

COURSE NUMBER: Ed. 424-4

COURSE NAME: Learning Disabilities: Laboratory

SEMESTER: Fall, 1975

CALENDAR DESCRIPTION:

Development and evaluation of precise teaching skills for the treatment of children with learning disabilities. A laboratory experience in analysis and design of learning materials for children with learning disabilities.

COURSE INFORMATION:

<u>Instructor</u>	<u>Dates</u>	<u>Day(s)</u>	<u>Time(s)</u>
L. L. Busse	9/9/75 - 12/2/75	Tuesdays	4:30 - 8:20 p.m.

Range of Topics:

Historical review of Learning Disabilities, devices used to identify Learning Disabled children, Diagnostic assessment devices, Learning Methods tests, analysis and revision of instructional materials, objective writing, data management, classroom organization and management.

Recommended Reading:

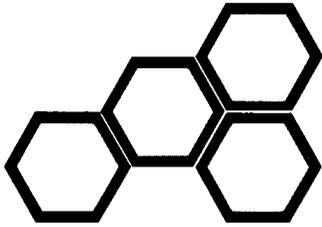
Wallace, J. and McLoughlin, J.

Learning Disabilities

Merrill Publishing Co. (REQUIRED)

Requirements:

1. reading and discussion of assigned materials
2. work with children
3. administration and interpretation of selected screening devices
4. administration and interpretation of diagnostic devices
5. administration and interpretation of learning methods
6. analysis and revision of instructional materials
7. data collection of child behavior



WESTERN WASHINGTON STATE COLLEGE

BELLINGHAM, WASHINGTON 98225 · AREA CODE 206 676-3000

August 14, 1975

Mrs. Ellis Paul
Faculty of Education
Simon Fraser University
Burnaby, B. C. V5A1S6

Dear Mrs. Paul:

Please find enclosed two sets of spirit masters which I would like to have duplicated for Education 424. I will be instructing this course Fall semester and will meet the class for the first time at 4:30, Tuesday, September 9. I have been told to expect thirty (30) students to enroll in the class and therefore ask that you make thirty-five (35) copies of each spirit master.

Would it be possible to have these materials delivered to the Education 424 classroom prior to class on September 9? There is no need to collate or staple as the materials will be used at various times during the semester.

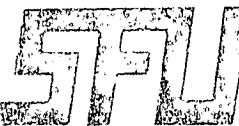
Sincerely,

L. L. BUSSE, Ph.D.
Associate Professor
Special Education

LLB:gc
Encs.-

*Have to pick up here
Bldg #1*

*sent to mines Aug 27.
to be used Sept 5.
Leo says no promise*



SIMON FRASER UNIVERSITY, BURNABY 2, B.C. CANADA
FACULTY OF EDUCATION 201-3395

August 27, 1975

Dr. L.L. Busse,
Associate Professor,
Special Education,
Western Washington State College,
Bellingham, Washington, 98225.

Dear Dr. Busse:

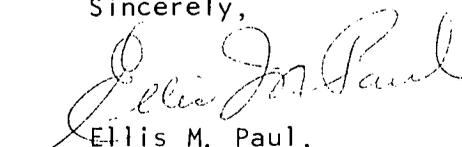
I have taken your work for duplication over to mimeo and as the original side is so clear, there will be no problem in reproducing it. I have requested 40 copies.

There is just one item you should know and I felt I should warn you in plenty of time. Mimeo are considerably behind in their work (this being a busy time of year) and the supervisor cannot guarantee that he will have it ready in time for you. He is very cooperative and does his best, but just in case, perhaps you could have something else lined up for the first class. Also, all work is picked up from our Building #1 (the main office) and is not delivered to various rooms. I will hold it in my office should it come back in time.

Please let me know if you still want the Audio Visual equipment in the room scheduled.

Many thanks.

Sincerely,


Ellis M. Paul,
Office Supervisor.

P



HWV

September 5, 1975

Officer in Charge,
Canadian Immigration Centre,
Port of Entry.

Dear Sir,

We would be most grateful for your assistance in facilitating the border crossing into Canada of a professor (an American citizen) who has agreed to teach a course for us. The particulars follow:

Professor - Dr. Larry Bussee
Address - 4509 Guide Meridian, Bellingham, Washington, U.S.A.
Citizenship - American
Place of Regular Employment - University of Western Washington,
Bellingham, Washington
Method of Travel - own car
Dates of Entry - Tuesdays, Sept. 9, 16, 23, 30, Oct. 7, 14, 21,
28, Nov. 4, 11, 18, 25, Dec. 2
Course Number and Name:- EDUC. 424-4 Learning Disabilities: Lab
Appointment at S.F.U. - Title: Sessional Lecturer
Faculty: Education
Term: One Semester: Sept. - Dec. 1975

M. Sheila O'Connell, Director
Undergraduate Programs
Faculty of Education

MSO/kg

FALL

August 8, 1975

Dr. L. Busse
#318, Miller Hall
Western Washington State College
Bellingham, Washington 98225

Dear Dr. Busse:

We are very pleased that you have agreed to offer a Faculty of Education course in the Fall Semester of 1975. We will do everything possible to support and facilitate your teaching.

Your Course: Educ. 424-4, Learning Disabilities: Laboratory

Calendar Description: Development and evaluation of precise teaching skills for the treatment of children with learning disabilities. A laboratory experience in analysis and design of learning materials for children with learning disabilities.

Dates: September 9 - December 2, 1975

Days: Tuesdays

Times: 4:30 - 8:20 p.m.

Please note:

Information Sheet

Please send as soon as possible a one page "information sheet" which we will duplicate and make available to students inquiring about the course you have agreed to offer. (See sample information sheet attached).

Course Outline, Selected References, etc.

Should you wish to have a course outline, selected references, course requirements or other materials duplicated for the first meeting of your class, send the materials to:

Mrs. Ellis Paul,
Faculty of Education
Simon Fraser University
Burnaby, B.C.



Library Books

Should you wish to have books that are required or recommended reading for your course placed "On Reserve" in the S.F.U. Library, please complete the attached form and mail it immediately to:

Mrs. Todd
Loan Division
S.F.U. Library
Burnaby, B.C. V5A 1S6

Library Card

You may obtain a S.F.U. Library card by requesting same in person from Marion McLean, Registrar's Office, Simon Fraser University (Office hours: 8:30 a.m. through 4:30 p.m.).

Course Expenses

If you wish to have the Faculty of Education consider the purchase of special items for your course, please make your request in writing to:

Mr. Graem Nelson
Administrative Assistant to
the Dean
Faculty of Education
Simon Fraser University
Burnaby, B.C. V5A 1S6

Salary

In order for the Faculty of Education to proceed with implementation of your salary, it is imperative that the following be returned to the Dean's Office, 1) Curriculum vita (form attached), 2) Personal Data Form (form attached). Please forward to Ms. D. Rogers, Dean's Office, Faculty of Education, Simon Fraser University, Burnaby, B.C. V5A 1S6.

Please call or write if you have questions or requests regarding your course and arrangements for it.

Yours sincerely,



M. Sheila O'Connell, Director
Undergraduate Programs

Attachments: Sample information sheet
"On Reserve" Form
Curriculum Vita Form
Personal Data Form

P.S. I have also enclosed a coursebook Requisition Form. This form must be typewritten, signed by yourself, and returned to Mr. Bryon Gray, S.F.U. Bookstore as soon as is possible.

MSO/hk

COURSE REQUIREMENTS AND GRADING SYSTEM

- I Plan, administer and interpret an educational diagnosis of a student experiencing reading problem (and/or arithmetic problem).
- A. The written report of your reading assessment will constitute 15% of your final grade.
- B. The major criteria used in grading your assessment are:
- One: choice of appropriate diagnostic instruments or part of instruments to obtain desired information.
- Two: correct implementation of chosen procedures or instruments.
- Three: utilization of diagnostic results for instructional planning.
- II Write daily Lesson Plans on provided lesson plan format.
- A. Written Lesson Plans will constitute 15% of your final grade. Lesson plans will be graded weekly.
- B. Major criteria used in grading Lesson Plans are:
- One: The degree to which lesson objectives are stated behaviorally (re: in student response terms specifying condition and criteria).
- Two: The completeness of listed materials needed and the sequential ordering of lesson presentation.
- III Teach one instructional period daily (four days per week or as many days as are possible due to elementary school scheduling).
- A. You will be observed at least two times during the semester, and lesson presentation will constitute 15% of your final grade.

B. The major criteria used in grading lesson presentation are:

One: the use of appropriate instructional strategies (i.e. prompting, repetition etc.).

Two: procedures used to get and maintain attention through the instructional components of the lesson.

Three: amount and kind of feedback given to student.

Four: Sequencing and pacing of lesson.

IV Obtain, analyze, and graph student's performance throughout the time you work with that student.

A. Your collected and organized data, and accompanying graph will constitute 15% of your final grade.

B. Major criteria used in grading your data collecting and graphing are:

One: analysis of student work to pinpoint the instructional demands causing errors.

Two: construction of graph including baseline and indication of all program interventions.

V List, utilize, and where necessary modify or construct reinforcement procedures within your lesson plan.

A. The identification and utilization of reinforcement procedure within your lesson format will constitute 15% of your final grade.

B. The major criteria used in grading your identification and utilization of reinforcement procedure are:

One: the analysis of the reinforcement contingencies within your lesson.

Two: the written description of your reinforcement schedule.

Three: the consistency with which you follow your reinforcement schedule when teaching.

VI At the end of your instructional time with the student you will hand in summary lab report.

A. The lab report will constitute 15% of your grade.

B. The major criteria used in evaluating your lab report are:

One: The description you write of the student you are working with (e.g. pre-test data, students age, and other instructional pieces of information) .

Two: Your description of the change your student has made (including your graph of this change).

Three: Your ability to pinpoint the critical variables that enabled the change.

VII The remaining 10% of your final grade will be determined by your ability to use feedback and to work cooperatively with your colleagues.

LESSON PLAN FORMAT

Student Teacher: _____

Student: _____

Date: _____

Level Of Task Demand And Task

Student Response

Teacher Responses

Behavioral objectives (what will the student be doing).

Lesson Plan:

Lesson Sequence:

Rating variable for purpose of graphing.

Materials Needed:

Comments:

What specifically do you want observed in this lesson?

Acquisition:

Mastery:

EDUCATIONAL DEMAND LEVELS

Level of Task Demand	Teacher Planning	Student Response
Attention - Get and maintain student attention to task.	1) Highly structured, low demand motivational activity. <u>Example</u> : Building with building blocks.	Remain on task.
Response - Get high degree of response with short latency period.	1) Activity requiring a high degree of student response either performance or verbal. <u>Example</u> : putting magnetic letters on letter board by direction.	Shorten latency period in response.
Order - Get completion of task with beginning, middle and end.	1) Task with a clearly specified end. 2) Difficulty of task should be shaped. 3) <u>Examples</u> : a) building a tinker toy from directions. b) completing 10 math problems.	<u>Independently</u> complete a task.
Skill - Acquire and/or practice of skills (reading, writing, arithmetic).	1) Distinguish whether acquisition of a new skill competency is involved - or if practice to mastery level is involved. 2) <u>Example</u> : Teach student consonant sounds 'b' and 'p'.	Acquire new skill competencies - or work toward mastery level with already acquired skills.
Exploratory - Get information from environment, primary group activity.	1) Structuring the environment so that information can be discovered. 2) Difficulty of environment should be shaped in reference to <u>structure</u> and <u>complexity</u> . 3) <u>Examples</u> : a) find objects in show box magnetic. b) discover and classify meadow life.	Appropriate student involvement with material, environment and peers in information gathering and analysis.
Composition - Assignments should be received from class.	1) Multi faceted assignments should be broken into smaller tasks. 2) Class assignment "Do a project in the Okanagan". 3) Structure so that student can do one question a day.	Completion of a multi faceted classroom assignment.