

EDUC 424 - 6 Learning Disabilities: Laboratory

Thursdays 13:00 - 16:50

Section: D1.00

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PREREQUISITE

Corequisite: Educ 422

COURSE DESCRIPTION

This course is designed to:

1. Teach students to perform informal assessments of reading and math problems;
2. Teach students to understand how to set up an individualized educational plan for a student with learning disabilities;
3. Teach students to teach a child or adolescent with learning disabilities;
4. Teach students to monitor and evaluate the learning progress of the students with learning disabilities, and in turn to evaluate their own teaching of such students.

A pointer from the instructor:

Students are encouraged to take both courses (Educ 422 and 424) together. However, it is NOT mandatory for them to take both together. The advantages of taking both courses are that a student can better relate learning in Educ 422 to Educ 424. Students who took an integrated course load of both Educ 422 and Educ 424 in the past summers tended to report that despite the heavy demands of the coursework, they found them to be worthwhile because they learned a lot from seeing theory translated into practice before their eyes. The disadvantages come from the heavy demands of coursework, especially Educ 424. So students must make well considered decisions when it comes to whether to take both courses together.

REQUIREMENTS

*** LECTURES, LAB ACTIVITIES, TUTORING**

(Please attend to the time demands in tutoring in July. If you cannot fit in this tutoring, please do not enroll in the course.)

There will be lectures and lab activities throughout the month of May to the first two weeks of June. Students will be completing their informal assessments of their tutees in schools, and making appointments to meet with the instructor. Each student will be seen individually for about 30 minutes to learn to write an individualized education program (IEP) for his/her tutee, a child or adolescent with learning disabilities.

In July, for 3 weeks (July 7th - 24th) each SFU student will tutor a student with learning disabilities one hour daily four mornings a week, Monday to Thursday. There will be two shifts in tutoring: 10:00am-11:00am; 11:15am to 12:15 noon. There will be no formal lectures in the first two weeks of tutoring, but students are free to consult and confer with the instructor and teaching assistant. Lectures resume in the last week of tutoring as well as in the last week of the course. On the last day of class there will be a cracker barrel session in which students share what they have learned in tutoring.

REQUIRED READING

Wong, B.Y.L. The ABC's of Learning Disabilities San Diego: Academic Press, 1996. ISBN 0-12-76254-3.