



LILIE, LLC Course Information

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**More detailed course curriculum 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.

Overall Course Objective and Expectation(s):

- Students will learn the definitions, signs, symptoms of various Learning Disabilities, how they affect students learning, how they are seen in the classroom, and teaching practices to address them.
- Students will become familiar with the IEP Process, including evaluation procedures and the referral process.
- Students will learn about various Classroom Models for learning Disabled Students, including the structure and benefits of each, the professionals involved in each type, and how each classroom model is utilized.
- Students will learn about effective teaching practices to use in the classroom with learning disabled students.
- Students will learn about teaching strategies, learning strategies and interventions for working with learning disabled students.
- Students will learn Teaching and Learning Strategies for Working with Learning Disabled Students
- Students will gain strategies and tools to use the classroom for various learning disabilities in order to maximize the learning of Learning Disabled students.

Course Instructional Materials:

All courses maintain a fully developed and dynamic webpage that houses all resources, reference material and various other required informational texts, videos and alike that is both active and relevant to course objectives and content. Course web pages are routinely updated to reflect most current research and available readings therefore instructional materials used to teach course objectives are subject to change.

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 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 arena.

By providing a wide variety of professional articles, peer reviewed journal pieces and researched instructor created content that addresses the needs of all K-12 educators and by encouraging interactive dialogue among the enrollees, this course will encourage and require application, discussion and peer feedback of said strategies and understanding in teaching students within a teacher's own individual classroom practices. The discussion and feedback will give us our own meta-assessment of useful, research based and practiced strategies and techniques for addressing the needs of our varied students thus giving them more opportunity to truly excel.

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 reflection 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

Week 1

Topic(s):

Teachers will become familiar with the 13 categories of learning disabilities and their signs and symptoms. Evaluation procedures and the referral process will be discussed, as well as classroom models of instruction and teaching and learning strategies. This course will cover practical tools and approaches in the classroom when working with learning disabled students.

Objectives:

- Students will learn the definitions of various Learning Disabilities, the signs and symptoms, how they affect students learning, how we see them in the classroom, and teaching practices to address them.
- Students will become familiar with the IEP Process, including evaluation procedures and the referral process

Impact on Classroom Instruction:

Applying knowledge of learning disabilities to interaction with students, applying knowledge to creating lesson plans for students, understanding the IEP process and modifications and accommodations for the learning disabled student.

Learner Outcomes:

- Students will gain knowledge necessary to discuss IEPs with parents
- Students will gain an understanding of ADHD
- Students will learn how Temple Grandin thinks and apply it to their teaching



Topic(s):

Classroom Models of Instruction

Objectives:

Students will learn about various Classroom Models for learning Disabled Students, including the structure and benefits of each, the professionals involved in each type, and how each classroom model is utilized.

Impact on Classroom Instruction:

Demonstrating understanding of appropriate classroom models, showing knowledge of the structure and benefits of classroom models for various learning disabilities, expressing knowledge of professionals involved in each classroom model, showing understanding of how each classroom model is utilized. Once teachers are comfortable with this knowledge, they will learn to implement them in their own classrooms with confidence and efficacy.

Learner Outcomes:

- Students will learn about making accommodations in the co-taught classroom.
- Students will learn how to utilize technology in the special education classroom.
- Students will learn the fundamentals of co-teaching, obstacles to the model and ways to address them.



Topic(s):

Teaching and Learning Strategies for Working with Learning Disabled Students

Objectives:

Students will learn about effective teaching practices to use in the classroom with learning disabled students.

Students will learn about teaching strategies, learning strategies and interventions for working with learning disabled students.

Impact on Classroom Instruction:

Demonstrate understanding of effective teaching practices to use for various learning disabilities in the classroom, expressing knowledge of teaching strategies and learning strategies for working with learning disabled students, showing understanding of interventions used in the classroom for various learning disabilities. Once teachers are comfortable with this knowledge, they will learn to implement them in their own classrooms with confidence and efficacy.

Learner Outcomes:

- Students will gain knowledge in teaching students with learning disabilities.
- Students will gain an understanding of cooperative learning.
- Students will learn about motivation and perseverance.
- Students will become familiar with cooperative learning.



Week IV

Topic(s):

Practical Tools and Approaches in the classroom When Working with Learning Disabled Students

Objectives:

Students will gain strategies and tools to use the classroom for various learning disabilities in order to maximize the learning of Learning Disabled students.

Impact on Classroom Instruction:

Demonstrating understanding of teaching strategies, showing knowledge of tools to use in the classroom, expressing knowledge of effectively utilizing tools to maximize learning. Once teachers are comfortable with this knowledge, they will learn to implement them in their own classrooms with confidence and efficacy.

Learner Outcomes:

- Students will learn about Auditory Processing Disorders and accommodations that can be made.
- Students will gain knowledge about Dysgraphia, and how to make accommodations for this disability.
- Students will gain knowledge about Dyscalculia, and how to make accommodations for this disability.