

TITLE 126
LEGISLATIVE RULES
BOARD OF EDUCATION

SERIES 124
SPECIFIC LEARNING DISABILITIES JOB-RELATED
PROGRAM OBJECTIVES (5117.01)

§126-124-1. General.

1.1. Scope. -- The job-related specific learning disabilities (SLD) program objectives are for the training of SLD teachers for the public schools of West Virginia. These objectives were developed as part of a contract with National Evaluation Systems, Inc. (NES), and will be used as part of West Virginia's approved educational personnel program procedures.

1.2. Authority. -- W. Va. Code §18-2-6

1.3. Filing Date. -- June 4, 1984

1.4. Effective Date. -- August 4, 1984

1.5. Repeal of Former Rule. -- The objectives replace the program objectives for which are included in the Standards for the Approval of Teacher Education Programs in West Virginia (pages 273-276) as teacher education programs are submitted under the requirement of Policy 5100.

§126-124-2. Additional.

2.1. Copy of rules and regulations attached. Copies may be obtained in the office of the Secretary of State and in the West Virginia Department of Education, Bureau of General, Special and Professional Education.

2.2. Summary of rules and regulations below.
Summary of Rules and Regulations.

The job-related objectives are grouped in the following categories:

- a. Human Development Related to Learning Disabilities;
- b. Characteristics of Learning Disabilities;
- c. Assessment and Placement;
- d. Strategies for Remediating Learning Disabilities; and
- e. Instructional Strategies.

West Virginia Specific Learning Disabilities
JOB-RELATED OBJECTIVES (58)

I. Human Development Related to Learning Disabilities

3. Apply knowledge of the concrete operational stage of child development to identify learning disabilities. 3.
4. Apply knowledge of the formal operational stage of child development to identify learning disabilities. 4.
6. Distinguish between normal and abnormal human language development in early childhood (5-10 years). 6.
7. Distinguish between normal and abnormal human language development in middle childhood (10-14 years). 7.
8. Distinguish between normal and abnormal human language development in adolescence or early adulthood (14-23 years). 8.
10. Distinguish between normal and abnormal gross and fine motor development in early childhood (5-10 years). 10.
11. Distinguish between normal and abnormal gross and fine motor development in middle childhood (10-14 years). 11.

II. Characteristics of Learning Disabilities

14. Demonstrate an understanding of the definition of learning disabilities formulated by the National Advisory Committee on Handicapped Children. 14.
15. Demonstrate an understanding of the impact of legislation and litigation on the field of learning disabilities. 15.
16. Identify characteristics of deficits in oral expression. 16.
17. Identify characteristics of deficits in listening comprehension. 17.
18. Identify characteristics of deficits in written expression. 18.
19. Identify characteristics of deficits in basic reading skills. 19.

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| 20. | Identify characteristics of deficits in reading comprehension. | 20. |
| 21. | Identify characteristics of deficits in mathematics calculation. | 21. |
| 22. | Identify characteristics of deficits in mathematics reasoning. | 22. |
| 23. | Identify characteristics of deficits in social perceptions and emotional development. | 23. |
| 25. | Identify characteristics of deficits in memory. | 25. |

III. Assessment and Placement

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| 27. | Identify factors involved in collecting and interpreting information about the family, school, and personal history of a learning disabled child. | 27. |
| 28. | Demonstrate an understanding of types and applications of observation methods used in assessing a learning disabled student. | 28. |
| 29. | Demonstrate an understanding of characteristics and/or applications of teacher-made tests. | 29. |
| 30. | Demonstrate an understanding of characteristics and/or applications of criterion-referenced tests. | 30. |
| 31. | Demonstrate an understanding of characteristics and/or applications of norm-referenced tests. | 31. |
| 32. | Demonstrate an understanding of types and/or applications of other evaluation methods (e.g., trial lessons, checklists, rating scales, error analyses, timed tests). | 32. |
| 33. | Interpret evaluative data of a learning disabled student. | 33. |
| 34. | Analyze ways in which the learning disabilities teacher can facilitate the use of evaluative information with students, parent, and teachers. | 34. |

35. Apply evaluative data to determine a learning disabled student's learning style. 35.
36. Apply evaluative data to determine a student's eligibility for placement in a learning disabilities program. 36.

IV. Strategies for Remediating Learning Disabilities

37. Select the most appropriate educational setting for a given learning disabled student (with reference to the cascade of services in the West Virginia Standards). 37.
38. Identify the steps involved in planning and implementing an IEP for a learning disabled student (e.g., task analysis, formulating goals and objectives). 38.
39. Identify principles and/or procedures involved in remediating deficits in visual perception. 39.
40. Identify principles and/or procedures involved in remediating deficits in auditory perception. 40.
42. Identify principles and/or procedures involved in remediating deficits in multisensory perception. 42.
43. Identify principles and/or procedures involved in remediating deficits in social perception. 43.
44. Identify principles and/or procedures involved in remediating deficits in memory (e.g., short-term, long-term). 44.
45. Identify principles and/or procedures involved in teaching learning disabled students to use oral language more effectively. 45.
46. Identify principles and/or procedures involved in teaching handwriting to learning disabled students. 46.
47. Identify principles and/or procedures involved in remediating learning disabled students' deficits in spelling. 47.
48. Identify principles and/or procedures involved in remediating learning disabled students' deficits in written expression. 48.

49. Identify principles and/or procedures involved in teaching learning disabled students to improve listening comprehension. 49.
50. Identify principles and/or procedures involved in teaching learning disabled students to improve reading comprehension. 50.
51. Identify principles and/or procedures involved in teaching basic reading skills to learning disabled students. 51.
52. Identify the features and/or appropriate applications of reading methods used with learning disabled students (e.g., basal/whole-word, multisensory, linguistics, phonics). 52.
53. Identify principles and/or procedures for developing learning disabled students' understanding of mathematical concepts. 53.
54. Identify principles and/or procedures for developing learning disabled students' understanding of numeration. 54.
55. Identify principles and/or procedures involved in teaching mathematical operations to learning disabled students. 55.
56. Identify principles and/or procedures involved in teaching mathematical applications to learning disabled students. 56.

V. Instructional Strategies

57. Demonstrate an understanding of the rationale and theory of behavior management. 57.
58. Demonstrate an understanding of the techniques of behavior management. 58.
59. Apply techniques of behavior management to a given situation involving a learning disabled student. 59.
60. Demonstrate an understanding of learning strategies for improving learning disabled students' self-management skills (e.g., time management, goal setting) and/or applications of these strategies. 60.

61. Demonstrate an understanding of learning strategies for improving learning disabled students' academic skills (e.g., use of reference materials, outlining, skimming and scanning) and/or applications of these strategies. 61.
62. Apply principles and/or procedures for selecting and modifying instructional materials for reading. 62.
63. Apply principles and/or procedures for selecting and modifying instructional materials for communication skills. 63.
64. Apply principles and/or procedures for selecting and modifying instructional materials for mathematics. 64.
66. Apply principles and/or procedures for selecting and modifying instructional materials for prevocational or vocational training. 66.
67. Apply principles and/or procedures for selecting and modifying instructional materials for science, social studies, or other instructional areas. 67.
68. Distinguish among types and functions of support services and/or personnel used in the diagnosis and remediation of learning disabled students. 68.