

**You need this course if you are asking yourself these questions:**

**Teacher:**

- How does the brain process information for learning?
- Why is my class easy for some students and more difficult for others?
- How can I implement accommodations for ALL my struggling kids?
- I've tried everything, and some kids just don't "get it"! What can I do?

**Administrators:**

- What research can I recommend to support learning for students with disabilities?
- How can I explain accommodations for my staff and parents?

**Parent:**

- What does a Learning Disability look like and feel like?
- How can I support my child who is struggling?

**Additional Benefits**

- 12 hours of Continuing Education Credits (toward comp day requirements)
- Develop an action plan (can be incorporated into TTESS Goals)



**Course Overview**



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*Register today at*  
**[www.esc11.net](http://www.esc11.net)**

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## COURSE OVERVIEW

Learn what a Specific Learning Disability looks like and feels like. The course opens by establishing “the why.” The learning journey continues with hands-on interactions/simulations, video examples, guiding prompts, and learner reflection. Learners walk through high-yield support strategies for struggling students.

The last section in the course helps learners develop a plan of action for how to layer evidence-based strategies with High-Leverage Practices to support students with classroom accommodations.

As learners engage in this self-paced, online course, UDL Guidelines are modeled for participants by providing multiple means for the “WHY,” “WHAT,” and “HOW” of this learning. Participants will have ongoing access to the content and a bank of strategies to meet just-in-time demands of today’s classroom instructional planning.

## COURSE COMPONENTS

### ACTIVATE LEARNING

- Empathy Interview
- Today’s Kids
- Disabilities Overview
- Connection & Reflection

### IMMERSIVE SIMULATIONS

- Learning Processes
- Active Engagement
- Guided Reflection
- Evidence-Based Strategies

### IMPLEMENTATION

- High-Leverage Practice
- Action Plans
- Follow Up



*“One size can’t fit all.... Teachers would know their kids, all of their kids, and would figure out how to differentiate...”*

*~Middle School Asst. Principal*



*“I have a much better understanding of what I need to look for when I do walk-throughs in my classrooms.”*

*~Administrator*

## COURSE OUTCOMES

By participating in this online learning experience, educators will:

- Understand eight cognitive processes/abilities/areas.
- Describe academic difficulties associated with the cognitive areas.
- List specific **instructional considerations** teachers should include when planning lessons.
- List specific **support strategies** to help students with learning.
- Review **high-leverage practices** to plan for application of learning.



*I am LOVING this course!*

*There is so much valuable content in this course and I have been able to make a very personal connection with it.*

*I am now on the parental side of ARD meetings. This course has already given me so many tools to use with my son.*

*Experiencing a disability gives me a new sense of empathy for other children I have seen struggling with similar issues.*

*~Parent*