

**SIMON FRASER UNIVERSITY
SUMMER SEMESTER 2008**

**EDUC 424-4
LEARNING DISABILITIES LAB
(E100)**

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WEDNESDAY 5:30-9:20 at Harbour Centre Room 1325
July 5-26 Tutorials 12:30-2:00 or 2:00-3:30 Strathcona Elementary School

PREREQUISITE OR COREQUISITE: EDUC 422

Course Content

EDUC 424 provides students with practical experience teaching young children at risk for acquiring learning disabilities. The course can be conceptualized in three overlapping modules. In addition to the tutoring project, you will be reading about and discussing contemporary issues regarding assessment and remedial strategies for students with learning disabilities.

Module One: Informal Assessment of Reading Development

The main objective of this module therefore, is to give you the tools to identify a child's developmental reading level.

Module Two: Planning Intervention and Dynamic Assessment

Module two focuses on planning intervention for a particular student and ways to monitor children's learning throughout the intervention process. An assessment (as conducted in Module one) is meaningless unless it can be linked to intervention in some way. The first goal of this module is to help you make these links. Second, we will review ways that student learning is 'explicitly' measured over time as children respond to our teaching practices. Both skills are critical for teachers to assist children with reading problems.

Module Three: Implementing and Evaluation of an Intervention Program

A major portion of your time in this course will be spent delivering an intervention program to a child one-on-one. You will assess a school-aged student's learning difficulties. Then, you will develop and implement a plan of remediation for that student. To accomplish this project, you will need to tutor a student from July 5-26. We will provide you with a tutee.

Assignments

% of Total Course Grade

Initial Assessment & Protocols	25
Remedial Program Plan	20
Lesson Plans	15
Tutoring	20
Final Assessment/End of Session Report	20

Required Reading Materials

Carnine, W. C. et al. (2006). Teaching Struggling and At-Risk Readers. A Direct Instruction Approach. Pearson Merrill Prentice-Hall. ISBN: 0-13-170732-9
Johns, J. J. (2008). Basic Reading Inventory: Pre-Primer through grade 12 and early literacy assessments (10th Ed.). Kendall/Hunt Publishing. ISBN: 978-0-7575-5127-7
Articles: TBA

Students in all Faculty of Education courses are encouraged to review policies pertaining to academic integrity available on the Undergraduate Programs website:
http://www.educ.sfu.ca/ugradprogs/student_resources/index.html
