

EDUCATION 422-4

LEARNING DISABILITIES

FALL, 1980

INSTRUCTOR: Dr. Bernice Wong

CAMPUS

Mondays 4:30 - 8:30

In designing this course I have kept several objectives in mind. The first of these is to underscore the special importance of an educational perspective in learning disabilities. Although the field of learning disabilities involves many professionals from diverse disciplines, especially in the history of the field, ultimately the educator is left with the responsibility of alleviating the learning problem faced by the child/adolescent. It is this responsibility that singles out the special contribution and significance of an educational perspective in learning disabilities.

A second objective is to acquaint you with the problems in defining learning disabilities. The defining attributes of learning disabilities need to be carefully examined and justified. The demarcations need to be made between a learning-disabled student and a poor reader; between a learning-disabled student and a mentally retarded student.

A third objective is to introduce to you new theories of learning disabilities. These are important works by a new generation of scholars in the learning disabilities field. They have provided us theories that are comprehensive and heuristically promising. It is therefore important that we familiarize ourselves with them.

A fourth objective is to familiarize you with the various kinds of academic and non-academic learning disabilities. Academic learning disabilities refer to learning problems in reading, arithmetic, spelling and writing. Non-academic learning disabilities refer to perceptual problems, and visual-motor problems.

A fifth objective is to cover language problems and the social aspects of learning disabilities.

Lastly the sixth objective is to impart knowledge of assessments of learning disabilities.

GRADING:

Two exams each accounting for 50% of final grade.

TEXTBOOK:

To be announced.