

Course Outline

Education 424: Learning Disabilities Lab

Instructor: Dr. Bernice Wong (291-4348)

Simon Fraser University

General Information:

Fall Semester 1977

Duration of course: September 6th to December 2nd.

Location: North Star Elementary (370 W. Kings) North Vancouver

Time: Tuesday 4:30 p.m. - 8:30 p.m.

Specific Information:

Pre-requisite: Ed 422

Specific permission can be obtained from the instructor to take Ed 424 in the fall and Ed 422 in the spring 1978. Dr. Wong will be available during registration to give the formal consent. No text is prescribed. Each student will receive a package from the instructor.

Course Objectives:

This course is designed to train basic skills in the assessment and remediation of learning problems among children and adolescents. At the end of the course students will:

- a) demonstrate competence in assessing academic learning problems
- b) demonstrate competence in laying out a general remedial strategy/progress for academic learning problems.

Course Requirements:

- I. In order to enable students to meet the above education objectives, it is paramount for you to be exposed to and work with learning-disabled youngsters/teenagers. Therefore in November all students will be required to spend one hour per day for 4 days each week, working with a learning-disabled child/adolescent. This will last the whole of November.

For students who currently hold teaching jobs, you will choose with the instructor's approval, a child or adolescent in your class to work with and will distribute the one hour into suitable temporal chunks. For students who are not working, you will be sent to Learning Assistance Centres for this lab experience.

All students can designate age or grade of learning-disabled pupil they want to work with.

WARNING: THIS PART OF THE COURSE IS ESSENTIAL. IF ANY STUDENT CAN'T FULFILL THE ABOVE REQUIREMENT, HE/SHE IS ADVISED NOT TO TAKE THIS COURSE.

- II. There will be:

2 short exams (20% each)	-----	40%
Initial Assessment Report	-----	20%
Lab Report	-----	40%

(Details given in first meeting with the instructor)

DatesLectures

September 6th	An overview of learning disabilities. Differential emphases in assessment and remediation of Learning Disabilities.
September 13th	Academic Learning Disabilities (I): Reading Problems.
September 20th	Academic Learning Disabilities (II): Arithmetic problems.
September 27th	Psycholinguistic and language problems among learning-disabled children/adolescents.
October 4th	Non-academic Learning Disabilities.
October 11th	First Quiz
October 18th	No formal class. Students to do initial assessment of learning-disabled child/adolescent. Hand in report by Friday, October 21st.
October 25th	Tutorial on initial assessment results. (Remedial Programming).
November 1st	Remedial Strategies (I) Task Analysis
November 8th	Remedial Strategies (II) Concept Analysis
November 15th	Controversies in remedial approaches and a resolution for them.
November 22nd	Myths in Learning Disabilities. Relations among L.D., E.D., M.R. and Autism.
November 29th	Second Quiz

Schedule for Students:

Week of October 17th -

Students will: (1) observe child/adolescent for 2 days

- (a) in class setting
- (b) in play

(2) do initial assessment of learning problem(s).

(3) write up this initial assessment according to format given by instructor and hand in by 21st Oct.

Initial Assessment reports will not be marked in handed in late.

October 31st

Students commence working with learning-disabled child/adolescent one hour per day, 4 days a week for the whole month of November.

Students will keep daily record and daily succinct summaries of pupils' performance. The instructor will ask for these every week.

Final class in on November 29th. Students will re-assess learning-disabled child's progress, and write the Lab Report. The instructor will advise on format of it.

File

EDUC. 424 LEARNING DISABILITIES - LAB PRACTICUM

PREREQ: EDUC. 401/402 OR EQUIVALENT

NOTE: EDUC. 422 SHOULD BE TAKEN CONCURRENTLY OR AS A PREREQUISITE.

This course consists of a lecture session and a lab practicum. The lab practicum = 4 hours per week, with the hours spread over the week as four one-hour daily sessions from 1 - 2 p.m. at a designated school. Students in the lab tutor individual learning-disabled children/adolescents under supervision.

File

EDUC. 424 LEARNING DISABILITIES - LAB. B. WONG

PREREQ: EDUC. 401/402 OR EQUIVALENT

NOTE: THIS SECTION IS FOR LEARNING DISABILITIES MINORS ONLY.
EDUC.422 SHOULD BE TAKEN CONCURRENTLY OR AS A PREREQUISITE.

This course consists of lectures in May and June, and a lab practicum in the month of July. Students will tutor individual learning-disabled children/adolescents one hour per day for four days from 8:30 - 9:30 a.m. every week in July. The July lab schedule will be coordinated with that of Ed. 422 so that students will be able to attend Ed.422 lectures.

File Educ 424



SIMON FRASER UNIVERSITY, BURNABY, B.C. CANADA
FACULTY OF EDUCATION

June 29, 1977

TO:

Mr. L. Bewley
Miss Olive Stewart
Mr. R. Watson
Mr. S. Davidson
Coquitlam Coordinating Committee
Mr. L. Lebrun
Mrs. Mary Jane Lucas
Miss Judy Francis
Dr. Roger Gehlbach

During May and June, 1977, Simon Fraser University conducted a Learning Disabilities laboratory course at Lord Baden-Powell School. The purpose of this brief report is to convey information concerning the performance of the Coquitlam pupils who took part in the laboratory course.

Thirty pupils attending Lord Baden-Powell and Alderson Schools were tutored one hour per day, four days per week, by student teachers and teachers enrolled in Education 424 (Learning Disabilities laboratory). Two students were tutored in mathematics, one in composition, and 27 students received tutoring in reading. Of the 27 students tutored in reading, the performance data of 25 students is precise enough to present quantitatively.

..... continued



PUPIL CHANGE IN READING SKILLS

OBJECTIVE	STUDENT	PRE-TEST	POST-TEST	CHANGE OVER TIME ¹
Instruct phonic skill acquisition Raise reading level	Randy Mitchell	Language patterns Level 3	Language patterns Level 5	Mastered c.v.c. to 90% correct reading in text. Acquired silent 'e', 'ai', 'oa', 'ea', 'oe', 'ie', 'ee' vowel diagraphs
Instruct phonic skill acquisition Raise reading level	Randy Burton	Language patterns Level 3	Language patterns Level 4	
Instruct phonic skill acquisition Raise reading level	Steven Finamore	- No change -		Mastered c.v.c. words to to 90% correct reading in text. Acquired and mastered silent 'e' to 90% correct reading in text. Reading rate increased 26 w.p.m. from 51 w.p.m. to 77 w.p.m.
Instruct phonic skill acquisition Raise reading level	Brian Singleton	- No change -		Improvement on responses on Roswell Chall
Instruct phonic skill acquisition Raise reading level	Donald Gordon	Language patterns Level 3	Language patterns Level 6	Acquired long vowel diagraphs.
Instruct phonic skill acquisition Raise reading level	Michael Lachance	Language patterns Level 2	Language patterns Level 5	Parents have requested further tutoring through the summer.
Instruct phonic skill acquisition Raise reading level	Michelle Burge	Language patterns Level 3	Language patterns Level 4	Mastered c.v.c. words to 90% correct reading in text reading.
Instruct phonic skill acquisition Raise reading level	Robert Grenier ²	Primer 33 w.p.m. 12%	Grade Level 1 33 w.p.m. 6%	Acquired and mastered c.v.c. words to 90% correct reading in text.
Instruct phonic skill acquisition Raise reading level	Brenda Stone ²	Language pat- terns Level 3	Language patterns Level 5	L.P. level 3 - 50 w.p.m. L.P. level 5 - 70 w.p.m. S.C.A. Basic Reading Program materials used.
Instruct phonic skill acquisition Raise reading level	Aaron Bell	Language patterns Level 3	Language pat- terns Level 6	

PUPIL CHANGE IN READING SKILLS (cont.)

OBJECTIVE	STUDENT	PRE-TEST	POST-TEST	CHANGE OVER TIME ¹
Raise reading level Improve comprehension	Mike Khaw	Grade level 5 50% correct comprehension	Grade level 7 80% correct comprehension	The mean comprehension score rose from 60% correct in baseline to 80% during the last week of lab program while grade level material rose 2 years.
Increase reading level Improve comprehension	Dianne Bissett	Grade level 7 45 w.p.m. 16% error 40% correct comprehension	Grade level 7 95 w.p.m. 8% error 75% correct comprehension	The mean comprehension score rose from 40% correct in baseline to 80% during the last week of the lab program.
Increase reading rate Improve attending behavior	Geoffrey Liggins	Grade level 3 13 w.p.m. 12% error	Grade level 3 46 w.p.m. 5% error	Attending program improved attending behavior from 60% to 99% under control of reinforcement
Increase reading rate Improve comprehension	Mona Lundberg	Grade level 6 52 w.p.m. 20% correct comprehension	Grade level 6 157 w.p.m. 70% correct comprehension	
Increase reading rate Raise reading level Improve comprehension	Cheryle Wunderlich	Grade level 5 59 w.p.m. 32% error 60% correct comprehension	Grade level 5 68 w.p.m. 5% error 80% correct comprehension	Rise of one grade in functional reading level
Improve comprehension	Dale Hamelin	Grade level 5 40%	Grade level 5 100%	Improvement in rate and number correct multiplication and division facts.

PUPIL CHANGE IN READING SKILLS (cont.)

OBJECTIVE	STUDENT	PRE-TEST	POST-TEST	CHANGE OVER TIME
Increase reading rate	Bryan Freisen	Grade level 5 48 w.p.m. 10% error	Grade level 5 69 w.p.m. 9% error	45 w.p.m. - 65 w.p.m. 20 w.p.m. increase Bryan is now reading two books at home.
Increase reading rate	Mike Dubrall			Grade level 4 60 w.p.m. - 75 w.p.m. 15 w.p.m. increase
Increase reading rate	Paul Grenier	Grade level 7 47 w.p.m. 7% error	Grade level 7 58 w.p.m. 2% error	Grade level 7 64 w.p.m. - 95 w.p.m. 31 w.p.m. increase
Increase reading rate Raise reading level	Tommy McDonald	Grade level 4 60 w.p.m. 13% error	Grade level 4 88 w.p.m. 2% error Grade level 6 70 w.p.m. 9% error	Grade level 4, 52 w.p. Grade level 5, 85 w.p.
Improve reading ability	Raymond Pshebnisky	- No change -		
Increase reading rate	Gordon Marr	Grade level 5 38 w.p.m.	Grade level 5 69 w.p.m.	Grade level 5 40 w.p.m. - 80 w.p.m.
Increase reading rate	Andre LaChance	Grade level 4 37 w.p.m.	Grade level 4 60 w.p.m.	Grade level 2, 50 w.p.m. Grade level 3, 70 w.p.m.
Increase reading rate	Lisa Cousin	Grade level 2 62 w.p.m. 8% error	Grade level 3 83 w.p.m. 6% error	

¹ The quantitative data in the "change over time column" is obtained from continuously collected data on w.p.m., error %, and correct comprehension %.

² Robert Cornier and Brenda Stone are special class students.

PUPIL CHANGE IN READING SKILLS (cont.)

OBJECTIVE	STUDENT	PRE-TEST	POST-TEST	CHANGE OVER TIME ¹
Increase reading rate	Bryan Freisen	Grade level 5 48 w.p.m. 10% error	Grade level 5 69 w.p.m. 9% error	45 w.p.m. - 65 w.p.m. 20 w.p.m. increase Bryan is now reading two books at home.
Increase reading rate	Mike Dubrall			Grade level 4 60 w.p.m. - 75 w.p.m. 15 w.p.m. increase
Increase reading rate	Paul Grenier	Grade level 7 47 w.p.m. 7% error	Grade level 7 58 w.p.m. 2% error	Grade level 7 64 w.p.m. - 95 w.p.m. 31 w.p.m. increase
Increase reading rate Raise reading level	Tommy McDonald	Grade level 4 60 w.p.m. 13% error	Grade level 4 88 w.p.m. 2% error Grade level 6 70 w.p.m. 9% error	Grade level 4, 52 w.p.m. - Grade level 5, 85 w.p.m.
Improve reading ability	Raymond Pshebnisky		- No change -	
Increase reading rate	Gordon Marr	Grade level 5 38 w.p.m.	Grade level 5 69 w.p.m.	Grade level 5 40 w.p.m. - 80 w.p.m.
Increase reading rate	Andre LaChance	Grade level 4 37 w.p.m.	Grade level 4 60 w.p.m.	Grade level 2, 50 w.p.m. - Grade level 3, 70 w.p.m.
Increase reading rate	Lisa Cousin	Grade level 2 62 w.p.m. 8% error	Grade level 3 83 w.p.m. 6% error	

¹ The quantitative data in the "change over time column" is obtained from continuously collected data on w.p.m., error %, and correct comprehension %.

² Robert Cornier and Brenda Stone are special class students.

SUMMARY DATA OF PUPIL CHANGE IN READING SKILLS

OBJECTIVE	NUMBER STUDENTS	MEAN CHANGE		RANGE (Pre-test Post-test)
Instruct phonic skill acquisition	10	Pre - Post 1.7 levels on Language patterns	Continuous data	0 Level change to 3 Level change
Improve comprehension	5	40% improvement in comprehension scores	33% improve- ment in comprehension scores	20% improvement to 60% improvement
Increase reading rate	10	33 w.p.m. increase	29 w.p.m. increase	9 w.p.m. to 105 w.p.m.
Increase reading level	4	1 year rise		0 year rise to 2 year rise

Two students received tutoring in mathematics. Ricky Revel mastered times table facts 4, 5, 6, and acquired times table facts 7 & 8. Joe Taylor mastered two place additions with regrouping, acquired skills at two place subtractions without regrouping, improved addition and subtraction facts. One student, Lynn LaChance practiced and improved composition skills.

I would like to take this opportunity to thank the Coquitlam School and Lord Baden-Powell staff for making an extremely successful course possible.

Sincerely,



Stan Auerbach.