

Students with Disabilities

Option One • Module One

Introduction to Students with Disabilities

Module Requirement

Complete any 5 of the 7 activities. Write in your own words, protect student confidentiality, and connect your learning to practical classroom use.

Resource links are provided wherever a current professional resource is named.

How This Module Works

1 Review

Study a resource.

2 Apply

Connect the information to a real classroom, school, or parent-support situation.

3 Reflect

Explain what you learned, what you would use, and what you would do next.

The original module requires completion of any five of seven activities; that requirement remains.

Activity 1 • Professional Resource Survey

Resource

Reading Rockets • [Classroom Strategy Library](#)

Use the current strategy library as the broad professional-resource review.

Look across the collection rather than focusing on one strategy only.

Your Assignment

1. Identify three resources relevant to students with disabilities.
2. Record the title, grade/subject fit, and the classroom problem each resource could help address.
3. Explain which resource you would actually use and why.

Activity 2 • Try a Classroom Strategy

Resource

Select one [Reading Rockets](#) classroom strategy that fits your grade level or subject area.

Pay attention to modeling, guided practice, student participation, and how understanding is checked.

Your Assignment

Adapt the strategy for a student with a disability.

Describe the lesson objective, student need, steps you would use, what you observed or expect to observe, and one change you would make after trying it.

[Reading Rockets](#) describes its strategy library as evidence-based and adaptable to different learners.

Activity 3 • Learning Disabilities Resource Review

Resource Set

Use [NCLD](https://nclld.org/) and Reading Rockets as current professional sources.

Compare practical classroom guidance with research-oriented information, and note where professional judgment is still required.

Your Assignment

1. Identify three useful ideas about supporting students with learning disabilities.
2. Explain how each could affect instruction.
3. Identify one question that should be referred to a qualified school professional rather than answered from an online discussion.

Current sources: <https://nclld.org/> • <https://www.readingrockets.org/>

Activity 4 • Co-Teaching and Collaboration

Resource

[IRIS Center](#) professional learning resources on collaboration and co-teaching.

Focus on planning, adult roles, instructional structures, communication, and coordinated support.

Your Assignment

Describe two collaboration practices that could help a classroom teacher and another support professional.

Then create a short school-based example: who is involved, what is the student need, what will each adult do, and how will you know the plan helped?

Activity 5 • What Are Learning Disabilities?

A • Understand

Use reading resources to review learning challenges and common warning signs.

Do not treat a single classroom behavior as a diagnosis.

B • Recognize

Look for patterns that persist over time and interfere with learning.

Gather examples of student work and classroom observations.

C • Respond

Identify reasonable classroom support and know when to involve the school's qualified evaluation/support team.

Activity 5 • Written Response

Create a parent-friendly summary based on the current resources.

Part A

In your own words, explain what a learning disability is. Identify several classroom signs that may suggest a student needs additional support.

Part B

Explain appropriate next steps: document observations, communicate with the appropriate school staff, and work with the student's support team.

Part C

Write a brief parent communication that is factual, respectful, and focused on helping the student succeed. Do not diagnose the student or use a real student's name.

[Reading Rockets](#) emphasizes parent-teacher collaboration and cautions that online information does not replace trained professionals.

Activity 6 • ADHD Basics for Teachers

Resource

CHADD • [For Educators](#)

Review current teacher resources covering ADHD symptoms, classroom accommodations, assignment supports, organization, and positive behavior strategies.

The goal is classroom support—not diagnosis.

Your Assignment

Summarize:

- what ADHD may look like in class
- two supports for inattention
- two supports for hyperactive/impulsive behavior
- one way to make directions or assignments clearer
- one question you would discuss with the school support team

Activity 7 • Build a Practical Support Plan

Approach

Create a small professional toolkit from the current resources used in Activities 1–6.

Select resources for instruction, reading/writing support, learning disabilities, ADHD, collaboration, and parent communication.

Your Assignment

Create a one-page “SWD Teacher Toolkit.”

For each resource, list:

1. What it helps with
2. Who would use it
3. One classroom application
4. One reason you would keep it bookmarked

Use the current professional resources listed in this module and cite the websites you used.

Reflection • What Will Change in Your Classroom?

Complete this after finishing five of the seven activities.

Student Need

Choose one student need you understand better after this module.

Teacher Action

Describe one instruction, organization, or communication practice you will use.

Next Step

Identify one professional or school resource you would consult if the need continues.

Submission Checklist

Before turning in your module, make sure your work is complete and professional.

I completed any 5 of the 7 activities.

I wrote in my own words and clearly identified the resources I used.

I protected student confidentiality and used fictitious names where examples were needed.

I separated classroom observation from diagnosis or professional evaluation.

I included practical classroom applications, not just summaries.

I cited current websites and checked that links are still active.

Current Resource List

These replace obsolete or broken web resources referenced in the older module.

[Reading Rockets](#) • Classroom Strategy Library

[Open resource ↗](#)

[Reading Rockets](#) • Recognizing Reading Problems

[Open resource ↗](#)

[NCLD](#) • National Center for Learning Disabilities

[Open resource ↗](#)

[CHADD](#) • For Educators

[Open resource ↗](#)

[IRIS Center](#) • Professional learning resources

[Open resource ↗](#)

End of Module One

Students with Disabilities • Option One

Equip educators. Support students. Strengthen the classroom.

END