

Educ. 422-4 Learning Disabilities

SUMMER SESSION 1982

INSTRUCTOR: Patricia R. Johnson M.Ed.

Tuesday & Thursday 8:30 - 12:20

LOCATION: on-campus

COURSE DESCRIPTION:

This course is designed as an introduction to the field of learning disabilities and will include the following topics:

1. Historical and theoretical foundation of learning disabilities;
2. Identification of learning disabled students;
3. An overview of assessment techniques and instruments;
4. Instructional strategies, including cognitive modification techniques;
5. Programming and materials, including a discussion of microcomputers;
6. Teaching styles and learning styles;
7. Stress and the learning disabled student, his teacher, and his family;
8. Professional reading - an examination of books, journals, and other sources of current information about learning disabilities.

ASSIGNMENTS:

Students will be able to choose from a variety of assignment options that will be discussed more fully at the first class meeting. Assignments will generally be of practical use to the student and related to individual interests.

TEXTBOOKS:

Lerner, Janet. Children with Learning Disabilities: Theories, Diagnoses and Teaching Strategies. Nelson, Canada: 1981.

For elementary level teachers, OPTIONAL:

Hammill, D. & Bartel, N. Teaching Children with Learning and Behaviour Problems. Allyn & Bacon, Boston: 1978.

For secondary level teachers, OPTIONAL:

Alley, G. & Deshler, D. Teaching the Learning-Disabled Adolescent: Strategies and Methods. Love, Denver: 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 complete three assignments on given topics:

- Assignment I: Definition - 15% of grade.
- Assignment II: Social Aspects - 25% of grade.
- Assignment III: Theory - 30% of grade.

The final examination will comprise 30% of the course grade.

REQUIRED TEXT:

- BRYAN, Tanis & James, Understanding Learning Disabilities, (Alfred Pub. Co. In., Sherman Oaks, 1978)
- FARNHAM-DIGGORY, Sylvia, Learning Disabilities, (Harvard University Press, Cambridge, 1978)

EDUCATION 422: LEARNING DISABILITIES

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- 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 of Old Theories of Learning Disabilities
- 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 disability child
- Unit XII - (b) an intermediate learning disability child
- (c) a secondary learning disability child

Course Requirements:

Students are required to complete three assignments on given topics:

- Assignment I: Definition 20% of grade
- Assignment II: Social Aspects 20% of grade
- Assignment III: Theory 20% of grade

The final examination will comprise 40% of the course grade

Required Text:

Lerner, Janet Learning Disabilities, 3rd Edition, Houghton, Mifflin Co.