

EDUCATION 422-4

LEARNING DISABILITIES

Spring, 1987  
Mondays, 4:30 - 8:20 p.m.

Instructor: V. Rossner  
Location: MPX 8620

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The purpose of the course is to provide students with an introduction to the historic and conceptual foundations introduction to the historic and conceptual foundations pertaining to the field of learning disabilities. Students will be introduced to methods of diagnosis and to design of intervention strategies for the learning disabled.

The major focus will be on the identification and assessment of young children and adolescents believed to be learning disabled. Students will become familiar with a variety of assessment techniques including formal, criterion-referenced, and informal testing procedures in the areas of reading, spelling, language, mathematics, handwriting and written expression. Classroom observation techniques and assessments of adaptive behaviour will also be discussed.

Instructional intervention strategies particular to the academic and behavioral areas outlined in the foregoing will be developed and discussed in five ways:

- a) The place for, and appropriateness of remedial instructional intervention.
- b) The place for, and appropriateness of subject support strategies for success in the classroom setting.
- c) The place for modification of teacher instructional techniques and expectations for the learning disabled student.
- d) Desirability and/or feasibility of implementing curriculum modifications or individualized programs for the learning disabled student.
- e) The desirability of implementing a learning strategies curriculum designed to aid youngsters with problems to become independent learners.

Grades:

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| a) Evaluation of a standardized test                           | 25 marks |
| b) Mid-term exam   | 25 marks |
| c) Brief discussion paper on one area of learning disabilities | 25 marks |
| d) Final exam  | 25 marks |

Required Texts:

1. Lerner, J. Learning Disabilities: Theories, Diagnosis and Teaching Strategies. 4th Ed., 1985.
2. Salvia/Ysseldyke. Assessment in Special and Remedial Education. 3rd Ed., 1985.

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LEARNING DISABILITIES

This course provides a framework for understanding learning disabilities. It focuses on conceptual, historical and theoretical issues of the learning disabilities field, as well as fundamental steps in assessment and remediation of learning problems. It is the prerequisite to Education 424, Learning Disabilities Practicum. The course is divided into the following units:

Unit I	History
Unit II	Definitions
Unit III	Old Theories of Learning Disabilities (Part I)
Unit IV	Old Theories of Learning Disabilities (Part II) and Critique
Unit V	New Theories of Learning Disabilities
Unit VI	Assessment of Reading Problems
Unit VII	Assessment of Arithmetic Problems
Unit VIII	Visual Discrimination Problems
Unit IX	Task Analysis
Unit X	Case Studies in Assessment and Remediation:
Unit XI	(a) a primary learning disabled child
Unit XII	(b) an intermediate learning disabled child
	(c) a secondary learning disabled child

PREREQUISITE: 60 credit hours and Educ. 220 or equivalent.

REQUIRED TEXT:

Hallahan, D. P., J. M. Kauffman & J. Lloyd. Introduction to Learning Disabilities. Prentice-Hall, 1985.

COURSE REQUIREMENTS:

Students will be required to complete three essay assignments. Assignment 1 is worth 20% while Assignment 2 and 3 are each worth 25%. Each assignment should not exceed 1500 words. There will be a final examination worth 30%.

COURSE SUPERVISOR RESERVES THE RIGHT TO MAKE CHANGES WITHOUT NOTICE.