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## Online Differentiated Instruction and Social-Emotional Learning Workshop/Course #1

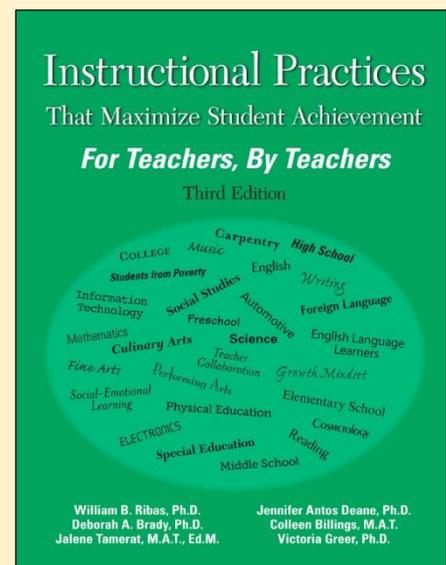
Our self-paced, online programs enable educators to join the program at any point during the course window. You complete work at a rate and at times that best match your life's busy schedule.

**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).
- Explain the research base that supports the positive impacts of differentiating instruction.
- Identify and apply the components that create cognitive context for learning.
- Develop differentiated instruction practices including UDL and social-emotional learning for all students, with emphasis on meeting the needs of students with special needs and English language learners.
- Develop the skills required to manage a differentiated instruction classroom.
- Write mastery objectives that consider learning style, English language proficiency, special needs, cultural influences, gender, effects of poverty, and brain development.
- Write measurable mastery objectives that reflect multiple levels of mastery and connect to specific curriculum content.



## **Module 1: Managing the Differentiated Instruction Classroom**

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:

- Identify the nine components of effective classroom management.
- Develop and implement classroom rules and routines that maximize the level of respectful, on-task behavior.
- Develop and implement a system of positive behavior supports to reinforce respectful, on-task behavior
- Obtain students' attention at the start of lessons, after group and partner activities, after interruptions, and after student attention has wandered.
- Identify components of effective and respectful student-teacher and student-student relationships.
- Use physical proximity and the physical design of the classroom to improve student behavior.

## **Module 2: Creating the Cognitive Context for Learning to Maximize Understanding and Retention**

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:

- Use activators to show students how the content and the skills taught in lessons connect to their previous learning.
- Use agendas to tell students what they will do during lessons.
- Use mastery objectives and essential questions to create contexts that lead to deeper understanding and longer retention of independent facts as they appear in lessons.
- Create increased motivation and retention by explaining to students why the information and skills taught in lessons are relevant to them.
- Use summarizers to increase student mastery and retention of the knowledge and skills taught in lessons.



## **Module 3: Mastery- (Standards-) Based Planning and Teaching**

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:

- Write objectives for classes or units in language that describe what the students will know and be able to do after the teaching is finished.
- Write objectives for classes or units in language that enable them to readily assess whether or not the objectives have been mastered.
- Identify activities that maximize student mastery of the objectives.
- Identify formative and summative assessments that measure student mastery of the objectives.
- Identify specific formative assessments in upcoming units of instruction that will be used to inform future instruction.

