

Supporting Students With Learning Disabilities: Strategies for Success*

GRADES K–6

GRADUATE CREDIT: 3 SEMESTER HOURS

General-education teachers in this course explore practical strategies to support the needs of students with learning disabilities (LD). Educators learn research-based instructional methods to support student learning in specific content areas, such as reading and math, as well as ways to support students' problem-solving, organizational, and study skills. Educators also learn how to collaborate with specialists, parents, and other resources to help students gain the knowledge, skills, and dispositions to succeed academically.

This course is designed for K–6 classroom teachers, lead teachers, curriculum coordinators, special education teachers, reading specialists, and subject teachers.

*Some assignments in this course may be more easily completed through student interaction.

COURSE TOPICS

- What is a learning disability?
- Characteristics and types of learning disabilities
- Referral process and eligibility determination
- Response to Intervention (RTI) and progress monitoring
- Collaboration and inclusion
- Differentiation
- Acquisition to Generalization framework for strategy instruction
- Explicit strategy instruction in core academics: reading, writing, spelling, and math
- Strategies to develop students' organizational and study skills
- Promoting positive behavior and social skills
- Transition planning, process, and services

COURSE OUTCOMES

By the end of the course, educators will:

- Build empathy for and understanding of students with learning disabilities and their families
- Investigate a type of LD and describe specific implications for teaching and learning in their classroom
- Describe processes and assessment methods used to determine eligibility for a learning disability and explain the referral process at their school/district
- Relate information about brain research on reading disabilities, approaches to reading instruction, and the importance of reading motivation to current instructional practices
- Analyze word-level and comprehension-related reading difficulties and determine appropriate interventions, including technology-based interventions
- Describe writing difficulties experienced by students with reading disabilities and suggest scientific research-based interventions to develop writing skills
- Design a lesson to support a student who experiences difficulties in math
- Evaluate and use strategies for teaching organizational and study skills
- Evaluate challenges and opportunities of collaborating with parents and colleagues
- Differentiate the content, process, and/or product of a lesson or activity to address diverse readiness levels, interests, and/or learning profiles of a particular group of students, including one or more students with a learning disability
- Explain how the Response to Intervention (RTI) process is implemented at their school
- Develop a progress-monitoring strategy for a particular area of their grade-level curriculum
- Address the social, emotional, and behavioral needs of students with learning disabilities or learning deficits
- Plan to use the Acquisition to Generalization framework to teach a learning strategy to a student or group of students including students with learning disabilities
- Explain the importance of transition planning for students with learning disabilities

METHODS OF ASSESSMENT

This course provides numerous opportunities to apply research-based concepts and theory to practical teaching situations. Assessment is conducted in the following ways:

- **Activities** are short assessments that help educators explore concepts and make connections between the content and their teaching practice. Some activities are ungraded but serve to prepare educators for other graded assignments. Any ungraded activities are clearly marked as such.
- **Study Team Discussions (print & DVD) or Dialogue Summaries (online)** allow educators to share ideas about the course content with other teachers, then ask them to analyze and summarize the discussion and then describe how their understanding of the topic has been enhanced or expanded.
- **Applications** assist educators in applying the theories, concepts, and strategies to their teaching practice.
- **Quizzes** provide educators with instant feedback (online only) on their understanding of the course material. There are three quizzes, each reviewing several sections of content.
- The **Final Reflection** requires educators to synthesize the content and reflect on their key learnings throughout the course.

COURSE MATERIALS AND FORMAT

Course texts, websites, and journal articles help facilitate learning and transfer theory into practice. Video programs feature interviews with nationally recognized education experts. Classroom scenes provide a view into the classrooms of master teachers who demonstrate the strategies taught in the course. This course is offered in two distance-learning formats: print & DVD and online. Educators select one format when they enroll.

PRINT & DVD FORMAT

Educators in the print & DVD version of the course receive printed materials to facilitate their learning. This version of the course requires educators to form a study team. The educator must have at least one study partner or peer coach, preferably another educator, to complete activities, engage in discussion, and seek feedback. It is not necessary that the study partner be enrolled in the course. Educators enrolled in the print & DVD version should have Internet access in order to connect with the many websites that are offered as learning resources. Assignments are submitted via email. The print & DVD course includes:

- The print study guide:
 - *Supporting Students With Learning Disabilities: Strategies for Success*
- The DVD:
 - Laureate Education, Inc. (Executive Producer). (2009). *Supporting students with learning disabilities: Strategies for success*. Baltimore: Executive Producer.
- The course textbook(s):
 - Pierangelo, R. & Giuliani, G. (2008). *Teaching students with learning disabilities: A step-by-step guide for educators*. Thousand Oaks, CA: Corwin Press.
 - Tompkins, G.E. (2010). *Literacy for the 21st century: A balanced approach* (5th ed.). Boston: Allyn & Bacon.
- The other required readings
- The print & DVD format requires Internet access for some reading assignments.

ONLINE FORMAT

Educators in the online version of the course access the course content via an online classroom. Educators are required to participate in virtual discussions with fellow educators via a discussion board. The course textbook is shipped to educators, but the video programs and other resources are available within the online classroom. Assignments are submitted through the online classroom. The online course includes:

- Access to the online classroom for:
 - *Supporting Students With Learning Disabilities: Strategies for Success*
- Access to the video programs in the online classroom as well as a backup DVD:
 - Laureate Education, Inc. (Executive Producer). (2009). *Supporting students with learning disabilities: Strategies for success*. Baltimore: Executive Producer.
- The course textbook(s):
 - Pierangelo, R. & Giuliani, G. (2008). *Teaching students with learning disabilities: A step-by-step guide for educators*. Thousand Oaks, CA: Corwin Press.
- Access to the other required readings

SYSTEM REQUIREMENTS FOR ONLINE COURSE FORMAT:

- Operating system for PC: Windows® XP, Windows Vista®, or Windows® 7
- Operating system for Mac®: OS X or higher
- Processor: 1 GHz, 32/64 bit or higher
- Memory: Minimum 512 MB of RAM; 1 GB recommended
- Browser: Microsoft Internet Explorer® 6.0 or higher; Firefox® 3.6 (also for Mac®: Apple® Safari® 4 or higher)
- Internet connection: Broadband (DSL, cable modem, or similar) required
- Software: Microsoft Word®, Adobe® Flash® Player 7 or higher (free), Adobe® Acrobat® Reader® version 8 or higher (free)
- Monitor resolution: 1280 x 800 pixels or higher

Note: If you are using a Macintosh®, please be sure to download Mozilla® Firefox® 3.6. It's free, and the download should take only a few minutes at www.mozilla.org.

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EDUCATION EXPERTS

Donald D. Deshler, Ph.D.

Dr. Donald Deshler is a professor in the Department of Special Education and director of the Center for Research on Learning at the University of Kansas. Dr. Deshler is the recipient of the Council for Exceptional Children's J. E. Wallace Wallin Special Education Distinguished Service Award and the Learning Disability Association of America's Distinguished Service Award. He is co-author of *Teaching Every Child Every Day: Learning in Diverse Schools and Classrooms* and *Teaching Content to All: Evidence-Based Inclusive Practices in Middle and Secondary Schools*.

Marilyn Friend, Ph.D.

Dr. Marilyn Friend is professor of education in the Department of Specialized Education Services at the University of North Carolina at Greensboro. The co-author of *Including Students with Special Needs: A Practical Guide for Classroom Teachers*, Dr. Friend specializes in the areas of collaboration and consultation in special education, service delivery systems, team building, and inclusive education.

Douglas Fuchs, Ph.D.

Dr. Douglas Fuchs holds the Nicholas Hobbs Chair in Special Education and Human Development at the Peabody College of Vanderbilt University. He is author/co-author of more than 200 articles in peer-reviewed journals and has won several "best paper" awards. Among many other accolades, Dr. Fuchs was awarded the Council for Exceptional Children's Career Research Award.

James R. Patton, Ed.D.

Dr. James Patton is an independent consultant and adjunct associate professor in the Department of Special Education at the University of Texas at Austin. He has written books, chapters, articles, and tests in the area of special education.

Edward Polloway, Ed.D.

Dr. Edward Polloway is dean of graduate studies and vice president for community advancement at Lynchburg College. He has taught at Lynchburg College since 1976 and has held several prior administrative positions including associate dean for academic affairs and dean of the School of Education and Human Development.

Kenneth Pugh, Ph.D.

Dr. Kenneth Pugh is an associate professor at the Yale University School of Medicine and president and director of research at Haskins Laboratories. A pioneer in his field, he has used functional magnetic resonance imaging (fMRI) to gain new insights about brain activity associated with reading and reading disabilities and has contributed numerous journal articles based on his research findings.



ABOUT CANTER

Canter, a subsidiary of Laureate Education, Inc., is committed to serving the educational community with high-quality, graduate-level courses that blend research-based theory with practical strategies. Canter began with one groundbreaking guide on managing behavior in the classroom and, more than 35 years later, has helped more than 300,000 educators address the most critical issues in education while advancing their careers.

FOR MORE INFORMATION

For more information about Canter graduate-level courses, visit www.Canter.net or call 1-800-669-9011.

ABOUT OUR PARTNERSHIP

Canter offers its courses in partnership with Walden University, allowing you to benefit from Canter’s quality curriculum in a self-paced format, while earning graduate credit from a leading accredited university.* The course curriculum is developed and designed by Canter in collaboration with national education experts, while graduate credit is granted through Walden University, which assesses student work. Credit may be applicable for certification renewal and/or salary advancement.[†] Course credit may be transferable with prior approval from the university providing your advanced degree or planned program.

Walden University

The Richard W. Riley College of Education and Leadership at Walden University is a **National Council for Accreditation of Teacher Education (NCATE)**–accredited college dedicated to enhancing educator effectiveness. As a recognized standard of excellence in professional education for the preparation of teachers, administrators, and other pre-K–12 school professionals, NCATE accreditation ensures the college has met rigorous national standards set by the profession and members of the public.

The college, named for the former Secretary of the U.S. Department of Education, was identified by *U.S. News & World Report* as having the largest online graduate program in education by enrollment (May 2010). Walden students were awarded the fourth most TEACH Grants to students nationwide in 2010–2011, according to the U.S. Department of Education. The choice of more than 53,000 students and alumni, including more than 80 state teachers of the year, the college is also a proud partner of the National Education Association (NEA) Academy and a year-round sponsor of the National Association for the Education of Young Children (NAEYC).

Walden University is accredited by The Higher Learning Commission and a member of the North Central Association, www.ncahlc.org. Canter and Walden University are both subsidiaries of Laureate Education, Inc.

*Prospective Washington state students are advised to contact the Office of the Superintendent of Public Instruction at 1-360-725-6275 or prof.educ@k12.wa.us to determine whether Walden’s programs in the field of education are approved for teacher certification or endorsements in Washington state. Additionally, teachers are advised to contact their individual school district as to whether this program may qualify for salary advancement.

[†]It is each student’s responsibility to check with his or her state/district and evaluate and understand any requirements related to the use of individual courses for any purpose.