WELCOME!
Learning Disabilities Designee Workshop
October 6, 2016
Please sign in and pick up handouts.

presenter: Beatrice McGeoch
RI Adult Ed Learning Disabilities Specialist
Agenda

1:00 Welcome and Overview: Agenda for the Day and Goals for the Year

1:10 Survey: What Do We Know, What Questions Do We Have?

1:25 Review and Discuss Physical Accessibility Checklist

1:50 Intake Messaging Around Rights and Responsibilities of Disabled Students

2:20 Review and Discuss Recommended Process for Screening

2:30 Review and Discuss Options for Student Evaluation

2:45 Discuss Disabilities-related training for Your Program Staff and How to Document

Low-Tech Feedback = Carbon Paper Feedback Packets

Hi-Tech Feedback = Online Survey
Your Goals for the Year

- Understand and Meet the Requirements of the LD Designees role.

  *This includes but is not limited to:*

- Checking physical accessibility or verifying that physical accessibility has been checked.

- Improve program accessibility to students by working with staff on forms, handbooks etc.

- Communicate with LD specialist for technical assistance with specific cases.

- Documenting yearly staff disabilities training.
My Goals for the Year

- Train and support LD Designees in their role.
- Write materials for program use that promote equal access to education and assist programs in documenting students’ learning differences.
- Collect, Manage and Edit resources to support programs serving disabled students
- Coordinate Orton-Gillingham based teacher work group.
These survey results will help me to plan what kinds of technical assistance will be best to focus on this year.

https://www.surveymonkey.com/r/NHXWRYRX8
CHECKING PHYSICAL ACCESSIBILITY

The checklist shared by the University of Kansas Division of Adult Studies is a starting point for checking physical accessibility.

http://das.kucrl.org/materials

The original source that U. Kansas adapted is likely this federally issued checklist:

https://www.ada.gov/racheck.pdf
ACTIVITY

Intake Messaging Around Rights and Responsibilities of Disabled Students

Rehearse a description of what students’ rights are and what their responsibilities are in securing equal access to public education.
Recommended Process for Screening

1) Clear message about rights and responsibilities before enrollment.

2) Opportunity to disclose disability during intake process.

3) Student Identification of Class Success Strategies

4) Teacher Identification of Student Instructional Needs.

5) Regular Review of Student Progress Signed by Student and Teacher and Kept in Student File.
Recommended Process for Screening

MY goals this year:

● the development of level-specific student tools and materials for identification of class success strategies

● the identification of level specific short best-practice assessments to identify student instructional needs.

Carbon Paper Feedback- is there an expert teacher at your program who you think would be willing to be observed? Please include their subject area.
Options for Student Evaluation

• Office of Rehabilitation Services
• Through Private Health Insurance
• URI Psychological Consultation Center
ADA Training for your Program Staff

- Individualized Training
  - Document with certificates or transcripts in staff member’s file.

- Group Training
  - Document with sign in sheets, certificates.
Thank You!

- Our next meeting is Thursday Jan 19, 1-3 PM at the Warwick Public Library
- I will bring drafts of new tools to share and test.
- You will bring progress reports on disability-related staff training.