



**Your
Education
Ally.**

By Teachers,
For Teachers.

Course Syllabus

Name:

Date:



Today is a Great Day to Learn Something New!

Professional learning to meet your needs.

Engaging and applicable, ELEVATE courses are the core of Teaching Channel. We offer a variety of courses that meet the continuing education needs of teachers from across the country. Teaching Channel courses work perfectly for license renewal needs, working to move up through salary schedules, or for professional learning to support improved student outcomes. Teaching Channel provides continuing education graduate credit courses that have been approved and endorsed by regionally accredited colleges and universities from across the United States.



Current University Partners (See a current list of academic partners on our website)

Continuing Education courses are approved by our regionally accredited (HLC, NECHE, WSCUC, NWCCU) partners by review of syllabi, content, and coursework expectations. (Indicate anticipated university/college partner below, if applicable.)

Course Creation and Evaluation:

Courses are created and evaluated by educators with a master's degree or higher in an education-related field and five or more years of classroom experience in PreK-12th grade education. Course evaluators provide personalized, specific feedback for assignments and rubric-based grading aligned with best practices in professional education.

Spring Term

Registrations Accepted
July 16-March 15
Coursework Due*
April 15

Summer Term

Registrations Accepted
December 16-July 15
Coursework Due*
August 15

Fall Term

Registrations Accepted
March 16-October 22
Coursework Due*
November 15

*Or first business day after the 15th if due date falls on a weekend.

Coursework Details

The Rigor of Teaching Channel Graduate-Level, Continuing Education Courses.

Professional Learning Model

Our research-based Professional Learning Model is used to design ELEVATE continuing education courses. The model includes five elements used to guide professional learning and to positively impact student outcomes:



Course Content

ELEVATE Courses are self-paced, and per standard practice in the field, each credit carries the equivalent of fifteen hours of content and coursework. Participants explore resources that include a solid balance of research and applicability. All courses feature video clips, research-based articles, and interactive elements to enhance and support learning. To receive credit, participants must complete the following requirements according to expectations outlined in our course rubric:

Response Questions: Connect new learning from course resources to current pedagogy.

Resource Review: Find resources related to the course topic to extend learning and solve problems of practice.

Applications: Complete a variety of assignments encouraging participants to implement new learning in their classrooms or schools.

Reflection: Write a reflection paper that activates critical thinking and inspires the transformation of future professional practice.

All coursework is to be completed in the Teaching Channel online environment.

Course Name	Neurodiversity: A New Approach for Students with Special Needs
Course Number	OL 5855
Course Credits	3 of Flex Credit

NOTE: This syllabus is an outline of the course requirements and is subject to change; the coursework will be completed and submitted in the online environment where you will have full access to a variety of media, links, and other online tools required to satisfactorily complete this course.

Course Description:

Neurodiversity—a concept whose time has come—challenges educators to shift from a disability perspective to a diversity perspective, and to use strength-based strategies designed to help students with disabilities be successful in life and in school. For educators, this course encourages educators to focus on the positive assets of students with disabilities who are neurodiverse and neurotypical, and to understand how to support and provide the instruction they need. The following topics specific to teaching students with disabilities are included in the coursework: assessment, communication, strategies for students with autism, dyslexia, strength-based instructional models, Attention-Deficit Hyperactivity Disorder, mental illness, technology for use with students with disabilities, assistive technology, and Universal Design for Learning.

Goals and Objectives:

As a result of participation in this course, participants will:

1. Use provided prompts specific to neurodiversity to describe assumptions and insights of practitioners, researchers and self, including how the information relates to professional educational practice.
2. Design use of strength-based strategies and technology tools for students who are neurodiverse.
3. Prepare an activity to collaborate with school or community representatives to show representation of students who are neurodiverse.
4. Implement assistive technology to support students who are neurodiverse.
5. Develop an action plan to challenge the status quo related to neurodiversity.

Required Text/Articles:

Text(s): Armstrong, T. (2012). *Neurodiversity in the classroom: Strength based strategies to help students with special needs succeed in school and life*. Alexandria, VA: ASCD.

All readings and resources are linked within their respective assignments.

All coursework is to be completed in the Teaching Channel online environment.

Knowledge Base:

The knowledge base of this course, in part, is affirmed in the writing and research of these references:

Gargiulo, R. M., & Bouck, E. C. (2021). *Special education in contemporary society: An introduction to exceptionality*. Los Angeles: SAGE.

Jensen. (2020). *Brain-based learning: Teaching the way students really learn*. Thousand Oaks, CA: Corwin Sage.

Nickelsen, & Dickson, M. (2019). *Teaching with the instructional cha-chas: 4 steps to make learning stick*. Bloomington, IN: Solution Tree Press.

Reber. (2019). *Differently wired: A parent's guide to raising an atypical child with confidence and hope*. New York: Workman Publishing.

Strosnider, & Sharpe, V. (2019). *The executive function guidebook: Strategies to help all students achieve success*. Thousand Oaks, CA: Corwin.

Tokuhama-Espinosa, T. (2018). *Neuromyths: Debunking false ideas about the brain*. New York: W.W. Norton & Company.

Werb. (2019). *Teach for attention!: A tool belt of strategies for engaging students with attention challenges*. Minneapolis, MN: Free Spirit Publishing.

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Teaching Channel Course Rubric

All course submissions must meet general graduate level standards through the use of correct grammar, spelling, and mechanics. Each paragraph should be clearly organized and include 5 sentences or more. If work does not meet the above criteria, it will be returned to the student for resubmission.

Rubric	A Grade = Outstanding Performance	B Grade = Target Performance	Below Target Performance
Statement of Intention and Awareness	The evaluator will only review the Statement of Intention and Awareness for a response to each prompt. If a student does not respond to each prompt, the Statement will be returned to the student for resubmission. The student's Statement of Intention and Awareness will be evaluated as part of the Reflection.		
Investigation: Read and Respond	Coursework thoroughly and accurately addresses all question components by summarizing key concepts from readings. In at least half of the responses, the participant also makes inferences related to professional practice or supports answers with professional experiences.	Coursework thoroughly and accurately addresses all question components by summarizing key concepts from readings.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.

All coursework is to be completed in the Teaching Channel online environment.

Investigation: Resource Review Rubric	A Grade = Outstanding Performance	B Grade = Target Performance	Below Target Performance
Summary of Resource	Coursework summarizes the main ideas presented in the resource and includes at least one instance of critical analysis (i.e. asks questions, looks for gaps in information, disputes contradictions, etc.)	Coursework summarizes the main ideas presented in the resource.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.
Relation to Personal Assumptions or Course Content	Coursework provides more than one detailed example of how the resource supports or challenges personal assumptions and/or course content.	Coursework provides one example of how the resource supports or challenges personal assumptions and/or course content.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.
Impact on Professional Practice	Coursework provides more than one clear explanation of how the information in the resource could impact professional practice.	Coursework provides one explanation of how the information in the resource could impact professional practice.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.

All coursework is to be completed in the Teaching Channel online environment.

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Application Rubric	A Grade = Outstanding Performance	B Grade = Target Performance	Below Target Performance
Planning, Development and Execution	Coursework shows complete planning, development and/or execution of application, clear articulation of details and inclusion of polished required artifacts.	Coursework shows complete planning, development and/or execution of application and inclusion of required artifacts.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.
	Coursework includes creative or innovative application of new knowledge and skills from course content to professional practice.	Coursework includes application of new knowledge and skills from course content to professional practice.	
Written Requirements	Coursework provides clear, logical, and organized responses to any writing prompts in the application. It also includes at least one detailed connection to course objectives, student learning goals or transformation of professional practice.	Coursework provides clear, logical, and organized responses to any writing prompts in the application.	

All coursework is to be completed in the Teaching Channel online environment.

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Reflection Rubric	A Grade = Outstanding Performance	B Grade = Target Performance	Below Target Performance
Connection to Statement of Intention and Awareness	Coursework includes an evaluation of both learning goals articulated in the participant's Statement of Intention and Awareness from Module 1. Participant includes one future learning goal related to course content.	Coursework includes an evaluation of one of the learning goals articulated in the participant's Statement of Intention and Awareness from Module 1.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.
Summary of Learning	Coursework includes three or more detailed connections to specific assignments completed or course content viewed (assigned readings or videos).	Coursework includes two general connections to course content.	
Description of Positive Influence or Transformation	Coursework includes two or more specific ideas for changes in one's professional practice with timelines. OR Coursework includes two or more detailed action steps with timelines for positively impacting other stakeholders.	Coursework includes one general idea for changes in one's professional practice. OR Coursework includes one action step for positively impacting other stakeholders.	

All coursework is to be completed in the Teaching Channel online environment.

Module 1

1. Tell us about yourself!

Before we begin with course content, write 1 sentence about yourself. You will be asked to include this background in each of the modules submitted for the course. This provides context for your responses and enables the course evaluator to respond with feedback tailored to your specific role in education. Here are three examples to guide you:

- I'm a 4th grade teacher and teach all subjects.
- I'm a middle school counselor.
- I'm out of the classroom on leave this year, but next year I'll be back teaching 9th grade science.

2. Statement of Intention and Awareness

At Teaching Channel, we want your learning to be purposeful and applicable to your professional practice. To do that, research says learners need to first identify their motivations and goals. Next, learners assess prior knowledge and previous experiences so they can create deeper connections to the course material.

Using the guidelines below, please address the following in your Statement of Intention and Awareness, in a total of two paragraphs, or more:

1. Share your motivation for learning about neurodiversity
2. Summarize your previous knowledge or experience with neurodiversity.
3. List your own two learning goals for the course.

In Module 1, your evaluator will review your Statement of Intention and Awareness to ensure it is complete. It will be graded within your Reflection Requirement in Module 3, where you'll revisit your Statement of Intention and Awareness to identify your growth and learning from the beginning of the course to the end.

3. Investigation: Read and Respond

After reading the assigned resources, please respond in one paragraph or more for each prompt (unless otherwise noted). Please be sure that each paragraph meets our length requirement of 5 sentences, or more.

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From Chapters 1-4 of the course text:

- A. Summarize what the term, "neurodiversity" means to you.
- B. In the past, students who are neurodiverse have been seen from liabilities or weaknesses perspective (deficit, disease, dysfunction). Now, the education world views students who are neurodiverse from an assets and strengths perspective. Describe whether or not you are ready to make this shift in thinking, or if you believe the deficit model still holds merit.
- C. Universal Design for Learning (UDL) is a way educators can remove barriers to help all students learn. Summarize one idea you have for removing a barrier to learning.
- D. The text is packed with strength-based strategies! Pick one strategy you are enthusiastic about trying, and tell us your plans for implementing it with a student.
- E. Assessments may look different to students who are neurodiverse. Communicate how you will create a flexible approach to assessment to accommodate all learners.
- F. As a champion for those with autism, Temple Grandin encourages educators to differentiate instruction to ensure students with autism are successful. After reading Chapter 4, explain one differentiation strategy you are willing to try with a student on the *autism spectrum.

Note: We recognize that the course text still uses the term Asperger Syndrome and the current Diagnostic and Statistical Manual (DSM) has replaced Asperger Syndrome with the term High Functioning Autism--or HFA.)

From Chapters 5-7 of the course text:

- G. In Chapter 6, Mary Beth Hewitt states "...mental illness is the last to come out of the disability 'closet.'" Articulate the message she is trying to convey about mental illness and the stigma that surrounds it.

Module 2

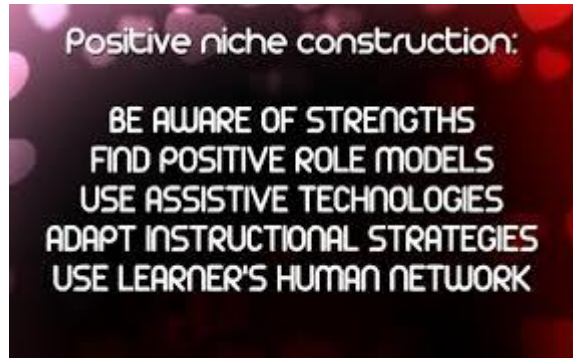
1. Tell us about yourself!

Provide a one sentence or longer explanation of your role in the field of education.

2. Application: Niche Construction

The text is rich with models contrasting poor niche construction with positive niche construction.

All coursework is to be completed in the Teaching Channel online environment.



Using the text to guide you, provide examples of both positive niche construction and poor niche construction using real or hypothetical students (your own, or from the text!). Please complete this application using one of the following formats:

Format 1: Compare and contrast the positive niche construction example with the poor niche construction example in one page or more.

Format 2: Use a Venn diagram, or any other type of chart/tool, to illustrate the similarities and differences in the poor and positive examples. Please include a one paragraph summary/explanation of the diagram/chart/tool.

3. Application: Joys and Gifts

Students who are neurodiverse bring perspectives that can change the world! Please watch the following videos to celebrate those perspectives, then complete the assignment that follows:

ADHD

ASD

After viewing the videos and reading the chapters on ADHD and ASD, in one paragraph or more for each, summarize:

- A. One "joy" those with ADHD may possess, and why you consider it a "joy."
- B. One "gift" those with of ASD may possess, and why you believe it is a "gift."
- C. Please keep in mind, there are many different treatment strategies for those with ADHD, as demonstrated in the videos, below. After watching both videos, briefly share your thoughts about the use of medications and behavioral strategies when working with students with ADHD.

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4. Application: Challenging the Status Quo

The term "neurodiverse" illuminates a shift from a deficit view to a strengths view. An important shift for educators, and all who work with children! Challenge the status quo around neurodiversity by completing one of the following options.

Option 1: Intrinsic Motivation

This TED talk by educator Christy Hutton is a wonderful way to discuss strengths. Watch the video, and then describe 2 ways this video resonated with you. Your response should be 2 paragraphs or more.

Option 2: Extrinsic Influence

Please watch this video, then complete the assignment that follows:

Watch the video, and then describe 2 ways this video resonated with you. Your response should be 2 paragraphs or more.

5. Investigation: Resource Review

To complete the Resource Review, identify two resources related to (but not directly from) the course content to enhance your professional practice, and deepen your understanding of the course content.

Resources may include blog posts, podcasts, websites, videos, documentaries, films, articles, books, or journals, published within the last five years. To find a resource, we suggest a web search (Google) using terms or ideas from the course you'd like to learn more about, or that relate to your specific professional learning needs.

Please provide the resource title, author, copyright or publishing date, and URL (if applicable). Then, in two paragraphs or more per resource, respond to one or more of the following:

- Share information about how the resource information could impact your professional practice
- Explain how each resource supports or challenges your professional assumptions
- Summarize any questions that remain, i.e.: gaps in information or contradictions

To meet "A" criteria as outlined in the course rubric, for each resource, include two or more different examples of how the resource supports or challenges assumptions, *and* explain two ways this resource will impact your professional practice.

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Module 3

1. Tell us about yourself!

Provide a one sentence or longer explanation of your role in the field of education.

2. Application: Collaborate

This video, combined with the Notable Individual charts in the course text, and the information found at the Yale Center for Dyslexia and Creativity help us to evolve and understand the talents and creativity that abound in those with disabilities.

Create an 1-page or more overview or general plan to help students who are neurodiverse, "understand that there are many individuals out there in the real world, just like them who have become successful in spite of, or perhaps because of, their condition."

Assess your school, district, or community, share an overview of how you will work with others to ensure there is representation of the differently-abled success stories, or people who are neurodiverse who could serve as role models for your students.

3. Application: Innovate

There are so many ways to support students who are neurodiverse. We mentioned strengths in the last Module, but now we're adding assistive technology to the list. We know it's hard to choose, but please complete one of the following options to meet this requirement.

Option 1: Strength-Based Strategy for Students who are Neurodiverse

Update a current lesson by incorporating one of the strength-based strategies from the course textbook.

Be sure your 30 minutes or more lesson includes:

- Goals and objectives
- Why you selected the strength-based strategy
- How the strategy will be used to help students who are neurodiverse learn
- Ideas for adjusting the lesson so it can be used with hybrid, distance learning, or in person instruction.
- Enough information so a colleague could teach the lesson

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Option 2: Tech Tool for Students who are Neurodiverse

Research any of the tech tools found throughout the course textbook or online, and either create a lesson plan incorporating the tool or update a current lesson plan by incorporating the tool.

Examples of tools from the textbook include: Proloquo2Go, Livescribe Smartpen, My Talk, Autism Xpress, Look in My Eyes, Stories2Learn, etc.

Be sure your 30 min or more lesson includes:

- Goals and objectives
- Why you selected the tool
- How the tool will be used to help your student/s learn
- Ways to adjust the lesson to accommodate hybrid, distance learning, or in person instruction.
- Enough information so a colleague could teach the lesson

4. Application: Implement

The text has great examples for implementing assistive technologies and/or UDLs. You have the opportunity to explore, and determine what will work for you and your students.

Using the ideas in the text to guide you, describe one assistive technology tool or UDL method you will implement in your classroom. In 2 paragraphs or more, please:

- A. Introduce us to the tool. What tool/method did you select, how did you find it, and why did you choose it?
- B. Include your ideas/plans for using the tool/UDL method as well as what you hope to accomplish.

5. Reflection Requirement

In 2 or more double-spaced pages (12pt font), synthesize your learning by summarizing how your learning in this course has evolved your professional practice. To meet "A" criteria as outlined in the course rubric, your reflection should include:

- A comparison of your learning goals from your Statement of Intention and Awareness in Module 1 with your new learning, to assess how you've grown.
- One key takeaway from your learning.
- One future learning goal related to course content.
- Three or more detailed connections to specific course applications, information from readings, and other completed course activities.

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And your choice of *one* of the following:

- Two or more specific ideas for changes to your professional practice with timelines for implementing changes.
- Two or more detailed action steps you'll take to positively influence others (students, parents, colleagues, administrators, community members, etc.), including implementation timelines.

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