Differentiation as a Behavior Management Strategy for Special Needs Students, Grades 9-12

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Dates & Times: Online: This 15-hour online, asynchronous course, divided into 10 modules. The student must spend a minimum of 1.5 to 2 hours per week over 10 weeks to complete this course.

COURSE DESCRIPTION:

Managing behavior balances with understanding our learners: their needs, preferences, and their learning styles. Differentiating for various student instructional needs is key to harnessing learning style and other data. While much of it is about student engagement, it is also about knowing them, and how they learn, enough to engage them in learning more. Whether they learn kinesthetically (using physical, hands-on), or inter-personally (social) for example, gives us the opportunity to craft activities and performance tasks geared to garnering better behavior that then allows us to help them academically. Participants in this course will learn how to use learning style information to develop effective behavior management strategies.

STUDENT LEARNING OUTCOMES:

Upon completion of this course, the student will be able to:
- Apply age and grade appropriate research-based strategy to evaluate students and use this data to plan and/or modify using differentiation techniques.
- Analyze various age and grade appropriate behavior management theories as they align the needs of exceptional learners.
- Identify and align behavioral theory with learning theory to craft effective lessons that engage positive student behavior.
- Apply, through planning and job-embedded action, specific and measurable behavioral management goals and strategies as they align with identified student learning objectives.

TEXTS, READINGS, INSTRUCTIONAL RESOURCES**:**

- Bowers-Campbell, J. (2011). Take it out of class: Exploring virtual literature circles. *Journal of Adolescent & Adult Literacy*, *54*(8), 557-567. doi:10.1598/JAAL.54.8.1
- Gregory, G. H., & Kuzmich, L. (2004). *Data driven differentiation in the standards-based classroom*. Thousand Oaks, CA: Corwin Press.

- McCall, A. L. (2010). Teaching powerful social studies ideas through literature circles. *Social Studies*, *101*(4), 152-159. doi:10.1080/00377990903284104
- Niles, W. (2014). Guided Discussion Groups: Engaging All Students Through Jigsaw and Dilemma Discussion Discussion Group Strategies. In *AABRI International Conference*. San Antonio, TX.
- Wolfe, C. R. (2012). Individual differences in the "MySide bias" in reasoning and written argumentation. Written Communication, 29, 474-498.
- Servilio, K. L. (2009). You Get to Choose! Motivating Students to Read Through Differentiated Instruction. *Teaching Exceptional Children Plus*, *5*(5), 2-11.
- Silver, H., Strong, R., & Perini, M. (1997). Integrating learning styles and multiple intelligences. *Educational Leadership, 55*(1), 22-27.
- Tobin, R., & McInness, A. (2008). Accommodating differences: Variations in differentiated literacy instruction in grades 2/3 classrooms. *Literacy, 2*(1). 3-9.
- Richardson, R. C., & Arker, E. (2010). Personalities in the classroom: Making the most of them. *Kappa Delta Pi Record, 46*(2), 76-81.

COURSE REQUIREMENTS:

Students will have 10 weeks to complete each course**,** after which time they will be un-enrolled. If you need an extension, please email the instructor. Complete one module at a time. This 15-hour online, asynchronous course is divided into 10 modules. The student must spend a minimum of 1.5 to 2 hours per week over 10 weeks to complete this course. The system will auto-check the course components when the requirements have been met. Requirements include reading lectures, viewing video, and responding to discussion prompts or scenario prompts. Keep in mind that:

- Some course elements are optional such as grade-band video and resources, in which case you can toggle over the check box and self-check to keep a record of your progress.
- Certificates of Completion will be made available in the final module once all assignments are submitted, participation and hours requirements met.

In order to receive a Passing grade, the participant must complete the following course requirements:
- All discussion forums and/or scenario responses must include 1 original post to the question prompt and one to another student in the cohort.
- All video viewed. When there are several video divided by grade-band, select the appropriate and view.
- All books read in full, scrolling from beginning to end.
- All practice lessons and/or activities complete.
- All assignments complete (lessons or unit plans)
- Certificates will not be printable until all of the above conditions have been met, with a passing grade issued by the instructor.

Grade Scale:
    Grading will be Pass/Fail: A minimum score of 80% will be required to pass.