

**SIMON FRASER UNIVERSITY**

**EDUCATION 422-4: LEARNING DISABILITIES**

(E1.00 - CAT. #11725 )

**EDUCATION 424-4: LEARNING DISABILITIES LABORATORY**

(E1.00 - CAT. #57979)

Regular Summer Semester 1994

(May 2 - July 29)

EDUC 422: Monday, 17:30-21:20 (EAA 1100)

EDUC 424: Wednesday, 17:30-21:20 (EAA 1100)

Instructor:

Nancy Perry

Office:

TBA

Phone:

291-3395 (messages)

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**PREREQUISITES**

EDUC 422-4: 60 hours of credit and EDUC 220 or 401/402

EDUC 424-4: EDUC 422-4 (or co-requisite)

**EDUC 422-4 OUTLINE**

One goal in this course is to provide students with historical, conceptual, and empirical knowledge about the field of learning disabilities (LD). Another is to challenge students to translate theory and research into practice and to grapple with both long-standing and current debates in the field.

Weekly topics include: definitional issues, developmental approaches to the study of LD, language problems, problems related to literacy and numeracy, metacognition, motivation, assessment, and models of support service delivery.

Each class will model several instructional techniques, including lecture, discussion, and small group work.

**COURSE REQUIREMENTS**

Grades for the course will be based on two projects (50% each), one to be handed in half-way through the course, the other on the last day of class. Both projects will involve students in collaborative and independent work.

Project 1 will require students to integrate content in the first half of the course by doing a case study.

Project 2 will require students to identify a problem in the field of LDs and to develop a plan of action to solve that problem. This project will draw from the content in the second half of this course.

**REQUIRED READINGS/MATERIALS**

B. Wong (Ed.). (1991). Learning about learning disabilities. Academic Press.

Supplemental readings that characterize current debates in the field of LD will be placed on reserve in the CET.

**RECOMMENDED TEXT**

Bos, C. & Vaughn, S. (1993) Strategies for teaching students with learning and behavior problems. Allyn and Bacon.

(over please)

**EDUCATION 424-4 OUTLINE**

This course is the practical extension of EDUC 422: Learning Disabilities. Students will learn about and gain experience with techniques for assessing and remediating learning disabilities. A major portion of this course will be spent on a collaborative tutoring project. Two SFU students will work together to assess a school aged student's learning difficulties. Then, they will develop and implement a plan of remediation for that student. To accomplish this project, SFU students must be prepared to spend time in schools during the months of May and June, and to meet with their tutoring partners and 'tutees' outside of class time during the month of July.

In addition to the tutoring project, students will be involved in discussions about current issues regarding assessment and special education. Specifically, they will be asked to consider the utility of formal and informal assessment techniques, including portfolio and performance assessments; evaluate the ethical and practical implications of various models of support service delivery; and determine how such tensions are resolved in the current BC curriculum. These discussions will be facilitated by guest speakers and readings.

**COURSE REQUIREMENTS**

Tutoring Project Report -- Part 1 will include a description of assessment results, remedial goals and objectives, sample lesson plans and materials (35%). Part 2 (due during the last week of class) will include an evaluation of student's progress during remediation, samples of student's work that support the evaluation, recommendations for future remediation (35%).

Personal portfolio of teaching strategies, journal articles, reflections on issues dealt with in the course, and ideas that will be useful for future remedial teaching (15%).

Client portfolio that includes a collection of work, and documents tutee's use of strategies and involvement in ongoing assessment throughout the tutoring sessions. This portfolio will be an ongoing activity and its contents will support the writing of Part 2 of the Tutoring Report. (15%)

**REQUIRED READINGS/MATERIALS**

Manuals for assessing reading and learning difficulties will be available during the first class. Readings relating to critical issues in assessment and remediation will be placed on reserve in the CET.

**RECOMMENDED TEXTS**

Lipson, M. & Wixson, K. (1991). Assessment and instruction of reading disability: An interactive approach. Harper Collins Publishers.

Bos, C. & Vaughn, S. (1993) Strategies for teaching students with learning and behavior problems. Boston: Allyn and Bacon.