https://pdo.ascd.org/LMSCourses/PD11OC115M/media/DI-Intro_M1_Reading_What_Is_DI.pdf
7. **Complete Assignment:** Reading Response: Reflect on the assigned article.
8. **Read:** *What is Differentiated Instruction? Examples of How to Differentiate Instruction in the Classroom.* https://resilienteducator.com/classroom-resources/examples-of-differentiated-instruction/
9. **Complete Assignment:** Reading Response: Write a reflection of the assigned article.
10. **Watch Presentation:** [Station Rotation: Differentiating Instruction to Reach All Students](#)
11. **Read:** [20 Differentiated Instruction Strategies and Examples](#)
12. **Watch Presentation:** [Making Self-Paced Learning Work](#)
13. **Read:** Differentiating Instruction in Response to Student Readiness. https://files.eric.ed.gov/fulltext/EJ787917.pdf

14. **Complete Assignment:** Reflection Report of the following video: Teaching in the Inclusive Classroom: Differentiated Instruction
15. **Complete Assignment:** Participate in Communities of Practice Discussion
16. **Review:** Wrap up, Reflect and Looking Forward
    a. *100+ Tools for Differentiating Instruction Through Social Media* - Edutopia
    b. *How to Differentiate Math Instruction With One-on-One Conferences* – Edutopia

Module 5: Incorporating Learning Centers

In order to successfully complete Module 5, please do the following:

1. **Watch Presentation:** Learning Centers
2. **Complete Assignment:** Video Response: Observations and reflections of this learning center model
3. **Read:** *Differentiated Instruction Strategies: Learning Stations*
4. **Watch Presentation:** Differentiated Assessment Strategies: Learning Centers
5. **Read:** *Designing Lessons for Diverse Learners: https://edwp.educ.msu.edu/te/wp-content/uploads/sites/49/2020/06/Designing-Lessons-for-Diverse-Learners.pdf*
6. **Complete Assignment:** Reading Response: Write a reflection of the assigned artlcle.
7. **Read:** *Learning Centers – Excellent Way to Cover a Wide Amount of Curriculum*
8. **Watch Presentation:** Learning Centers | Teaching Strategies #8
9. **Read:** *How to do I Set Up Station Rotations in My Classroom? https://practices.learningaccelerator.org/problem-of-practice/how-do-i-set-up-a-station-rotation-model-in-my-classroom*
10. **Read:** *Ensuring That Instruction is Inclusive For Diverse Learners: https://www.edutopia.org/article/ensuring-instruction-inclusive-diverse-learners*
11. **Complete Assignment:** Reading Response: Write a reflection of the assigned article.
12. **Read:** *6 Important Benefits of Learning Centers in the Classroom*
13. **Read:** *Learning Centers: Meaningful Contexts for Language Use in the Primary Immersion Classroom*
14. **Complete Assignment:** Learning Centers PowerPoint Presentation
15. **Complete Assignment:** Participate in Communities of Practice Discussion
16. **Review:** Wrap up, Reflect and Looking Forward
    a. *Learning Centers in Classrooms* – ThoughtCo.

Module 6: Classroom Management

In order to successfully complete Module 6, please do the following:

1. **Watch Presentation:** Effective Classroom Management Techniques
2. **Complete Assignment:** Reflective Response: Effective Classroom Management Techniques
3. **Read:** *Effective Classroom Management Teacher Preparation*
4. **Complete Assignment:** Reading Response: *Effective Classroom Management Teacher Preparation*
5. **Watch Presentation:** Understanding and Supporting your Student with ODD
6. **Read:** *Enhancing Effective Classroom Management in Schools: Structures for Changing Teacher Behavior*
7. **Watch Presentation:** Classroom Management Strategies for Effective Instruction
8. **Complete Assignment:** Reflective Response: Classroom Management Strategies for Effective Instruction
9. **Watch Presentation:** Building Self-Management Skills Using a Problem-Solving Chart
10. **Watch Presentation:** Learning to Measure the Size of a Problem
11. **Watch Presentation:** The Collaborative Classroom: An Interview with Linda Darling-Hammond | Edutopia
12. **Read:** *Special Education Classroom Behavior Management: https://insightstobehavior.com/blog/special-education-classroom-behavior-management-strategies-k12/*
13. **Read:** *Evidence Based Classroom Management Strategies*

14. **Complete Assignment:** Classroom Management PowerPoint Presentation
15. **Complete Assignment:** Participate in Communities of Practice Discussion
16. **Review:** Wrap up, Reflect and Looking Forward
    a. *[How Novice and Expert Teachers Approach Classroom Management Differently](#)* – Edutopia
    b. *[7 Things Teachers Say to Create a Supportive Classroom](#)* - Edutopia

Module 7: Developing Thematic Units/Integrated Curriculum

In order to successfully complete Module 7, please do the following:

1. **Read:** *[Integrated Curriculum in the Primary Program](#)*
2. **Watch Presentation:** [Thematic Units](#)
3. **Read:** Implementing Thematic Units into the SPED classroom: *[Enhancing Interdisciplinary Instruction in General and Special Education](#)*
4. **Complete Assignment:** Reading Response: *[Integrated Curriculum in the Primary Program](#)* & *[Enhancing Interdisciplinary Instruction in General and Special Education](#)*
5. **Read:** *[Thematic Unit Definition and How to Create One](#)*
6. **Read:** *[Back to School Theme for Special Education Teachers](#)*
7. **Complete Assignment:** Reading Response: *[Thematic Unit Definition and How to Create One](#)* & *[Back to School Theme for Special Education Teachers](#)*
8. **Watch Presentation:** [How to Implement Theme-Based Learning (21st century education)](#)
9. **Read and Explore:** https://www.teacherspayteachers.com/browse/teacher-tools/thematic-unit-plans/free/special-education
10. **Complete Assignment:** Choose a theme for a *thematic unit*.
11. **Read:** *[Integrated Studies: A Short History](#)*
12. **Complete Assignment:** Research literature (books, poems, articles, etc.) to support a *thematic unit*.
13. **Complete Milestone 2 Assignment:** Develop a *thematic unit* for the grade level you wish to teach using the [template](#).
14. **Complete Assignment:** Participate in Communities of Practice Discussion
15. **Review:** Wrap up, Reflect and Looking Forward
    a. [Integrated Projects](#) – k6edu.com
    b. [Thematic Units Collection](#) – The Teacher's Corner
    c. [Free Thematic Unit Plans](#) – Teachers Pay Teachers
    d. *[Deliberately Planning Play for Learning](#)* – Edutopia
    e. *[Planning and Implementing Thematic Units (+ Freebie Unit Planner)](#)* – Gabriella Volpe

Module 8: Choice as Motivation

In order to successfully complete Module 8, please do the following:

1. **Read:** *[Differentiation Through Choice, Using a Think-Tac-Toe for Science Content](#)*
2. **Watch Presentation:** [Using Choice Boards in the Classroom: Introduction](#)
3. **Read:** *[Academic Diversity: Ways to Motivate and Engage Students with Learning Disabilities](#)*
4. **Complete Assignment:** Reading Response: *[Academic Diversity: Ways to Motivate and Engage Students with Learning Disabilities](#)*
5. **Read:** *[To Engage Students, Give Them Meaningful Choices in the Classroom](#)*
6. **Watch Presentation:** [Tic Tac Toe Choice Board](#)
7. **Complete Assignment:** Choice Board PowerPoint Presentation
8. **Read:** *Using Choice Boards to Differentiate Instruction* AND review examples of Choice Boards: https://www.hmhco.com/blog/choice-boards-for-students?srsltid=AfmBOooxAEIi1Skblr_yBSftpSnbj5FBebkmaad4YsD264fh-MSsGFIp
    https://blog.tcea.org/templates-differentiated-choice-boards/
    o [Choice Board - Autism Circuit](#)
    o [Choice Boards, Menus, & Tic-Tac-Toe](#)

9. **Watch Presentation:** [Creating A Choice Board](#)
10. **Complete Assignment:** Create a Choice Board
11. **Complete Assignment:** Participate in Communities of Practice Discussion
12. **Review:** Wrap up, Reflect and Looking Forward
    a. *[Making Differentiation Possible](#)* – Edutopia
    b. *[How to Create a Choice Time in Your Special Ed. Schedule](#)* – Autism Classroom News & Resources
    c. *[How I Use Choice Boards to Increase Student Engagement](#)* – We Are Teachers
    d. [Create a Choice Board in Canvas](#) – YouTube
    e.

Module 9: Creating an Inviting Student-Centered Learning Environment

In order to successfully complete Module 9, please do the following:

1. **Watch Presentations:** [Flexible Classrooms: Providing the Learning Environment That Kids Need](#) & [Flexible Seating at Poplar Tree Elementary School](#)
2. **Read:** *[Why School Climate Matters and What Can Be Done to Improve It](#)*
3. **Watch Presentation:** [Designing a Self-Contained Classroom](#)
4. **Watch Presentation:** [Education in the 21st Century - Student Centered Learning](#)
5. **Read:** *[Developing a Student-centered Classroom](#)*
6. **Read:** *[Educating the Whole Child: Improving School Climate to Support Student Success](#)* (pp. 1-32)
7. **Complete Assignment:** Reading Response: *[Educating the Whole Child: Improving School Climate to Support Student Success](#)* (pp. 1-32)
8. **Watch Presentation:** [The Best Resource Room Ever UPDATED!](#)
9. **Read:** *[Educating the Whole Child: Improving School Climate to Support Student Success](#)* (pp. 36-68)
10. **Watch Presentation:** [Building a Belonging Classroom](#)
11. **Read:** *[Ensuring That Instruction Is Inclusive for Diverse Learners](#)*
12. **Read:** *[Creating a Warm and Inclusive Classroom Environment: Planning for All Children to Feel Welcome](#)*
13. **Complete Assignment:** Reading Response: *[Creating a Warm and Inclusive Classroom Environment: Planning for All Children to Feel Welcome](#)*
14. **Read:** *[Small Steps Toward Student Centered Learning](#)*
15. **Read:** *[Creating a Welcoming Classroom for Students with Special Needs](#)*
16. **Watch Presentation**: [Rita Pierson: Every kid needs a champion](#)
17. **Complete Assignment:** Student-Centered Learning Environment PowerPoint Presentation
18. **Complete Assignment:** Participate in Communities of Practice Discussion
19. **Review:** Wrap up, Reflect and Looking Forward
    a. [Student Centered Learning: Why, How, & What](#) - YouTube
20. **Complete**: Course Evaluation