

REGULAR SEMESTER 1981

INSTRUCTOR: Dr. Bernice Wong

Tuesday & Wednesday, 10:30 - 12:20

LOCATION: Campus

NOTE: All students are required to spend one hour, four mornings a week during the month of July (Monday to Thursday, 9:00 - 10:00 or 10:00 - 11:00) tutoring learning disabled children.

Why stipulate four mornings a week for such remedial tutoring, you may ask?

The reason is this: In order for you to have a truly representative picture of how a learning-disabled child functions, and how well his/her remedial progress is, you need to see that learning-disabled student on a continuous basis for a prolonged period. Effective remediation has to be consistent, preferably daily for an optimal period of time which does not cause fatigue in the learning-disabled student. So, the cost/benefit analysis is that you learn more this way, the learning-disabled student also profits more. But obviously you have to exert more effort. Only hard-working students are encouraged to enrol in my section.

TOPICS COVERED:

1. Diagnosis and remediation of reading problems
2. Diagnosis and remediation of arithmetic problems
3. Diagnosis and remediation of comprehension problems
4. Task analysis
5. Concept analysis
6. Monitoring your remedial progress
7. How to test a learning-disabled student, using formal and informal materials
8. How to plan a remedial program

COURSE OBJECTIVES

At the end of the course, students will:

- (1) Demonstrate knowledge of various kinds of academic and non-academic learning problems.
- (2) Demonstrate critical knowledge of various remedial approaches.
- (3) Demonstrate competence in assessment of academic learning problems.
- (4) Demonstrate competence in planning a general remedial strategy for academic learning problems.

GRADING

Students' final grade will be composed of:

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| (a) one exam | 50% |
| (b) initial assessment report | 20% |
| (c) Lab Report (including final assessment) | 30% |

TEXTBOOKS:

Primary & Elementary: HARING, LOVITT, EATON & HANSEN; THE 4TH R: RESEARCH IN THE CLASSROOM; Charles E. Merrill; 1978

Secondary: ALLEY & DESHLER; TEACHING THE LEARNING DISABILITIES ADOLESCENT: STRATEGIES AND METHODS; Love Pub. Co., 1979