

***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.

# ***SURVEY!***

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/NHXYRX8>



# 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.



- 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.