

LESSON PLAN – WEEK 8 – “DISABILITY”

1. IQ exercise.
2. Brainstorm what you know about LDs – but use your non-dominant hand
3. Write about how you felt while doing that exercise – but don't use words that start with “T” or “F”.
4. Share feelings about this exercise – your LD students can feel this way!!
5. You just experienced two types of inhibitions students with LD may face:
 - a. **Motor skills** issues interfering with production of ideas/text
 - b. **Processing** issues interfering with production of ideas/texts
6. So what do we know about LDs?
 - a. **LD** = normal or above average intelligence, processing deficits that interfere with aspects of academic performance
 - b. **Writing** = see handout on in effective writers
 - i. **RANDOMNESS** and **HIGH FREQUENCY** of mechanical/ grammatical/spelling errors
 - ii. Inability to produce under pressure
 - iii. Trouble selecting topics, developing ideas
 - iv. Revision focus = more on surface features than global stuff, and not generalizable
 - v. Motor skills issues (bad handwriting)
 - vi. All trees and no forest (no point, no thesis – just evidence or summary) OR no trees and all forest (just claims, no support/ evidence)
7. At UA – DRC and SALT
 - a. DRC = free to all students with disability, federally mandated accommodations (testing accommodations = extra time, computers, quiet spaces, etc.)
 - b. SALT = fee-based, “extra” support (Writers Lab, tutors, Learning Specialists)
8. What can you do?
 - a. Cannot ask if LD or not
 - b. Multiple intelligences, learning styles stuff
 - c. Meet student where are – get her to tell you what needs, what works
9. Interns = questions, brainstorm strategies, ideas