



A Classroom for Everyone: Understanding Disabilities in the Inclusive Classroom

Course Syllabus

Course Description

As learning disabilities are more easily identified in the inclusive classroom, it's becoming more important than ever for educators at every level to become knowledgeable of how to meet the learning needs of every student. This course is designed to help educators understand and meet the needs of students with learning disabilities of all kinds. In this course, educators will examine current laws, common learning disabilities in the classroom, and pertinent information on how to accommodate students with learning disabilities. In addition, you'll develop strategies for creating a positive classroom culture that encourages academic success and a desire to learn.

This course enhances classroom teaching effectiveness and supports improved student outcomes by introducing new knowledge in how to identify and support students with learning disabilities in inclusive classrooms, with a focus on legal compliance, equitable instruction, and creating a supportive learning environment that promotes student success.

Course Objectives

At the end of this course you should be able to:

1. Understand the laws, legal obligations, and plans that shape education for students with disabilities by creating a written or visual summary that outlines the key elements of IDEA, Section 504, and the distinctions between IEP and 504 plans.
2. Identify the indicators of dyslexia and determine appropriate accommodations for students by reviewing resources within the course and listing at least three indicators along with two relevant accommodations.
3. Analyze the indicators of ADHD and determine proper accommodations for students exhibiting these indicators by completing a written analysis that connects at least three indicators of ADHD and appropriate classroom supports.
4. Identify the indicators of dysgraphia and determine appropriate accommodations for students by examining the resources in the course and documenting two signs of dysgraphia with two corresponding accommodations.
5. Understand and analyze the indicators of Auditory Processing Disorder and determine appropriate accommodations for students by identifying three indicators and describing two supportive strategies.
6. Identify the indicators of dyscalculia and determine appropriate accommodations for students by evaluating the resources within this course and listing two specific indicators and two aligned accommodations.



7. Understand and analyze the indicators of nonverbal learning disorder (NVLD) and determine appropriate accommodations for students by creating a short summary that includes three observable indicators and two recommended supports.
8. Identify the indicators of dyspraxia and determine appropriate accommodations for students by describing two indicators and two classroom accommodations in response to the resources provided in this course.

Modules

- Module 1: Laws and Legal Obligations that Support Students with Learning Disabilities, Quiz 1
- Module 2: Dyslexia, Quiz 2
- Module 3: ADHD, Quiz 3
- Module 4: Dysgraphia, Quiz 4
- Module 5: Auditory Processing Disorder (APD), Quiz 5
- Module 6: Dyscalculia, Quiz 6
- Module 7: Nonverbal Learning Disorder, Quiz 7
- Module 8: Dyspraxia, Quiz 8

Grading

Each quiz must be passed at an 80% or higher (three attempts allowed).

Format

This is a self-paced, asynchronous (no required live meetings) course. Throughout the PD course, you will find it helpful to take notes along the way to assist with the quizzes. Within each module, you will find reflection assessments that are not graded but will help in your journey through the course. There is an interactive forum in the course to help you connect with peers and instructors, share ideas, and collaborate on best practices throughout your learning journey.