

Special Topics: Education of Adolescent Students with Language Learning Problems

Summer Session, 1989
(August 17 - 26)
M/T/W/Th/F/Sat
8:30 - 12:30
Location: UVIC

Instructor: B. Hoskins

Prerequisite: Educ 401/402 or equivalent teacher training

Course Description:

This course is designed to provide participants with a framework for language intervention for Learning Disabled Adolescents. A perspective on assisting Language/Learning Disabilities will be offered, with particular attention paid to the interface between learning skills that provide a foundation for effective communication in school, social and work situations. Participants will be taught specific strategies for working with groups of adolescents. We will also discuss the relationship between oral and written language and ways to teach written language as effective communication. The course will be highly interactive and practical in nature.

Course Outlines:

Day 1: Needs of Language/Learning Disabled Adolescents
Day 2: Assessment of Language/Learning Problems
Day 3: Foundation Skills for Effective Communication
Day 4: Strategies for Facilitating Conversation Groups in the Classroom setting
Day 5: Facilitating Reading
Day 6: Facilitating Writing
Day 7: Integating Language Intervention into the Curriculum
Day 8: Oral Reports
Day 9: Final Exam

Course Requirements:

Students will be required to complete readings both before and during the course. They will also be expected to participate actively in class discussion and role play activities as part of the course. A final examination and final oral report will be given on the last day of the course. Points will be accumulated based on:

Daily Participation	50 points
Final Examination	50 points
Final Report	50 points
Total	150 points

Grade Assignments:

120 - 150 points - Class 1
98 - 119 points - Class 2
75 - 97 points - Class P
0 - 74 points - Class F

This course will be of particular interest to those who are currently working with, or who anticipate working with Learning Disabled Adolescents in Learning Assistance Programs, in Self Contained Classrooms or in other Clinical Settings. Teachers, Speech-Language Pathologists and Psychologists interested in language and learning problems are encouraged to enroll.