

CALENDAR DESCRIPTION

Diagnosis and remediation of disabilities in clinical and classroom settings.

COURSE INFORMATION

<u>Instructors</u>	<u>Dates</u>	<u>Days and times</u>
Richard Parres, ED.D.	July 2-18	Section 1--TTh; 4:30 - 8:20
John Wissink, Ph.D.	July 21 - Aug. 8	Section 2-- MW; 8:30 - 11:20 F; 8:30 - 10:20

Range of Topics

The emphasis of the course is the acquisition of skills for evaluating and teaching children with specific learning disabilities. Procedures are set in their theoretical context including the philosophical point of view of major contributors to the field. Ten behaviorally stated objectives are presented and constitute the basis for evaluating performance of students in the course. Objectives are met through demonstration of skills and knowledge acquired from the course. Emphasis is upon participatory activities supplemented by lecture and assigned readings. Concentration is upon the improvement of academic skills of learning disabled pupils regardless of age. Instructional materials used for diagnosing and educating children with learning disabilities are the instructional materials for the course.

Recommended Reading

Recommended readings will be provided. No textbook is required.

Requirements

Students are expected to devote time outside of class hours practicing skills presented in the course. Final examinations or papers will not be required. Grades are based upon demonstration of skills according to the following schedule: 9-10 objectives fulfilled = A; 7-8 objectives fulfilled = B; 5-6 objectives fulfilled = C; 3-4 objectives fulfilled = D; 1-2 objectives fulfilled = F.

Sample Objectives

1. Student will demonstrate ability to administer and score the Wide Range Achievement test.
2. Student will demonstrate ability to administer continuous and ratio reinforcement schedules.
3. Student will demonstrate the ability to recommend instructional procedures based on diagnostic information.
4. Student will demonstrate ability to adjust level of difficulty of instructional materials based upon records of pupil performance.

Entry level skill is considered in judging the adequacy of performance at the conclusion of the course. The requirement we place upon ourselves is that you leave the course better equipped to teach children with learning disabilities. Each session will be evaluated by students.