

COURSE
Strategies for Special Educational Needs (SEN)
in the ELL Class

LIVE ON-LINE VERSION

Target Audience: Teachers and Coordinators of TESOL/Bilingual Educational Programs
(English as LOI/L2)

Duration: 8 sessions of 1,5 hours each (total 12 hours)

Level of English Required: B2+

Credits: 10

General Objective of the Course:

At the moment in many countries across the world, governments are introducing policies of social and educational inclusion. Teachers are being asked to support these policies by teaching students with all types of special educational needs (SEN) in their mainstream classrooms. There are many teachers, who are making an effort to become more inclusive in their teaching practices but are worried because they have not had any specialist training to achieve this successfully.

In this course we will discuss about some general teaching principles for teaching students with SEN in the mainstream English classroom. Then we will provide specific information about 5 different individual types of SEN and will introduce techniques to cope with different conditions and ways to empower students in the ELL class.

Specific Learning Objectives:

1. Identifying basic human learning principles and what this implies in order to deliver brain-friendly teaching.
2. Classifying common areas of difficulty in SEN and matching them with teaching strategies to be implemented.
3. Becoming familiar with indicators of **Dyslexia**, identifying typical problems a student with Dyslexia may have and introducing teaching/learning strategies to use in class.
4. Becoming familiar with indicators of **Dyspraxia**, identifying typical problems a student with Dyslexia may have and introducing teaching/learning strategies to use in class.
5. Becoming familiar with indicators of **ADD/H**, identifying typical problems a student with Dyslexia may have and introducing teaching/learning strategies to use in class.
6. Becoming familiar with indicators of **Behavior disorders**, identifying typical problems a student with behavior disorders may have and introducing teaching/learning strategies to use in class.
7. Becoming familiar with indicators of **Autism (AD)**, identifying typical problems a student with Autism (AD) may have and introducing teaching/learning strategies to use in class.

Main Contents:

1. **Human Brain Learning Principles**
 - Neuroplasticity
 - The 4 Learning Principles
 - Applied exercises
2. **The Neurodiverse Brain**
 - Who are these students
 - Common areas of problems
 - Classroom Observation Checklist
3. **Helping a student with Dyslexia**
 - Indicators of Dyslexia
 - Typical problems they have in ELL
 - Strategy 1: 3 ways to take care of their self-esteem
 - Strategy 2: Multisensory teaching
 - Strategy 3: Visual Processing

4. Helping a student with Dyspraxia

- Indicators of Dyspraxia
- Typical problems they have in ELL
- Strategy 1: Giving shape to words
- Strategy 2: Making communication stronger
- Strategy 3: Ideas for written work

5. Helping a student with ADD/H

- Indicators of ADD
- Typical problems they have in ELL
- Strategy 1: What to do about the environment, rules and reinforcement
- Strategy 2: What to do about inattention
- Strategy 3: What to do about impulsivity
- Strategy 4: What to do about hyperactivity/hypoactivity

6. Helping a student with Behaviour Disorder (BD)

- Indicators of BD
- Typical problems they have in ELL
- Strategy 1: managing the classroom environment
- Strategy 2: Developing socio-emotional skills
- Strategy 3: Self-control techniques
- Strategy 4: Time out technique

7. Helping a student with Autism (AD)

- Indicators of AD
- Typical problems they have in ELL
- Strategy 1: Social interaction development
- Strategy 2: the Self instruction technique
- Strategy 3: the 5 emotions scale
- Strategy 4: Meditation and relaxation techniques

Course Method

The entire course is composed of 8 live online sessions of 1,5 hours each session. These sessions will all take place at a fixed time and dates to be informed before the beginning of the course. During a session students will be able to listen to and watch the expert deliver and then they will participate in group work such as plenary discussions or pair exchanges. After each session participants will be able to download lesson material and activities from the Moodle learning platform. Every 4 lessons students will have to answer a workshop with some practical application of class content.

Passing requirements

- Get an average final mark of 60%
- Attendance to online live classes: 80%

Technical Requirements

1. Have a personal computer with the following characteristics:
 - Internet Explorer 9, Mozilla Firefox 34, Google Chrome 39 (with JavaScript) or the last vacancy of these programs
 - Windows XP, Windows Server 2008 o newer versions
 - Internet Connection through modem by cable, DSL or a better connection (1 Mbps or more)
 - UPC with double nucleus of 2,4 GHz or more, with 2 GB/RAM
2. Take part in the initial tutorial session with our tutor
3. Download the required apps (gotomeeting, etc)

Course Calendar

Module	Starting date	Closing date	Days/Times
101	Oct 7th	Oct 30th	Mond/Wed 9.00-10.30pm Chilean official time*

* Ask about other possibilities for participants in other countries

Requirements to get enrolled:

- Enrollment form
- Scanned copy of your ID
- Updated CV
- Pay Enrollment Fee

Course Price for Chile

- Enrollment Fee: Ch\$15.000 – at the moment of enrollment
- Course Fee: Ch\$65.000 – bank transfer or deposit within 30 days from the day the course starts
- Course total price: \$80.000

Course Price for other countries

- Total Price: US\$ 150 – 1 installment
- Pay through Paypal, before starting the course

Deadline for Enrollment: October 4, 2019
Class Starting Date: October 7, 2019

Enrollment Process

Download, complete and upload the online enrollment form

Bank Account information for Money Transfer (only for participants in Chile):

Nombre: Sociedad Educadora y Tecnológica Limitada
Cuenta Corriente Banco de Crédito e Inversiones (BCI) N° 183-269-94
RUT: 77.875.390-1
Correo: coordinacion@neuroeduca.cl

About the Course Teacher:

CYNTHIA HURTADO MULLER

MA Cynthia Hurtado Müller is a psychologist from River Plate University, Argentina. She has a Master's degree in Psychopathology from UNED, Spain and also a certificate in Medical Neuroscience from Duke University, US. Cynthia has lived and participated in school intervention projects in the USA, Argentina and Norway. In Chile she has worked, for several years, in various educational contexts as an educational psychologist and project coordinator. Currently, Cynthia is working as a senior consultant in neuroscience and as a People Development Director in Proyecto Agape (an NGO that helps homeless people find their first job).

This course is certified by: Asociación Chilena de Neuroaprendizaje

This course is endorsed by: Cambridge University Press

World Initiative: This training program is part of the **Brain Awareness Initiative** which takes place every year around the globe. The Asociación Chilena de Neuroaprendizaje conducts this program as **The Dana Foundation Partner** in Chile.