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| **BIG IDEAS** | | | | | | |
| **Students with learning disabilities come to classrooms with strengths and specific challenges that impact different aspects of learning and functioning both in and out of school, and across the life span.** | **Identifying learning disabilities can be challenging. They are not the same as intellectual disability, autism, hearing impairment, etc. Sometimes they are referred to as “invisible.”** | **Students with learning disabilities account for more than 50% of students referred for special education support, but spend most of their school day in general education classrooms.** | **Students with learning disabilities benefit from inclusive practices that enable them to access curriculum and demonstrate their learning in multiple ways. These practices also benefit students having learning difficulties for a wide range of reasons.** | **Support for learning disabilities should offer explicit and intensive instruction in particular areas, but also compensatory strategies that enable individuals to function well both in and beyond school. These practices also benefit students having learning difficulties for a wide range of reasons.** | **Support for individuals with learning disabilities should extend to the whole child, including the ways they think about themselves, their motivational and social and emotional needs, etc. Supports for self-regulation can enable students to participate successfully in a wide range of contexts.** |  |
| **BIG QUESTIONS** | | | | | | |
| ***What is a learning disability? How does it impact how individuals learn and participate in and out of school?***  ***How do learning disabilities manifest in different ways across different settings throughout the lifespan?*** | ***What are some challenges related to identification? What are things you can do to recognize learning disabilities in your classroom? What do learning disabilities look like?*** | ***What kinds of support are available to students with learning disabilities in schools? How can classroom and special education teachers work together to support students with learning disabilities to succeed?*** | ***How can we design classroom environments and activities so that students with learning disabilities can access the curriculum and represent their learning in ways that build on strengths and are not impeded by challenges?*** | ***How can/should we intervene, accommodate or modify for students with learning disabilities? And how can we make these decisions over time? How do the decisions we make affect students across time?*** | ***What can you do in the inclusive classroom to help students with learning disabilities to feel and be confident, to feel like they belong, and to become self-determined and self-regulating learners?*** |  |

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| **CURRICULAR COMPETENCIES**  **What do TCs need to do?**  **Recognize what learning disabilities are (and are not) and how they might “look” in classrooms**   * Notice how students are engaging in environments and activities and be alert to potential challenges * Identify all learners' strengths and areas of need/for growth (using strategies like screening and diagnostic assessment) * Use strategies to support all learners regardless of diagnosis and monitor progress in relation to teaching (using strategies like progress monitoring) * Collaborate with others to identify learners who might be at risk for learning disabilities * ***Flesh out these recommendations and provide*** ***sources:***   **Identify pedagogical practices to meet the needs of students with LD:**   * Design and implement inclusive practices that enable all learners to access curriculum in all subject areas and express understanding in ways that build on their strengths * Provide explicit support for all students’ development of curricular and core competencies * Work collaboratively with others to identify and provide intensive supports in specific areas of need * Work collaboratively with others to make a plan for accommodations as needed * ***Flesh out these recommendations and provide*** ***sources:***   **Support the whole child with LD:**   * Weave supports for SEL into the life of the classroom, for all students, and particularly for students with LD * Create non-threatening classroom spaces in which all students feel like they belong and know how to learn * Make learning processes visible for all students * Weave in strategies to support self-determination and self-regulated learning (SRL) * ***Flesh out these recommendations and provide*** ***sources:***   **Collaborate with others within and outside of the school:**   * Collaborate with specialist teachers or district consultants to identify and support the needs of students with LD * Co-teach with colleagues to better meet the diverse needs of diverse learners in classrooms * ***Flesh out these recommendations and provide*** ***sources:***   **Resources to learn more about including learners with learning disabilities:**   * Connect with special education teachers in your school, or district-level consultants * Explore resources available for educators provided at the end of this document. * ***Find (or choose) and describe 2-3 key resources that will help you in your practice:*** | **CONTENT AREAS**  **What do TCs need to know?**   1. **Characteristics of learning disabilities, impact, and implications across settings and time** 2. Primary vs secondary characteristics    1. ***List three of each*** 3. Relationship to functioning in school across grade levels (early elementary, middle and high school, post-secondary)    1. ***Describe differences that should be considered*** 4. Relationship to functioning outside of school 5. Impact in the workplace and adult roles and responsibilities 6. **Strategies for recognizing needs related to learning disabilities. Strategies for distinguishing learning disabilities from difficulties that occur for other reasons** (e.g., insufficient opportunities to learn from instruction or not enough opportunity to practice or apply a skill) 7. Response to Intervention is one approach that can help teachers consider and work through these issues. 8. Curriculum based assessment, including screening, diagnostic assessment, and progress monitoring 9. Gathering information from parents and other caregivers (could be previous teachers) 10. **Pedagogical Practices** 11. Inclusive educational practices (like UDL) that create access to learning for diverse students     1. Building curricular and core competencies as supports for students with LD     2. Personalized learning as key for students with LD 12. Strategies that target specific skills with explicit, intensive, small group or individualized instruction (consider Tiers 1-3 of the RTI approach)     1. ***List at least three*** 13. Compensatory strategies that help students succeed in contexts where they need or want to be independent or self-sufficient (consider strategies for self-regulated learning; peer networks/support and collaborative/cooperative learning)     1. ***List at least three*** 14. Distinctions between interventions, accommodations, and adaptations (considerations and implications) 15. **Collaborating to support students with learning disabilities** 16. Strategies for consulting, collaborating, co-teaching with colleagues 17. **Considerations for teaching the “whole child”** 18. Fostering motivation and engagement for students with LD 19. Empowering learners with LD     1. ***What is Self-regulated learning (SRL)? Self-determination?***     2. ***How are they implicated in learning for students with LDs?***     3. What features of classroom tasks/ activities/ environments support SRL and self-determination? 20. instrumental structures 21. autonomy support 22. co-regulation 23. group cohesion/sense of community 24. What are approaches (programs, strategies) that support social-emotional learning (SEL)?     1. ***List at least three*** 25. Why are they important for students with LD?     1. ***Describe reasons*** |

**Resources:**

Learning Disabilities Association of Canada: <https://www.ldac-acta.ca>

Learning Disabilities Society (of Greater Vancouver): <http://ldsociety.ca>

BC MoE Inclusive Education Resources: <https://www2.gov.bc.ca/gov/content/education-training/k-12/teach/teaching-tools/inclusive-education>

Shelley Moore Blog: <https://blogsomemoore.com>

Self-regulation Strategy Development (SRSD) Online: <https://www.srsdonline.org>

ADHD Voices Project: <http://www.adhdvoices.com/adhdvoices/team.shtml>

Developing Self-Regulating Learners (Butler, Schnellert, & Perry, 2017, Pearson Education Canada)

Self-Regulation in Education (Greene, 2018, Routledge)

What is dyslexia? <https://www.youtube.com/watch?v=gtFKNPrJhJ4>

Want to bring out the best in people? Start with strengths. <https://www.youtube.com/watch?v=MtduVS9BSxw&feature=share>

Institute of Education Sciences Practice Guides: <https://ies.ed.gov/ncee/wwc/practiceguides>