

EDUCATION 422-4
Learning Disabilities (E1.00)

EDUCATION 424-4
Learning Disabilities Lab (E1.00)

REGULAR SEMESTER 1995

L. Prock

PREREQUISITE: 60 hours of credit. EDUC 220 or equivalent instructional psychology course recommended.

CALENDAR DESCRIPTION:

EDUC 422-4: Learning Disabilities

A study of conceptual and historic foundations of learning disabilities and an introduction to the methodologies of diagnosis and remediation of learning disabilities.

EDUC 424-4: Learning Disabilities: Laboratory

Supervised experience in analysis and evaluation of treatment strategies to be used with students having learning disabilities.

Content of Education 422 and Education 424 will be packaged as one program. Thus, during May and June Education 422 and Education 424 content will be dealt with on BOTH Tuesday and Thursday evenings.

Meeting times change in July in order to accommodate the on-campus attendance of children who register in our summer tutoring program. EDUC 424 students must schedule BOTH mornings in the July/August period.

Students who register for either *Education 422* or *Education 424*, but not both courses, should see the instructor in class at the first class meeting. Special arrangements are available. Hopefully, the majority of students will elect the specially designed, combined course option.

EDUC 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, adolescent and adult. Grades will be based on a number of assignments, including investigation of a student-selected topic. Details re assignments will be provided at the first class meeting.

EDUC 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. Assignments include actual reports on assessment and tutoring. Details will be provided at the first class meeting.

REQUIRED TEXTS:

EDUC 422

Cegelka, P. & Berdine, W. *Effective Instruction for Students with Learning Difficulties*. Allyn & Bacon. ISBN 0-205-16268-1.

EDUC 424

Crealock, C. & Bachor, D. *Instructional Strategies for Students with Special Needs* (2nd Ed.). Allyn & Bacon, 1995. ISBN # 0-205-16171-5.