


National Joint Committee on Learning Disabilities
FREE Summer 2021 Virtual Symposium

Digital Learning:
 Meeting the Needs of Students
 with Learning Disabilities
 including Dyslexia

Monday, June 28th 2021
11 am to Noon ET via Zoom

NJCLD
 National Joint Committee on
 Learning Disabilities

For more information
 or to register visit
www.njclcd.org



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 Learning Disabilities

Founded in 1975, the National Joint Committee on Learning Disabilities (NJCLD) is a national committee of representatives of organizations committed to the education and welfare of individuals with learning disabilities.

NJCLD Member Organizations



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Monica McHale-Small, Ph.D.
 Adjunct Professor, Temple University
 President, Learning Disabilities
 Association of America



Vicki King, M.Ed., CALT-QI
 Dyslexia Specialist and Program Advisor
 Division of Elementary & Secondary Education
 Arkansas Department of Education

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**Digital Learning: Meeting the Needs of
Students
with Learning Disabilities including Dyslexia**

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Discussion Points

- Understand the roles of decision-makers in deciding the components of a digital option.
- Learn aspects of digital delivery required for successful outcomes for students with LD/Dyslexia in both core classes and remedial instruction
- Learn to incorporate and implement accommodations in digital learning for students with LD/Dyslexia.

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A Year Like No Other



April 6, 2020: Governor Hutchinson closed schools in Arkansas

June 10, 2020: Governor Hutchinson announced schools would re-open in the fall.

July 9, 2020: Governor Hutchinson delayed the start of school.

August 24, 2020 : Schools in Arkansas reopened to in-person instruction.

 **DIVISION OF ELEMENTARY & SECONDARY EDUCATION**

Digital Learning is Here to Stay

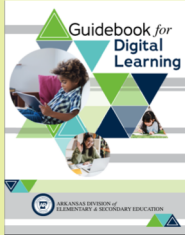
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Nationally, about one in five districts have already adopted, plan to adopt, or are considering adopting virtual school as part of their district portfolio after the end of the COVID-19 pandemic.

In Arkansas, over 60% of our schools have applied for approval of a digital learning plan for the 2021-2022 school year.

Three Essential Elements

- Interaction
- Delivery
- Platforms



[Digital Guidebook](#)

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Interaction

Asynchronous
Teachers and students are engaged in teaching and learning at *different times* and *different locations* (anytime, anywhere) through educational and instructional technology.

Synchronous
Teachers and students are engaged in teaching and learning at the *same time* through educational and instructional technology.

Asynchronous & Synchronous
Teachers and students are engaging in teaching and learning at the *same time* and at *different times* through educational and instructional technology.

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Delivery

Virtual (Online), Remote (Distance)
Teachers and students are not in the same place. Instruction and learning may take place asynchronously and/or synchronously.

Blended (Hybrid)
Students learn at least in part through virtual (online) learning, with some element of student control over time, place, path, and/or pace; **and** at least in part in a supervised, brick-and-mortar location away from home (e.g., school, learning center).

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Platforms

The software used to communicate and deliver content and instruction for digital learning:

learning management system
A software application that helps the online teacher deliver content to students, administer and analyze assessments, track student progress, and manage records.

video communication software
Online software for facilitating live synchronous conferences between two or more participants at different sites to transmit audio, video, and text data.

content management system
A simple computer framework application for managing content from a central location.

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Success Factors of Digital Learning: CMS

Top three factors

1. Content availability (89.3%)
2. Content of high quality (87.7%)
3. Content that is easy to use (86.2%)

(13th Annual International Technology, Education and Development Conference, 2019)

Factors That Affect Success



- Age
- Independence
- Executive Function
- Attention Span

Best Practices



- Explicitly teach expectations and engagement.
- Know when to utilize synchronous versus asynchronous learning.
- Assign note-takers.
- Make materials accessible.
- Embrace your students as teachers.
- Actively build a supportive community.

Accommodations



- Allow students to slow down the rate or pace of content provided
- Incorporate assistive technology programs and devices
- Realize there is a great variance in the academic performance of students with LD.
- Align text with depth of cognitive load.
- Allow for alternative methods of demonstrating proficiency.

Accommodations



- Understand that real time chat sessions and lectures may need to be augmented.
- Provide exam formats in the student’s most successful modality or response format.
- Offer one-on-one “office hours” or tutorials.

Michigan Virtual Learning Research Institute

Guiding Principles for Educators



- Connect with students emotionally.
- Schedule time together as a class and individually.
- Communicate frequently with parents and families.
- Collaborate with your team members.
- Monitor progress closely.

Resources



National Center for Learning Disabilities
Learning Disabilities Association of America

Reality



If our student are going to be college and career ready, we must prepare them for the situations they are going to face. Online learning is highly utilized in higher education and the workplace. We must prepare our students for this reality.

Questions?



Thank you!

We appreciate your feedback.

<https://tinyurl.com/NJCLDSUM21>





Desehaine, M. (2018). *Supporting students with disabilities in k-12 online and blended learning*. Lansing, MI: Michigan Virtual University. Retrieved from <https://mvlri.org/research/publications/supporting-students-with-disabilities-in-k-12-online-and-blended-learning/>

Rapooit-Schlichtmann, G. (2020). *Distance Learning:6 UDL, best practices for online learning*. Understood.org. Retrieved from <https://www.understood.org/articles/en/njclcd-distance-learning-udl-best-practices>
