

# Teaching Strategies Syllabus

Teaching Strategies for Students with Disabilities  
PLUST04

## Instructor Information

Instructor	Email	Hours
Dr. Victoria You, OTR/L Cameron Hayes 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 cannot receive a course Certificate of Completion until each video has been completed and every assessment has been passed 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 John Pierce 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 receive a course Certificate of Completion until each video has been completed and every assessment has been passed 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 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 cannot receive a course Certificate of Completion until each video has been completed and every assessment has been passed 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	info@peoplelikeusdoc.com	5 Credit Hours
Nancy Laudon		
Preston Pujol		
Christena Barcelo		

## 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 receive a course Certificate of Completion until each video has been completed and every assessment has been passed 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