



## **A Learning Disabilities Primer**

**Instructor: Madeline McDougal**

**Course Date: To Be Determined**

***The Learning Disabilities Primer* is an introduction to the field of Learning Disabilities including definition, historical aspects, assessment, and strategies for the classroom teacher. The online course will include a discussion about the reauthorization of IDEA 2004, difference between accommodations and modifications, and current trends in special education. The focus will be on meeting the needs of students with learning disabilities; including executive functioning difficulties. The course will address current practices and focus on readings, discussions, internet sties, and assistive technology that address problems for students with learning disabilities.**

**Target Audience-Beginning teachers, collaborative teachers, general classroom teachers, and related services or support instructors.**

### **Course Objectives**

**By the end of this course the student will**

- + Demonstrate the characteristics of students with learning and behavioral disabilities**
- + Discuss common elements in the definition of learning disabilities and methods for determining eligibility**
- + Demonstrate understanding of historical and legal developments of the field, including recent federal and state legislation**
- + Demonstrate knowledge of informal and formal assessment methods and development of an IEP**
- + Identify specific learning difficulties and compensatory strategies**
- + Appraise the procedure for identifying a student for a learning disability**

- ✚ Describe effective strategies for teaching students with learning and behavioral difficulties
- ✚ Demonstrate knowledge of assistive technology and its benefits to program for students with learning and behavioral difficulties.

### Instructor Bio

- Educational Consultant for Learning Disabilities
- Instructor for 25 years of students with Learning Difficulties
- Adjunct Professor for Brooklyn College, New Rochelle College, and Manhattanville College
- Learning Specialist for private agency
- Professional Development Instructor for Northern BOCES, New York
- Chairperson of CHADD

### **New York Standards Addressed:**

**The course is aligned with the New York State Professional Development Standards. The following Standards are included:**

#### **Standard 1: Designing Professional Development**

Designing Professional Development Professional development design is based on data, is derived from the experience, expertise and needs of the recipients, reflects best practices in sustained job-embedded learning, and incorporates knowledge of how adults learn.

#### **Standard 2: Content Knowledge and Quality Teaching**

Professional development expands all educators' content knowledge and the knowledge and skills necessary to provide developmentally appropriate instructional strategies and assess student progress

#### **Standard 3: Research-based Professional Learning**

Professional development is research-based and provides educators with opportunities to analyze, apply and engage in research

#### **Standard 4: Collaboration**

Professional development provides skills that educators have the knowledge, skill and opportunity to collaborate to improve instruction and student achievement in a respectful and trusting environment.

#### **Standard 5: Diverse Learning**

Professional development ensures that educators have the knowledge and skill to meet the diverse needs of all students

#### **Standard 8: Data-driven Professional Practice Data-Driven**

Professional Practice Professional development uses disaggregated student data and other evidence of student learning to determine development learning needs and priorities, to monitor student progress, and to help sustain continuous professional growth

**Standard 9: Technology** Technology Professional development promotes technological literacy and facilitates the effective use of all appropriate technology

**Standard 10: Evaluation** Professional Development is evaluated using multiple sources of information to assess its effectiveness in improving professional practice and student learning

**Contact information:**

For any questions or concerns, I am available at the following e-mail.

[mmcdougal.mcdougal@gmail.com](mailto:mmcdougal.mcdougal@gmail.com)

**Remember; This is a course on understanding learning disabilities. Please feel comfortable in asking any questions about the course content, assignments, or use of technology.**

**Required software:**

- + Microsoft Word
- + Adobe Reader 9
- + Internet

**Pre-prerequisite Skills/Requirements**

Students should have

- + Knowledge of Microsoft Word
- + Access to a desktop or laptop at least three times per week
- + Access to the Internet
- + Be familiar with attaching a document
- + The ability to download documents (Adobe Format, Microsoft word)
- + The ability to participate in group discussion

**Recommendation for in-service credit:**

- + Successful completion of all course work
- + Participation in group discussions
- + Postings of assignments in a timely manner
- + Collaboration and sharing of ideas with participants