

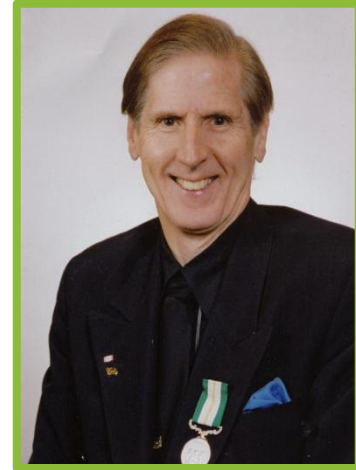
## Effective Teaching for Exceptional Learners

16-20 Oct. 2011 • Costa Del Sol Hotel, Kuwait

### **Ashleigh Molloy, PhD**

*Director of Transformation Education  
Institute/York University Course Leader in Spec.  
Ed/Past President OCEC/Division of International  
Special Education & Services (DISES) Member*

Dr. Ashleigh Molloy is currently Director of Transformation Education Institute where he consults and presents at international conferences on varied educational topics with a focus on diversity and special education issues as seen through the lens of inclusion. He is an author and internationally renowned speaker who has appeared on radio and T.V.



He is sought after as a speaker at major disability conferences and has presented at the CEC and at the last three World Down Syndrome Conferences in Singapore, Vancouver, Ireland and will do so again in South Africa in 2012.

Dr. Molloy is dedicated to the disability community and works tirelessly on their behalf. He is currently co-chair of the International Committee for TASH a social justice international organization based in Washington DC which promotes equity, opportunity and inclusion for persons with disabilities. He also serves as President of the Council for Exceptional Children (CEC), Ontario, Canada, and is a member of the American Educational Research Association. He leads courses in Special Education at York University, in early childhood at Seneca College, and courses in the paraprofessional program at George Brown College as part of his dedication to improving the quality of education provided to students with special needs.

Dr. Molloy is a multiple academic award recipient for his career work in the education of students with Special Needs. His daughter Lindsey who has Down syndrome continues to be an inspiration for his work.

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### Course Overview:

This course focuses on the integration of cutting edge theory and practice underpinning special education. Issues related to Cross-Disciplinary Team Approaches, the IPRC process, and the Individual Education Plan (IEP) will be included as part of the course. Focus will be placed on the holistic exploration of the commonalities that unite students, program planning and delivery, the accessible environment, resource availability and other issues related to teaching and learning in all classrooms.

Participants will develop a basic understanding of categories and definitions of various exceptionalities and will begin to develop an understanding of accommodations, modifications and alternative expectations, strategies and assessment practices based on the developmental and or/special needs of individual students. Participants will also practice a variety of age and exceptionality-specific teaching strategies as well as research and experience-validated practices and will learn to improve professional competency based on the use of evidence based research. The delivery mode of the course will involve activity based learning, group work and pair-share activities. It will honor the core principles of diversity, equity and inclusion as the foundation for building a classroom that welcomes all.

### Course Objectives:

- To ensure that participants become knowledgeable about the most common exceptionalities (Learning Disabilities, ASD, Down Syndrome, Tourette Syndrome, ADHD)
- To provide strategies to improve professional practice with exceptional students
- To gain an understanding of concepts through a myriad of hands-on activities
- To develop inclusive practices that affirms diversity
- To acquire skills that assist with classroom management
- To demonstrate classroom equity through a paradigm shift from disability to ability
- To utilize first person language in establishing a respectful learning environment
- To promote group learning as a (PLC) professional learning community strategy

### Who should attend this course?

- Special Education Teachers
- General Education Teachers
- School Personnel
- Parents and community members

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### Course Agenda:

Sun., Sept. 16<sup>th</sup> to Thur., Sept. 20<sup>th</sup>, 2011

4:00 – 9:00 pm

#### Day One

- Introduction to the Course.
- General overview of Special Education
- Course goals and expected outcomes
- Paradigm shift from deficit to asset philosophy
- Collaboration as essential for success through teambuilding activities
- **Cognitive/Intellectual Disabilities**
- Definition and characteristics
- Brain based gender learning differences and the required planning
- Examining this topic with a focus on Down Syndrome

#### Day Two

- **Learning Disability**
- Processing challenges; cause, effect and teacher response strategies
- **ADD/ADHD**
- Significance and overview
- Three types of ADHD
- Causes and treatment
- Executive functioning as 'Brain Boss'
- Teacher strategies for student success.

#### Day Three

- **Behavior and Emotional Exceptionality**
- Characteristics, triggers, pro-active coping responses
- Tourette Syndrome
- **Autism Spectrum Disorder**
- Deciphering the challenges of students with ASD
- Examining communication methods and behavioral accommodations of students on the spectrum from Pervasive Developmental Disabilities (PDD) to Aspergers
- Teaching strategies that facilitate students with Autism

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### Day Four

- **Physical Disabilities**
- Reviewing student requirements for classroom participation based on identified physical disability
- Accommodation of environment and the implementation of assistive technology to facilitate learning
- **Leveling the Playing Field for Exceptional Students**
- Differentiated Instruction/ Universal Design Learning
- Multiple Intelligences

### Day Five

- **Individual Education Plan:** The process to design the plan
- Identifying student strengths and areas of need
- Hands on experience through case studies
- **Inclusion from Theory to Classroom Practice**
- Identifying the barriers for exceptional students with their able bodied peers
- Establishing a respectful classroom that validates diversity
- Organization and management.
- Effective teacher practices that promote inclusion

Instantaneous translations via headphones will be available for participants who are more comfortable with the Arabic language.

✓ Participants will receive a Certificate of Competency for successful completion of coursework.

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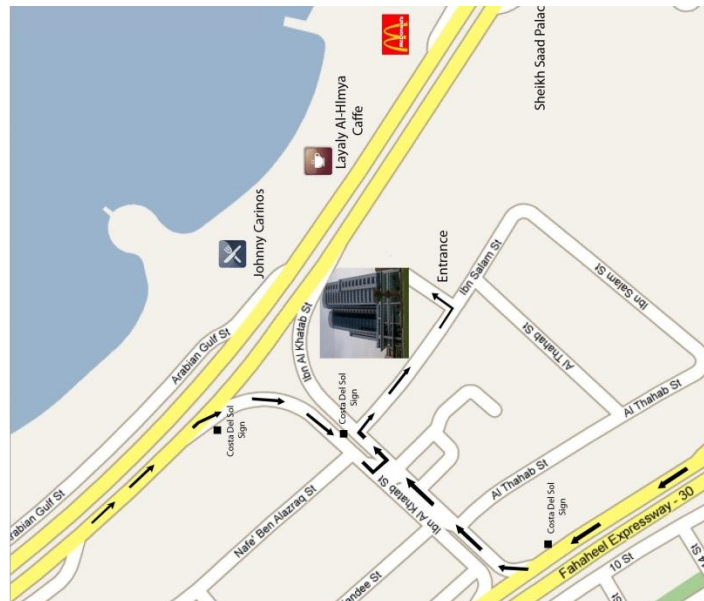
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### Venue and accommodation:

#### Costa Del Sol Hotel, Kuwait

Tel: (+965) 1830083, Fax: (+965) 22662902, P.O.Box: 4141 Hawally 32072 Kuwait

[www.costadelsolhotels.net](http://www.costadelsolhotels.net)



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Tel: (+965) 22454002

Fax: (+965) 22454001

Email: [training@tg-i.com](mailto:training@tg-i.com)

#### Visas:

Non-GCC delegates requiring visas should contact the hotel they wish to stay at directly, as soon as possible.