

## **Lesson Plan**

**Objective:** For students to develop a greater **understanding and acceptance of their learning disability and learn to educate others** they will come in contact with about their special needs.

**Settings and Materials:** Understanding Learning Disabilities (ULD) Curricula used in the Threshold Program at Lesley College in Cambridge, Massachusetts. See: Yuan, F. (1994). Moving toward self-acceptance: A course for students with learning disabilities. *Intervention in School and Clinic, 29*, 301-309.

### **Content Taught**

1. Student awareness of learning disabilities in general
  2. Understanding individual strengths and weaknesses
  3. Ability to convey to others one's learning styles and need for accommodations
  4. Ability to strategize compensatory mechanisms
- \* Includes vocational preparation, independent living skills training, social skills training, and practical academics.

### **Teaching Procedures**

1. Students receive 15 hours of training throughout one semester.
2. The course provides a supportive, group-instructional setting for acquiring the knowledge of LD-related terms and issues.
3. Students meet individually with the instructor to develop an Individualized Learning Profile (ILP) based on prior documentation of their learning disability. The instructor and the student look for ways to capitalize on strengths and to compensate for diagnosed weaknesses as a list of strategies is developed.
4. The student uses the ILP to prepare for a role-play final exam based on the information it contains.
5. The ILP is shared with faculty of the Threshold Program.
6. The ILP is reviewed annually by the student and a faculty member to reinforce self-understanding and the value of self-advocacy.

### **Evaluation**

1. **Pre and Post-Test Written Questionnaire** – multiple choice format, based on the curriculum of the ULD course

- 2. Pre and Post Mock Interviews** – used to evaluate students ability to apply learned skills in a nonacademic environment.
- A. Interviews were conducted by individuals who were not aware of the design or goals of the study.
  - B. Individuals were interviewed for a hypothetical position in childcare.
  - C. Questions were designed to assess understanding of learning disabilities and ability to convey one’s strengths and weaknesses
  - D. These interviews were videotaped and rated by two individuals who were not familiar with the purposes of the study or the students, but were trained to rate the interview responses.

**Lesson Plan Based on:** Roffman, A.J., Herzog, J.E., & Wershba-Gershen, P.M. (1994). Helping young adults understand their learning disabilities. *Journal of Learning Disabilities, 27*, 413-420.