

Course Number : Education 424

Summer Session

LEARNING DISABILITIES LAB.

Calendar Description:

Development and evaluation of precise teaching skills for the treatment of children with Learning Disabilities. This is a laboratory course. In order for both you and your pupil to receive full benefit from this course you must work together four days per week.

Course Information:

<u>Instructor</u>	<u>Dates</u>	<u>Days</u>	<u>Time</u>	<u>Place</u>
Stanley Auerbach	July 3-Aug 10	M, W, Th, Fr Tue.	10:30-11:30 8:30-12:30	A school near campus

Course Outline : Grading

1. Plan, administer and interpret an educational diagnosis of a pupil experiencing reading problems (and/or arithmetic problems) 20%
2. Plan a daily lesson plan on lesson plan format sheet 20%
3. Teach one instruction period per day - your pupil expects you
4. Graph students performance 20%
5. Analyse and/or construct reinforcement contingencies 20%
6. Write a lab. report to summarize your instruction with your pupil 20%

Required Reading

1. Syllabus of readings will be purchased from the instructor
2. The Fourth R Research in the Classroom :
Haring, Lovitt, Eaton, Hanson.

LEARNING DISABILITIES LAB

EDUCATION 424

INSTRUCTOR: STAN AUERBACH

COURSE REQUIREMENTS AND GRADING SYSTEM

- I Plan, administer and interpret an educational diagnosis of a student experiencing reading problem (and/or arithmetic problem).
- A. The written report of your reading assessment will constitute 20% of your final grade.
- B. The major criteria used in grading your assessment are:
- One: choice of appropriate diagnostic instruments or part of instruments to obtain desired information.
- Two: correct implementation of chosen procedures or instruments.
- Three: utilization of diagnostic results for instructional planning.
- II Write daily Lesson Plans on provided lesson plan format.
- A. Written Lesson Plans will constitute 20% of your final grade. Lesson plans will be graded weekly.
- B. Major criteria used in grading Lesson Plans are:
- One: The degree to which lesson objectives are stated behaviorally (re: in student response terms specifying condition and criteria).
- Two: The completeness of listed materials needed and the sequential ordering of lesson presentation.
- III Teach one instructional period daily (four days per week or as many days as are possible due to elementary school scheduling).

IV Obtain, analyze, and graph student's performance throughout the time you work with that student.

A. Your collected and organized data, and accompanying graph will constitute 20% of your final grade.

B. Major criteria used in grading your data collecting and graphing are:

One: analysis of student work to pinpoint the instructional demands causing errors.

Two: construction of graph including baseline and indication of all program interventions.

V List, utilize, and where necessary modify or construct reinforcement procedures within your lesson plan.

VI At the end of your instructional time with the student you will hand in summary lab report.

A. The lab report will constitute 30% of your grade.

B. The major criteria used in evaluating your lab report are:

One: The description you write of the student you are working with (e.g. pre-test data, students age, and other instructional pieces of information).

Two: Your description of the change your student has made (including your graph of this change).

Three: Your ability to pinpoint the critical variables that enabled the change.

VII The remaining 10% of your final grade will be determined by your ability to use feedback and to work cooperatively with your colleagues.