

EDUCATION 422-4: Learning Disabilities

EDUCATION 424-4: Learning Disabilities Lab

Regular Semester ¹⁹⁹⁰ ~~1988~~
(May 9¹ - August 3³)
~~Tuesday & Thursday, 1:00 - 4:50~~ ~~Monday, 12:30 - 4:20 P.M.~~
(plus fieldwork) ~~Location: AA 5040~~ ^{Location: AA 5040}, ~~10:30 a.m. - 2:20 p.m.~~
Instructor: Dr. Bernice Wong
Office: MPX 8620
Phone: 291-4115

PREREQUISITE:

60 hours of credit. Educ. 220 or equivalent instructional psychology courses recommended.

CALENDAR DESCRIPTION:

- (422) A study of conceptual and historic foundations of learning disabilities and an introduction to the methodologies of diagnosis and remediation of learning disabilities.
- (424) Supervised experience in analysis and evaluation of treatment strategies to be used with classroom students having learning disabilities.

INTRODUCTION:

These two courses will be taught as an integrated unit, demonstrating to students how theory blends into practice. To get maximal benefit from this teaching approach, students are advised to take both courses together. For those who have already taken Educ. 422 and wish to take Educ. 424, they may do so.

Only for the month of July students will tutor children, on an individual basis, daily for one hour, four days a week on campus. All students will choose one shift of either 9:00 - 10:00 a.m. or 10:00 - 11:00 a.m.

The reasons Dr. Wong runs the remedial lab 4 days per week are these: (1) In order to discover the effectiveness of the remedial techniques, you need at least 3 - 4 data points per week to monitor reading-disabled students remedial progress. (2) Interacting with such children/adolescents on a continual basis per week enables you to gain insight into their learning modes and performance patterns. Needless to say, only hard-working students should enroll in this remedial lab.

OBJECTIVES OF EDUC. 422-4:

1. To impart knowledge of:
 - a) history and concept of learning disabilities
 - b) assessments models and methods
 - c) salient aspects of learning disabilities (structural), social and strategic aspects).
2. To consider the instructional issues in learning disabilities from the respective perspectives of the primary, intermediate and secondary teachers.
3. To provide practical knowledge on assessment and remediation of academic learning disabilities.
4. To teach monitoring of students' remedial progress on a daily basis.

Texts:

D. P. Kallahan, J. Kaufman, & J. Lloyd. Introduction to Learning Disabilities: Second Edition. Prentice-Hall, 1985.