

EDUCATION 422: LEARNING DISABILITIES

Instructor: Bernice Wong
Meeting: once/week in the evening

WARNING: This course is only for hard-working students.

Objectives:

1. Students execute competent diagnosis of L.D. in reading and in arithmetic, using formal and informal tests.
2. Students demonstrate competency at remedial methodology.
3. Students demonstrate knowledge of non-academic aspects of L.D.
4. Students demonstrate knowledge of the different approaches in defining L.D.
5. Students demonstrate knowledge of different theoretical models of L.D.

Bases of Student Evaluation:

1. Assessments of L.D. Reports	30%
2. Write-up of remedial progress	15%
3. Class assignments	25%
4. Short (1-2 hrs.) exams	<u>30%</u>
<u>Total</u>	100%

Texts:

1. Hallahan and Kaufman
2. Bateman, B. "Essentials in Teaching"
3. Engelmann, S. "Concept Analysis:"
4. F. Reisman's book - Recommended

All books have been ordered. Please go to bookstore.

Week 1:	Introduction and identification of Learning Disabilities
Week 2:	Diagnosis of L.D. (Formal and Informal)
Week 3:	Diagnosis of L.D. continued
Week 4:	Concept Analysis: Methodology in remedial teaching (I)
Week 5:	Task Analysis: Methodology in remedial teaching (II)
Week 6:	General Review
Week 7:	Remedial programming
Week 8:	Follow-up on individual programming
Week 9:	Non-academic aspects of L.D. and their relation to academic L.D.
Week 10:	a) Continuation of week 9 b) Discussion of students' work
Week 11:	Theories in L.D.
Week 12:	Approaches in L.D.

Education 422 Learning Disabilities

Summer Session (July 3rd to August 10th)

Instructor: Dr. Bernice Wong

(office MPX 9505, tel. 291-4115)

Course content

This course deals with the conceptual and theoretical aspects of learning disabilities. It is a prerequisite to Ed 424.

Course objective

This course is designed to provide a conceptual framework of learning disabilities for the student, and to familiarize him/her with the historical foundations and theories of learning disabilities. It also covers special issues of current interests in the field.

Textbook

A.O. Ross "Learning Disabilities" McGraw-Hill (1977).

Grading system

There will be two exams, each constituting 50% of the individual student's total grade.

Timetable of lectures Mondays	Wednesdays
July 2nd 12:30-2:20 Conceptual and definitional problems	July 4th Historical context of learning disabilities
July 9th Theories in Learning Disabilities (1) The Minimal Brain Dysfunction Hypothesis of Learning disabilities (2) The perceptual deficit hypothesis	July 11th Theories in L.D. (3) Doman-Delacato's theory (4) The Sensory-integration theory
July 16th Critique of theories (1) to (4).	July 18th New theories in L.D. (A) Adelman's interactional model (B) Senf's theory (C) Satz's theory
July 23rd exam	July 25th New theories in L.D. (D) Ross theory (E) Vellutino's theory (F) Torgesen's conceptualization

Ed 422 Summer session continued

Mondays	Weds
July 30th Critique of new theories	August 1st Social aspects of L.D.
August 6th Special issues in L.D. (I) Early screening (II) Juvenile delinquency & L.D. (III) Mainstreaming	August 8th Final exam

LEARNING DISABILITIES

This course provides a framework on understanding learning disabilities. It focuses on conceptual, historical, and theoretical issues of the learning disabilities field, as well as fundamental steps in assessment and remediation of learning problems. It is the pre-requisite to Education 424, LEARNING DISABILITIES PRACTICUM. The course is divided into the following units:

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

COURSE REQUIREMENTS:

Students are required to write two essays each of approximately 1500 - 2000 words (about 6 - 8 pages type written, double-spaced), on given topics. Students will be assigned the better grade of the two essay grades. This accounts for 20% of the final grade.

Students are required to write a final three-hour exam worth 80% of the final grade.

REQUIRED TEXTS:

BRYAN, Tanis & James, Understanding Learning Disabilities, (Alfred Pub. Co. In., Sherman Oaks, 1978)

FARNHAM-DIGGORY, Sylvia, Learning Disabilities, (Harvard University Press, Cambridge, 1978)

COURSE PREREQUISITES:

- 60 credits
- Psychology 351 (Can be taken concurrently)