

SIMON FRASER UNIVERSITY
EDUCATION 422-4: Learning Disabilities
EDUCATION 424-4: Learning Disabilities Lab

Regular Summer Semester, 1989
(May 9 - August 3)
May/June - Tuesday & Thursday
5:30 p.m. - 9:20 p.m.
July /August - Tuesday & Thursday
8:30 a.m. - 12:20 a.m.
Location: MPX 8620

Instructor: Dr. Leone Prock
Office: MPX 9504
Phone: 291-4117

PREREQUISITE:

60 hours of credit, Educ. 220 or equivalent instructional psychology courses recommended.

CALENDAR DESCRIPTION:

- Educ. 422-4: **Learning Disabilities**
 A study of conceptual and historic foundations of learning disabilities and an introduction to the methodologies of diagnosis and remediation of learning disabilities.
- Educ. 424-4: **Learning Disabilities: Laboratory**
 Supervised experience in analysis and evaluation of treatment strategies to be used with classroom students having learning disabilities.

Content of Education 422 and Education 424 will be packaged as one program. Thus, during May and June Education 422 and Education 424 content will be dealt with on BOTH Tuesday and Thursday evenings.

Meeting times change in July in order to accommodate the on-campus attendance of children who register in our summer tutoring program.

Students who register for either Education 422 or Education 424, but not both courses, should see the instructor in class on Tuesday, May 9th. Special arrangements are available. Hopefully, the majority of students will elect the specially designed, combined course option.

Educ. 422-4 is designed as an introduction to the theoretical foundations of learning disabilities. Course content will include definition; symptomatology; integrities for learning; diagnosis; remediation; current state of services for the learning disabled child, adolescent and adult. Grades will be based on a number of assignments, including investigation of a student-selected topic. Details re assignments will be provided at the first class meeting.

Educ. 424-4 provides a "live" experience in tutoring. Course content will include task analysis and instructional programming; assessment and data management; procedures for treating perceptual and cognitive problems; behaviour management; and reporting techniques. Assignments include actual reports on assessment and tutoring. Details will be provided at the first class meeting.

REQUIRED TEXTS:

Educ. 422

Lerner, J. Learning disabilities. Houghton Mifflin Co., 1989.

Educ. 424

Mann, P. H., Suiter, P. A., McClung, R. M. Handbook in diagnostic teaching (3rd Ed.), Allyn & Bacon.

EDUCATION 422-4 LEARNING DISABILITIES

This course provides a framework for understanding learning disabilities. It focuses on conceptual, historical and theoretical issues in the learning disabilities field, as well as fundamental steps in assessment and remediation of learning problems. It is the prerequisite to Education 424 (Learning Disabilities Practicum). The course is divided into the following units:

- Unit I History
- Unit II Definitions
- Unit III Old Theories of Learning Disabilities (Part I)
- Unit IV Old Theories of Learning Disabilities (Part II) and Critique
- Unit V New Theories of Learning Disabilities
- Unit VI Assessment of Reading Problems
- Unit VII Assessment of Arithmetic Problems
- Unit VIII Visual Discrimination Problems
- Unit IX Task Analysis
- Unit X Case Studies in Assessment and Remediation
- Unit XI a) a primary learning disabled child
- Unit XII b) an intermediate learning disabled child
c) a secondary learning disabled child

PREREQUISITE: 60 credit hours and EDUC 220 or equivalent.

REQUIRED TEXT:

Hallahan, D.P., J.M. Kauffman & J. Lloyd. *Introduction to Learning Disabilities*.
Prentice-Hall, 1985.

COURSE REQUIREMENTS:

Students will be required to complete three essay assignments. Assignment 1 is worth 20% while Assignment 2 and 3 are each worth 25%. Each assignment should not exceed 1500 words. There will be a final examination worth 30%.