

EDUCATION 422-4 LEARNING DISABILITIES

May/June Tuesday 4:30 - 8:30 p.m.
July/August Monday 8:30 - 12:30 p.m.

EDUCATION 424-4 LEARNING DISABILITIES: Laboratory

May/June Thursday 4:30 - 8:30 p.m.
July/August Wednesday 8:30 - 12:30 p.m.

NOTE: FOR STUDENTS WHO ELECT TO TAKE BOTH COURSES, THE CONTENTS OF EDUCATION 422 AND EDUCATION 424 WILL BE PACKAGED AS ONE PROGRAM. HOPEFULLY, THIS OPTION WILL BE THE CHOICE OF THE MAJORITY.

-MEETING TIMES WILL CHANGE IN JULY IN ORDER TO ACCOMMODATE THE ON-CAMPUS ATTENDANCE OF CHILDREN WHO REGISTER IN OUR SUMMER TUTORING PROGRAM.

EDUCATION 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 and adolescent.

EDUCATION 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.

TEXTS:

FARNHAM-DIGGORY, S.; Learning Disabilities: a Psychological Perspective. Harvard University Press, 1978.

MANN, P.H. and SUITER, P.; Handbook in Diagnostic Teaching: a Learning Disabilities approach. (revised ed.) Allyn & Bacon, 1979

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)

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