



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:**

Proctored Assessments	60%
Critical Thinking Assignments	30%
Final Critical Thinking Assignment	5%
Short Answer Assignments	5%

#### **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 – 5% of grade
- Critical Thinking Assignments – 30% of grade

The minimum possible score for this rubric is 18 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 60 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.

	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations	Limited Evidence
		<i>15 points</i>	<i>12 points</i>	<i>9 points</i>	<i>6 points</i>
<b>Requirements</b>	N/A	<ul style="list-style-type: none"> <li>Includes all of the required components as specified in the assignments</li> </ul>	<ul style="list-style-type: none"> <li>Includes most of the required components as specified in the assignments</li> </ul>	<ul style="list-style-type: none"> <li>Includes some of the required components as specified in the assignments</li> </ul>	<ul style="list-style-type: none"> <li>Includes few of the required components as specified in the assignments</li> </ul>
	<i>14 to 15 points</i>	<i>13 points</i>	<i>10 to 12 points</i>	<i>7 to 9 points</i>	<i>4 to 6 points</i>
<b>Content</b>	<ul style="list-style-type: none"> <li>Demonstrates strong or excellent knowledge of the materials; correctly includes and represents knowledge from the readings and sources.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates adequate knowledge of the materials; represents some knowledge from the readings and sources.</li> </ul>	<ul style="list-style-type: none"> <li>Some significant but not major errors or omissions in demonstration of knowledge or expresses your personal experience without reference to the readings and sources.</li> </ul>	<ul style="list-style-type: none"> <li>Major errors or omissions in demonstration of knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>Fails to demonstrate knowledge of the materials.</li> </ul>
	<i>19 to 20 points</i>	<i>16-18 points</i>	<i>13 to 15 points</i>	<i>9-12 points</i>	<i>5 to 8 points</i>
<b>Critical Thinking</b>	<ul style="list-style-type: none"> <li>Demonstrates strong or excellent critical thinking and analysis of concepts and applications, integrating module materials, professional practice and real world experiences to support your thinking. This may include a more global conversation about pedagogical implications and is not limited only to their classroom</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates good or adequate critical thinking and analysis of concepts and applications, integrating module materials, professional practice and classroom application.</li> </ul>	<ul style="list-style-type: none"> <li>Some significant but not major errors or omissions in critical thinking and analysis.</li> </ul>	<ul style="list-style-type: none"> <li>Major errors or omissions in critical thinking and analysis.</li> </ul>	<ul style="list-style-type: none"> <li>Fails to demonstrate critical thinking and analysis.</li> </ul>
		<i>9 to 10 points</i>	<i>7 to 8 points</i>	<i>5 to 6 points</i>	<i>3 to 4 points</i>
<b>Grammar, Style, and Organization</b>	N/A	<ul style="list-style-type: none"> <li>Project is clearly organized and well-written. Strong sentence and paragraph structure; few errors in grammar and spelling. Proper APA formatting.</li> </ul>	<ul style="list-style-type: none"> <li>Project is fairly well organized and written; it is in proper format (including APA). Reasonably good sentence and paragraph structure; significant errors in grammar and spelling.</li> </ul>	<ul style="list-style-type: none"> <li>Project is poorly organized; does not follow proper paper format (including APA). Inconsistent to inadequate sentence and paragraph development; numerous grammar/spelling errors.</li> </ul>	<ul style="list-style-type: none"> <li>Project is not organized or well written and is not in proper format (including APA). Poor quality work; unacceptable grammar/spelling.</li> </ul>

The following rubric used to score the Final Reflection Critical Thinking assignment (5% 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.

	<b>Meets Expectation</b>	<b>Approaches Expectation</b>	<b>Below Expectation</b>	<b>Limited Evidence</b>
	<i>7 points</i>	<i>5 points</i>	<i>3 points</i>	<i>1 point</i>
<b>Content</b>	<ul style="list-style-type: none"> <li>Demonstrates excellent knowledge of concepts, skills, and theories relevant to topic.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates fair knowledge of concepts, skills, and theories.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates incomplete or insubstantial knowledge of concepts, skills, and theories.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates little or no knowledge of concepts, skills, and theories.</li> </ul>
<b>Depth of Reflection</b>	<ul style="list-style-type: none"> <li>Content is well supported and addresses all required components of the assignment.</li> </ul>	<ul style="list-style-type: none"> <li>Content is partially supported; addresses most of the required components of the assignment.</li> </ul>	<ul style="list-style-type: none"> <li>Content contains major deficiencies; addresses some of the required components of the assignment.</li> </ul>	<ul style="list-style-type: none"> <li>Content is not supported and/or includes few of the required components of the assignment.</li> </ul>
<b>Evidence and Practice</b>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>
	<i>4 points</i>	<i>3 points</i>	<i>2 points</i>	<i>1 point</i>
<b>Writing Quality</b>	<ul style="list-style-type: none"> <li>Writing is well-organized, clear, concise, and focused; no errors.</li> </ul>	<ul style="list-style-type: none"> <li>Some minor errors or omissions in writing organization, focus, and clarity.</li> </ul>	<ul style="list-style-type: none"> <li>Some significant errors or omissions in writing organization, focus, and clarity.</li> </ul>	<ul style="list-style-type: none"> <li>Numerous errors in writing organization, focus, and/or clarity.</li> </ul>

The proctored assessments are not scored using a rubric. These assessments are scored using percentage correct to assign a letter grade.

**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](mailto: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	Assignments
<b>1 – Introduction to Learning Disabilities and Interventions</b>	<p><b>Short Answer (Q&amp;A):</b>            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?</p> <p><b>Proctored Assessment 1 (Remotely Proctored)</b></p>
<b>2 – Understanding Learning Disabilities Related to Reading</b>	<p><b>Short Answer (Q&amp;A):</b>            Reflect on a reading strategy or program used in your school or district.</p> <p><b>Critical Thinking:</b> 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>
<b>3 – Understanding Learning Disabilities Related to Language Production</b>	<p><b>Short Answer (Q&amp;A):</b> Why is language production important in modern Western society? What other modes of communication are relevant? How might a challenge in language production impact a student?</p> <p><b>Critical Thinking:</b>            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.</p> <p>Using these standards, the Overcoming Dysgraphia webinar/podcast, and 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> <p><b>Proctored Assessment 2</b></p>

**4 – Understanding  
Attention-Deficit/  
Hyperactivity  
Disorder and  
Autism Spectrum  
Disorder**

**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?

**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.

- What else would you like to know to help the Diaz family?
- As Cody's teacher, what can you do to help support Cody?
- 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.

**5 – Understanding  
Other Learning  
Disabilities**

**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).

Include:

\*General information about the disability including national and school specific 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/>



	<b>Proctored Assessment 3</b>
<b>6 – Information Literacy and Advanced Studies in Learning Disabilities</b>	<b>Short Answer (Q&amp;A):</b> Why might information literacy be particularly important for teachers of students with disabilities?
<b>7 – Final Reflection</b>	<b>Critical Thinking:</b> Full assignment prompt and requirements are posted in online course