

## Specific Learning Disabilities: SPED 301

**INSTRUCTOR:** Michelle R. Pasko

**TITLE OF LESSON:** Specific Learning Disabilities

**COURSE:** SPED 301, *Introduction to Special Education*

AIAI Grant UDL Example - Towson University

Title: Learning Disability Introduction

Faculty Developer: Michelle Pasko

Course/Program or Department: Special Education

Notes: 3 files

### CONTEXT-BASED INFORMATION ABOUT LESSON

**DESCRIPTION:** In this lesson, students will learn about three specific learning disabilities (SLD): dyscalculia, dysgraphia, and dyslexia. They will activate the three brain networks throughout a lesson that includes multiple means of representation, action and expression, and engagement.

**PURPOSE:** In this course, students learn about a variety of disabilities. In addition to learning the characteristics of many disabilities, they must learn the process for diagnosing, implications for the classroom, strengths and challenges of students with disabilities, and how to support both parents and teachers as they teach these learners. For students who are education majors, it is crucial that they have an understanding of exceptionalities in their future classrooms. Other majors (e.g., nursing, social work, occupational therapy, etc.) may also work with children or adults with such disabilities; this background is important to them as well. This course is a UDL-enhanced course. UDL is the framework for the course and for each week's lessons. The assignments are also rooted in UDL principles. Because the students in the class are often education majors, a background in UDL is imperative. Even for those who are of different majors, UDL is equally important in higher education; its framework benefits them as learners. As such, the instructor explicitly teaches and reflects on the UDL implementation during instruction.

### VARIABILITY:

- A variety of learning needs are present, as some students have documented disabilities that require extended time, alternate forms of written communication, note takers, etc.
- As in every college classroom, there is also a variety of learning preferences and methods of preferred learning. Several students speak English as a Second language, and some attended grades k-12 outside of the United States. Some of these students have different perspectives on inclusive practices in education.
- Each student brings different personal and sometimes professional experiences to the classroom as well.
- This class includes a variety of majors from across Towson's Colleges. There are Education majors of all grade levels (pre-k to 12 and across all content areas), Fine Arts (Dance, Music, Art), and Health Professions (Occupational Therapy, Nursing, Speech Language Pathology).
- The extent of college experience also varies, from freshmen to post-baccalaureate status.

**PREREQUISITES:** Prior to the lesson, the students will have read a chapter in the textbook, which is available in both digital and print. They will have taken a brief 5 question quiz on the material. This will provide them with prior knowledge.

*Textbook:* Smith, D. D. & Tyler, N. C. (2014). *Introduction to contemporary special education: New horizons*. Upper Saddle, NJ: Pearson Education, Inc.

Most classes are structured similarly. They begin with a review of the weekly quizzes, followed by an interactive lesson. Class concludes with student presentations of the chapter. Each week, a pair of students presents a 15 minute interactive presentation on the content of the chapter. This routine offers multiple means of representation and action and expression each week.

**ESTIMATED TIME:** This lesson takes approximately two hours and fifteen minutes.

## **INSTRUCTIONAL GOALS:**

### **Students will:**

- Describe three types of SLD by becoming “expert learners”
- Share information such as strategies and resources with peers
- Collaborate in creating a resource for parents and/or professionals to support the needs of students with SLD
- Identify how UDL networks were accessed: The what, why, and how of learning

## **EVALUATION/ASSESSMENT:**

- Reading students’ notes and listening to learners’ “meet and greet” conversations will provide formative assessment for learning.
- Students will collaborate to create a resource for parents or colleagues. These will be self-assessed with a rubric.

## **INSTRUCTIONAL METHODS**

The following steps are included in the PowerPoint. The UDL checkpoints are explained in the \*UDL Guidelines- Educator Worksheet, found in the Appendix.

### **OPENING:**

- Review of objectives
- Brief review of UDL Principles and Brain Networks
- Activating Prior Knowledge- “Brain Dump:” *Specific Learning Disability IS vs. IS NOT*
  - Students will record their knowledge of SLD from the text and professional experiences on Post-It Notes, and the instructor will capture their collective thoughts with the Post-It Plus App. The instructor will lead a discussion of the students’ thoughts, rearranging the virtual notes accordingly.

### **DURING:**

- Completion of Anticipation Guide: The students will complete the anticipation guide, allowing for students to think critically about their knowledge of SLD. Next, an informational video and professional newsletter will provide additional information; students will make adjustments to their anticipation guides. See references and appendix for more information.
- Setting the stage: students will receive one of three graphics, representing one of the three SLDs, dyslexia, dysgraphia, and dyscalculia. Considering multiple perspectives, from the child with a disability, parent/caregiver, general educator, and special educator, the class will discuss what information is needed to learn more about SLD. These will be recorded in the PowerPoint.
- Taking notes: Considering the assigned disability, students will review three reputable sources and will take notes. The notes may be in electronic or hard copy, and students may work alone or with a partner.
- “Meet and Greet:” Students will mingle for 10 seconds while music is playing and will then talk for 2 minutes about the information learned. They may bring their notes page to assist them in recalling important information. They will repeat this process four or five times, sharing information with others. In the last two or three “chats,” I will challenge students to try to refrain from reading from their notes, encouraging them to speak naturally about the assigned disability.
- Collaboration: Students will work in small groups, with a partner, or by themselves to create a resource for either parents or professionals. These will be in their choice of multimedia or hard copy formats, such as an infographic, video, or fact sheet. These will be self-assessed with a rubric, which will be shared in advance.

## CLOSING:

- Students will share their infographics/resources. The instructor will revisit the Anticipation Guide to clarify responses. Last, students will reflect upon the lesson.

## MATERIALS:

*\*items are included in appendix*

2 colors of Post-It notes

Post-It Plus App

Devices

PowerPoint Presentation

\*Anticipation Guides “**Testing Your Knowledge of SLD**”

\*Notes page (electronic and hard copy)

\*Rubric

## REFERENCES:

In preparation for the lesson, the instructor has selected websites for students to access. These websites are valid, written for parents and/or educators. *Understood* is a team of experts who have collaborated to provide articles, videos, and other resources for parents of children with learning disabilities. *Learning Disabilities Association of America*, *The National Center for Learning Disabilities*, and *LD Online: The Educator’s Guide to Learning Disabilities and ADHD* also provide valuable information for this lesson. The students in this lesson will access their choices from these sites to learn more about a specific learning disability.

Learning Disabilities Association of America. (2017). Dyslexia. Retrieved from <https://ldaamerica.org/types-of-learning-disabilities/dyslexia/>

Understood. (n.d.). Dyslexia. Retrieved from <https://www.understood.org/en/learning-attention-issues/child-learning-disabilities/dyslexia>

Learning Disabilities Association of America. (2017). Dyscalculia. Retrieved from <https://ldaamerica.org/types-of-learning-disabilities/dyscalculia/>

Understood. (n.d.). Dysgraphia. Retrieved from <https://www.understood.org/en/learning-attention-issues/child-learning-disabilities/dysgraphia>

LD America. (2017). Dysgraphia. Retrieved from <https://ldaamerica.org/types-of-learning-disabilities/dysgraphia/>

LD Online. (2017). Reading and dyslexia. [Collection of Resources]. Retrieved from <http://www.ldonline.org/indepth/reading>

LD Online. (2017). Writing and spelling. [Collection of Resources]. Retrieved from <http://www.ldonline.org/indepth/writing>

LD Online. (2017). Math and dyscalculia. [Collection of Resources]. Retrieved from <http://www.ldonline.org/indepth/math>

National Center for Learning Disabilities. (n.d.). An overview of different kinds of learning disabilities. [Video]. Retrieved from <https://www.understood.org/en/learning-attention-issues/getting-started/what-you-need-to-know/video-an-overview-of-different-kinds-of-learning-disabilities>

Questions parents and educators can ask to start conversations about using terms like learning disabilities, dyslexia, dyscalculia, and dysgraphia. (2017). [Fact Sheet]. Retrieved from <https://www.ncld.org/wp-content/uploads/2017/06/SLD-Conversations.D3.pdf>

Smith, D. D. & Tyler, N. C. (2014). *Introduction to contemporary special education: New horizons*. Upper Saddle, NJ: Pearson Education, Inc.

The Understood Team. (n.d.). Understanding dyscalculia. Retrieved from <https://www.understood.org/en/learning-attention-issues/child-learning-disabilities/dyscalculia/understanding-dyscalculia>

### **REFLECTION:**

In this lesson, my students were highly engaged in learning. The sense of community is stronger each week, as students interact with one another, learn from each other, and share ideas. They are becoming versed in UDL, as I explicitly teach them how certain activities are built upon the UDL framework.

The students arrive each week with some background in each topic, and the scaffolded nature of each lesson promotes deeper learning. The classmates' chapter summaries build upon their reading comprehension. My activities/lessons further their understanding.

In this particular lesson, I assessed the students' understanding by observing their note-taking and listening to their "Meet and Greet." They then applied the information to the infographic/resource. Assessing these also indicated their knowledge of the disabilities and strategies for working with students who have SLD. I noted their preferences when they were given options, and found that all but two chose to work independently in the note-taking activity. In this, most of them preferred to record notes in hard copy. However, all but one chose to work with a partner or group in the resource making activity.

As closure to the lesson, I asked them to reflect on their learning, and I believe their words capture my sentiment in the power of UDL:

- *"It helps to understand more when you hear different people explain the same thing. Repetitiveness helps it stick in your head. It's fun!"*
- *"I learned better when I exchanged information with my peers. Doing the group work also helped me get a good grasp of dyslexia."*
- *"I learned at a deeper level, as only reading the text is not helpful for me. I like using different strategies to learn."*
- *"I was engaged in today's lesson because it got me up and moving. I am motivated to go beyond and learn more information to improve my knowledge as a teacher."*
- *"I like UDL because we all learn in different ways, and I can learn in the way that makes the most sense to me."*
- *"Talking to classmates about how they understood something helps me think about things in other ways. This helped me think at a deeper level."*
- *"I would like to learn this way in other classes! It keeps me on task and helps me learn at a much deeper level. I feel like I retain more info this way."*

|                                       |  |
|---------------------------------------|--|
| Name of Specific Learning Disability: | Description/definition:                                |
| Signs/Symptoms:                       | Teaching Strategies/Methods:                           |
| Methods of evaluation/testing:        | Other (e.g., causes, common myths, interesting facts): |

Sources used:

1.

2.



## Testing Your Knowledge of SLD

Prior to accessing a variety of materials related to Specific Learning Disabilities, consider the truth of each statement. After today's lesson, you will revisit each statement to either validate or correct your thinking.

| Before | Statement  | After |
|--------|--|-------|
| T F    | SLD, Specific Learning Disabilities, is an umbrella term for only one specific type of disability.       | T F   |
| T F    | Someone with Dyslexia will read letters backwards.   | T F   |
| T F    | Dysgraphia is primarily caused by poor motor skills, resulting in poor handwriting.                      | T F   |
| T F    | Dyscalculia can encompass many components of math, including patterns, counting, money, and measurement. | T F   |
| T F    | All students with SLD have difficulty with social skills.  | T F   |
| T F    | Intellectual Disabilities is a term that is interchangeable with Specific Learning Disabilities.         | T F   |
| T F    | Students of a disadvantaged economic status are more likely to have a SLD.                               | T F   |
| T F    | SLD may occur with challenges in social skills.  | T F   |
| T F    | Legally, IEPs must refer to SLD, not to dysgraphia, dyscalculia, or dyslexia.                            | T F   |
| T F    | Many children with SLD will be in the general education classroom for the majority of the day.           | T F   |

### UDL Guidelines – Educator Worksheet - v. 2

| I. <u>Provide Multiple Means of Representation:</u>                           | Your notes   |
|---|--|
| 1. <u>Provide options for perception</u>                                      |  |
| 1.1 <u>Offer ways of customizing the display of information</u>               | Students will have access to material in various ways: in textbook (print or e-textbook), video, and websites. |
| 1.2 <u>Offer alternatives for auditory information</u>                        | Instructor will display captions during video.   |
| 1.3 <u>Offer alternatives for visual information</u>                          |  |
| 2. <u>Provide options for language, mathematical expressions, and symbols</u> |  |
| 2.1 <u>Clarify vocabulary and symbols</u>                                     | The fact sheet will provide learners with definitions and information for three types of SLD.                  |

|   |   |
|---|---|
| 2.2 <a href="#">Clarify syntax and structure</a>  |   |
| 2.3 <a href="#">Support decoding of text, mathematical notation, and symbols</a>                  |   |
| 2.4 <a href="#">Promote understanding across language</a>   |   |
| 2.5 <a href="#">Illustrate through multiple media</a>   | Students will access multiple sources: textbook, video, parent and educator websites.                           |
| 3. <a href="#">Provide options for comprehension</a>  |   |
| 3.1 <a href="#">Activate or supply background knowledge</a>                                       | Prior knowledge will be activated in the “Brain Dump”   |
| 3.2 <a href="#">Highlight patterns, critical features, big ideas, and relationships</a>           |   |
| 3.3 <a href="#">Guide information processing, visualization, and manipulation</a>                 | A graphic organizer will be provided, to assist students in processing information.                             |
| 3.4 <a href="#">Maximize transfer and generalization</a>  |   |
| <b>II. <a href="#">Provide Multiple Means for Action and Expression:</a></b>                      | <b>Your notes</b>   |
| 4. <a href="#">Provide options for physical action</a>  |   |
| 4.1 <a href="#">Vary the methods for response and navigation</a>                                  |   |
| 4.2 <a href="#">Optimize access to tools and assistive technologies</a>                           | Students will use a variety of tools, in both learning information and in expressing knowledge.                 |
| 5. <a href="#">Provide options for expression and communication</a>                               |   |
| 5.1 <a href="#">Use multiple media for communication</a>  |   |
| 5.2 <a href="#">Use multiple tools for construction and composition</a>                           | Students will have a choice of formats for the assessment.  |
| 5.3 <a href="#">Build fluencies with graduated levels of support for practice and performance</a> | The structure of the class provides scaffolding: quiz on reading, interactive lesson, and student presentation. |
| 6. <a href="#">Provide options for executive functions</a>  |   |
| 6.1 <a href="#">Guide appropriate goal setting</a>  |   |

|   |   |
|---|---|
| 6.2 <a href="#">Support planning and strategy development</a>                   |   |
| 6.3 <a href="#">Facilitate managing information and resources</a>               |   |
| 6.4 <a href="#">Enhance capacity for monitoring progress</a>                    |   |
| <b>III. <a href="#">Provide Multiple Means for Engagement:</a></b>              | <b>Your notes</b>   |
| <b>7. <a href="#">Provide options for recruiting interest</a></b>               |   |
| 7.1 <a href="#">Optimize individual choice and autonomy</a>                     | Students will have choice in working alone or with peers, and may select both format and person to work with in assessment.   |
| 7.2 <a href="#">Optimize relevance, value, and authenticity</a>                 | Students will consider the relevance of understanding SLD in their professions.   |
| 7.3 <a href="#">Minimize threats and distractions</a>                           |   |
| <b>8. <a href="#">Provide options for sustaining effort and persistence</a></b> |   |
| 8.1 <a href="#">Heighten salience of goals and objectives</a>                   |   |
| 8.2 <a href="#">Vary demands and resources to optimize challenge</a>            |   |
| 8.3 <a href="#">Foster collaboration and community</a>                          | Students will collaborate with classmates.  |
| 8.4 <a href="#">Increase mastery-oriented feedback</a>                          | The scaffolded lesson will increase their understanding, and the instructor will circulate to address misunderstandings and provide feedback to students. The Anticipation Guide will also assist them in assessing their knowledge and giving them an opportunity to correct their thinking. |
| <b>9. <a href="#">Provide options for self-regulation</a></b>                   |   |
| 9.1 <a href="#">Promote expectations and beliefs that optimize motivation</a>   | The students will become an “expert” on their topic, and will dive deeply into one of the three SLDs.   |
| 9.2 <a href="#">Facilitate personal coping skills and strategies</a>            |   |
| 9.3 <a href="#">Develop self-assessment and reflection</a>                      | Rubric will be provided and students will self- evaluate their performance. They will also reflect upon their learning at the conclusion of the lesson.   |



|                              | <b>Distinguished: 3</b>  | <b>Proficient: 2</b>   | <b>Competent: 1</b>   | <b>Unsatisfactory: 0</b>  |
|------------------------------|--|--|---|---|
| <b>Content</b>               | Work shows a mastery of skills and reflects a deep understanding of concepts. Topic is in-depth with examples and details. | Work reflects understanding of skills and concepts. Essential information about topic is included. | Work shows some understanding of concepts and skills. Essential information is included but is vague or has minimal factual errors. | Work lacks understanding of concepts and skills, as it is minimal or contains several factual errors. It does not demonstrate understanding of content. |
| <b>Professional Writing</b>  | Work contains no misspellings, grammatical, and/or typographical errors.   | Work contains one or two misspellings, grammatical, and/or typographical errors.                   | Work contains three misspellings, grammatical, and/or typographical errors.   | Work contains four or more misspellings, grammatical, and/or typographical errors.  |
| <b>Graphics and Audience</b> | Work shows extreme care and thoughtfulness in its craftsmanship. Graphics assist audience in understanding text.           | Graphics are related to the content and most make content easier to understand.                    | Graphics relate to the content, but the presentation does not meet the needs of the intended audience.                              | Graphics do not support the text and presentation does not meet the needs of the intended audience.   |
| <b>Aesthetics</b>            | Font, color, and effects enhance the presentation.   | Students make good use of font, color, and effects.  | Font, color, and effects occasionally detract from presentation content.  | Font, color, effects detract from presented content.  |

### Scoring Tool for Parent or Professional Resource: Specific Learning Disabilities

**Group members' names:**

**Audience** (circle one): Parent/Professional

**Format** (circle one): Infographic/Flyer/Fact Sheet/Website/Video

**Score:** \_\_\_\_/12

Rubric adapted from <https://www.edutopia.org/resource/editable-sample-rubric-download>

AIAI Grant UDL Example – Towson University

Title: Learning Disability Introduction

Faculty Developer: Michelle Paso

Course/Program or Department: Special Education

Notes: 3 files

AIAI Grant UDL Example - Towson University

Title: Learning Disability Introduction

faculty Developer: Michelle Pasko

Course/Program or Department: Special Education

Notes: 3 files

# SLD in SPED 301



# Today we will:

- Describe three types of SLD by becoming “expert learners”
- Share information (strategies and resources) with peers
- Collaborate in creating a parent or professional resource to support the needs of students with SLD
- Identify how UDL networks were accessed: The what, why, and how of learning

# Warming Up: Anticipation Guide

# Specific Learning Disability:

IS:

IS NOT:



# Possible sentence starters:

## **LD is**

More common in ...

Defined as ...

In the areas of ...

Diagnosed by...

## **LD is not**

The same as...

Indicative of ...

Found only in ...

“Cured” by...

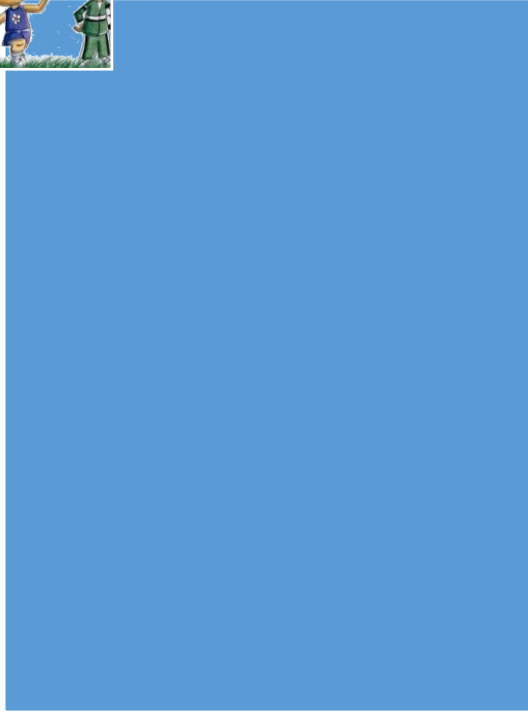
Overview of Different Kinds of Learning Disabilities  
Questions for Parents and Educators: Fact Sheet



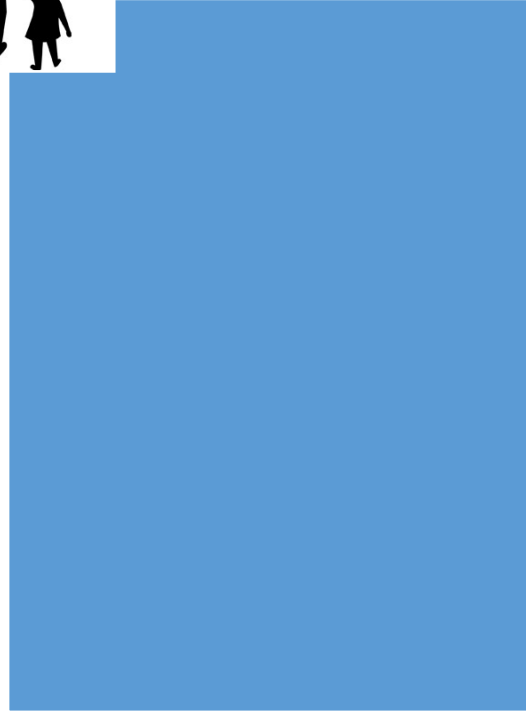
# What do we need to know?



Child/student



Parent/caregiver



Educator/Other



# Let's learn more:

## Dysgraphia

- [LD America](#)
- [LD Online](#)
- [Understood](#)



© Mystic Arts, LLC

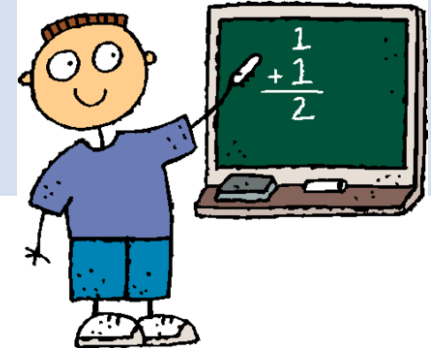
## Dyslexia

- [LD America](#)
- [LD Online](#)
- [Understood](#)



## Dyscalculia

- [LD America](#)
- [LD Online](#)
- [Understood](#)



Timer

**IT'S PARTY TIME**



# Collaboration

- Work in **small groups, with a partner, or by yourself** to create a resource for **either parents or professionals**.
- Select the multi-media format of your choice: **infographic, video, or fact sheet**.
- You will self-assess with the rubric.

# Sharing of Resources:

# Closure: UDL and You

