

SIMON FRASER UNIVERSITY
Education 382-3
Accommodating Students with Learning Disabilities in the Regular
Elementary Classroom

Summer Session, 1990
M T W R F S
8:30-12:30
July 16-25, 1990
Location: U. Vic.(Elliott 165)

Instructor: Dr. Betty C. Epanchin

Prerequisite: Certified Practicing Teacher

Course Description:

This course is designed for teachers who are working with learning disabled students in regular elementary classrooms. It is intended to provide an overview of theories about learning disabilities and a more in-depth examination of strategies for working with children in the classroom.

When students complete this course they will have a basic understanding of characteristics of learning disabled students and etiological theories of learning disabilities. They will also be able to use both child-focused and classroom-focused assessment techniques and they will be able to describe and critique several different instructional approaches that may be used in the regular education classroom to help children who have learning disabilities.

The class will be set up in such a way that students see the instructor model techniques that are appropriate for use in regular mainstream classrooms. Textbook content will be taught using cooperative learning approaches and self-monitoring procedures.

Required Text:

Lerner, J.W., (1988), Learning Disabilities: Theories, Diagnosis and Teaching Strategies, (5th Edition), Dallas: Houghton .

There will be additional assignments from journals and other texts. These may be purchased the first day of class.

Specific class topics and assigned readings:

- July 16 Introduction, historical view, and discussion of characteristics of children with learning disabilities - Chapters 1 & 2
- July 17 Theoretical perspectives for understanding learning disabilities - Chapters 6 & 7
- July 18 & 19 Assessment procedures - Chapters 3 & 4
- July 20 Dealing with oral and written language problems in the classroom - Chapters 11 & 13
- July 21 Reading problems and classroom interventions - Chapter 12
- July 23 Mathematics problems and classroom interventions - Chapter 14
- July 24 Classroom interventions that work with social and emotional problems - Chapter 15
- July 25 Exam

Grades:

Grades will be determined on the basis of points earned during the class. The final exam will be worth 100 points. In addition, there will be daily exercises and reviews that will be worth 10 points each and 10 bonus points will be awarded for students who complete the extra assignments. All points will be added and computed in accord with the universities' grading criteria.