

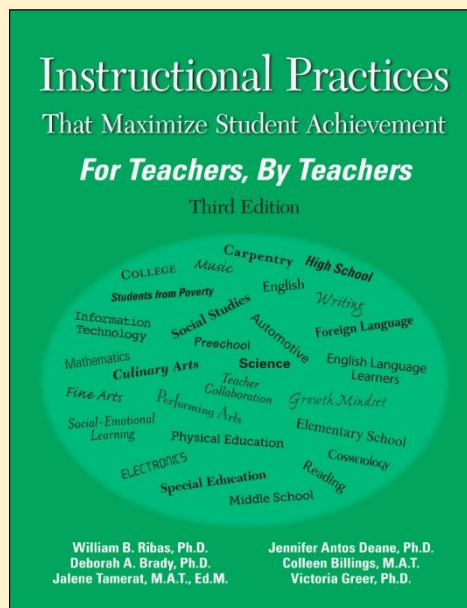
Ribas Associates and Publications, Inc.

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Online Differentiated Instruction and Social-Emotional Learning Workshop/Course #3

Our self-paced, online programs enable educators to join the program at any point during the course window. You complete work at a rate and at times that best match your life's busy schedule.

**Provides all 15 ESE approved PDPs in Special Education
required for Professional Re-Licensure.**



Learning Objectives:

After this workshop, participants will be able to:

- Identify and apply the components of differentiated instruction (content, process, and product).
- Identify and apply strategies for brain-compatible learning.
- Develop the skills required to manage a differentiated instruction classroom.
- Develop and employ strategies that effectively motivate students to engage in their learning
- Develop and employ skills to effectively engage students with special needs and ELLs in their learning by differentiating the content, process and/or product to meet their needs.

Module 1: The Brain and Learning

Taking into consideration students' learning style, special needs, cultural influences, English language proficiency, gender, effects of poverty, and brain development, the participants will be able to:

- Briefly explain how the brain functions.
- Explain the neurological 90 second rule and how it impacts instructional practice.
- Identify and explain strategies for learning in the content areas (e.g., ELA, math, arts, etc.).
- Explain how these strategies can be employed in ways that increase the level of success of general education, special education, English language, gifted and talented learners, and students from low socio-economic environments.
- Implement effective brain strategies to increase study understanding, achievement, and retention.

Module 2: Motivation and Learning

Taking into consideration students' learning style, special needs, cultural influences, English language proficiency, gender, effects of poverty, and brain development, the participants will be able to:

- Explain the key aspects of the following theories of intelligence:
 - Innate, single entity intelligence
 - Learnable intelligence
 - Multiple intelligences
 - Attribution of intelligence
- Implement classroom strategies that move students toward the belief that success is due more to effort and acquired strategies than to innate ability and luck.
- Identify seven components for increasing student motivation.
- Increase students' motivation by helping them to equate success with effort and to work to acquire effective strategies
- Increase student motivation by tapping into their personal interests and connections to the content.
- Describe instructional practices that support social emotional learning.
- Explain how these strategies can be employed in daily practice.



Module 3: Differentiated Instruction Strategies for Students with Special Needs and for ELLs

Taking into consideration students' learning style, special needs, cultural influences, English language proficiency, gender, effects of poverty, and brain development, the participants will be able to:

- Assess the language acquisition levels of their ELLs (preproduction, early production, speech emergence, intermediate fluency, and advanced fluency) and implement strategies for each level.
- Explain the stages of second language acquisition.
- Explain various special education profiles that are commonly found in regular education classrooms.
- Plan lessons with strategies that effectively differentiate the learning for those students with these special education profiles.
- Plan lessons with strategies that effectively differentiate the learning for second language learners.