PDI

Professional Development Institute

Flex Course Syllabus

Addressing the Needs of Diverse Populations (K-5)

PDI Course Number: 119T02

UCSD Course Number: EDUC40361

If you would like information about receiving post-baccalaureate (graduate) credit for completing this course, please click here.

Course Timeline

Participants have one year to complete the course. Participants must spend a minimum of three weeks in this course.

Course Description

As your classroom becomes increasingly diverse, are you finding it more difficult to meet student needs at their individual levels? It doesn't matter if you are new to the teaching profession or a seasoned veteran, trying to determine and support the diverse needs of your students can be overwhelming. The good news is that it does not have to be, as it is possible to address a multitude of learning needs using some of the strategies outlined in this course. This online course is designed for K-5 teachers who are looking to expand their current toolbox of strategies to address the diverse learning needs of students with ADHD, anxiety, linguistically diverse students, as well as those who have been identified as gifted and talented. Teachers will learn specific strategies to empower their students to succeed while simultaneously understanding their specific academic and social challenges. Additionally, teachers will learn the important role that culture plays in a diverse classroom, as well as specific strategies for engaging all learning styles in every lesson (visual, auditory, reading/writing, and kinesthetic). Teachers will also learn how Tier 1, 2, and 3 interventions can be used to address the diverse learning needs of their students vis-à-vis the MTSS (multi-tiered system of support) framework. Finally, teachers will learn specific strategies for engaging families and the overall school community so that all learning needs can be identified, encouraged, and supported. By the end of this course, teachers will feel more confident and successful in their quest to address the vast array of learning needs in their diverse classrooms.

Educational Outcomes

1. Teachers will learn strategies for recognizing and combatting implicit bias in the classroom.
2. Teachers will understand the importance of using people-first language as opposed to using labels (e.g., "a student with ADHD" vs. "an ADHD student").
3. Teachers will learn how to apply the principles of the whole child approach to learning to a diverse classroom of students.
4. Teachers will understand the essential role of culture in a diverse classroom, including how students' personal culture affects the overall classroom culture.
5. Teachers will learn specific strategies for honoring and enhancing their students' cultures within the classroom.
6. Teachers will learn how to recognize and identify students with ADHD in their classrooms, and they will learn the various types associated with this disability.
7. Teachers will learn about the specific academic and social challenges that students with ADHD face.
8. Teachers will learn specific strategies to support students with ADHD in their classrooms so that they are empowered to succeed.
9. Teachers will learn how to recognize and identify students with anxiety in their classrooms, and they will learn about the most common types of anxiety disorders.
10. Teachers will learn about the specific academic and social challenges that students with anxiety face.
11. Teachers will learn specific strategies to support students with anxiety in their classrooms so that they are empowered to succeed.
12. Teachers will learn about the specific academic and social challenges that linguistically diverse students face.
13. Teachers will learn specific strategies for personalizing instruction in order to best meet the needs of their linguistically diverse students.
14. Teachers will learn how to recognize and identify gifted and talented students.
15. Teachers will learn about the specific academic and social challenges that gifted and talented students face.
16. Teachers will learn specific strategies to support gifted and talented students in their classrooms so that they are empowered to succeed.
17. Teachers will learn how to identify and engage the four main learning styles, including visual, auditory, reading/writing, and kinesthetic learners.
18. Teachers will understand what constitutes a multi-tiered system of support (MTSS), including its essential components.
19. Teachers will learn how Tier 1, 2, and 3 interventions operate within the MTSS framework.
20. Teachers will learn how to address the diverse learning needs of their students using the MTSS framework.
21. Teachers will learn strategies for working with families and community members for the success of all students.

Instructional Media

- Online Discussions
- Online Engagement
- Online Collaboration
- Instructor Feedback
- Instructor Interaction
- Online Resources and Websites
- Supplemental Instructional Materials
- Printable Classroom Resources

Evaluation

- Test #1 (5% of final grade)
- Test #2 (5% of final grade)
- Test #3 (5% of final grade)
- Test #4 (5% of final grade)
- Test #5 (5% of final grade)
- Autobiography and Goals for the Course (10% of final grade)
- Article/Video Reflection (15% of final grade)
- Course Collaboration/Share Ideas with the Class (10% of final grade)
- Cumulative Assignment/Project: Reflect on Your Current Practices and Design Two Lesson Plans (20% of final grade)
- Culminating Practicum (20% of final grade)

Topical Outline

Unit One

- Understanding Diversity
- The Whole Child Approach to Diversity
- The Role of Culture in a Diverse Classroom
- **Assignment #1**
  Write an autobiography including information about yourself, your grade level and what you specifically hope to learn about addressing the needs of diverse learners into your teaching practices. Your autobiography should be a minimum of three paragraphs.
- **Test #1**

Unit Two

- Identifying and Supporting Students with ADHD
- Academic and Social Challenges of Students with ADHD
- Empowering Students with ADHD to Succeed

- **Assignment #2**

  As an educator, it is important to be aware of the research, studies, and professional work done in the field. In the course, you will find an article and video that are relevant to the specific course content. Read the article and then write an essay with your thoughts.

- **Test #2**

Unit Three

- Identifying and Supporting Students with Anxiety
- Academic and Social Challenges of Students with Anxiety
- Empowering Students with Anxiety to Succeed
- **Assignment #3**

  Online Discussion Board Participation/Engagement: Please post a tip, strategy, or idea that specifically relates to effectively addressing the needs of diverse learners in the classroom. The tip, strategy, or idea that you share needs to make a difference to other teachers in their own classrooms. Your assignment should be a minimum of three paragraphs and detailed enough for another teacher to follow easily. This is a great opportunity to share and collaborate with other teachers at your grade level around the country. Take time to review and respond to other postings that are relevant to your classroom population in order to gain effective ideas to use immediately in your classroom.

- **Test #3**

Unit Four

- Identifying and Supporting Linguistically Diverse Students
- Academic and Social Challenges of Linguistically Diverse Students
- Empowering Linguistically Diverse Students to Succeed
- **Test #4**

Unit Five

- Identifying and Supporting Gifted and Talented Students
- Academic and Social Challenges of Gifted and Talented Students
- Empowering Gifted and Talented Students to Succeed
- **Test #5**

Unit Six

- Engaging All Learning Styles in Every Lesson
- Multi-Tiered Support Systems
- It Takes a Village: Collaboration as Community
- **Assignment #4**

PART I: Reflect on your current classroom makeup. If you are not currently teaching, reflect on a class that you have had in the past which contained students that had some of the diverse needs listed in Assignment #4. Then, write a paragraph which details the challenges that you faced with these diverse learners. This paragraph should be written in no less than eight detailed sentences and should focus on the challenges you face/faced with this diverse set of learners from your current or former class.
PART II: Considering the specific challenges delineated in Part I of this assignment, design two lesson plans that are geared toward specifically helping those diverse learners who are mainstreamed into your class. Your lessons should be very detailed and should focus on the types of supports and scaffolds that can be implemented during the lessons in order to help this group of diverse learners in your class (as described in Part I) better understand the subject and topic under study. In addition to academic challenges, your plan should also consider all the specific social and emotional challenges that these diverse learners face in your classroom.

- **Assignment #5**
The culminating practicum is a three-step process. (1) In the first assignment, you were asked what goals you had and what you hoped to learn from the course. Think back to your original goals for this course. Write a minimum two-paragraph reflection specifically describing how what you learned can be used to help you reach those goal(s). (2) Next, write a minimum three-paragraph plan that specifically describes the ways in which you intend to implement a particular strategy you learned in this course into your own teaching situation. (3) Last, write a minimum two-paragraph reflection describing a student you have or have had in the past. Then, discuss how the strategies you learned in this course will specifically benefit that student as you put your plan into action.

Bibliography

2014 teacher prep review: A review of the nation's teacher preparation programs. (2014). *National Council on Teacher Quality.* 82-96. Available at https://www.nctq.org/dmsView/Teacher_Prep_Review_2014_Report.

A Brief History of Gifted and Talented Education. (2019). National Association for Gifted Children. Retrieved 22 May 2020 from http://dev.nagc.org/resources-publications/resources/gifted-education-us/brief-history-gifted-and-talented-education.

Abdul-alim, J. (2013). "Elementary Pupils Immersed in Foreign Language". Retrieved 10 April 2020 from https://www.edweek.org/ew/articles/2012/11/30/13foreign.h32.html?tkn=XRNFcIhB1h8PE8v4x pvRZQF0h57Wc0GNm9ZM&cmp=clp-edweek.

About ASCD. (2020). "ASCD Empowers… ." Retrieved 14 March 2020 from http://www.ascd.org/about-ascd.aspx

ADAA. (2018). "Managing Stress and Anxiety." Retrieved 22 March 2020 from https://adaa.org/living-with-anxiety/managing-anxiety

ADAA. (2020). "Facts & Statistics." Retrieved 22 March 2020 from https://adaa.org/about-adaa/press-room/facts-statistics

ASCD. (2007). "Whole Child." Retrieved 15 March 2020 from http://www.ascd.org/whole-child.aspx

ASCD. (2010). "A Whole Child Approach to Education and the Common Core State Standards Initiative." Available at: http://www.ascd.org/ASCD/pdf/siteASCD/policy/CCSS-and-Whole-Child-one-pager.pdf

ASCD. (2012). "ASCD Whole Child School Improvement Tool." Retrieved 13 March 2020 from https://sitool.ascd.org/Default.aspx?ReturnUrl=%2f

ASCD. (2019). "Helping ELLs Excel." Retrieved 16 June 2020 from http://www.ascd.org/publications/educational-leadership/feb16/vol73/num05/toc.aspx

ADHD Editorial Board. (2017). "NewADD Facts and Research." Retrieved 21 March 2020 from https://www.additudemag.com/statistics-of-adhd/

Adelman, H.S. & Taylor, L. (2015). "Attention Problems: Intervention and Resources." Available at http://smhp.psych.ucla.edu/pdfdocs/contschpsych.pdf

Affleck, B & Damon, M. (1997). Miramax Films presents Good Will Hunting: A film by Gus Van Sant, a Lawrence Bender production. Santa Monica, CA: Lionsgate.

Almasi, J., & Hart, S. (2015). *Best practices in narrative text comprehension instruction*. (5th ed.) New York, NY: Guilford Press.

Alrubail, R. (2016). "Being Mindful of Cultural Differences." Retrieved 10 March 2020 from https://www.edutopia.org/discussion/being-mindful-cultural-differences

Alvarez, B. (2015). "Can Community Schools Dampen the School Takeover Fever." Retrieved 01 July 2020 from http://neatoday.org/2015/12/18/community-schools/?_ga=2.1152945.1015321545.1595521543-1782183484.1595521543

American Psychiatric Association. (2013). "Help with ADHD." Retrieved 21 March 2020 from https://www.psychiatry.org/patients-families/adhd

American Psychiatric Association. (2019). "What is ADHD?" Retrieved 31 March 2020 from https://www.psychiatry.org/patients-families/adhd/what-is-adhd

Amerigen, M.V., Mancini, C., & Farvolden, P. (2003). "The impact of anxiety disorders on educational achievement." In *Journal of Anxiety Disorders,17*(5), 561-571. Available at: https://doi.org/10.1016/S0887-6185(02)00228-1

Anderson, L. (2018). "The Body Double: A Unique Tool for Getting Things Done." Retrieved 20 March 2020 from https://add.org/the-body-double/

Armstrong, B. (2018). "How Exercise Affects Your Brain." Retrieved 02 April 2020 from https://www.scientificamerican.com/article/how-exercise-affects-your-brain/

Azzam, A. (2016). "Six Strategies for Challenging Gifted Learners." Retrieved 28 April 2020 from http://www.ascd.org/publications/newsletters/education-update/apr16/vol58/num04/Six-Strategies-for-Challenging-Gifted-Learners.aspx

August, D., & Shanahan, T. (2006). *Developing literacy in second-language learners: Report of the national literacy panel on language minority children and youth*. Mahwah, NJ: Lawrence Erlbaum Associates.

Bailey, E. (2019). "United We Learn: 11 Rules for a Better Parent-Teacher Partnership." Retrieved 16 March 2020 from https://www.additudemag.com/slideshows/parents-and-teachers-working-together-to-help-kids-with-adhd/

Bakkila, B. (2019). "40 New Words Added to the Dictionary in 2019." Retrieved 20 May 2020 from https://www.goodhousekeeping.com/life/g25712934/new-dictionary-words/

Barkley, R.A. (2017). "What Causes ADHD?" Available at: http://www.russellbarkley.org/factsheets/WhatCausesADHD2017.pdf

Barkley, R.A., Brady, C., Brown, T.E., Quinn, P.O., & Jaksa, P. (2019). "How Can We Improve Education for Students with ADHD?" Retrieved 21 March 2020 from https://www.additudemag.com/slideshows/how-can-we-improve-education-for-students-with-adhd/

Barnett, J.E. (2017) "Helping Students with ADHD in the Age of Digital Distraction." Retrieved 17 March 2020 from https://scholarworks.iu.edu/journals-playground/index.php/pders/article/view/23913

Barron, D. (2018). "Is Chronic Anxiety a Learning Disorder?" Retrieved 01 April 2020 from https://blogs.scientificamerican.com/observations/is-chronic-anxiety-a-learning-disorder/

Barton, P. E., & Coley, R. J. (2009). *Parsing the achievement gap II (Policy Information Report)*. Princeton: Educational Testing Service.

Bell, D. & Bogan, B.L. (2013). "English Language Learners: Problems and Solutions Found in the Research of General Practitioners of Early Childhood." In *The Journal of Balanced Reading Instruction, 1*(2), Article 5. Available at: http://digitalcommons.lsu.edu/jblri/vol1/iss2
Berkers, C.K. (2020). "4 Types of Learning Styles: How to Accommodate a Diverse Group of Students." Retrieved 05 July 2020 from https://www.rasmussen.edu/degrees/education/blog/types-of-learning-styles/

Bernard. S. (2010). "To Enable Learning, Put (Emotional) Safety First." Retrieved 03 March 2020 from https://www.edutopia.org/neuroscience-brain-based-learning-emotional-safety

Bhouraskar, S. (2019). "Teaching Multicultural Students." Retrieved 20 March 2020 from https://www.accreditedschoolsonline.org/education-teaching-degree/multicultural-students/

Bialik, K., Scheller, A., & Walker, K. (2018). "6 Facts About English Language Learners in U.S. Public Schools." Retrieved 11 May 2020 from https://www.pewresearch.org/fact-tank/2018/10/25/6-facts-about-english-language-learners-in-u-s-public-schools/.

Bianco, A.J. (2018). "Why Taking Risks in the Classroom Pays off for Students — and Teachers." Retrieved 20 March 2020 from https://www.edsurge.com/news/2018-02-14-why-taking-risks-in-the-classroom-pays-off-for-students-and-teachers

Bidwell, A. (2014). "The History of Common Core Standards." Retrieved 13 March 2020 from https://www.usnews.com/news/special-reports/articles/2014/02/27/the-history-of-common-core-state-standards

BKC publication. (1974). "Marketing and Advertising History of Burger King Holdings." Retrieved 19 June 2020 from https://www.bk.com/companyinfo/content/corporation/history.html

Bleeker, S. (2018). "10 Silent Signs Your Child Could Have ADHD." Retrieved 21 March 2020 from https://www.thehealthy.com/adhd/signs-your-child-could-have-adhd/

Boender, C. (2018). "Accommodating Different Learning Styles: 3 Tips to Guide You." Retrieved 07 June 2020 from https://www.wgu.edu/heyteach/article/accommodating-different-learning-styles-3-tips-guide-you-01702.html

Bologna, C. (2018). "How to Teach Your Kids to Care About Other People." Retrieved 05 April 2020 from https://www.huffpost.com/entry/how-to-teach-your-kids-to-care-about-other-people_n_5b29cc2ce4b05d6c16c8c089

Bouffard, L. (2016). "It Takes a Village: Teacher Collaboration and its Impact on Students." Retrieved 11 June 2020 from https://www.herok12.com/blog/it-takes-a-village-teacher-collaboration-and-its-impact-on-students

Breiseth, L. (2015). "What You Need to Know About ELLS: Fast Facts." Retrieved 11 April 2020 from https://www.colorincolorado.org/article/what-you-need-know-about-ells-fast-facts

Bright, L.F. (2008). "Consumer control and customization in online environments: An investigation into the psychology of consumer choice and its impact on media enjoyment, attitude, and behavioral intention." Available at: https://repositories.lib.utexas.edu/handle/2152/18054

Brisk, M., & Proctor, P. (2012). "Challenges and supports for English language learners in bilingual programs." Available at: https://ell.stanford.edu/publication/challenges-and-supports-ells-bilingual-programs

Brown, E.F. (2015). "Serving Gifted Students in General Ed Classrooms." Retrieved 22 May 2020 from https://www.edutopia.org/blog/gifted-students-general-ed-classrooms-elissa-brown

Burgess, D. (2012). *Teach Like a Pirate: Increase Student Engagement, Boost Your Creativity, and Transform Your Life as an Educator.* San Diego, CA: Dave Burgess Consulting, Inc.

Burstein, R. (2019). "Educators Don't Agree on What Whole Child Education Means. Here's Why It Matters." Retrieved 02 March 2020 from https://www.edsurge.com/news/2019-07-16-educators-don-t-agree-on-what-whole-child-education-means-here-s-why-it-matters

Bursztynsky, J. (2019). "More than 26 million people shared their DNA with ancestry firms, allowing research to trace relationships between virtually all Americans." Retrieved 19 April 2020 from https://www.cnbc.com/2019/02/12/privacy-concerns-rise-as-26-million-share-dna-with-ancestry-firms.html

Carter, G. (2007). "The Whole Child is Growing Up." Retrieved 22 March 2020 from http://www.wholechildeducation.org/blog/the-whole-child-is-growing-up

Carter, J. (1980). "30 Jimmy Carter Quotes on Living Our Highest Values." Retrieved 11 March 2020 from https://everydaypower.com/jimmy-carter-quotes/

Capatosto, K. (2015). "Strategies for Addressing Implicit Bias in Early Childhood Education." Retrieved 05 March 2020 from http://kirwaninstitute.osu.edu/wp-content/uploads/2015/06/implicit-bias-strategies.pdf

CHADD Editorial Board. (2018) "12 Powerful Quotes from Parents of Kids with ADHD.. Retrieved 20 March 2020 from https://chadd.org/adhd-in-the-news/12-powerful-quotes-from-parents-of-kids-with-adhd/

Chansky, T. E. (2004). Freeing your child from anxiety: Powerful, practical strategies to overcome your child's fears, phobias, and worries. Broadway Books.

Chick, N. (2019). "Learning Styles." Retrieved 22 May 2020 from https://cft.vanderbilt.edu/guides-sub-pages/learning-styles-preferences/

Clark, P. (2010). "I Don't Think I'm Biased." Retrieved 14 March 2020 from https://www.tolerance.org/magazine/spring-2010/i-dont-think-im-biased

Clay, R.A. (2013). "Easing ADHD Without Meds." Retrieved on 07 March 2020 from https://www.apa.org/monitor/2013/02/easing-adhd

Colangelo, Nicholas. (2004). *A Nation Deceived: How Schools Hold Back America's Brightest Students.* Iowa City, IA: The Connie Belin & Jacqueline N. Blank International Center for Gifted Education and Talent Development, University of Iowa.

Colazzo, C. (2020). "Highly Gifted and Highly Sensitive." In *Gifted Education Communicator, 40*(4), 19-24.

Collazo-Schwietert, J. (2020). "NASA's Hidden Figures: The Unsung Women You Need to Know." Retrieved 02 May 2020 from https://www.biography.com/news/hidden-figures-movie-real-women

Collie, R. J., Shapka, J. D., & Perry, N. E. (2012). "School climate and social–emotional learning: Predicting teacher stress, job satisfaction, and teaching efficacy.: In *Journal of Educational Psychology, 104*(4), 1189–1204. https://doi.org/10.1037/a0029356

Colorado, C. (2014). "Create a Welcoming Classroom Environment." Retrieved 09 April 2020 from https://www.readingrockets.org/article/creating-welcoming-classroom-environment

Conway, R. (2017). "The Great Masquerader: Anxiety and School Refusal." Retrieved 02 April 2020 from https://nesca-newton.com/greatmasquerader/

Cook, J. (2008). *It's Hard to be a Verb.* New York, NY: National Center for Youth Issues.

Cook, J. (2015). *But It's Not My Fault!: Responsible Me.* New York, NY.: National Center for Youth Issues.

Cook-Harvey, C.M. & Darling, Hammond, L. (2018). "Educating the Whole Child: Improving School Climate to Support Student Success." Available at: https://learningpolicyinstitute.org/sites/default/files/product-files/Educating_Whole_Child_REPORT.pdf

Cooray, S. E., & Bakala, A. (2005). "Anxiety Disorders." In *Advances in Psychiatric Treatment, 11*, 355–361. Available at https://www.researchgate.net/profile/Sherva_Cooray/publication/240289706_Anxiety_Disorders_in_People_with_Learning_Disabilities/links/543bf88e0cf204cab1db5c9a/Anxiety-Disorders-in-People-with-Learning-Disabilities.pdf

Cooray S.E., Bakala A., Purandare K., Wijeratne A. (2012). "Anxiety Disorders in People with Learning Disabilities." In: Seel, N.M. (eds) *Encyclopedia of the Sciences of Learning*. Boston, MA: Springer.

Cowen-Fletcher, J. (1994). *It takes a Village*. New York, NY: Scholastic.

Crocker, T. (2004) "Underachievement: Is our vision too narrowed and blinkered? Fools step in where angels fear to tread." In *Gifted, 131*. 10-14.

Crocq M. A. (2015). "A History of Anxiety: From Hippocrates to DSM.: In *Dialogues in Clinical Neuroscience*, *17*(3), 319–325.

Croll, C. (2017) "The Truth About 'Gifted' versus High-Achieving Students." Retrieved 09 May 2020 from https://loudounnow.com/2017/03/23/the-truth-about-gifted-versus-high-achieving-students/

Crumpler, B. (2014). "ELL Student Population Increases, Obstacles and Achievement." Retrieved 22 May 2020 from http://exclusive.multibriefs.com/content/ell-student-population-increases-obstacles-and-academic-achievement/education

Damian, L., Stoeber, J.,Negru-Subtirica, O. & Baban, A. (2017). On the Development of Perfectionism: The Longitudinal Role of Academic Achievement and Academic Efficacy. *Journal of Personality, 85.* 565-577. 10.1111/jopy.12261.

Darling-Hammond, L. (2014). "To Close the Achievement Gap, We Need to Close the Teaching Gap." Retrieved 22 April 2020 from https://www.huffpost.com/entry/to-close-the-achievement_b_5542614

Davis, C. (2009). "Listening to and learning from others." Available at: https://us.sagepub.com/sites/default/files/upm-binaries/53987_Davis_CH_6.pdf

Delong, M. (1994). "University based talent searches for the gifted." In *Understanding our Gifted, 6(4)* 27-32. Available at: https://www.davidsongifted.org/search-database/entry/a10063

Dendy-Ziegler, C. (2020). "Teaching Strategies for Students with ADHD: Ideas to Help Every Child Shine." Retrieved 18 March 2020 from https://www.additudemag.com/teaching-strategies-for-students-with-adhd/

Denney, G. (2020). "6 Classroom Changes Teachers Will Make When Schools Reopen." Retrieved 11 June 2020 from https://mobile.edweek.org/c.jsp?cid=25919971&bcid=25919971&rssid=25919961&item=http%3A%2F%2Fapi.edweek.org%2Fv1%2Ftm%2F%3Fuuid%3DC566ABE4-9918-11EA-9AC8-956759D98AAA

Devaney, E. (2014). "The Psychology of Personalization: Why We Crave Customized Experiences." Retrieved 18 April 2020 from https://blog.hubspot.com/marketing/psychology-personalization#:~:text=You're%20not%20just%20getting,you%20feel%20more%20in%20control.&text=According%20to%20the%20study%2C%20another,they%20help%20reduce%20information%20overload

Diezmann, C.M. & Watters, J.J. (2006). "The Importance of Challenging Tasks for Mathematically Gifted Students." In *Gifted and Talented International*, *17*(2), 76-84.
"Diverse Voices." (2014). *International Journal of Qualitative Methods*. https://doi.org/10.1177/1609406918822012

Duckworth, A.L., & Seligman, M.E.P. (2005). Self-discipline outdoes IQ in predicting academic performance of adolescents." In *Psychological Science, 16*(12), 939-944.

Duncan, G., & Murnane, R. (Eds.). (2011). *Whither Opportunity?: Rising Inequality, Schools, and Children's Life Chances*. Russell Sage Foundation. Available at: www.jstor.org/stable/10.7758/9781610447515

Eagle, J. W., Dowd-Eagle, S. E., Snyder, A., & Holtzman, E. G. (2015). "Implementing a Multi-Tiered System of Support (MTSS): Collaboration between school psychologists and administrators to promote systems-level change." In *Journal of Educational & Psychological Consultation, 25*(2-3), 160–177. https://doi.org/10.1080/10474412.2014.929960

Editors of Time Magazine. (2007). Time: Annual 2007 (TIME ANNUAL: THE YEAR IN REVIEW). Manhattan, NY: Times Books.

Education Commission of the States (2014). "What ELL training, if any, is required of general classroom teachers?". Retrieved 02 May 2020 from http://ecs.force.com/mbdata/mbquestNB2?rep=ELL1415

Education Commission of the States. (2015). *Standards for foreign language learning in the 21st century.* Lawrence, KS: Allen Press, Inc.

Education Commission of the States. (2018). "ESSA State Plan Submission." Retrieved 11 April 2020 from https://www2.ed.gov/admins/lead/account/stateplan17/statesubmission.html

Edwards, B. & Rogers, N. (1979). "We Are Family." Retrieved from https://secondhandsongs.com/work/90963/all

Emke, R. (2019). "School Anxiety in the Classroom." Retrieved 05 April 2020 from https://childmind.org/article/classroom-anxiety-in-children/

Erwin, H. (2019). "Active Seating Helps Students with ADHD." Retrieved 07 March 2020 from https://blog.moving-minds.com/2019/05/15/how-active-seating-helps-students-with-adhd-what/

Faraone, S.V. (2016). "Smart People Can Have ADHD Too." Retrieved 13 March 2020 from https://apsard.org/smart-people-can-have-adhd-too/

Fehrenbach, C.R. (1991). Gifted and average readers: Do they use the same reading strategies? In *Gifted Child Quarterly, 35* (125). Available at: https://doi.org/10.1177/001698629103500303

Ferlazzo, L. (2018). "Q&A Collections: Teaching English Language Learners." Retrieved 02 May 2020 from https://blogs.edweek.org/teachers/classroom_qa_with_larry_ferlazzo/2018/07/qa_collections_teaching_english_language_learners.html

Figueroa, L. (2013). "Teachers' Awareness and Skills in Addressing Students with Anxiety Symptoms." Retrieved on 11 April 2020 from http://digitalcommons.pcom.edu/psychology_dissertations

Finn, C.E. (2020). "Gifted, Talented and Underserved." Retrieved 29 April 2020 from https://www.nationalaffairs.com/publications/detail/gifted-talented-and-underserved

Flannery, F.E. (2019). "The Secret to High-Achieving Schools: 'I've Never Felt Unsupported.'" Retrieved 08 June 2020 from http://neatoday.org/2019/09/20/supporting-teachers-critical-to-successful-schools/

Fleming, N. & Mills, C. (1992). "The VARK Modalities." Retrieved 01 June 2020 from https://vark-learn.com/introduction-to-vark/the-vark-modalities/

Flewelling, J. (2016). "How Does ADHD in Children Impact Academic Performance?" Retrieved 18 March 2020 from https://www.beyondbooksmart.com/executive-functioning-strategies-blog/how-does-adhd-in-children-impact-academic-performance

Flook, L. (2019). "Four Ways Schools Can Support the Whole Child." Retrieved 04 June 2020 from https://greatergood.berkeley.edu/article/item/four_ways_schools_can_support_the_whole_child

Foley, D. (2017). "ADHD & Kids: The Truth About Attention Deficit Hyperactivity Disorder." Retrieved 17 March 2020 from https://time.com/growing-up-with-adhd/

Foley, M. & Graff, C.S. (2018). "Getting Started with Person-First Language." Retrieved 19 March 2020 from https://www.edutopia.org/article/getting-started-person-first-language

Ford, D. Y. (2012). "Gifted and talented education: History, issues, and recommendations." In *APA Handbooks in Psychology®. APA Educational Psychology Handbook: Individual Differences and Cultural and Contextual Factors*. 83–110. Available at: https://doi.org/10.1037/13274-004

Foss, R. (2019). "Learning and Thinking Differences." Retrieved 27 March 2020 from https://www.understood.org/pages/en/learning-thinking-differences/

Freeman, J. (2001). "Giftedness, Responsibility and Schools." In *Gifted Education International, 15*(2), 141–150. https://doi.org/10.1177/026142940101500204

Frost, S. (2020). "Cultural Appropriation in the Classroom." Retrieved 11 April 2020 from https://www.thedesignerteacher.com/blog//2018/08/cultural-appropriation-in-classroom.html

Fuchs, L. (2017). "How can Tier 3 intervention be conceptualized in the RTI approach?" Retrieved 01 June 2020 from https://iris.peabody.vanderbilt.edu/module/rti05/cresource/q1/p03/

Gamm, S., Elliott, J.A., Halbert, J.W., Price-Baugh, R., Hall, R.L., Walston, D., Uro, G., & Casserly, M. (2012). "Common Core State Standards and Diverse Urban Students: Using Multi-Tiered Systems of Support." Available at: https://www.cgcs.org/cms/lib/DC00001581/Centricity/Domain/87/77--Achievement%20Task%20Force--RTI%20White%20Paper-Final.pdf

Gerrard, M. & Neville, R. (2008). "The Songs from Disney's High School Musical." Retrieved 07 July 2020 from https://chris.molanphy.com/idolator-chats-with-matthew-gerrard-and-robbie-nevil-about-getting-in-the-high-school-musical-game/

Gibbons, P. (2015). *Scaffolding Language, Scaffolding Learning: Teaching English Language Learners in the Mainstream Classroom* (2nd ed.). Portsmouth, NH: Heinemann.

Gilman, Barbara. (2008). *Academic Advocacy for Gifted Children: A Parent's Complete Guide.* Tucson, AZ: Great Potential Pr., Inc.

Giordano, K.N. (2019). "The Missing Half of MTSS." Retrieved 22 May 2020 from https://curriculumcoffee.com/2019/04/18/the-missing-half-of-rti-mtss/

Goldenberg, C. & Wagner, K. (2016). "Bilingual Education: Reviving an American Tradition." Retrieved 22 April 2020 from https://www.aft.org/ae/fall2015/goldenberg_wagner#:~:text=A%20second%20source%20of%20students,these%20programs%20at%20around%201%2C000

Gonzalez, R.J., Pagan, M., Wendell, L., & Love, C. (2011). "Supporting ELL/culturally and linguistically diverse students for academic achievement." In *International Center for Leadership in Education, 19*(3)*.* Available at: https://www.brown.edu/academics/education-alliance/teaching-diverse-learners/sites/brown.edu.academics.education-alliance.teaching-diverse-learners/files/uploads/ELL%20Strategies%20Kit_Intl%20Ctr%20for%20Leadership%20in%20Educ%202011.pdf

Gonzalez, J. (2014). "12 Ways to Support English Learners in the Mainstream Classroom." Retrieved 11 April 2020 from https://www.cultofpedagogy.com/supporting-esl-students-mainstream-classroom/

Graham, E. (2018). "Learning Styles Quiz: What is my Child's Learning Style?" Retrieved 08 June 2020 from https://www.teacherlists.com/blog/parent-corner/learning-styles-quiz-what-is-your-childs-learning-style/

Grantmakers in Education. (2013). "Educating English Language Learners." Available at: https://edfunders.org/sites/default/files/Educating%20English%20Language%20Learners_April%202013.pdf

Haelle, T. (2019). "Identity-first vs. person-first language is an important distinction." Retrieved 11 March 2020 from https://healthjournalism.org/blog/2019/07/identity-first-vs-person-first-language-is-an-important-distinction/

Hasan, S. (2019). "Anxiety Disorders Fact Sheet for School." Retrieved 01 April 2020 from https://kidshealth.org/en/parents/anxiety-factsheet.html.

Haycock, K. (2007). "Good Teaching Matters: How Well-Qualified Teachers Can Close the Gap". Retrieved 18 April 2020 from https://assets.pearsonschool.com/asset_mgr/legacy/200727/1999_04Haycok_397_1.pdf

Hollingworth, L. S. (1926). *Gifted children: Their nature and nurture.* Macmillan. https://doi.org/10.1037/10599-000

Holly, L. E., Little, M., Pina, A. A., & Caterino, L. C. (2015). "Assessment of anxiety symptoms in school children: a cross-sex and ethnic examination." In *Journal of Abnormal Child Psychology*, *43*(2), 297–309. https://doi.org/10.1007/s10802-014-9907-4

Horowitz, F.D.,Subotnik, R.F. &; Matthews, D.J. (2009). *The Development of Giftedness and Talent Across the Life Span*. Washington, D.C.: American Psychological Association.

Housand, A. (2010). "Understanding the World of Academically and Intellectually Gifted." Retrieved 18 May 2020 from https://www.slideshare.net/ahousand/identifying-gifted-students-in-the-classroom?next_slideshow=1

Housand, B. (2017). "A History of Gifted Education." Retrieved 22 May 2020 from https://www.slideshare.net/brianhousand/history-of-gifted-education

Huerta, M. (2017). "Meeting the Needs of Students with ADHD." Retrieved 22 March 2020 from https://www.edutopia.org/blog/bridging-the-adhd-gap-merle-huerta

Hulse, H. (2018). "When Anxiety Interferes a Student's Ability to Learn: IEPs, 504 Plans, and the Limits of District Responsibility." Retrieved 01 April 2020 from https://mcandrewslaw.com/publications-and-presentations/articles/anxiety-interferes-students-ability-learn-ieps-504-plans-limits-district-responsibility/

Hurley, K. (2018). "Helping the ADHD Child at School." Retrieved 21 March 2020 from https://www.psycom.net/adhd-children-school

IDEA. (2004). Individuals with Disabilities Education Act, 20 U.S.C. § 1400.

Ingber, S. (2018). "16-Year-Old Set To Graduate From Kansas High School And Harvard University." Retrieved 30 May 2020 from https://www.npr.org/2018/12/28/680762928/16-year-old-set-to-graduate-from-kansas-high-school-and-harvard-university

Jenson, E. (2020). "Why Your Secret Bias Matters in the Classroom." Retrieved 01 March 2020 from https://www.jensenlearning.com/why-your-secret-bias-matters-in-the-classroom/

Johnson, D.T. (2000). "Teaching mathematics to gifted students in a mixed ability classroom." Retrieved 16 May 2020 from http://www.teachervision.fen.com/gifted-education/teaching-methods/3778.html?_R=1

Johnson, S.K. (2009). "Practices for identifying gifted students." Available at: https://www.naesp.org/sites/default/files/resources/2/Principal/2009/M-J_p08.pdf

Jones, L. (2018). "Can Schools Require Students to Take ADHD Medication?" Retrieved 18 March 2020 from https://www.understood.org/en/learning-thinking-differences/treatments-approaches/medications/can-a-school-make-medication-a-requirement-for-my-child-to-attend

Kennedy, L. (2019). "35 Multimodal Learning Strategies and Examples." Retrieved 25 May 2020 from https://www.prodigygame.com/blog/multimodal-learning/

Kenney, L. (2017). "Why We Label Kids — And the Pros and Cons of Doing It." Retrieved 11 March 2020 from https://www.thebump.com/a/labeling-kids-pros-and-cons

Kennedy-Moore, E. (2015). "Social Challenges of Children with ADHD." Retrieved 18 March 2020 from https://www.psychologytoday.com/us/blog/growing-friendships/201503/social-challenges-children-adhd

Kennedy-Moore, E. (2017). "Friendship Challenges of Children With ADHD." Retrieved 18 March 2020 from https://njpa.memberclicks.net/assets/docs/9.17.KennedyMoore.ADHD.pdf

Kesner, J.E. (2005). "Gifted Children's Relationships with Teachers." In *International Education Journal, 6*(2), 218-223.

Kettering, C.F. (1942). "The Society's Birth." In *Review & Expositor*, *39*(4), 419–425. https://doi.org/10.1177/003463734203900404

Kim, J. (2011). "Relationships among and between ELL Status, Demographic Characteristics, Enrollment History, and School Persistence." CRESST Report 810. Los Angeles, CA: University of California, National Center for Research on Evaluation, Standards, and Student Testing.

King, I. (2019). "What is the Difference Between Tier 1, 2 and 3 Behavior Interventions?" Retrieved 16 May 2020 from https://www.kickboardforschools.com/blog/post/rti-response-to-intervention/what-is-the-difference-between-tier-1-2-3-behavior-interventions/

Kingore, B. (2003). "High Achiever, Gifted Learner, Creative Thinker." In *Understanding Our Gifted*, *15*(3), 3-5.

Kirszenbaum, J. (2015) "Person First Planet: A Comprehensive Review of Person First Language." University Honors Thesis. Paper 214. https://doi.org/10.15760/honors.211

Kleine, C.D. & Lawton, R. (2015). "Meeting the needs of linguistically diverse students at the college level." In *College Reading and Learning Association, 53*(1), 20-32. Available at: https://crla.net/images/whitepaper/Meeting_Needs_of_Diverse_Students.pdf

Lane, C. (2017). "ADHD Is Now Widely Overdiagnosed and for Multiple Reasons." Retrieved 18 March 2020 from https://www.psychologytoday.com/us/blog/side-effects/201710/adhd-is-now-widely-overdiagnosed-and-multiple-reasons

Lathram, B., Schneider, C., & Vander Ark, T. (2016). "Supporting English language learners with next-gen tools." In *Getting Smart, 17*(5), 27-40. Available at: https://www.gettingsmart.com/wp-content/uploads/2016/05/SupportingEnglishLanguageLearnerswithNextGenToolsFINAL.pdf

Lavoie, R. (2008). "Fighting the Good Fight: How to Advocate for Students Without Losing Your Job." Retrieved 11 June 2020 from https://www.readingrockets.org/article/fighting-good-fight-how-advocate-your-students-without-losing-your-job

Levy, S. (2017). "Why Homework is Bad: Stress and Consequences." Retrieved 18 April 2020 from https://www.healthline.com/health-news/children-more-homework-means-more-stress-031114#7

Lim, L. (2012). "For China's 'Left-Behind Kids,' A Free Lunch." Retrieved 05 April 2020 from https://www.npr.org/2012/01/24/145521090/for-chinas-left-behind-kids-a-free-lunch

Loeser, L. (2019). "Attention Deficit Hyperactivity Disorders: A Fact Sheet." Retrieved 22 March 2020 from https://ec.ncpublicschools.gov/disability-resources/specific-learning-disabilities/learning-disabilities-adhd-organizations-and-resources/AttentionDeficitHyperactivityDisorderFactSheet3.17.191.pdf

Lopez, M., Hofer, K., Bumgarner, E., & Taylor, D. (2017). "Developing culturally responsive approaches to serving diverse populations: A resource guide for community-based organizations." In *The National Research Center on Hispanic Children and Families,* 16-30. Available at: https://www.nsvrc.org/sites/default/files/2017-06/cultural-competence-guide.pdf

Lynch, M. (2014). "6 Ways Teachers Can Foster Cultural Awareness in the Classroom." Retrieved 02 March 2020 from http://blogs.edweek.org/edweek/education_futures/2014/11/6_ways_teachers_can_foster_cultural_awareness_in_the_classroom.html

Maleen, S. (2018). "What Type of Learner is Your Child?" Retrieved 02 July 2020 from https://gradepowerlearning.com/what-type-learner-is-my-child/

Marland, S.P. (1972). *Education of the Gifted and Talented: Report to the Congress of the United States by the U.S Commissioner of Education.* Washington, D.C.: U.S. Government Printing Office.

Marsolek, C. (2018). "Applying Their Learning: 8 Best Apps for ESL Elementary Students." Retrieved 11 April 2020 from https://www.fluentu.com/blog/educator-english/best-apps-for-esl-elementary-students/

Martin-Burch, J. (2018). "School Refusal: When a Child Won't Go to School." Retrieved 09 April 2020 from https://www.health.harvard.edu/blog/school-refusal-when-a-child-wont-go-to-school-2018091814756

Martinez, C. (2019). "ELL Assessment Strategies for Early Childhood." Retrieved 01 April 2020 from https://teachingstrategies.com/blog/ell-assessment-preschool/

Mayo Clinic (n.d). "Attention-Deficit/Hyperactivity Disorder (ADHD) in Children." Retrieved 02 April 2020 from https://www.mayoclinic.org/diseases-conditions/adhd/symptoms-causes/syc-20350889

McCourt, F. (2006). "McCourt Recalls Years as 'Teacher Man.'" Retrieved 10 April 2020 from https://www.thecrimson.com/article/2006/12/13/mccourt-recalls-years-as-teacher-man/

McKibben, S. (2017). "Helping Ease Student Anxiety." Retrieved 12 April 2020 from http://www.ascd.org/publications/newsletters/education-update/aug17/vol59/num08/Helping-Ease-Student-Anxiety.aspx

Meleen, M. (2018) "Learning Style Tests for Children." Retrieved 12 June 2020 from https://kids.lovetoknow.com/wiki/Learning_Style_Test_for_Children

Meyer, H.R. & Lasky, S.K. (2017). "School-Based Management of Children with Attention-Deficit/Hyperactivity Disorder: 105 Tips for Teachers." Retrieved on 11 March 2020 from https://www.addrc.org/disorder-105-tips-for-teachers/

Mikami, A. Y. (2013). "A randomized trial of a classroom intervention to increase peers' social inclusion of children with attention-deficit/hyperactivity disorder." In *Journal of Consulting and Clinical Psychology, 81*(1), 100–112. https://doi.org/10.1037/a0029654

Milgram, R.M. (2003). "Challenging out-of-school activities as a predictor of creative accomplishments in art, drama, dance and social leadership." In *Scandinavian Journal of Educational Research, 47*(3), 305-315.

Miller, C. (2018). "ADHD in the Classroom." Retrieved 29 March 2020 from https://childmind.org/article/whats-adhd-and-whats-not-in-the-classroom/

Miller, C. (2019). "How Anxiety Leads to Disruptive Behavior." Retrieved 09 April 2020 from https://childmind.org/article/how-anxiety-leads-to-disruptive-behavior/

Miller, S. (2015). "Supporting How Children Learn Best." Retrieved 11 April 2020 from http://www.earlychildhoodnews.com/earlychildhood/article_view.aspx?ArticleID=645

Minahan, J. (2018). "Helping anxious students move forward." In *Educational Leadership, 6*(2). 45-50. Available at: https://jessicaminahan.com/wp-content/uploads/Helping-Anxious-Students-Move-Forward-Red-Work-Avoidance-Minahan_EL_1218.pdf

Minahan, J. & Rappaport, N. (2012). "Anxiety in Students: A Hidden Culprit in Behavior Issues." In *Phi Delta Kappan, 12*(12). 34-39.

Mitchell, C. (2018). "Rising Number of ESL Students Poses Challenges for U.S. Schools." Retrieved 22 April 2020 from http://blogs.edweek.org/edweek/learning-the-language/2018/01/rising_number_of_esl_students_pose_challenges_for_schools.html

Mohr, K.A.J. & Mohr, E.S. (2007). "Extending English Language Learners' Classroom Interactions Using the Response Protocol." Retrieved 20 April 2020 from https://www.readingrockets.org/article/extending-english-language-learners-classroom-interactions-using-response-protocol

Mordecai, B. (2017). "What Does it Feel Like to Have ADHD?" Retrieved 11 March 2020 from https://adhdcollective.com/what-does-it-feel-like-to-have-adhd/

Morin, A. (2014). "Change Doesn't Happen Overnight. It Happens in These Five Stages." Retrieved 27 February 2020 from https://www.forbes.com/sites/amymorin/2014/03/17/change-doesnt-happen-overnight-it-happens-in-these-five-stages/#552e4fd14f51

Morin, A. (2020). "7 Things Mental Health Experts Wish You Knew About Anxiety, According to a Psychotherapist." Retrieved 30 March 2020 from https://www.businessinsider.com/things-mental-health-experts-wish-you-knew-about-anxiety

Mraz, K., Porcelli, A., & Tyler, C. (2016). *Purposeful play: A Teacher's Guide to Igniting Deep and Joyful Learning Across the Day.* Portsmouth, NH: Heinemann.

Munro, J. (2019). "How to identify, understand and teach gifted children." Retrieved 02 May 2020 from https://theconversation.com/how-to-identify-understand-and-teach-gifted-children-107718

National Assessment of Educational Progress (2018). *Setting Achievement Goals on the National Assessment of Educational Progress: A Draft Policy Statemen*t. Washington, D.C.: Author.

National Association for Gifted Children (2013). "Frequently Asked Questions About Gifted Education." Retrieved 22 April 2020 from https://www.nagc.org/resources-publications/resources/frequently-asked-questions-about-gifted-education

National Association for Gifted Children (2016). "Myths about Gifted Students." Retrieved 25 April 2020 from https://www.nagc.org/myths-about-gifted-students

National Association for Gifted Children (2018). "Teaching for High Potential." Retrieved 19 April 2020 from https://www.nagc.org/resources-publications/nagc-publications/teaching-high-potential

National Association for Gifted Children (2019). "National Standards in Gifted and Talented Education." Retrieved 15 April 2020 from https://www.nagc.org/resources-publications/resources/national-standards-gifted-and-talented-education

National Center for Educational Statistics (2016). *Setting Achievement Goals on the National Assessment of Educational Progress: A Draft Policy Statement.* Washington, D.C.

National Council on Teacher Quality (NCTQ, 2015). *State Teacher Policy Yearbook: National Summary.* Washington, D.C.: National Council on Teacher Quality.

National Institute of Mental Health (2018). "Any Anxiety." Retrieved 24 March 2020 from https://www.nimh.nih.gov/health/statistics/any-anxiety-disorder.shtml

Nakano, C. (2016). "The Four Different Types of Learners and What They Mean to Your Presentations." Retrieved 10 June 2020 from https://blog.prezi.com/the-four-different-types-of-learners-and-what-they-mean-to-your-presentations-infographic/

National Research Council (2011). *Allocating Federal Funds for State Programs for English Language Learners.* Washington, D.C.: The National Academies Press. https://doi.org/10.17226/13090.

Nigg, J. T. (2006). *What Causes ADHD? Understanding What Goes Wrong and Why.* New York, NY: The Guilford Press.

Nisen, M. (2015). "Tackling Inequality in Gifted-and-Talented Programs." Retrieved 01 June 2020 from https://www.theatlantic.com/education/archive/2015/09/inequality-gifted-programs-schools-testing/405013/

No Child Left Behind (NCLB) Act of 2001. (2001). Pub. L. No. 107-110, § 101, Stat. 1425.

O'Keefe, B. (2011). "5 Steps to Better School/Community Collaboration." Retrieved 20 June 2020 from https://www.edutopia.org/blog/school-community-collaboration-brendan-okeefe

Osborn, J. (2001). "Issues in Educating Exceptionally Gifted Children." Retrieved 11 May 2020 from https://www.davidsongifted.org/search-database/entry/a10208

Otto, S. & Said, S. (2018). "Strong Home School Bonds for English Learners: A Proactive Approach." Retrieved 15 April 2020 from https://www.teachingchannel.com/blog/home-school-english-learners

Page, J.S. (2010). "Challenges Faced by 'Gifted Learners' in School and Beyond." In *Student Pulse 2*(11). Available at: http://www.inquiriesjournal.com/articles/330/challenges-faced-by-gifted-learners-in-school-and-beyond

Palmer, D. (2011). "Gifted Kids with Learning Problems." Retrieved 22 May 2020 from https://www.psychologytoday.com/us/blog/gifted-kids/201112/gifted-kids-learning-problems

Pawlowski, S. (2019). "ADHD: When and how do we choose to start medications?" Retrieved 20 March 2020 from https://www.mdedge.com/pediatrics/article/194098/mental-health/adhd-when-and-how-do-we-choose-start-medications

Pham, P. (2016). "15 Vintage Fast Food Commercials That Take You Back To The Good 'Ol Days." Retrieved 10 June 2020 from https://www.foodbeast.com/news/vintage-fastfood-comm/

Piacentini, J., & Roblek, T. (2002). "Recognizing and treating childhood anxiety disorders." In *The Western Journal of Medicine*, *176*(3), 149–151. Available at: https://doi.org/10.1136/ewjm.176.3.149

Pill, F.K. & Leana, C. (2009). "Applying organizational research to public school reform: The effects of teacher human and social capital on student performance." In *Academy of Management Journal, 52*(6), 1101-1124. Available at: http://www.pitt.edu/~fritspil/Pil%20and%20Leana%20AMJ.pdf

Pircon, B. (2018). "Teacher Bias: The Elephant in the Classroom." Retrieved 01 March 2020 from https://www.thegraidenetwork.com/blog-all/2018/8/1/teacher-bias-the-elephant-in-the-classroom

Post, G. (2013). "Let's Not Call Them 'Gifted.'" Retrieved 14 June 2020 from https://giftedchallenges.blogspot.com/2013/01/lets-not-call-them-gifted.html

Price-Mitchell, M. (2015). "Creating a Culture of Integrity in the Classroom." Retrieved 01 April 2020 from https://www.edutopia.org/blog/8-pathways-creating-culture-integrity-marilyn-price-mitchell

Pritchard, A. E. (2016). "Academic Testing Accommodations for ADHD: Do They Help?: In *Learning Disabilities, 21*(2), 67–78. Available at: https://doi.org/10.18666/LDMJ-2016-V21-I2-7414

Purcell, J. H., & Eckert, R. D. (Eds.) (2006). *Designing services and programs for high-ability learners: A guidebook for gifted education.* Thousand Oaks, CA: Corwin Press.

Rapaport, L. (2019). "Childhood Anxiety Tied to School Absences." Retrieved 01 April 2020 from https://www.reuters.com/article/us-health-school-anxiety/childhood-anxiety-tied-to-school-absences-idUSKCN1R31YH

Rattan, A., Good, C., & Dweck, C. (2012). It's ok — Not everyone can be good at math": Instructors with an entity theory comfort (and demotivate) students." In *Journal of Experimental Social Psychology.* Available at: https://doi.org/10.1016/j.jesp.2011.12.012

Rich, C, Loo, S. K., Yang, M., Dang, J., & Smalley, S. L. (2009). "Social functioning difficulties in ADHD: Association with PDD risk." In *Clinical Child Psychology and Psychiatry*, *14*(3), 329–344. Available at: https://doi.org/10.1177/1359104508100890

Ridnouer, K. (2011). *Everyday Engagement: Making Students and Parents your Partners in Learning.* Alexandria, VAL: ASCD.

Rinaldi, C. (2018). "Helping English Language Learners Succeed with a Multi-tier System of Support." Retrieved 22 May 2020 from https://www.colorincolorado.org/article/helping-english-language-learners-succeed-multi-tiered-system-support-mtss

Rivero, L. (2012). "Many Ages at Once: The Science Behind the Asynchronous Development of Gifted Children." Retrieved on 22 May 2020 from https://www.psychologytoday.com/us/blog/creative-synthesis/201201/many-ages-once

Robinson, G. (2014). "Your child is gifted… now what?" Retrieved 20 May 2020 from https://www.greatschools.org/gk/articles/gifted-and-talented-education-and-program/

Rosenthal, R., & Jacobson, L. (1963). "Teachers' Expectancies: Determinants of Pupils' IQ Gains." In *Psychological Reports*, *19*(1), 115–118. Available at: https://doi.org/10.2466/pr0.1963.19.1.115

Roth, E. & Goldman, R. (2018). "Understanding ADHD Inattentive Type." Retrieved 22 March 2020 from https://www.healthline.com/health/adhd/inattentive-type

Rowland, J. (2017). "Educating English Language Learners: Opportunities for Improved Infrastructure." PERC Research Brief. Philadelphia, PA: Philadelphia Education Research Consortium (PERC); Research for Action.

Ruckdeschel, S. (2016). "Peer Pressure, Perfectionism, and Gifted Learners." Retrieved 01 June 2020 from https://www.literacysolutions.net/2016/07/31/peer-pressure-perfectionism-and-gifted-learners/

Samson, J.F. & Collins, B.A. (2012). "Preparing all teachers to meet the needs of English language learners." In *Center for American Progress.* Available at: https://files.eric.ed.gov/fulltext/ED535608.pdf

Sauder, A. (2009). *Exploring Gifted adults' Perception of Giftedness in their Pursuit of Graduate eEucation.* Brock University, St. Catharines, Ontario, Canada.

Sedita, J. (2016). "What is MTSS?" Retrieved 30 June 2020 from https://keystoliteracy.com/blog/what-is-mtss/
Schmalen, K. (2018). "Where do gifted learners fit in the MTSS structure?" Retrieved 01 June 2020 from https://www.centralriversaea.org/blog/2018/11/where-do-gifted-learners-fit-in-the-mtss-structure/

Schwartz, K. (2015). "Why Kids Need to Move, Touch and Experience to Learn." Retrieved 20 May 2020 from https://www.kqed.org/mindshift/39684/why-kids-need-to-move-touch-and-experience-to-learn

Shaikh, F. (2018). "What's the Difference Between Shyness and Social Anxiety?" Retrieved 14 March 2020 from https://www.calmclinic.com/social-anxiety/shyness

Shallcross, L. (2015). "Anxious Parents Can Learn How to Prevent Anxiety in Their Children." Retrieved 26 March 2020 from https://www.npr.org/sections/health-shots/2015/09/25/443444964/parents-can-learn-how-to-prevent-anxiety-in-their-children

Sheeley, A. (2010). "Tips for parents: gifted children and friendship." Retrieved 11 May 2020 from https://www.davidsongifted.org/search-database/entry/a10628

Silverman, L. & Kearney, K. (n.d.). "Parents of the Extraordinarily Gifted." Retrieved 11 May 2020 from https://www.hoagiesgifted.org/parents_of_eg.htm

Slade, S. & Griffith, D. (2013). "A whole child approach to student success." In *KEDI Journal of Educational Policy*. 21-35.

Slobodkina, E. (1940). *Caps for Sale: A Tale of a Peddler, Some Monkeys, and Their Monkey Business*. New York, NY: Harper & Row.

Smale, S. (1998). "Mathematical Problems for the Next Century." In *Math Intelligencer, 20*(2), 7-15.

Smarick, A. (2019). "The Contradiction at the Heart of Public Education." Retrieved 01 June 2020 from https://www.theatlantic.com/ideas/archive/2019/10/gifted-and-talented-programs-arent-problem/599752/

Soojian, C. (2015). "Why Consumers Crave Content Personalization." Retrieved 11 June 2020 from https://www.socialmediatoday.com/marketing/2015-04-05/why-consumers-crave-content-personalization#:~:text=According%20to%20a%20study%20conducted,is%20tailored%20to%20one's%20needs.%22

Sparks, S. (2016). "Student Mobility: How it affects learning. Education Week." Retrieved 19 April 2020 from http://www.edweek.org/ew/issues/student-mobility

Spiro. L. (2018). "The Most Common Misdiagnoses in Children." Retrieved 20 March 2020 from https://childmind.org/article/the-most-common-misdiagnoses-in-children/

Spodek, J. (2020). "Introversion Is Not the Opposite of Extroversion: Part I." Retrieved 04 June 2020 from https://www.psychologytoday.com/us/blog/leadership-and-the-environment/202006/introversion-is-not-the-opposite-extroversion-part-i

Stamps, L.S. (2015). "The effectiveness of curriculum compacting in first grade classrooms." In *Roeper Review, 27*(1), 31-41. Available at: https://gifted.uconn.edu/wp-content/uploads/sites/961/2015/09/lsstamps.pdf

Stanley, T. (n.d.). "'Rigor' and 'Hard' Are Not the Same Thing." Retrieved 22 May 2020 from https://www.edcircuit.com/rigor-hard-not-same-thing/

State of the States in Gifted Education National Policy and Practice Data 2008- 2009. (2009). *A Report by The Council of State Directors of Programs for the Gifted and The National Association for Gifted Children.* Washington, D.C.: National Association for Gifted Children. Available at: https://www.ctgifted.org/website/cmsAdmin/uploads/2014-2015-State-of-the-States-summary.pdf

Steenbergen-Hu, S., & Moon, S. M. (2011). "The Effects of Acceleration on High-Ability Learners: A Meta-Analysis." In *Gifted Child Quarterly, 55*(1), 39–53. https://doi.org/10.1177/0016986210383155

Stevens, P.F. (2009). "'Tis a Fact That Angela's Son Frank Made a Definite Mark with His Pen." Retrieved 22 May 2020 from https://www.bostonirish.com/node/13704

Storebe, O.J., Elmose, M.E, Skoog, M., Hansen-Joost, S., Simonsen, E. (2019). "Social skills training for attention deficit hyperactivity disorder (ADHD) in children aged 5 to 18 years." In *Cochrane Database of Systematic Reviews 14*(6). DOI: 10.1002/14651858.CD008223.pub3.

Strauss, V. (2012). "Homework: An unnecessary evil? … Surprising findings from new research." Retrieved 22 March 2020 from https://www.washingtonpost.com/news/answer-sheet/wp/2012/11/26/homework-an-unnecessary-evil-surprising-findings-from-new-research/

Surowiecki, J. (2004). *The Wisdom of Crowds: Why the Many are Smarter than the Few and How Collective Wisdom Shapes Business, Economies, Societies, and Nations.* New York, NY: Doubleday & Co.

Swanson, H., Orosco, M. J., & Lussier, C. M. (2015). "Growth in literacy, cognition, and working memory in English language learners." In *Journal of Experimental Child Psychology, 132,* 155–188. https://doi.org/10.1016/j.jecp.2015.01.001

Taylor-Klauss, E. (2018). "Take a Brain Break." Retrieved from 01 April 2020 from https://impactadhd.com/take-a-brain-break/

Teaching Tools: Diverse Populations and Learning Styles (2005). Available at: https://www.cengage.com/resource_uploads/downloads/1133562108_353486.pdf

Thomson, B.S. & Ackermann, E. (2015). "Whole Child Development Is Undervalued." Retrieved 13 March 2020 from https://www.edutopia.org/blog/changemakers-whole-child-development-undervalued-bo-stjerne-thomsen-edith-ackermann

Tirrell-Corbin, C. (2015). "How to Teach Children About Cultural Awareness and Diversity." Retrieved 14 March 2020 from https://www.pbs.org/parents/thrive/how-to-teach-children-about-cultural-awareness-and-diversity

Tui-Boyes, K. (2015) "Enhancing Thought-Full Classroom Dialogue." Retrieved 22 March 2020 from https://www.karentuiboyes.com/2015/10/enhancing-thought-full-classroom-dialogue/

Turner, C. (2018). "Empowering Kids in an Anxious World." Retrieved 19 April 2020 from https://www.npr.org/sections/ed/2018/07/18/620074926/empowering-kids-in-an-anxious-world

UMass Dartmouth (n.d.) "How to Accommodate Different Learning Styles." Retrieved 18 June 2020 from https://www.umassd.edu/dss/resources/faculty--staff/how-to-teach-and-accommodate/how-to-accommodate-different-learning-styles/

U.S. Department of Education, Office of Educational Research. (1993). *National Excellence: A Case for Developing America's Talent.* Washington, D.C.: U.S. Government Printing Office.

U.S. Department of Education. (2019). *Teaching Children with Attention Deficit Hyperactivity Disorder: Instructional Strategies and Practices.* Available at: https://www2.ed.gov/rschstat/research/pubs/adhd/adhd-teaching_pg3.html

United States National Commission on Excellence in Education. (1983). *A Nation at Risk: The Imperative for educational Reform.* Washington, D.C.: The National Commission on Excellence in Education.

Van-Roekel, D. (2013). "Van Roekel Talks Class Size, Teacher Voice, and Putting Students First." Retrieved 17 June 2020 from http://neatoday.org/2013/09/11/van-roekel-talks-class-size-teacher-voice-and-putting-students-first-2/

Voltaire, F.M. (1770). *An Essay on Crimes and Punishments*. London, England: F. Newbery.

Waddell, R. (2017). "Using Simple Persuasion Techniques to Improve Your Relationships with Colleagues, Students, and Parents." Retrieved 20 June 2020 from https://blog.edmentum.com/teacher-tips-using-simple-persuasion-techniques-improve-your-relationships-colleagues-students-and

Wagner, A. P. (2004). *Up and Down the Worry Hill: A Children's Book about Obsessive-Compulsive Disorder and its Treatment.* (2nd ed.). Rochester, NY: Lighthouse Press.

Wagner, A. P. (2005). *Worried No More: Help and Hope for Anxious Children.* (2nd ed.). Rochester, NY: Lighthouse Press.

Warner, C. M., Colognori, D., Lynch, C. (2018). *Helping Students Overcome Social Anxiety: Skills for Academic and Social Success (SASS).* New York, NY: The Guilford Press.

Weissberg, R. (2016). "Why Social and Emotional Learning Is Essential for Students." Retrieved 19 March 2020 from https://www.edutopia.org/blog/why-sel-essential-for-students-weissberg-durlak-domitrovich-gullotta

Werbeckes, S. (2019). "9 Realistic Ways of Overcoming Social Anxiety." Retrieved 11 April 2020 from http://speechymusings.com/

Wessling, S. (2018). "Gifted Kids: The Disconnect Between Input and Output." Retrieved 30 May 2020 from https://sukiwessling.com/2018/09/gifted-kids-the-disconnect-between-input-and-output/

Whitten, E., Esteves, K.J, & Woodrow, A. (2019). "Best Practices for a Multi-Tiered System of Support." Retrieved 06 June 2020 from https://freespiritpublishingblog.com/2019/11/07/best-practices-for-a-multi-tiered-system-of-support-mtss/

Whitmire, R. (2019). "What can we do to help low-income kids graduate from college?" Retrieved 11 March 2020 from https://www.usatoday.com/story/opinion/2019/08/16/group-doing-right-avids-college-completion-numbers-mean-nation-column/2009204001/

Wilkins, C. (2019) "Understanding Your Biases." Retrieved 02 March 2020 from https://psych.wustl.edu/news/understanding-your-biases

Williams, P. (2019). "What Are the 3 Types of ADHD?" Retrieved 15 March 2020 from https://www.additudemag.com/3-types-of-adhd/

Williamson, T. (2019). "10 Breathing Exercises for Kids with Anxiety or Anger." Retrieved 09 May 2020 from https://www.mindfulmazing.com/10-breathing-exercises-for-kids-with-anxiety-or-anger/

Wong P. (2010). Selective Mutism: A Review of Etiology, Comorbidities, and Treatment." In *Psychiatry (Edgemont PA: Township)*, *7*(3), 23–31.

Wright, A. (2014). "Creating a Positive Classroom Culture: Minute by Minute." In *Educational Horizons, 92*(4), 12–15. https://doi.org/10.1177/0013175X1409200405

Young, J.R. (2019). "New Study Shows Where 'Growth Mindset' Training Works (And Where It Doesn't)." Retrieved 11 March 2020 from https://www.edsurge.com/news/2019-08-07-new-study-shows-where-growth-mindset-training-works-and-where-it-doesn-t