

DAY

EDUCATION 424-4

Learning Disabilities Laboratory

SUMMER SESSION, 1995

Daniel Demers

PREREQUISITE: Educ 422

This course is the practical extension of Educ 422: Theory of Learning Disabilities. As such, it focuses on the assessment of academic difficulties and delays in students with learning disabilities, provision of appropriate instructional programming and the evaluation of intervention strategies.

Topics covered include: educational difficulties of students with learning disabilities; assessment procedures/techniques and the development of individualized education programs (IEP's); strategy interventions; record keeping and reporting.

A major course requirement is the one-to-one tutoring of a student with learning disabilities. This tutoring (*16 hours*) can be scheduled at the discretion of the SFU tutor and the parents of the tutee during a four week period, between July 10th and August 4th. A list of tutees will be available.

Teachers or Student-Teachers in the French Immersion programs can select a French Immersion student with learning disabilities to fulfil the requirements of this course (however, lectures and seminars will be conducted in English).

COURSE REQUIREMENTS:

All assignments are directly related to tutoring. Assignments are to: (a) do an initial assessment of academic and learning disabilities (20%); (b) design and develop an individualized educational program for remediation sessions (25%); (c) keep a daily log and reflection journal during the four weeks of the remediation program (20%); (d) write final assessment and report for parents and teachers of tutee (25%); participation during seminars (10%).

REQUIRED TEXT:

Crealock, B. (1995). *Instructional Strategies for Students with Special Needs*. (2nd ed.). Prentice-Hall. ISBN: 0-20516171-5.

Weber, K. (1994). *Special Education in Canadian Schools*. Highland Press, Irwin Publishing. Concord, Ontario. ISBN: 0-77252106-9.