

# **MEETING THE ACADEMIC NEEDS OF STUDENTS WITH DISABILITIES**

## **EFFECTIVE CLASSROOM STRATEGIES FOR STUDENTS WITH: ADHD, BI-POLAR DISORDER, AUTISM SPECTRUM DISORDERS/ASPERGERS, SENSORY INTEGRATION ISSUES, AND OTHERS**

It is not your imagination. There are more children with disabilities in the school system than ever before. The sooner students are identified and appropriate interventions are provided the better the long term prognosis for the child and society. This workshop is for anyone who works with students with disabilities and wants to help them become more successful academically and emotionally stable. Participants will receive a better understanding of the many disabilities they are encountering: ADHD, Bi-Polar Disorder, Sensory Integration Dysfunction, Autism Spectrum Disorder/Asperger's, Rett's, Pervasive Developmental Delay Not Otherwise Specified, Mental Retardation, Learning Disorders, Motor Skills Disorder, and Communication Disorders. They will also learn many practical strategies to use with students with disabilities to improve their academic and coping skills. Helping professionals will also learn how to work with the schools to provide an appropriate IEP (individual educational plan) for their clients. With understanding and adjustments in the educational program, most students with disabilities can be successful in the general education program.

Esther Williams is a licensed professional counselor who works with clients and schools to help students with disabilities receive the help and accommodations they need to be successful. Esther is a retired teacher and school counselor. She taught students with disabilities as a classroom teacher and would never ask teachers to provide accommodations in the classroom that she was not able to provide herself. She believes that many really successful accommodations are easy to implement and can make a huge difference with student's self-esteem and academic success. Esther is also the parent of two children who were identified with disabilities in the school system. She has been in numerous IEP and 504 meetings in her roles as classroom teacher, school counselor, therapist, and parent. Her multifaceted experiences have given her a unique perspective and appreciation for everyone's importance on the road to academic success. She brings these varied experiences to her workshop to provide help and support to everyone involved in the academic process.

# **COURSE OBJECTIVES**

At the end of this seminar the participant will be able to:

- Identify the important features of children with various disabilities.
- List educational strategies to use with students with specific disorders.
- Understand strategies that are inappropriate to use with students with specific disorders.
- Explain how sensory integration issues are manifest in many childhood disorders.
- Identify factors that may be contributing to the dramatic increase in childhood disorders.
- Discuss a multi-model treatment plan for students with disabilities.
- Determine appropriate interventions for students with various disabilities.
- Have strategies to help students with disabilities deal with bullying.
- Know strategies to use to teach non-verbal communication skills.
- Discuss the responsibility of the educator, therapist, and parent in the IEP process.

## **Who Should Attend**

General Educators

Special Educators

School Administrators

Juvenile Probation Workers

Psychologists

Social Workers

Counselors

Parents

Occupational Therapists

Marriage and Family therapists

# Agenda and Outline

## 8:30 Working with ADHD Students

- Brain theories related to ADHD
- ADHD and executive functioning skills
- The implications of ADHD from childhood to the adult
- Diagnostic criteria for ADHD

10:15 Break

## 10:30 ADHD: What to Do

- Developing a multi-modal treatment plan for students with ADHD
- Providing the appropriate educational program for the student with ADHD
- ADHD, a historical theory
- Teacher interventions for students with ADHD

11:45 Lunch

## 1:00 Bipolar Disorder in Children and Teens

- Characteristics of Bipolar Disorder in children and teens
- Distinctions between Bipolar Disorder and ADHD Predominately Hyperactivity
- Classroom Strategies for students with Bipolar Disorder and other mood disorders
- Sensory Integration Dysfunction and how it relates to various disabilities

Break 2:15

## 2:30 Pervasive Developmental Disorders

- Characteristics of and distinctions between High functioning Autism and Asperger's
- Rett's Disorder and Pervasive Developmental Disorder Not Otherwise Specified
- Discussion of possible causes of the increase in Asperger's/Autism
- Classroom strategies for students with Pervasive Developmental Disorders in the general education program
- Characteristics of student with Mental Retardation, Learning Disorders, Motor Skills Disorders, and Communication Disorders
- Strategies for the Educator/Student with disabilities to help deal with bullying
- Review of the Federal Disability Law and the role of the regular education teachers in the Individualized Education Program (IEP)

Process

- Teaching nonverbal communication skills
- Academic and environmental accommodation for students with disabilities

### **3:45 Evaluations and Adjournment**