

Course Title: Specific Learning Disability

Course Registration:

1. Takes place onsite at training
 - Complete University of Idaho Professional Development & Workshop Registration
 - Payment is required by check or credit card
2. November 15, 2017 is the deadline to register

Number of Credits: 1 Professional Development Credit

Instructor Name: Janice Carson

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Co-Instructor Name: Cathy Thornton

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Instructional Coordinator Name: Nichole Kristensen

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Instructor Email: nicholekristensen@boisestate.edu

Course Description:

This course is designed for Special Education teachers that would like to expand their knowledge in understanding the process in determining eligibility, developing an IEP and planning for instruction under the category of Specific Learning Disability. Specific Learning Disabilities: Evaluation to the IEP is a credit course consisting of webinars and assignments and a one-day face-to-face training in October/November 2018. The course will cover problem-solving process through eligibility determination, and using evaluation results to develop the IEP.

Course Objectives:

This course will:

- Increase participants' understanding of the problem-solving process and using data to drive the assessment plan and evaluation.
- Increase participants' critical thinking when considering the preponderance of evidence in making eligibility determinations.
- Increase participants' skills in developing an IEP which ties back to the student's evaluation results.

Course Requirements:

- Attend Face to Face training – Specific Learning Disabilities - 7 hour training
- View 3 webinars
- Read multiple documents and resources
- Write 6 short reflections on assigned materials
- Participate in an online virtual community by posting comments and responses to other participants
- Final – Submit a SLD Eligibility Report and corresponding IEP

Required Readings and Resources:

Idaho Special Education Manual and other SDE resource documents

Idaho SESTA documents

Training modules

Other readings as determined

Assignment Due Dates:

- See details in chart below

Assignment Submission:

- See details in chart below

Grading Policy:

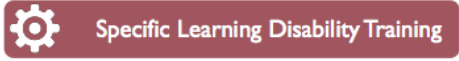
- This is a Pass/Fail course
- No incompletes will be given
- Late work will not be accepted

Obtaining Your Transcript:

Information to order your transcript can be found at:

<http://www.uidaho.edu/registrar/transcripts>

Assignments, Grading Scale, and Grading Policies

Assignment	Assessment	Date Posted:	Date Due:	Time														
Attend the Face to Face training – Specific Learning Disabilities	 <table border="1" data-bbox="537 386 992 443"> <tr> <td>ID. FALLS</td> <td>POC.</td> <td>TWIN</td> <td>NAMPA</td> <td>BOISE</td> <td>CDA</td> <td>LWS.</td> </tr> <tr> <td>Oct 9</td> <td>Oct 11</td> <td>Oct 13</td> <td>Oct 24</td> <td>Oct 26</td> <td>Nov 8</td> <td>Nov 10</td> </tr> </table> <p>The SLD process is complicated. Let's tackle it together. Come learn about how to qualify a student for SLD and plan for their unique needs. Ideal for special education teachers and could also benefit general education teachers, related service providers, school psychologists, special education and other school administrators..</p>	ID. FALLS	POC.	TWIN	NAMPA	BOISE	CDA	LWS.	Oct 9	Oct 11	Oct 13	Oct 24	Oct 26	Nov 8	Nov 10	Various locations, starting 10-9-17	NA	7 hours
ID. FALLS	POC.	TWIN	NAMPA	BOISE	CDA	LWS.												
Oct 9	Oct 11	Oct 13	Oct 24	Oct 26	Nov 8	Nov 10												
If taking for credit: Register for Edmodo and join <i>Specific Learning Disabilities for Special Educators</i> – Code: g22vm4			11-15-17															
Topic: Using Data to Inform Decisions within the Evaluation Process Webinar: Using Information from the Problem-Solving Team	Reflection: Respond to 2 of the 3 prompts within your post on Edmodo . <ol style="list-style-type: none"> 1. Share something that your school Problem-Solving Team or Evaluation Team is already doing that was covered during this module. 2. Share one clarification or question you might have regarding this content 3. Share one thing you might take back to your school team to assist them in understanding the problem-solving to referral process. <p>Respond to two other posts from others in this group.</p>	11/1/17	11/24/17	1.5 hour														
Topic: Evaluation and Eligibility Read: Specific Learning Disability Eligibility criteria, Idaho Special Education Manual (pg. 57-61) Read: Chapter 4, Section 5C: <i>Assessment Procedures and Instruments</i> Read: <i>Specific Learning Disability Guidance Tool</i> , Idaho SESTA (pg. 13-32)	Reflection: Using the criteria within the Idaho Special Education Manual, review a current SLD Eligibility Report. Respond to 2 out of 3 prompts on Edmodo . (To protect confidentiality we will only share big ideas or take-aways and not student specific information.) <ol style="list-style-type: none"> 1. Share one strong component or SLD criteria of the Eligibility Report and why. 2. Share one component or SLD criteria that was missing or could be stronger and why. 3. Share one “Ah-Ha” from the readings, making a connection between the 	12/1/17	12/15/17	1 hour														

	<p>criteria in the manual/guidance tool to Chapter 4, Section 5C of the manual.</p> <p>Respond to two other posts from others in this group.</p>			
<p>Topic: Demonstrating Low Achievement</p> <p>Webinar: Administering and Interpreting Academic Achievement Assessments</p> <p>Read: <i>Academic Assessment Resources</i> (Idaho SESTA doc.)</p>	<p>Reflection: Respond to 1 of the 3 prompts in 300 to 500 words and post to Edmodo.</p> <ol style="list-style-type: none"> 1. Describe how you might use the data provided by the Problem-Solving Team to select appropriate assessments during an evaluation. 2. Describe how you might include an error analysis within the narrative that interprets assessment results (within the Eligibility Report) to further explain the student's adverse effect and need for specially designed instruction. 3. What are three pieces of new or reviewed information you took away from this module and how will this information impact your practices in administering assessments? 	1/2/18	1/16/18	1.5 hour
<p>Webinar: Using the Preponderance of Evidence</p> <p>Read: <i>Use of Preponderance of Evidence in Determining SLD Eligibility</i>, Idaho Special Education Manual Resources</p>	<p>Reflection: Respond 2 of the 3 to the prompts on Edmodo.</p> <ol style="list-style-type: none"> 1. How might the guiding questions within the resource document guide your team in using the preponderance of evidence in determining SLD Eligibility? 2. Share one clarification or question you might have regarding this content and why. 3. Share one thing you might take back to your school team to assist them in understanding the use of preponderance in determining SLD Eligibility. <p>Respond to two other posts from others in this group.</p>	2/1/18	2/15/17	1 hour
<p>Read: Review 1 of the 3 case study examples of a student's SLD Eligibility Report</p> <p>Use the <i>Cognitive Functioning and Psychological Processing</i> doc (Idaho Special Education</p>	<p>Reflection: Within your post on Edmodo list the following:</p> <ul style="list-style-type: none"> • Student name within the case study • Area of instructional need and information used to make that determination • Skills you might write a goal for and information used to make that determination 	3/1/18	3/15/18	1 hour

Resources) to determine appropriate area of need, goals, and accommodations based on the student's evaluation results	<ul style="list-style-type: none"> Accommodations based on the student's evaluation results and information you used to make that determination. <p>Respond to two other posts from others in this group.</p>			
Read: <i>Snapshot of Learning and Attention Issues in the U.S.</i> (2017), National Center for Learning Disabilities	Reflection: Post 3 "Ah-Ha's" you took from the reading and how those "Ah-Ha's" connect with your current teaching practices. (To protect confidentiality we will only share big ideas or take-aways and not student specific information.)	4/1/18	4/15/18	30 minutes
SLD Eligibility Report and IEP	<p>Submit an SLD Eligibility Report and IEP using an example student, which demonstrates the student meets all eligibility for SLD according the Idaho Special Education Manual. The submission should include:</p> <ul style="list-style-type: none"> Complete SLD Eligibility Report Complete IEP that demonstrates a thread of information from the evaluation results of the submitted Eligibility Report <p>(To protect confidentiality please provide a report that does not reflect identifiable information. If using an example report you have put together as part of your caseload remove or change all identifiable information such as student name, district and school name, gender, parent's name, etc.)</p>	2/1/18	4/15/18	1.5 hours
Total				15 hours

Academic Integrity

The University of Idaho has as one of its core values the ideal of academic honesty and integrity. University of Idaho students live and work in a collegiate community which emphasizes their responsibility for helping to determine and enforce appropriately high standards of academic conduct. The faculty of the University of Idaho expects all students to adhere to the highest standards of academic honesty, and to refrain from any action which infringes upon academic freedom of other members of the academic community. Please refer to the University of Idaho - Student Code of Conduct Article II-Academic Honesty.

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The University of Idaho has a policy of nondiscrimination on the basis of race, color, religion, national origin, sex, age, disability or status as a Vietnam era veteran. This policy applies to all programs, services, and facilities, and includes, but is not limited to, applications, admissions, access to programs and services, and employment. Such discrimination is prohibited by titles VI and VII of the Civil Rights Act of 1964, title IX of the Education Amendments of 1972, sections 503 and 504 of

the Rehabilitation Act of 1973, the Vietnam Era Veterans' Readjustment Assistance Act of 1974, the Age Discrimination Act of 1975, the Age Discrimination in Employment Act Amendments of 1978, the Americans With Disabilities Act of 1990, the Civil Rights Act of 1991, the Rehabilitation Act Reauthorization of 1992 and other state and federal laws and regulations. Sexual harassment violates state and federal law and policies of the Board of Regents, and is expressly prohibited, as stated in Faculty Staff Handbook (FSH) 3220. The University of Idaho also prohibits discrimination on the basis of sexual orientation, as stated in FSH 3215. The entire FSH can be accessed online at <http://www.webs.uidaho.edu/fsh>. Questions or concerns about the content and application of these laws, regulations or University policy may be directed to: April Preston, Human Rights Compliance Officer (885-4213); Gloria Jensen, Coordinator of Disability Support Services (885-7200); Regional Office for Civil Rights, U.S. Department of Education in Seattle (206-220-7900); Equal Employment Opportunity Commission, Seattle District Office (206-220-6883); or Pacific Regional Office of Federal Contract Compliance Programs, U.S. Department of Labor in San Francisco (415-848-6969). Complaints about discrimination or harassment should be brought to the attention of the UI Human Rights Compliance Office (885-4212 or anbutler@uidaho.edu). Retaliation for bringing forward a complaint is prohibited by FSH 3810.

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