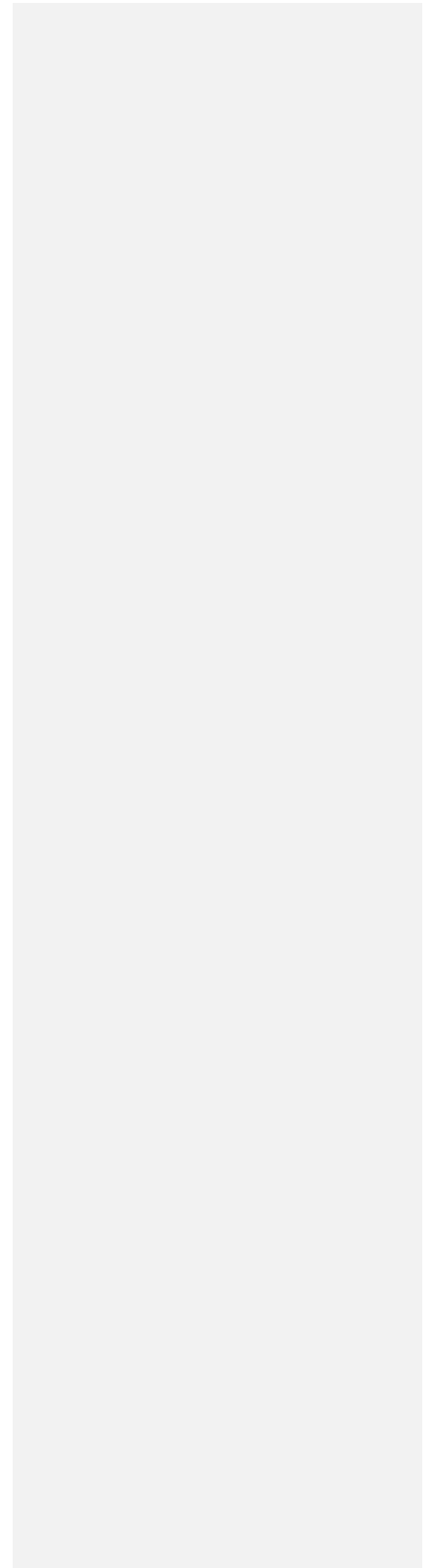


Poster Session Documents:
Learning Disabilities

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Education 352
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Poster Session Annotated Bibliography

Comment [h1]: Excellent work!

Greenspan, S. I., Greenspan, N. T., & Lodish, R. (2010). *The Learning Tree: overcoming learning disabilities from the ground up*. Cambridge, MA: Da Capo Press/Lifelong Books.

The Learning Tree presents a new understanding of learning disabilities, and looks at them more like problems that can be solved. For example, instead of just looking at symptoms, this new approach describes how to find the missing developmental steps that cause these symptoms. Dr. Stanley Greenspan proposes that the best solution to the problem comes from knowing what essential skills to strengthen. To help readers, Greenspan uses the metaphor of a tree to explain his view of learning problems. The roots represent how children take in the world through what they hear, see, smell, and touch. The trunk represents thinking skills through which children grow both academically and socially. The branches stand for academic areas such as reading, writing, and math. After this proposal, the book explains how to find and solve learning problems early, encourages educators and parents to teach each child to his or her unique learning problem. The goal of this book is to help parents and teachers give attention to the origin of a problem, providing exercises and support as children work through their difficulties, instead of purely concentrating on a diagnosis of a learning disability. This book pushes thinking-based, not memory-based learning.

Martin, L. (2009). *Strategies for teaching students with learning disabilities*. Thousand Oaks: Corwin Press.

Strategies for Teaching Students with Learning Disabilities is a book written to help give teachers helpful tips and ideas for teaching students with learning disabilities. This book helps teachers better understand what their students with learning disabilities are going through and how to successfully help them. With over 100 strategies, interventions and activities, this book allows teachers to find new ideas to help keep their students engaged in learning, especially students with learning disabilities. The strategies are organized by skill, such as reading, writing, math, attention and test taking. This book can be used in K-12 classrooms and can also be useful in a special education classroom. This book can be used as a reference guide for teachers who need help in order to teach students with learning disabilities.

Yuen, M., Westwood, P., & Wong, G. (2005). Meeting the needs of students with specific learning difficulties in the mainstream education system: data from primary school teachers in hong kong. *International Journal of Special Education*, 20(1), 67-76.
Retrieved November 2, 2011, from the Education Resource Information Center database.

This is a peer reviewed article discusses the use of specific adaptations for students with learning disabilities within primary school grades in Hong Kong. Hong Kong, following the educational tradition of Great Britain, refers to learning disabilities as specific learning difficulties, or SpLD. Although the terms are different their meanings are exactly the same. The article points out twelve of the most researched and credible adaptations that are used within classrooms. Each adaptation is accredited with accompanying statistics that support its validity. The rest of the article is a study of teacher implementation of the adaptations. The article found that although many of the adaptations are simple and require very little to no additional work for the teacher, the majority of teachers do not implement the recommended adaptations. The findings of the article show a disturbing lack of accommodation by current educators. The sampling of the article was small which could very well result in a bias, but the overwhelming importance of the article is that adaptations are easily incorporated into the classroom, adaptations have profound effects of learners with LDs, and that educators drastically underutilize adaptations.

Case Study

“Okay class, let’s get out our books and turn to page 127.” Miss Collins surveys her classroom, waiting for her students to find the correct page so they can begin their activity. As she begins discussing the chapter at hand, she notices one student who seems to be struggling to keep up. When asked a question about the novel, *Don Quixote*, Jenny frantically searches through the book without being able to find the answer. Miss Collins knows that Jenny can become very frustrated very easily, so she tries to help her keep calm and find the answer. Jenny finds it very hard to keep up with the class and tries very hard, but her learning disability makes it hard for her to do so.

Jenny was not diagnosed with her learning disability until early middle school. She struggled through elementary school, trying to keep up with her fellow classmates. She always seemed behind in reading and math, and her teachers could not understand why. When Jenny’s teachers asked her to read aloud in class, Jenny would become very frustrated. Jenny was a slow reader and would have trouble with even very simple words. Sometimes other students would make fun of her, and she would become very discouraged in class. Soon, because of how difficult things were for Jenny, she began to zone out in and stop volunteering in class. Jenny’s teachers believed that Jenny was not trying hard enough, which was frustrating for both Jenny and her parents. Jenny went through her elementary years with a lot of frustration and very little help from her teachers.

When Jenny hit middle school, her teachers began noticing signs of a learning disability. Her English teacher noticed that not only was Jenny a slow reader, but she also had issues with comprehending what she had just read. After Jenny would read a paragraph, she would have a very hard time telling the teacher what the paragraph was about. If the teacher read the material

Comment [h2]: I love how you start this case study. It made me want to read it!!!! 😊

out loud, however, Jenny could tell the teacher what she just said and could comprehend what the material was about. Jenny could not keep seem to keep up with what she had read and had a very hard time organizing her thoughts. She was very unorganized, and her notes showed her lack of organizational skills. If the teacher gave Jenny written directions, Jenny would have a very hard time understanding what she was supposed to do and would often get very upset and frustrated. If the teacher would orally give directions, Jenny would have a much better time understanding what to do.

Comment [h3]: This is excellent. You are doing an excellent job at making the characteristics come to life!

Jenny's teachers have also noticed that she has a hard time making friends. She does not seem to have a close group of friends, and is seen most of the time alone. She seems isolated in her classes, and does not talk much to her classmates. She has a hard time reading other students, such as understanding social cues or sarcasm. Other students think Jenny is "weird" and avoid her in class. Some even make fun of Jenny, teasing her about being a slow reader or not understanding something, which greatly upsets Jenny. As Jenny's teachers observe her in their classes, some start to notice signs of a learning disability and try to help Jenny and see if they can diagnose her with one.

Comment [h4]: I'm a bit confused by this. They wouldn't diagnose her with one/a new one? Help! ☺

To begin helping Jenny, her teachers decide to have a meeting with her parents and the special education teacher to talk about Jenny's problems in class and to see if they can help. At the meeting with her parents, the teachers discuss their observations in the classroom and tell her parents that they believe Jenny might have a learning disability. They explain that Jenny will be observed in her classes and will be tested to see if she has a learning disability. If she is diagnosed with a learning disability, she will obtain an Individualized Education Plan (IEP), which will explain accommodations to help Jenny succeed in school. With the help of Jenny's teachers, parents and special education team, Jenny will get the help she needs to excel in school.

Comment [h5]: You said earlier that she had already been diagnosed with a learning disability – in middle school.

After being observed in her classes and going through testing, it was discovered that Jenny has a learning disability. With the help of her teachers and a written IEP, she now has a plan and accommodations for her classes. Since Jenny has a hard time with reading comprehension, directions will be read aloud to her to make sure she can comprehend and understand. She will get written and oral things so as she is hearing them she can follow along to help with reading comprehension. She now uses outlines and other note taking supplements to help her organize her thoughts and comprehend what she is learning. Jenny is also getting help with her reading comprehension and gaining reading skills. She is even opening up to her classmates and making some friends. Jenny is still working to keep up with her classes, and is now getting the help she needs from her teachers and her school.

Comment [h6]: Other than the lapse in time frame, this is a solid case study!

Lesson Plan

LESSON PLAN by: Stephanie Hofer, Emily Katona, and Cliff Hannon

Lesson: Poster Session on Learning Disabilities: Project-Based Learning

Lesson Focus: Don Quijote in Today's Society

Length: one week of class periods, lasting 70 minutes each

Age or Grade Intended: Spanish III students, English Grade 11 students, and World History and Civilization Students

Academic Standard(s):

World History and Civilization:

- WH.9.2 Locate and analyze primary sources and secondary sources related to an event or issue of the past.
- WH.9.4 Explain issues and problems of the past by analyzing the interests and viewpoints of those involved.
- WH.9.6 Formulate and present a position or course of action on an issue by examining the underlying factors contributing to that issue.

English 11:

11.3.5 Analyze or evaluate works of literary or cultural significance in history (American, English, or world) that:

- reflect a variety of genres in each of the respective historical periods.
- were written by important authors in the respective major historical periods.
- reveal contrasts in major themes, styles, and trends.
- reflect or shed light on the seminal philosophical, religious, social, political, or ethical ideas of their time.

World Language: Spanish:

- MH 11.2.2 Demonstrate comprehension of both authentic and non-authentic written and spoken language through developmentally appropriate tasks.
- MH 11.3.2 Present prepared material and student-created material on a variety of topics.
- MH 11.3.4 Compose simple cohesive written information using appropriate formats with greater detail and independence.

Performance Objectives:

During the group activity:

1. Given an English copy of the Don Quijote text, students will read the first eight chapters of the story, verified by participation.
2. Given the attached Reading Guide for chapters 1-8 of Don Quijote, students will record answers to the questions while reading the story, verified by the teacher for completion.

During the group projects:

*(Not every student will meet each of these objectives; it depends on the project that is chosen.)

Comment [h7]: Good

Do you have handouts or things you would give students in order to get them started? What about a rubric for grading purposes?

Comment [h8]: Don't forget titles of books are italicized

1. Given one of the three project topics, students will research about their topic, verified by the teacher during the project evaluation.
2. Given one of the three project topics, students will create a presentation that displays key information about their topic, verified by the teacher on the project evaluation.
3. Given one of the three project topics, students will create a project that relates to their topic, bringing in new ideas that are based on research, verified by the teacher on the project evaluation.
4. Given one of the three project topics, students will use basic concepts from English, history, or Spanish class in an integrative manner, verified by the teacher on the project evaluation.

Assessment: The project's overall goal is to have students work together in a project-based learning environment. The goal of the project is to introduce students to the classic literary concept of Don Quijote, read the first eight chapters of the story, complete a reading guide, and choose one of the three outlined projects. Students may choose any of the three projects, but they must follow the guidelines described in the project evaluation.

Advanced Preparation by Teacher:

1. Create and copy for each student the Reading Guide for Chapters 1-8 of Don Quijote

Procedure:

Introduction/Motivation: ¡Hola, clase! (Hello, class!) Our next project will use fun aspects of your History class, English class, and Spanish class. We will be concentrating on the fun and entertaining story of Don Quijote, written by Miguel de Cervantes. We will read together the first eight chapters of the story in English and answer the questions to help you understand the story. After we read the story, you will have three different options for a project to complete in a group. The story of Don Quijote is very funny and entertaining. You will really enjoy this project.

Step-by-Step Plan:

Each group will consist of about four students. Each group will:

1. Read chapters 1-8 of Don Quijote
2. Record the main ideas of each chapter, while answering the questions on attached Reading Guide for Chapters 1-8 of Don Quijote sheet.
(Gardner: Intrapersonal, Interpersonal, Visual/Spatial, Verbal/Linguistic)
(Bloom's: Summarize each chapter. – Comprehension)
(Bloom's: Which chapter was your favorite and why? Justify your reasoning. – Evaluation)
(Bloom's: Who were the main characters? – Knowledge)

For the project, each group will have a choice of one of the following:

1. Research and report about the historical context of Don Quijote. This project must include the era in which Don Quijote was living in his head versus the era in which he was living in reality, as they differ greatly historically. This project requires initial research, a presentation over the findings, and a PowerPoint supporting the findings.
(Gardner: Interpersonal, Visual/Spatial, Verbal/Linguistic)
(Bloom's: Analyze the historical context in which Don Quijote lived. – Analysis)

2. Read, summarize, and compare different pieces of literature that pertain to chivalry and knighthood. This project must include at least five different stories, legends, or other great literature works that relate to chivalry and knighthood. This group must read at least five literary works, summarize the work in sufficient detail, and compare the works. To present the information, this group must create a new short story that centers on the chivalry and knighthood theme, but references parts of the researched five literary works. The short story will be typed and printed.
(Gardner: Interpersonal, Visual/Spatial, Verbal/Linguistic)
(Bloom's: Create your own short story that relates to chivalry and knighthood. – Synthesis)
3. Choose a scene from a chapter that shows a central part to the Don Quijote story. Write a dialogue in Spanish that represents this scene. Write the dialogue so that it represents modern times, instead of recreating the story as written. For example, one of the most famous scenes in Don Quijote is the scene with the wind mills where Don Quijote is determined to fight what he sees as giants. How would you recreate that to represent a modern situation? This project must be in the form of a written dialogue and will be recorded and turned in as a video with a coordinating script/dialogue.
(Gardner: Interpersonal, Visual/Spatial, Verbal/Linguistic, Bodily-Kinesthetic)
(Bloom's: Create a short video that outlines one of the important scenes in a chapter of your choosing. – Synthesis)

Closure: I hope that everyone enjoyed reading the Don Quijote story and that you had fun doing your projects. I am happy to see that you all put so much effort into your projects. Each group did an excellent job. Tomorrow, I should have your projects graded and we can discuss your favorite parts of the story. ¡Hasta mañana chicos!

Adaptations/Enrichment:

Student with a verbal/linguistic learning disability:

1. Find alternative reading sources to help reduce the literacy requirement associated with the lesson. This could include finding the novel on tape, reading in small literary circles, or assigning key aspects of the text for the student to read.
2. Pay special attention to group design. Allow students with the disability to work in a group with a peer that is strong in reading comprehension with an outgoing and willing help personality.
3. Modify the outputs of the project by either reducing the writing requirement or establishing a different level of evaluation for the student.
4. Create specific outlines of completion for the student so that directions are always clear and concise.
5. Include a completion check list with the project so the student knows what to do next. The check list also creates internal motivation and a feeling of accomplishment.

Self-Reflection:

- Was the lesson successful?
- Were students engaged in each of the lesson's activities?
- Did this activity make sense to the students?
- Did the students understand my directions for each activity?

Comment [h9]: Great!

- Was this type of assessment appropriate?
- What would I do differently next time to improve the lesson?
- Which activity needs the most adjustment for next time?

Lesson Specific:

- Was each group on task during the reading?
- Did each student complete the reading guide?
- Did students make good use of time?
- Were projects completed to expectations?
- Were projects done well and sufficiently?
- Did students rush through the project?
- Did students work well in their groups?
- Were the projects fun?
- Was there a specific project that needed revising?
- Was there a project that did not work according to plan?