

EDUCATION 424-4

LEARNING DISABILITIES LABORATORY

SUMMER SESSION (July 7th - August 15th) 1980

Monday - 8:30 - 12 noon

Tuesday, Wednesday, Thursday -

11:00 - 12 noon

INSTRUCTOR: Stanley Auerbach

Work number: 946-7601

Home " : 531-8551

LOCATION: Lord Baden-Powell Elementary School  
450 Joyce

Coquitlam

Phone: 936-1436

\*\*\*NOTE: 1st Meeting will be on campus  
on Monday, July 7th from 12:30 - 4:30  
in MPX 8642

COURSE DESCRIPTION

Development and evaluation of precise teaching skills for the treatment of children with Learning Disabilities. This is a laboratory course. In order for both you and your pupil to receive full benefit from this course you must work together four days per week.

COURSE OUTLINE: Grading

1. Plan, administer and interpret an educational diagnosis of a pupil experiencing reading problems (and/or arithmetic problems) 20%
2. Plan a daily lesson plan on lesson plan format sheet 20%
3. Teach one instruction period per day - your pupil expects you
4. Graph students performance 20%
5. Analyse and/or construct reinforcement contingencies
6. Write a lab report to summarize your instruction with your pupil 40%

REQUIRED READING

1. Syllabus of readings and testing materials will be purchased from the instructor.
2. HARING, LOVITT, EATON, HANSEN; THE FOURTH R RESEARCH IN THE CLASSROOM; Charles E. Merrill Pub., 1978

RECOMMENDED READING

1. ALLEY, G.; DESHLER, D.; LEARNING THE DISABLED ADOLESCENT: Strategies and Methods; Love Pub., Denver, 1979
2. AXELROD, Saul; BEHAVIOUR MODIFICATION FOR THE CLASSROOM TEACHER; New York: McGraw-Hill, 1977
3. ENGLEMAN; PREVENTING FAILURE IN PRIMARY GRADES; S.R.A.

## 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 20% 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 on provided lesson plan format will constitute 20% of final grade.
  - B. Major criteria used in grading lesson plans are:
    - One: the degree to which lesson objectives are stated behaviourally (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)
- 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 20% 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.
- VI. At the end of your instructional time with the student you will hand in summary lab report.
  - A. The lab report will constitute 40% 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.