



NEW JERSEY CENTER
FOR TEACHING & LEARNING

Progressive Science Initiative® (PSI®)
Progressive Mathematics Initiative® (PMI®)

SPED6220: Learning Disabilities & Interventions

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Course Credit: 3.0 NJCTL credits

Dates & Times:

This is a 3-credit, self-paced course, covering 6 modules of content. The exact number of hours that you can expect to spend on each module will vary based upon the module coursework, as well as your study style and preferences. You should plan to spend approximately 15 hours per credit working online, and up to 30 hours per credit working offline.

LMS Link: <https://moodle.njctl.org/course/view.php?id=292>

COURSE DESCRIPTION:

This course is an introduction to essential knowledge about learning disabilities. Specific topics include introduction to learning disabilities, understanding Specific Learning Disabilities related to language production and reading, understanding Attention-Deficit/Hyperactivity Disorders and Autism Spectrum Disorder, understanding other learning disabilities, information literacy and advanced studies of learning disabilities. Each module reviews the potential causes and challenges as well as supports that can be included on IEPs and implemented in the classroom.

Prerequisite: SPED6210

STUDENT LEARNING OUTCOMES:

Upon completion of the course, the student will be able to:

1. Understand the origins and possible symptoms of learning disabilities.
2. Understand the variety of challenges that result from learning disabilities.

3. Acquire, adapt, and implement supports for students with learning disabilities.
4. Use information literacy skills to research and support other learning disabilities.

TEXTS, READINGS, INSTRUCTIONAL RESOURCES:

Required Text(s):

The open-source textbook below is used throughout this program.

Lombardi, P. (2023). *The Roles and Responsibilities of the Special Educator*. University System of New Hampshire Pressbooks. Retrieved from <https://pressbooks.usnh.edu/edc703-803/>

This course also uses presentations and journal articles accessible within each course module. When viewing each module’s PowerPoint slideshow, you should review all external links in white boxes *unless* they are denoted as optional. Other links within the slideshow and inserted into the “notes” section are for reference or further information only.

COURSE REQUIREMENTS:

Consistent attendance in your online courses is essential for your success. Failure to verify your attendance within the first 7 days of this course may result in your withdrawal. If for some reason you would like to drop a course, please contact the Dean of Students.

Students should interact with fellow students and course instructor via the discussion boards within the course modules. These discussion boards are monitored by your course instructor, and you can post questions or thoughts on module learning here.

Online classes have assignments and participation requirements just like on-campus classes. Budget your time carefully. If you are having technical problems, problems with your assignments, or other problems that are impeding your progress, let your instructor know as soon as possible.

GRADE DISTRIBUTION AND SCALE:

In order to receive a Passing grade, the participant must complete the following course requirements: all short answer assignments, critical thinking assignments, and the final reflection outlined in the *Assignments* section of the Class Schedule (below).

Grade Distribution:

Critical Thinking Assignments	60
	%
Final Critical Thinking Assignment	10
Short Answer Assignments	30
	%

Grade Scale:

A	93 – 100
A-	90 – 92

B+	86 – 89
B	83 – 86
B-	80 – 82
C+	77 – 79
C	73 – 76
C-	70 – 72
D	60.0 – 69.9
F	59.9 or below

GRADING RUBRIC:

The following rubric is used to score:

- Short Answer Assignment – 30% of grade
- Critical Thinking Assignments – 70% of grade

The minimum possible score for this rubric is 4 points, and the score will be converted to the minimum grade available in this module (which is zero unless the scale is used). The maximum score of 25 points will be converted to the maximum grade.

Intermediate scores will be converted respectively and rounded to the nearest available grade. If a scale is used instead of a grade, the score will be converted to the scale elements as if they were consecutive integers.

	Meets Expectation	Approaches Expectation	Below Expectation	Limited Evidence
	<i>7 points</i>	<i>5 points</i>	<i>3 points</i>	<i>1 point</i>
Content	<ul style="list-style-type: none"> • Demonstrates excellent knowledge of concepts, skills, and theories relevant to topic. 	<ul style="list-style-type: none"> • Demonstrates fair knowledge of concepts, skills, and theories. 	<ul style="list-style-type: none"> • Demonstrates incomplete or insubstantial knowledge of concepts, skills, and theories. 	<ul style="list-style-type: none"> • Demonstrates little or no knowledge of concepts, skills, and theories.
Depth of Reflection	<ul style="list-style-type: none"> • Content is well supported and addresses all required components of the assignment. 	<ul style="list-style-type: none"> • Content is partially supported; addresses most of the required components of the assignment. 	<ul style="list-style-type: none"> • Content contains major deficiencies; addresses some of the required components of the assignment. 	<ul style="list-style-type: none"> • Content is not supported and/or includes few of the required components of the assignment.

Evidence and Practice	<ul style="list-style-type: none"> Response shows strong evidence of synthesis of ideas presented and insights gained throughout the entire course. The implications of these insights for the respondent's overall teaching practice are thoroughly detailed, as applicable. 	<ul style="list-style-type: none"> Writing is mostly clear, concise, and well organized with good sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than five spelling, grammar, or syntax errors per page of writing. 	<ul style="list-style-type: none"> Response is missing some components and/or does not fully meet the requirements indicated in the instructions. Some questions or parts of the assignment are not addressed. Some attachments and additional documents, if required, are missing or unsuitable for the purpose of the assignment. 	<ul style="list-style-type: none"> Response excludes essential components and/or does not address the requirements indicated in the instructions. Many parts of the assignment are addressed minimally, inadequately, and/or not at all.
	<i>4 points</i>	<i>3 points</i>	<i>2 points</i>	<i>1 point</i>
Writing Quality	<ul style="list-style-type: none"> Writing is well-organized, clear, concise, and focused; no errors. 	<ul style="list-style-type: none"> Some minor errors or omissions in writing organization, focus, and clarity. 	<ul style="list-style-type: none"> Some significant errors or omissions in writing organization, focus, and clarity. 	<ul style="list-style-type: none"> Numerous errors in writing organization, focus, and/or clarity.

ACADEMIC STANDING:

NJCTL has established standards for academic good standing within a student’s academic program. Students enrolled in any NJCTL online course must receive an 80 or higher to successfully complete a course and receive credit for that course. An 80 is equivalent to a GPA of 2.7 or B-. Additionally, students in an endorsement program must receive a cumulative GPA of 3.0 for all courses combined in order to successfully complete the program.

ACADEMIC INTEGRITY:

Students must assume responsibility for maintaining honesty in all work submitted for credit and in any other work designated by the instructor of the course. Academic dishonesty includes cheating, fabrication, facilitating academic dishonesty, plagiarism, reusing /repurposing your own work, unauthorized possession of academic materials, and unauthorized collaboration.

CITING SOURCES WITH APA STYLE:

All students are expected to follow proper writing and APA requirements when citing in APA (based on the APA Style Manual, 6th edition) for all assignments. Resources for doing so can be found [here](#).

DISABILITY SERVICES STATEMENT:

We are committed to providing reasonable accommodations for all persons with disabilities. Any student with a documented disability requesting academic accommodations should contact the Dean of Students, Melissa Axelsson, for additional information to coordinate reasonable accommodations for students with documented disabilities (melissa@njctl.org).

NETIQUETTE:

Respect the diversity of opinions among the instructor and classmates and engage with them in a courteous, respectful, and professional manner. All posts and classroom communication must be conducted in accordance with the student code of conduct. Think before you push the Send button. Did you say just what you meant? How will the person on the other end read the words?

Maintain an environment free of harassment, stalking, threats, abuse, insults or humiliation toward the instructor and classmates. This includes, but is not limited to, demeaning written or oral comments of an ethnic, religious, age, disability, sexist (or sexual orientation), or racist nature; and the unwanted sexual advances or intimidations by email, or on discussion boards and other postings within or connected to the online classroom.

If you have concerns about something that has been said, please let your instructor know.

READING SCHEDULE:

Required readings are available within each module by clicking the links where materials are listed under the “Required readings:” tab. Many modules in this course offer choice. The list of readings, podcasts, and videos are inclusive. Students have significant choice in their supplementary materials as noted in the module’s PowerPoint.

Module	Required Readings & Videos	Assignments
1 – Introduction to Learning Disabilities and Interventions	<ul style="list-style-type: none"> ● Module PowerPoint via Moodle ● CrashCourse. (2014). How We Make Memories: Crash Course Psychology #13. Retrieved from https://njctl.org/video/?v=bSyCdIx-C48 ● CrashCourse. (2014b). Remembering and Forgetting - Crash Course Psychology #14. Retrieved from https://njctl.org/video/?v=HVWbrNIs-Kw ● Sprouts. (2023). Unlocking the Mind: A Journey Through the Wonders of Memory. Retrieved from https://njctl.org/video/?v=Oph9i3bAp4A ● Harvard University. (2024). How Memory Works. Retrieved from Harvard.edu website: https://bokcenter.harvard.edu/how-memory-works ● Winston, R. (1998). How We Learn - Synapses and Neural Pathways, The Human Body [Documentary miniseries, BBC]. Retrieved from https://njctl.org/video/?v=r1sDjWfDa4w 	Short Answer (Q&A): What new information did you encounter in this module? Was anything surprising? How can any aspect of this module help you in your practice as an educator?

	<ul style="list-style-type: none"> ● Weening, J. J. T., & de Lange, H. (2023, September 5). How Does the Brain Learn? Retrieved from www.youtube.com website: https://njctl.org/video/?v=kWomJWfNWPM ● Margolis, A., & Levine, A. (2024). What Is It Like to Have a Learning Disability? Retrieved from Youtu.be website: https://njctl.org/video/?v=Yxo5cpzP3zs 	
<p>2 – Understanding Learning Disabilities Related to Reading</p>	<ul style="list-style-type: none"> ● Module PowerPoint via Moodle ● Gaab, N. (2021, August 2). How the brain learns to read. Retrieved from Harvard University via YouTube website: https://njctl.org/video/?v=hPhH5qXWOi4 ● Reading Teachers' Lounge. (2019, August 5). Let's Talk About Phonemic Awareness. Retrieved from Reading Teachers Lounge website: https://www.readingteacherslounge.com/rt-dl-season-1/s1-ep16-lets-talk-about-phonemic-awareness?rq=phonemic ● Susan Jones Teaching. (2022, May 22). 5 Tips for Teaching Phonemic Awareness // Science of Reading Phonemic Awareness Ideas! Retrieved from https://njctl.org/video/?v=jVKOQ2sR4q0 ● Sarah's Teaching Snippets. (2015, January 27). Tips and Activities for Phonemic Awareness. Retrieved from Sarah's Teaching Snippets website: https://sarahsnippets.com/tips-and-activities-for-phonemic/ ● Melissa and Lori Love Literacy. (2024, February 15). Aligning Phonemic Awareness Instruction to Research. Retrieved from Melissa and Lori Love Literacy website: https://literacypodcast.com/podcast?podcast=Buzzsprout-14152406 ● Bridging Literacy. (2016, July 18). How to: Phonics Instruction. Retrieved from 	<p>Short Answer (Q&A): Reflect on a reading strategy or program used in your school or district.</p> <p>Critical Thinking: Regardless of the grade or content area that you wish to teach, reading will be required. Choose an assignment that you use in your current class or have used in the past. Adapt the assignment to accommodate for differentiation in reading fluency. You may wish to use technology such as artificial intelligence to do so or you could develop your own approach. Reflect on your choice in a brief 250-350 word response. Upload your differentiated assignment and the reflection to Moodle.</p>

www.youtube.com website:

https://njctl.org/video/?v=U-DoS4G_M-4

- National Reading Panel. (2023). Phonics Instruction | Reading Rockets. Retrieved from www.readingrockets.org website: <https://www.readingrockets.org/topics/phonics-and-decoding/articles/phonics-instruction>
- Mondragon, P. (2023, November 7). Explicit Phonics Instruction Using the 6 Step Method. Retrieved from www.youtube.com website: <https://njctl.org/video/?v=LVZULjEdZ-g>
- Susan Jones Teaching. (2023, January 12). How to Teach Phonics // 5 Steps to Introduce New Phonics Skills in Kindergarten, 1st, and 2nd Grade. Retrieved from www.youtube.com website: <https://njctl.org/video/?v=ZgFZO9nLnYk>
- International Literacy Association. (2018). Literacy Leadership Brief: Reading Fluently Does Not Mean Reading Fast International Literacy Association. Retrieved from <https://www.literacyworldwide.org/docs/default-source/where-we-stand/ila-reading-fluently-does-not-mean-reading-fast.pdf>
- Partnership for Reading. (2024). Fluency: An Introduction | Reading Rockets. Retrieved from www.readingrockets.org website: <https://www.readingrockets.org/topics/fluency/articles/fluency-introduction>
- Reading Teachers' Lounge. (2023, March 11). Building Reading Fluency. Retrieved from Reading Teachers Lounge website: <https://www.readingteacherslounge.com/season-5-episodes/s5-e13-building-reading-fluency?rq=fluency>

- Melissa and Lori Love Literacy Podcast. (2023, July 7). Science of Reading Beyond Phonics: Fluency Instruction and Assessment with Jan Hasbrouck. Retrieved from YouTube website: <https://njctl.org/video/?v=3HBEIBysMUA> or <https://literacypodcast.com/podcast?podcast=Buzzsprout-12126139>
- Melissa and Lori Love Literacy. (2023, July 13). Fluency Instructional Routines. Retrieved from literacypodcast.com website: <https://literacypodcast.com/podcast?podcast=Buzzsprout-12789168>
- Farrell, L., Hunter, M., Davidson, M., & Osenga, T. (2023). The simple view of reading | reading rockets. Retrieved from www.readingrockets.org website: <https://www.readingrockets.org/topics/about-reading/articles/simple-view-reading>
- Reading Rockets. (2019). The Simple View of Reading. Retrieved from <https://njctl.org/video/?v=BhpHr3SC7hk&t=198s>
- The Daily Alphabet. (2022). The Simple View of Reading. Retrieved from <https://njctl.org/video/?v=Z5cT7rJyVVU>
- Intentional Literacy. (2022, January 27). The Simple View of Reading Explained. Retrieved from Youtu.be website: <https://njctl.org/video/?v=DCQ5ZquLi4c>
- The Daily Alphabet. (2023, November 16). Scarborough's Reading Rope: Language Comprehension | The Science of Reading. Retrieved from YouTube website: <https://njctl.org/video/?v=Vr4f-LFCv5k&t=1s>
- ETFO Educators. (2023, November 23).

Scarborough's Reading Rope: A Model for Teaching Reading. Retrieved from www.youtube.com website:

<https://njctl.org/video/?v=Md0yFo3hPNg>

- Melissa and Lori Love Literacy. (2024a, January 11). The Simple View and Scarborough's Reading Rope with Hugh Catts. Retrieved from Literacypodcast.com website:
<https://literacypodcast.com/podcast?podcast=Buzzsprout-14127654> or
<https://njctl.org/video/?v=QOSU3Fig8GM>
- Reading Teachers Lounge. (2021, November 12). Scarborough's Reading Rope with Tess Kraft. Retrieved from Reading Teachers Lounge website:
<https://www.readingteacherslounge.com/season-4-episodes/s4-e4-scarboroughs-reading-rope-with-tess-kraft>
- Lyon, C. (2022). Literacy strategy: How to teach vocabulary words. Retrieved from www.understood.org website:
<https://www.understood.org/en/articles/how-to-teach-vocabulary-words>
- Peery, A. (2021, December 13). 8 Ways to Grow Students' Vocabulary. Retrieved from Cult of Pedagogy website:
<https://www.cultofpedagogy.com/8-vocabulary-strategies/>
- Shanahan, T. (2024). Five Key Principles for Effective Vocabulary Instruction | Reading Rockets. Retrieved from www.readingrockets.org website:
<https://www.readingrockets.org/topics/vocabulary/articles/five-key-principles-effective-vocabulary-instruction>
- Hall, S. (2023). Early Signs of a Reading Difficulty | Reading Rockets. Retrieved from www.readingrockets.org website:

<https://www.readingrockets.org/topics/struggling-readers/articles/early-signs-reading-difficulty>

- Centre for Educational Neuroscience. (2022). Facts and Myths about Dyslexia. Retrieved from <https://njctl.org/video/?v=HaULXRX9o1E>
- Melissa and Lori Love Literacy Podcast. (2023b, October 20). How Brains Learn to Read and Dyslexia with Nadine Gaabo. Retrieved from <https://literacypodcast.com/podcast?podcast=Buzzsprout-12220456> Also available from YouTube website: <https://njctl.org/video/?v=gUGkwDShbXA>
- Sandman-Hurley, K. (2013). What is dyslexia? [YouTube Video]. Retrieved from <https://njctl.org/video/?v=zafiGBrFkRM>
- Vox. (2023). Why the dyslexic brain is misunderstood. Retrieved from https://njctl.org/video/?v=yH5Ds4_0lO8
- Sprouts. (2024a). Dyslexia: Reading, Writing, and Spelling Problems. Retrieved from Youtube website: <https://njctl.org/video/?v=hXyN9lXlNOY>
- Gonzalez, J. (2019, October 13). How to Spot Dyslexia, and What to Do Next. Retrieved from Cult of Pedagogy website: <https://www.cultofpedagogy.com/spot-dyslexia/>
- McDonough, M. (2023, December). Dyslexia and the Developing Brain | Harvard Medicine Magazine. Retrieved from <https://magazine.hms.harvard.edu/articles/dyslexia-and-developing-brain>
- International Dyslexia Association.

(2019). Dyslexia Assessment: What Is It and How Can It Help? - International Dyslexia Association. Retrieved from International Dyslexia Association website:

<https://dyslexiaida.org/dyslexia-assessment-what-is-it-and-how-can-it-help/>

- International Dyslexia Association. (2016). Dyslexia Basics. Retrieved from Dyslexiaida.org website:
<https://dyslexiaida.org/dyslexia-basics/>
- The Yale Center for Dyslexia and Creativity. (2017). Dyslexia FAQ. Retrieved from Yale Dyslexia website:
<https://dyslexia.yale.edu/dyslexia/dyslexia-faq/>
- University of Michigan Dyslexia Help. (n.d.). Strategies for Teachers. Retrieved from weblogin.umich.edu website:
<https://dyslexiahelp.umich.edu/professionals/dyslexia-school/strategies-for-teachers>
- Blue, J. (2021, April 20). Ten ways to support learners with dyslexia | Cambridge English. Retrieved from www.cambridgeenglish.org website:
<https://www.cambridgeenglish.org/blog/ten-ways-to-support-learners-with-dyslexia/>
- Teachit Talks. (2023, June 13). SEND: Practical strategies for Dyslexia - Dr Helen Ross. Retrieved from YouTube website:
<https://njctl.org/video/?v=Np8b-CBaQn8>
- Morin, A. (2024, April 10). Classroom accommodations for dyslexia. Retrieved from Understood website:
<https://www.understood.org/en/articles/classroom-accommodations-for-dyslexia>
- Penczek, K. (2017). *Dyslexia In the Classroom What Every Teacher Needs to Know*. International Dyslexia Association.

Retrieved from International Dyslexia Association website:

<https://dyslexiaida.org/wp-content/uploads/2015/01/DITC-Handbook.pdf>

- Martinelli, K. (2017, January 5). Understanding Dyslexia. Retrieved from Child Mind Institute website:
<https://childmind.org/article/understanding-dyslexia>

Optional:

- Edwards, S. (2016). Reading and the Brain. Retrieved from Harvard Medical School website:
<https://hms.harvard.edu/news-events/publications-archive/brain/reading-brain>
- Campbell, G. (2018, May 25). Brain Science: The Reading Brain with Maryanne Wolf. Retrieved from Brain Science website:
<https://brainsciencepodcast.com/bsp/2018/145-reading-wolf?rq=Maryanne%20Wolf>
or
<https://njctl.org/video/?v=gO9pcR5-FpY>
- Reading Rockets. (n.d.). What We Know About Reading and the Brain | Reading Rockets. Retrieved from www.readingrockets.org website:
<https://www.readingrockets.org/reading-101/how-children-learn-read/reading-brain>
- Hanson, J. (2022). Be Smart: The Unbelievable Science of How We Read. Retrieved from
<https://njctl.org/video/?v=Wt7rR0MCYsg>
- National Center for Education Statistics. (2023, May). Reading Performance. Retrieved from nces.ed.gov website:
<https://nces.ed.gov/programs/coe/indicator/cnb/reading-performance>
- Morin, A. (2014). Reading Development and Skills by Age. Retrieved from

www.understood.org website:

<https://www.understood.org/en/articles/reading-skills-what-to-expect-at-different-ages>

- LightSail for Reading at Home. (2021, October 15). Understanding the Five Stages of Reading Development. Retrieved from LightSail for Reading at Home website:
<https://lightsailed.com/reading-at-home/blog/reading-at-home-tips/understanding-the-five-stages-of-reading-development/>
- The Yale Center for Dyslexia and Creativity. (2017). Dyslexia FAQ. Retrieved from Yale Dyslexia website:
<https://dyslexia.yale.edu/dyslexia/dyslexia-faq/>
- Carr, S. (2022, December 19). How dyslexia became a social justice issue for Black parents. Retrieved from Washington Post website:
<https://www.washingtonpost.com/education/2022/12/19/reading-equity-dyslexia-schools-social-justice/>
- The LDA Podcast. (2021). Dyslexia, Literacy, and Race. Retrieved from Buzzsprout website:
<https://www.buzzsprout.com/1133861/7558585>
- Conroy, R. (2021, October 12). The Role of Implicit Bias: Dyslexia Diagnosis and Race. Retrieved from www.thewindwardschool.org website:
<https://www.thewindwardschool.org/the-windward-institute/the-beacon/article/~board/beacon-archives/post/the-role-of-implicit-bias-dyslexia-diagnosis-and-race>
- Cassidy, L., Reggio, K., Shaywitz, B.A. *et al.* Prevalence of undiagnosed dyslexia in African-American primary school

	<p>children. <i>npj Sci. Learn.</i> 8, 52 (2023). https://doi.org/10.1038/s41539-023-00204-8</p> <ul style="list-style-type: none"> ● Succeed with Dyslexia. (2022, March 25). Dyslexia in Girls Succeed With Dyslexia. Retrieved from Succeed with Dyslexia website: https://www.succeedwithdyslexia.org/blog/dyslexia-in-girls/ ● Moving English Lessons with Anne Haggerson. (2022, October 5). Reading Strategy: Asking Questions While Reading. Retrieved from YouTube website: https://njctl.org/video/?app=desktop&v=-9Wf0DDvS4Q ● Sharma, S. (2023, March 31). Teaching High School Students Active Reading Skills. Retrieved from Edutopia website: https://www.edutopia.org/article/teaching-active-reading-strategies-high-school/ ● The Literacy Dive. (2023, December 4). Reading Beyond the Words: Active Reading Strategies for Student Understanding. Retrieved from The Literacy Dive website: https://theliteracydive.com/active-reading-strategies/ ● Gomez, D. (2021). READ Podcast Evidence-based Practices for Reading Comprehension. Retrieved from Thewindwardschool.org website: https://www.thewindwardschool.org/the-windward-institute/read or https://njctl.org/video/?v=cx-jrB1t_4E 	
<p>3 – Understanding Learning Disabilities Related to Language Production</p>	<ul style="list-style-type: none"> ● Module PowerPoint via Moodle ● Neuro Transmissions. (2016). The Neuroscience of Language. https://www.youtube.com/watch?v=Ev_oKHWT_qk 	<p>Short Answer (Q&A): Why is language production important in modern Western society? What other modes of</p>

- Vroman, J. (2018, December 18). Stages of Speech Production (aka Levels of Linguistic Representation). Retrieved from YouTube.
<https://njctl.org/video/?v=5AIUP5SJ98Q>
- The Stuttering Foundation. (2022, October 19). The ABCs of Stuttering. Retrieved from The Stuttering Foundation via YouTube website:
https://njctl.org/video/?v=69Q_3VQ07vA
- Sherred, L. (2022, June 24). What do the 3 types of stuttering sound like? Retrieved from Expressable Speech Therapy via YouTube:
<https://njctl.org/video/?v=k0Y5Q-Miew8>
- The National Center for Learning Disabilities. (2012). What Is Dysgraphia? [YouTube Video]. Retrieved from:
https://njctl.org/video/?v=jmBg_BvDL-c
- The Understood Team. (2022). What Is Dysgraphia? Retrieved from www.understood.org website:
<https://www.understood.org/en/articles/understanding-dysgraphia>
- Let's Talk Learning Disabilities. (2021, April 3). Episode 10 - Dysgraphia. Retrieved from Spotify for Podcasters website: [https://podcasters.spotify.com/pod/show/diagnostic-learning-serv/episodes/Episode-10---Dysgraphia-eu4mj1](https://podcaLet's Talk Learning Disabilities. (2021, April 3). Episode 10 - Dysgraphia. Retrieved from Spotify for Podcasters website: https://podcasters.spotify.com/pod/show/diagnostic-learning-serv/episodes/Episode-10---Dysgraphia-eu4mj1)
- ADDitude Magazine. (2023, March 14). Overcoming Dysgraphia and Writing Challenges: A Guide for Teachers and Parents (w Kendra Wagner, MA). Via YouTube
https://njctl.org/video/?v=VzzN_d5Sg2c

communication are relevant? How might a challenge in language production impact a student?

Critical Thinking:

The Council for Exceptional Children's Fifth Standard involves supporting student learning using effective, individualized instruction. Those standards—5.3, 5.5, 5.6—are copied

5.3 Candidates use explicit, systematic instruction to teach content, strategies, and skills to make clear what a learner needs to do or think about while learning.

5.5 Candidates organize and manage focused, intensive small group instruction to meet the learning needs of each individual.

5.6 Candidates plan and deliver specialized, individualized instruction that is used to meet the learning needs of each individual.

Using these standards, the Overcoming Dysgraphia webinar/podcast, and

or podcast:

<https://www.additudemag.com/webinar/overcome-dysgraphia-writing-challenges-for-teachers-parents/>

Optional:

- Braintrust. (2020, December 17). Understanding and Supporting Dysgraphia. Retrieved from YouTube website: <https://njctl.org/video/?v=IDXckCODRIA>
- Let's Talk Learning Disabilities. (2022, January 23). Episode 32 – Dysgraphia Specialist, Kendra Wagner. Retrieved from Let's Talk Learning Disabilities Podcast website: <https://tldpodcast.com/podcast/episode-32-dysgraphia-specialist-kendra-wagner/>
- Read Write Think. (n.d.-b). Strategy Guides | Read Write Think. Retrieved from www.readwritethink.org website: <https://www.readwritethink.org/professional-development/strategy-guides>
- Read Write Think. (n.d.-a). Classroom Resources | Read Write Think. Retrieved from www.readwritethink.org website: <https://www.readwritethink.org/classroom-resources>
- Read Write Think. (n.d.-d). Shared Writing | Read Write Think. Retrieved from www.readwritethink.org website: <https://www.readwritethink.org/professional-development/strategy-guides/shared-writing>
- Read Write Think. (n.d.-c). Write Alouds | Read Write Think. Retrieved from [Readwritethink.org](http://www.readwritethink.org) website: <https://www.readwritethink.org/professional-development/strategy-guides/write-alouds>
- Read Write Think. (n.d.-e). Using the RAFT Writing Strategy | Read Write Think. Retrieved from www.readwritethink.org website: <https://www.readwritethink.org/professional-development/strategy-guides/using-raft-writing>

the other material in this module, adapt a writing assignment to support students with disabilities related to language production. Submit your adapted assignment with a brief explanation of how you adapted the lesson and why you adapted it the way you did.

	<p>-strategy</p> <ul style="list-style-type: none"> ● Osen-Foss, J. (2024). Graphic Organizers to Help Kids with Writing Reading Rockets. Retrieved from www.readingrockets.org website: https://www.readingrockets.org/topics/writing/articles/graphic-organizers-help-kids-writing 	
<p>4 – Understanding Attention-Deficit/Hyperactivity Disorder and Autism Spectrum Disorder</p>	<ul style="list-style-type: none"> ● Module PowerPoint via Moodle ● Iowa PBS. (2020, January 26). Temple Grandin The Life Autistic. Retrieved July 28, 2024, from YouTube website: https://njctl.org/video/?v=C8xaW84b7U8 ● CNN. (2014, January 28). What it feels like to be autistic. Retrieved via YouTube: https://njctl.org/video/?v=1qPFAT4p8Lc ● TEDx Talks. (2020, July 21). Educating Different Kinds of Minds Temple Grandin TEDxCSU. Retrieved from YouTube website: https://njctl.org/video/?v=IqntS1YRRO4 ● Sprouts. (2021, June 20). Autism Spectrum: Atypical Minds in a Stereotypical World. Retrieved from www.youtube.com website: https://njctl.org/video/?v=j3PrAqJ-H9k ● American Psychological Association. (2023, August 22). What is Autism? APA. Retrieved from www.youtube.com website: https://njctl.org/video/?v=MTW7H5UQ8Ts ● Neuroscientifically Challenged. (2021, December 20). 2-Minute Neuroscience: Autism. Retrieved from Neuroscientifically Challenged website: https://njctl.org/video/?v=tEBsTX2OVgI ● Cincinnati Children's. (2022, January 21). What is Autism? Cincinnati Children's. Retrieved from YouTube website: https://njctl.org/video/?v=hwaaphuStxY 	<p>Short Answer (Q&A): Before reading the module presentation, think about your current understanding of ADHD and ASD. Then answer the question after you review the PowerPoint. What preconceived notions about ADHD and ASD did you have? Did your understanding change? How and/or why?</p> <p>Critical Thinking: Remember Cody Diaz and their family? Consider what you know about ASD, ADHD, and details about Cody's challenges. Cody's story can be reviewed on the Moodle assignment page.</p> <ul style="list-style-type: none"> ● What else would you like to know to help the Diaz family? ● As Cody's teacher, what can you do to help support Cody?

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- Autism Speaks. (2024). How general education teachers can support students with ASD. Retrieved from Autism Speaks website: <https://www.autismspeaks.org/blog/how-general-education-teachers-can-support-students-asd>
- TEDx Talks. (2017). Failing at Normal: An ADHD Success Story | Jessica McCabe | TEDxBatavia. Retrieved from <https://njctl.org/video/?v=JiwZQNYIGOI>
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- Are there ways that the family and school could work together effectively?
 - What next steps—at home, school, or regarding evaluation or diagnosis—would you recommend?
- Use one of the templates provided in Moodle to create an informal action plan of 500 to 700 words.

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<https://www.cdc.gov/adhd/treatment/classroom.html#:~:text=Special%20education%20services%20and%20accommodations>
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- Autism Research Institute. (2021, November 23). Executive Function and Autism. Retrieved from YouTube

website:

<https://njctl.org/video/?v=nKcrGflr-GQ&t=27s>

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<p>5 – Understanding Other Learning Disabilities</p>	<ul style="list-style-type: none"> • Module PowerPoint via Moodle • National Center for Learning Disabilities. (2012, April 13). What Is Dyspraxia? Retrieved from www.youtube.com website: https://njctl.org/video/?v=h6tplQ3Kac4 • O’Neill, C. (2021, September 30). Dyspraxia Animation. Retrieved from YouTube website: https://njctl.org/video/?v=J6QUchH5Rwo • GriffinOT. (2020, August 1). How to Help Children with Dyspraxia - 8 Support Strategies - by GriffinOT. Retrieved from GriffinOT website: https://www.griffinot.com/how-to-help-children-with-dyspraxia/ • Morin, A. (n.d.). Classroom Accommodations for DCD. Retrieved from www.understood.org website: https://www.understood.org/en/articles/at 	<p>Critical Thinking: Choose one of the disabilities reviewed in this module and create a 1-page basic fact sheet for general educators of students diagnosed with that disability. You are welcome to include photographs and infographics, as long as you have at least 1 page of written information (approximately 500 words).</p> <p>Include: *General information about the disability including national and school specific</p>

[-a-glance-classroom-accommodations-for-dcd](#)

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incidence.

*Common challenges of students diagnosed with the disability.

*Any possible influences or other potential impacts on students with this disability

You may wish to use these fact sheets as examples.

IRIS Center:

<https://iris.peabody.vanderbilt.edu/about/what-we-do/resources/>

CDC:

<https://www.cdc.gov/ncbddd/disabilityandhealth/materials/factsheets.html>

Center for Parent Information & Resources

<https://www.parentcenterhub.org/specific-disabilities/>

YouTube:

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<p>6 – Information Literacy and Advanced Studies in Learning Disabilities</p>	<ul style="list-style-type: none"> • Module PowerPoint via Moodle • Modern Librarian Memoirs. (2017). What is Information Literacy? Retrieved from https://njctl.org/video/?v=hbe6xBibOL4 • Choosing Sources: Audience and Format https://njctl.org/materials/resources/choosing-sources/attachments/ • NJCTL Library ProQuest Tips: https://youtu.be/pum5WiHESmI • Evaluating Sources Checklist: https://njctl.org/materials/resources/using-the-5ws-to-evaluate-information/attachments/ • Georgia State Zotero Library tools: <ul style="list-style-type: none"> • http://www.zotero.org/support/quick_start_guide • http://research.library.gsu.edu/Zotero • Teaching & Learning Ohio State Libraries. (2015). When to Quote, Paraphrase, or Summarize. Retrieved from ohiostate.pressbooks.pub website: https://ohiostate.pressbooks.pub/choosingsources/chapter/quote-paraphrase-or-summarize/ • Purdue Online Writing Lab: https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html <ul style="list-style-type: none"> • APA Style Blog https://apastyle.apa.org/blog 	<p>Short Answer (Q&A): Why might information literacy be particularly important for teachers of students with disabilities?</p>

	<p>Optional:</p> <ul style="list-style-type: none"> • Paris, J., Ricardo, A., & Rymond, D. (2019, October 1). <i>Child Growth and Development</i> (A. Johnson, Ed.). Retrieved from Social Sci LibreTexts website: https://socialsci.libretexts.org/Bookshelves/Early_Childhood_Education/Book%3A_Child_Growth_and_Development_(Paris_Ricardo_Rymond_and_Johnson) • Buckley, D., & Budzyna, D. (2023). <i>The Whole Child: Development in the Early Years</i>. In rotel.pressbooks.pub. ROTEL (Remixing Open Textbooks with an Equity Lens) Project. https://rotel.pressbooks.pub/whole-child/ • U.S. Department of Health and Human Services. (2021). <i>Youth Mental Health—Current Priorities of the U.S. Surgeon General</i>. https://www.hhs.gov/surgeongeneral/priorities/youth-mental-health/index.html • U.S. Department of Health and Human Services. (2023). <i>Social Media and Youth Mental Health — Current Priorities of the U.S. Surgeon General</i>. https://www.hhs.gov/surgeongeneral/priorities/youth-mental-health/social-media/index.html • Centers for Disease Control and Prevention. (2021). Youth risk behavior survey. In cdc.gov. Retrieved from https://www.cdc.gov/healthyyouth/data/yrbs/pdf/YRBS_Data-Summary-Trends_Report2023_508.pdf 	
<p>7 – Final Reflection</p>	<ul style="list-style-type: none"> • Review course topics in preparation for final writing assignment • Zoom meetings with instructor and discussion board posts 	<p>Critical Thinking: Full assignment prompt and requirements are posted in online course</p>