SPED 386: Learning Disabilities
Project LD Key Assessment
Assignment Description

Mayville
State
University

Purpose: The purpose of this project is to create an annotated bibliography of interventions (instructional strategies and techniques) for students with many different kinds of learning disabilities and associated difficulties. Students will create a digital presentation for organizing the instructional strategies and components of the project. Students may use a platform of their choice for use of personal and professional reference (google slides, Prezi, narrated power point, word or pdf document, Yuja, video, etc.). Students will research and gather strategies of interventions for students with learning disabilities throughout the semester from: textbooks, readings, articles, recommended websites, outside texts, library materials and catalogs.

Key Assessment Objectives:
- Identify technology-based and other strategies for curriculum and instruction of students with learning disabilities (CEC 3,5, InTASC 2,4,8).
- Examine the impact of language development and listening comprehension on academic and non-academic learning of individuals with exceptionalities (CEC 2,3,5, InTASC 1,7)
- Research evidence-based practices validated for specific characteristics of learners and settings (CEC 2,4,5,6, InTASC 1-9)
- Explore sources of specialized materials, curricula, and resources for individuals with exceptionalities (CEC 3, InTASC 3,4,7,8).
- Advantages and limitations of instructional strategies and practices for teaching individuals with exceptionalities (CEC 1,2,3,5, InTASC 1,2,4,5,8)

Directions:
1. You will research and gather strategies of interventions for students with learning disabilities throughout the semester from: textbooks, readings, articles, recommended websites, outside texts, library materials and catalogues.

2. First, you will need to gather 5 intervention techniques for remediation of each of the following LD areas and associated topics (total of 50):
   - Oral Expression
   - Listening Comprehension
   - Written Expression
   - Basic Reading Skills
   - Reading Fluency
   - Reading Comprehension
   - Math (Calculation & Problem Solving)
   - Memory
   - ADHD
   - Study Skills

   ➢ For an entry to be counted as an INTERVENTION, *it must be a strategy that is used to teach a new skill, build fluency in a skill, or encourage a student to apply an existing skill to a new situation or setting*. An intervention can thought of as "a set of actions that, when taken, have demonstrated ability to change a fixed educational trajectory" (Methe & Riley-Tillman, 2008, p.

37). As an example of an academic intervention, a teacher may select question generation, a strategy in which the student is taught to locate or generate main idea sentences for each paragraph in a passage and record those "gist sentences" for later review.

An entry is NOT an INTERVENTION if it is **Core Instruction**, an **Accommodation**, or a **Modification**.

- Core Instruction: those instructional strategies that are used routinely with all students in a general education setting. While it is important to verify that struggling students receive good core instructional practices, those routine practices do not 'count' as individual student interventions.
- Accommodation: an accommodation is intended to help the student to fully access and participate in the general-education curriculum without changing the instructional content and without reducing the student's rate of learning. It is intended to remove barriers.
- Modification: changes the expectations of what a student is expected to know or do- typically by lowering the standard.

3. Interventions need to be **explicitly described and include specific directions** for implementation with an **example** provided for each intervention.

4. Next, you will **cite all sources** of interventions correctly using [APA format guidelines](). A **reference page** is included within the project.

5. Finally, you will extensively **reflect** on what you have learned about teaching students with learning disabilities by compiling strategies and/or techniques. In 250-300 words, use the prompts below to write your reflection:
    - There are many evidence-based strategies that I …
    - Having researched interventions and strategies for students with learning disabilities, I feel/ know/ question/ think/ wonder/ understand/ doubt…
    - The more I read/research/study, the more I realize that …

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Assignment Rubric

Category	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)	Points
1. Intervention Techniques for Remediation CEC 2,4,5,6, InTASC 1-9 x5 points	More than 5 interventions are included for each of the LD areas and the 10 associated topics listed in the assignment description.	At least 5 Interventions are included for each of the LD areas and 10 associated topics are listed in the assignment description.	All LD areas have submissions but there are less than 5 interventions included for one or more of the associated topics.	Not all LD areas have submissions and those included do not address each of the associated topics as listed in the assignment description.	/20
2. Intervention Directions CEC 3,4,5 InTASC 4 x4 points	Interventions are explicitly described and include specific directions for implementation with a detailed example provided for each intervention.	Interventions are described and include directions with an example provided for each intervention.	Interventions have limited descriptions and/or directions. Examples are not provided for each intervention.	Interventions have limited descriptions, no directions, and examples are not provided.	/16
3. References in APA x1point	All sources of interventions are correctly referenced using APA format guidelines. A reference page and in-text citations are included and adhere to APA guidelines.	All sources of interventions are referenced using APA formatting. A reference page and in-text citations are included adheres to APA guidelines. es.	Some sources of interventions are referenced. Errors in APA formatting are evident. A reference page and/or in-text citations are not included.	No sources of interventions are referenced on a reference page and/or in-text citations.	/4
4. Reflection CEC 1 InTASC 9 x2.5 points	Teacher candidate extensively reflected, using the prompts, on what they learned about teaching students with learning disabilities by compiling strategies and/or techniques	Teacher candidate reflected, using the prompts, on what they learned about teaching students with learning disabilities by compiling strategies and/or techniques	Teacher candidate briefly reflected, with or without prompts, on what they learned about teaching students with learning disabilities by compiling strategies and/or techniques	Teacher candidate did not reflect on what they learned about teaching students with disabilities.	/10
Comments:					**Total: /50**

	Council for Exceptional Children Standards
1	*Engaging in Professional Learning and Practice with Ethical Guidelines:* Candidates practice with ethical and legal guidelines; advocate for improved outcomes for individuals with exceptionalities and their families while considering their social, cultural, and linguistic diversity; and engage in ongoing self-reflection to design and implement professional learning activities.
2	*Understanding and Addressing Each Individual's Developmental and Learning Needs:* Candidates use their understanding of human growth and development, the multiple influences of development, individual differences, diversity, including exceptionalities, and families and communities to plan and implement inclusive learning environments and experiences that provide individuals with exceptionalities high quality learning experiences reflective of each individual's strengths and needs.
3	*Demonstrating Subject Matter Content and Specialized Curricular Knowledge:* Candidates apply their understanding of the academic subject matter content of the general curriculum and specialized curricula to inform their programmatic and instructional decisions for learners with exceptionalities.
4	*Using Assessment to Understand the Learner and the Learning Environment for Data-Based Decision Making:* Candidates assess students' learning, behavior, and the classroom environment in order to evaluate and support classroom and school-based problem-solving systems of intervention and instruction. Candidates evaluate students to determine their strengths and needs, contribute to students' eligibility determination, communicate students' progress, inform short and long-term instructional planning, and make ongoing adjustments to instruction using technology as appropriate.
5	*Supporting Learning Using Effective Instruction:* Candidates use knowledge of individuals' development, learning needs, and assessment data to inform decisions about effective instruction. Candidates use explicit instructional strategies and employ strategies to promote active engagement and increased motivation to individualize instruction to support each individual. Candidates use whole group instruction, flexible grouping, small group instruction, and individual instruction. Candidates teach individuals to use meta-/cognitive strategies to support and self-regulate learning.
6	*Supporting Social, Emotional, and Behavioral Growth:* Candidates create and contribute to safe, respectful, and productive learning environments for individuals with exceptionalities through the use of effective routines and procedures and use a range of preventive and responsive practices to support social, emotional, and educational well-being. They follow ethical and legal guidelines and work collaboratively with families and other professionals to conduct behavioral assessments for intervention and program development.
7	*Collaborating with Team Members:* Candidates apply team processes and communication strategies to collaborate in culturally responsive manner with families, paraprofessionals, and other professionals within the school, other education settings, and the community to play programs and access services for individuals with exceptionalities and their families.

*Council for Exceptional Children- Updated 2020 (www.exceptionalchildren.com)

	Interstate New Teacher Assessment and Support Consortium Standards (InTASC)
1	The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
2	The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards
3	The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
4	The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

5	The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
6	The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
7	The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
8	The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
9	The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
10	The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Source: Council of Chief State School Officers, 2013.