

# Teaching Strategies Syllabus

Teaching Strategies for Students with Disabilities  
PLUST04

## Instructor Information

| Instructor  | Email                    | Hours          |
|---|--------------------------|----------------|
| Dr. Victoria You, OTR/L<br>Cameron Hayes<br>Lauren Staley | info@peoplelikeusdoc.com | 4 Credit Hours |

## General Information

### Description

*Teaching Strategies for Students with Disabilities* provides practical strategies for engaging students with disabilities in mainstream or self-contained classrooms. Content focuses on best practices for educators who serve students with exceptionalities, and explores the intersections between fine arts and general education (ex. exploring science by teaching students about aerobic activity through dance, learning math through counting rhythms.) Curriculum emphasizes social-emotional learning, communication (verbal and non-verbal), and sensory sensitivities.

### Expectations and Goals

This course equips educators with instructional strategies and curriculum that can be implemented immediately. This is accomplished through research-based lectures, immersive demonstrations, and downloadable resources. Educators will also learn classroom management and assessment strategies.

### Methods of Evaluation

Assessments are required between modules, after specific skills are taught and demonstrated, to determine assimilation. Professional development includes three hours and twenty minutes of lectures and demonstrations, with forty minutes allotted to complete all included assessments. Educators will not be able to progress through the content, or receive a certificate of completion, until passing each assessment with a score of 70% or greater.

### Optional Reading

**Raising the Curtain** Textbook, People Like Us, Inc., 2017

**Folklore and Fairy Tales** Script Collection, People Like Us, Inc., 2017

## Course Schedule

|           | Topic  | Resources   | Assessment |
|-----------|--|---|------------|
| <b>01</b> | Introduction                                   | Course Workbook   |            |
| <b>02</b> | Intersecting Education and the Performing Arts |   | X          |
| <b>03</b> | Language & Definitions                         |   | X          |
| <b>04</b> | Equity and Differentiation                     |   | X          |
| <b>05</b> | Preparing Yourself                             | Self-Regulation Strategies, Curated Playlists             | X          |
| <b>06</b> | Maintaining Structure & Including Variety      | Lesson Plans, Rehearsal Social Story, Identity Web        | X          |
| <b>07</b> | Scheduling Silence & Utilizing Wait Time       | Shape Breathing   | X          |
| <b>08</b> | Scaffolding Content and Directions             |   | X          |
| <b>09</b> | Levels of Assistance                           | Levels of Assistance Chart                                | X          |
| <b>10</b> | Using Social Stories                           | Four Illustrated Social Stories                           | X          |
| <b>11</b> | Choice Making & Learned Helplessness           | Twenty-One Choice Boards, Red-Green-Yellow Choice Cutouts | X          |
| <b>12</b> | Incorporating Non-Traditional Text             |   | X          |
| <b>13</b> | Emphasizing SEL                                | Body Language Charades, Emotion Cutouts                   | X          |
| <b>14</b> | A Model for Building Trust                     | Trust Inventory   | X          |
| <b>15</b> | Patience with Participation                    |   | X          |
| <b>16</b> | Recognizing Sensory Differences                | Visual Aid, Energy-Specific Playlists, Sensory Summary    | X          |
| <b>17</b> | Best Practices for Virtual Classes             |   | X          |
| <b>18</b> | Conclusion                                     |   |            |

## Additional Resources

[Strategies Workbook](#) Summaries and Action Steps

[Behavior as Communication](#) Workbook, People Like Us, Inc., 2021

# Teaching Theater Syllabus

Teaching Theater to Students of Varied Abilities  
PLUTH06

## Instructor Information

| Instructor   | Email                    | Hours          |
|--|--------------------------|----------------|
| Sydney Prewitt, M.S., CCC-SLP<br>Davis Joyner<br>Lauren Staley | info@peoplelikeusdoc.com | 6 Credit Hours |

## General Information

### Description

*Teaching Theater to Students of Varied Abilities* emphasizes social-emotional learning, literacy, self-efficacy, independence, collaboration, and synthesizing personal experience into art. Educators will learn how to develop their student's self and social awareness through putting on a production. The course's first section focuses on best practices and theory, while the following section teaches twenty-nine activities educators can use with their students who have developmental differences.

### Expectations and Goals

This course is indented for SLP, Fine Art, and ESE professionals. Educators will gain instructional strategies and curriculum that can be used immediately. This is accomplished through research-based lectures, immersive demonstrations, and downloadable resources. Educators will also learn classroom management and assessment strategies.

### Methods of Evaluation

To determine assimilation, assessments are required between modules after specific skills are taught and demonstrated. Professional development includes five hours and forty minutes of lectures and demonstrations. The remaining time is allotted to complete all assessments. Educators will not be able to progress through the content, or receive a certificate of completion, until passing each assessment with a score of 70% or greater.

### Optional Reading

*Raising the Curtain* Textbook, People Like Us, Inc., 2017

*Folklore and Fairy Tales* Script Collection, People Like Us, Inc., 2017

## Course Schedule

|           | Topic                            | Resources  | Assessment |
|-----------|----------------------------------|--|------------|
| <b>01</b> | Introduction                     | Course Workbook  |            |
| <b>02</b> | Benefits of Theater              |  | X          |
| <b>03</b> | Language & Definitions           |  | X          |
| <b>04</b> | Structuring Your Lesson          | Lesson Plans, Guide to the Theater, Visual Aids                          | X          |
| <b>05</b> | Sensory-Sensitive Warm-ups       | Sensory Summary  | X          |
| <b>06</b> | Improv and Choice Making         | Twenty-One Choice Boards   | X          |
| <b>07</b> | Choosing a Script                | Casting Guide, Original Script   | X          |
| <b>08</b> | Read-Throughs                    | Red-Green-Yellow Choice Cutouts  | X          |
| <b>09</b> | Interacting with Your Script     | Coloring Book, Audience Guide, Craft Designs, Illustrated Social Stories | X          |
| <b>10</b> | Memorization Strategies          |  | X          |
| <b>11</b> | Connecting with Your Script      | Connection Questions   | X          |
| <b>12</b> | Partnering with TAs              | Levels of Assistance Chart   | X          |
| <b>13</b> | Pantomime                        | Pantomime Scenes   | X          |
| <b>14</b> | Character Development            | Identity Web   | X          |
| <b>15</b> | Collection of Theater Activities |  | X          |
| <b>16</b> | Introduction Game                | Identity Web   | X          |
| <b>17</b> | The Museum                       |  | X          |
| <b>18</b> | Penguin and the Bear Tag         |  | X          |
| <b>19</b> | Upstage, Downstage               | Stage Diagram  | X          |
| <b>20</b> | Mirror, Mirror                   |  | X          |
| <b>21</b> | Character Charades               | Character Slips  | X          |
| <b>22</b> | Simon Says                       | Movement Card, Playlist  | X          |
| <b>23</b> | Gift Giving                      | Gift Choice Board  | X          |
| <b>24</b> | Discovering Levels               |  | X          |
| <b>25</b> | I Like, We Like                  | Things I Like Choice Board   | X          |

|    |                          |  |   |
|----|--------------------------|--|---|
| 26 | Zip, Zap, Zop            |  | X |
| 27 | Match the Sound          |  | X |
| 28 | New Paces, New Faces     | Character Choice Board                         | X |
| 29 | Close and Count          |  | X |
| 30 | Staring Contest          |  | X |
| 31 | Snapshot                 |  | X |
| 32 | Exploring Emotion        | Emotion Slips, Emotion Diagram<br>Illustration | X |
| 33 | Pass the Applause        |  | X |
| 34 | I Am a Statue            |  | X |
| 35 | Pause and Play           | Location and Character Choice Boards           | X |
| 36 | Compliment Game          |  | X |
| 37 | Using Poetry             | Collection of Poems                            | X |
| 38 | Imagination & Relaxation | Visualization Script, Playlist                 | X |
| 39 | Dramatic Play            | Lesson Plan                                    | X |
| 40 | Mutter and Move          | Movement Choice Board                          | X |
| 41 | The Interview            | Interview Action List                          | X |
| 42 | Wardrobe Change          |  | X |
| 43 | Identity Web Monologues  | Identity Web. Monologue Template               | X |
| 44 | Round of Applause        | Curtain Call Choice Board and Playlist         | X |
| 45 | Conclusion               |  |   |

## Additional Resources

**Theater Workbook** Summaries, Lesson Plans, and Key Points

**Behavior as Communication** Workbook, People Like Us, Inc., 2021

**PLU's Red Riding Hood** Musical Script and Score, People Like Us, Inc., 2021

# Teaching Music Syllabus

Teaching Music to Students with Exceptionalities  
PLUMU05

## Instructor Information

| Instructor   | Email                    | Hours          |
|--------------|--------------------------|----------------|
| Kristi Brown | info@peoplelikeusdoc.com | 5 Credit Hours |
| Maria Swann  |                          |                |
| Sean Holland |                          |                |

## General Information

### Description

*Teaching Music to Students with Exceptionalities* prepares educators to develop their student's active listening, speech development, self-regulation, and critical thinking through music education. The first section of this course explores how to conceptualize, organize, analyze, and refine artistic technique, while the second half of the curriculum teaches twenty activities that put the previously named skills into practice.

### Expectations and Goals

This course is indented for SLP, Fine Art, and ESE professionals. Participants will gain practical strategies and lesson plans that can be implemented immediately. This is accomplished through research-based curriculum, immersive demonstrations, and downloadable resources. Educators will also learn classroom management and assessment strategies.

### Methods of Evaluation

Assessments are required between modules, after specific skills are taught and demonstrated, to determine assimilation. This professional development includes four and a half hours of lectures and demonstrations, with the remaining time allotted for completing the included assessments. Educators will not be able to progress through the content, or receive a certificate of completion, until passing each assessment with a score of 70% or greater.

### Optional Reading

**Raising the Curtain** Textbook, People Like Us, Inc., 2017

**Folklore and Fairy Tales** Script Collection, People Like Us, Inc., 2017

## Course Schedule

|           | Topic                                  | Resources                                | Assessment |
|-----------|--|--|------------|
| <b>01</b> | Introduction                           | Course Workbook                          |            |
| <b>02</b> | Benefits of Music Education            |  | X          |
| <b>03</b> | Language & Definitions                 |  | X          |
| <b>04</b> | Structuring Your Lesson                | Lesson Plans, Dynamic Cards, Visual Aids | X          |
| <b>05</b> | Sensory-Specific Warm-ups              | Sensory Summary, Vocal Warm up Playlist  | X          |
| <b>06</b> | Music and Mood                         | Energy-Specific Playlists                | X          |
| <b>07</b> | Breath Control                         | Birdcage Breathing                       | X          |
| <b>08</b> | Pronunciation and Projection           | Lyric Sheet, Vocal Score                 |            |
| <b>09</b> | Kinesthetic Approach to Music Learning |  | X          |
| <b>10</b> | Auditory Approach to Music Learning    | Vocal Score, Accompaniment, and Tracks   | X          |
| <b>11</b> | Memorization Strategies                |  | X          |
| <b>12</b> | Individual Songs & Solos               | Vocal Score, Accompaniment, and Tracks   | X          |
| <b>13</b> | Adding Accompaniment                   |  | X          |
| <b>14</b> | Collection of Music Activities         | Twenty-One Choice Boards                 | X          |
| <b>15</b> | Start with a Song                      | Curated Playlists                        | X          |
| <b>16</b> | Red Boat, Yellow Boat                  |  | X          |
| <b>17</b> | Animal Sounds                          | Animal Choice Board                      | X          |
| <b>18</b> | Posture Control                        | Curated Playlists                        | X          |
| <b>19</b> | Musical Echoes                         |  | X          |
| <b>20</b> | Pantomime Nursery Rhymes               | Visual Aid, Playlist                     | X          |
| <b>21</b> | Listen to Learn                        | Curated Playlists                        | X          |
| <b>22</b> | Big Face, Little Face                  |  | X          |
| <b>23</b> | Majors vs. Minors                      | Modality Cards, Playlist                 | X          |
| <b>24</b> | Stop and Start                         |  | X          |

|           |                            |   |          |
|-----------|----------------------------|---|----------|
| <b>25</b> | Largo vs. Presto           | Tempo Cards, Playlist                         | <b>X</b> |
| <b>26</b> | Dynamic Motions            | Dynamic Cards, Playlists                      | <b>X</b> |
| <b>27</b> | Birthday Candle            | Color Choice Board                            | <b>X</b> |
| <b>28</b> | Move the Beat              | Chart of Note Values, Rhythm Sentences, Craft | <b>X</b> |
| <b>29</b> | Improv and Exploration     | Curated Playlists                             | <b>X</b> |
| <b>30</b> | Paradoxical Birthday       | Emotion Choice Board                          | <b>X</b> |
| <b>31</b> | Write an Original          | Rhythm Ideas                                  | <b>X</b> |
| <b>32</b> | Identity Web Songs         | Identity Web Template                         | <b>X</b> |
| <b>33</b> | Rhythm Categories          | Color Choice Board, Note Values               | <b>X</b> |
| <b>34</b> | Twelve Breathing Exercises | Visual Aids                                   | <b>X</b> |
| <b>35</b> | Conclusion                 |   |          |

## Additional Resources

**Music Workbook** Summaries, Lesson Plans, and Key Points

**Behavior as Communication** Workbook, People Like Us, Inc., 2021



# Teaching Movement Syllabus

Teaching Movement to Students of All Abilities  
PLUMO05

## Instructor Information

| Instructor  | Email                    | Hours          |
|---|--------------------------|----------------|
| Allison Ballard<br>Nancy Laudon<br>Preston Pujol<br>Christena Barcelo | info@peoplelikeusdoc.com | 5 Credit Hours |

## General Information

### Description

*Teaching Movement to Students of All Abilities* focuses on teaching educators how to use movement to develop proprioception, sequencing, cultural awareness, self-regulation, and fine and gross motor skills. The first half of the course explores movement theory and differentiation, while the second half of the course teaches fifteen activities instructors can use to develop the previously named skills.

### Expectations and Goals

This course is indented for OTs, PTs, and their ESE counterparts. Educators will gain practical strategies and lesson plans that can be implemented immediately. This is accomplished through research-based curriculum, immersive demonstrations, and downloadable resources. Educators will also learn classroom management and assessment strategies.

### Methods of Evaluation

To determine assimilation, assessments are required between modules after specific skills are taught and demonstrated. Professional development includes four and a half hours of lectures and demonstrations, with thirty minutes allotted to complete the included assessments. Educators will not be able to progress through the content, or receive a certificate of completion, until passing each assessment with a score of 70% or greater.

### Optional Reading

**Raising the Curtain** Textbook, People Like Us, Inc., 2017

**Folklore and Fairy Tales** Script Collection, People Like Us, Inc., 2017

## Course Schedule

|           | Topic                                  | Resources   | Assessment |
|-----------|--|---|------------|
| <b>01</b> | Introduction                           | Course Workbook                                       |            |
| <b>02</b> | Language & Definitions                 |   | X          |
| <b>03</b> | Dance as Bonding                       |   | X          |
| <b>04</b> | Structuring Your Lesson                | Lesson Plans, Visual Aid, Warmup Playlist             | X          |
| <b>05</b> | Self-Regulating Dance                  | Progression Handout, Visual Aid, Nature Sounds        | X          |
| <b>06</b> | Powerful Playlists                     | Four Playlists  | X          |
| <b>07</b> | Sensory-Specific Warm-ups              | Visual Aid, Playlists, Sensory Summary, Sample Warmup | X          |
| <b>08</b> | Adaptive Movement and Differentiation  |   | X          |
| <b>09</b> | Locomotor and Non-Locomotor Movement   |   | X          |
| <b>10</b> | Utilizing TAs                          |   | X          |
| <b>11</b> | Co-Creating Choreography               |   | X          |
| <b>12</b> | Using and Creating Choreography Videos |   | X          |
| <b>13</b> | 10 Summarized Tips & Tricks            | Tip Summary, Lesson Plan                              | X          |
| <b>14</b> | Auditory Approach to Movement          |   | X          |
| <b>15</b> | Visual Approach to Movement            |   | X          |
| <b>16</b> | Kinesthetic Approach to Movement       |   | X          |
| <b>17</b> | Collection of Dance Activities         | Twenty-One Choice Boards                              | X          |
| <b>18</b> | Improv Circle                          | Movement Choice Board, Curtain Call Playlist          | X          |
| <b>19</b> | Free Dance                             | Curated Playlists                                     | X          |
| <b>20</b> | Step at A Time                         | Lesson Plans, Cutouts                                 | X          |
| <b>21</b> | Identity Web Dance                     | Identity Web Template                                 | X          |
| <b>22</b> | Spacing and Formations                 | Stage Diagram   | X          |
| <b>23</b> | Line Dance                             | Playlist  | X          |
| <b>24</b> | Write Your Name                        | Body Choice Board                                     | X          |

|           |                      |                                       |          |
|-----------|----------------------|---------------------------------------|----------|
| <b>25</b> | High-Low             |                                       | <b>X</b> |
| <b>26</b> | Pulled by a String   | Choice Boards                         | <b>X</b> |
| <b>27</b> | Freeze Dance         | Curated Playlists                     | <b>X</b> |
| <b>28</b> | Move to Poetry       | Collection of Poems                   | <b>X</b> |
| <b>29</b> | Feel the Timbre      | Curated Playlist                      | <b>X</b> |
| <b>30</b> | Character Dance      | Character Slips, Playlists            | <b>X</b> |
| <b>31</b> | Sequencing Your Name | Alphabet Key, Words to Perform        | <b>X</b> |
| <b>32</b> | Teaching a Sequence  | Wildflower Ballet and Celebration Jig | <b>X</b> |
| <b>33</b> | Conclusion           |                                       |          |

## Additional Resources

**Movement Workbook** Summaries, Lesson Plans, and Key Points

**Behavior as Communication** Workbook, People Like Us, Inc., 2021