



LILIE, LLC Course Information

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**More detailed course curriculum, including graduate level, alignment with standards, culturally responsive practices, assessments and resources, can be provided upon request*

Title of Course: Overview of Learning Disabilities

Course Description: A discussion of the prognosis, treatments and research surrounding learning disabilities in this course will promote strategies teachers may use to encourage success in students with disorders that affect spoken and written language, mathematical calculations, coordinate movements, and direct attention. Teachers will exit the course with an understanding of how to create/modify lessons, geared toward children with learning disabilities.

Instructor Consultation and Interaction

The course is an asynchronous online course that is available for instructor and student participation 24/7. The four-week duration of the class is broken down into four weekly sections each comprised of lecture in the form of instructor created articles and content, web links to academic and professionally reviewed articles in the discipline of general education, and instructor created discussion questions which are, in and of themselves, formative assessments to determine the extent to which the enrollees have comprehended and mastered the skills and information and begun to apply it to their personal teaching practices. The answers to these questions are the basis for the class interaction, as enrollees are required to respond to each other within the classroom.

Proof of Course Completion

LILIE, LLC is committed to assuring that enrollees fully participate in and receive the educational benefits provided by the course. Enrollees must demonstrate participation by making detailed postings designed to foster dialogue among colleagues and instructor that reflect the content, skills/ strategies learned and assessments covered in course. These enrollee postings must be made six times each week, in separate sessions, and including a minimum of 4 academic posts and at least 2 peer-peer comments of others' postings and possible shared assignments. Enrollees are required to submit a detailed reflective feedback n in combination with the archived work. Attempts to falsify record or discussion board entries will result in denial of credit and a report to the enrollee's employer.



Scope & Sequence/Weekly Topics and Objectives

Session I

<p>Objectives</p>	<ul style="list-style-type: none"> • I will learn the definitions of various Learning Disabilities, the signs and symptoms, how they affect students learning and how we see them in the classroom • I will learn how to differentiate instruction and assessments that allow students to demonstrate understanding and convey thoughts in multiple formats (various resources, independent and cooperative learning, use of dialogue, role-plays, visuals, and media formats) • I will become familiar with the real-world experience of the IEP Process, including evaluation procedures and the referral process
<p>Topics</p>	<ul style="list-style-type: none"> • Definitions of Learning Disabilities & The IEP Process •
<p>Application to Instruction & Student Learning</p>	<p>Participants will:</p> <ul style="list-style-type: none"> • Demonstrate knowledge of various Learning Disabilities and recognizing the signs and symptoms of each • Explore the real-world experience of the IEP process (including evaluation procedures and the referral process) • Create lesson plans containing modifications and accommodations for the learning-disabled student in order to differentiate instruction and assessments that allow students to demonstrate understanding and convey thoughts in multiple formats (various resources, independent and cooperative learning, use of dialogue, role-plays, visuals, and media formats) • Apply knowledge of learning disabilities to interaction with students and provide frequent feedback and questioning as a vehicle to keep students involved and engaged • Implement teaching practices in which instruction is incorporating relatable aspects of the students' lives

Session II

<p>Objectives</p>	<ul style="list-style-type: none"> • I will learn about various Classroom Models for learning Disabled Students and how each differentiates instruction and assessments that allow students to demonstrate understanding and convey thoughts in multiple formats (various resources, independent and cooperative learning, use of dialogue, role-plays, visuals, and media formats)
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	<ul style="list-style-type: none"> • I will learn about how of each of these classroom models supports the individual cultures of students • I will learn how each model can incorporate relatable aspects of students' lives • I will learn how professionals in each model continually interact with students to provide frequent feedback to keep students involved and engaged
Topics	Classroom Models Inclusive Models Co-Taught Models Consultant Teacher Models
Application to Instruction & Student Learning	Participants will: <ul style="list-style-type: none"> • Demonstrate knowledge of various Classroom Models for learning Disabled Students and how each differentiates instruction and assessments that allow students to demonstrate understanding and convey thoughts in multiple formats (various resources, independent and cooperative learning, use of dialogue, role-plays, visuals, and media formats) • Explore how of each of these classroom models supports the individual cultures of students • Apply knowledge of how each model can incorporate relatable aspects of students' lives • Implement teaching strategies to continually interact with students to provide frequent feedback to keep students involved and engaged

Session III

Objectives	<ul style="list-style-type: none"> • I will learn about effective teaching practices to use in the classroom with learning disabled students that promote diverse perspectives and connections to 'real world' experiences • I will design instructional practices that support students' individual cultures and encourage students to challenge oppression and social injustices • I will learn about teaching strategies, learning strategies and interventions for working with learning disabled students that differentiate instruction and assessments that allow students to demonstrate understanding and convey thoughts in multiple formats (various resources, independent and cooperative learning, use of dialogue, role-plays, visuals, and media formats). <p>I will learn teaching strategies that incorporate relatable aspects of students' lives and promote student dialogue</p>
Topics	Teaching Strategies for Working with Learning Disabled Students Effective Teaching Practices Anchored Instruction Cooperative Learning Structures
Application to Instruction & Student Learning	Participants will:

	<ul style="list-style-type: none"> • Demonstrate knowledge of effective teaching practices to use in the classroom with learning disabled students and that promote diverse perspectives and connections to ‘real world’ experiences • Explore instructional practices that support students’ individual cultures and encourage students to challenge oppression and social injustices • Apply knowledge of teaching strategies, learning strategies and interventions for working with learning disabled students that differentiate instruction and assessments that allow students to demonstrate understanding and convey thoughts in multiple formats(various resources, independent and cooperative learning, use of dialogue, role-plays, visuals, and media formats) . <p>Implement teaching strategies that incorporate relatable aspects of students’ lives and promote student dialogue</p>
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Session IV

<p>Objectives</p>	<ul style="list-style-type: none"> • I will create lesson plans containing modifications and accommodations for the learning-disabled student in order to differentiate instruction and assessments that allow students to demonstrate understanding and convey thoughts in multiple formats (various resources, independent and cooperative learning, use of dialogue, role-plays, visuals, and media formats) • I will apply knowledge of learning disabilities to interaction with students and provide frequent feedback and questioning as a vehicle to keep students involved and engaged • I will implement teaching practices include student-centered stories and vocabulary and relatable aspects of the students’ lives
<p>Topics</p>	<ul style="list-style-type: none"> • Auditory Processing Disorder • Dysgraphia • Language Processing Disorder • Visual Perceptual/Visual Motor Deficit • Dyscalculia • Non-Verbal Learning Disabilities
<p>Application to Instruction & Student Learning</p>	<ul style="list-style-type: none"> • Create lesson plans containing modifications and accommodations for the learning-disabled student in order to differentiate instruction and assessments that allow students to demonstrate understanding and convey thoughts in multiple formats (various resources, independent and cooperative learning, use of dialogue, role-plays, visuals, and media formats) • Apply knowledge of learning disabilities to interaction with students and provide frequent feedback and questioning as a vehicle to keep students involved and engaged • Implement teaching practices include student-centered stories and vocabulary and relatable aspects of the students’ lives

