

SIMON FRASER UNIVERSITY

**EDUCATION 422-4: LEARNING DISABILITIES
(D1.00-CAT. #98614) or (D2.00-CAT. #93797)**

**EDUCATION 424-4: LEARNING DISABILITIES-LABORATORY
(D1.00-CAT. #42342) or (D2.00-CAT. #14399)**

Regular Summer Semester 1993
(May 3-July 30)
Tuesday/Thursday,
1:00-4:50 p.m.
Location: MPX 8620

Instructors:	Dr. Bernice Wong	Dr. Lorraine Graham
Office:	MPX 9505	MPX 9504
Telephone:	291-4115	291-4117

PREREQUISITE:

Students can take EDUC 422 alone if prerequisite is met. Students who have already taken EDUC 422/422 DISC, can take EDUC 424 only.

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

EDUC 424-4: Learning Disabilities Laboratory: Prerequisite or Co-requisite: EDUC 422

COURSE DESCRIPTION

Unlike previous years, this summer there will be only one section of EDUC 422 and EDUC 424. This change represents our attempt to enhance quality of instruction by pooling in the rich resources of a team of highly competent instructors (2 professors and 4 teaching assistants), and to streamline student training in the remedial tutoring in EDUC 424.

Students are encouraged to take both courses (422 and 424) together. However, it is NOT mandatory for them to take both together. The advantages of taking both courses is that a student can better relate learning in EDUC 422 to EDUC 424. Students who took an integrated course load of both EDUC 422 and EDUC 424 in the past summers tended to report that despite the heavy demands of the coursework, they found them to be worthwhile because they learned a lot from seeing theory translated into practice before their eyes. The disadvantages come from the heavy demands of coursework, especially EDUC 424. So, students must make **well considered** decisions when it comes to whether to take both courses together.

EDUCATION 422-4: LEARNING DISABILITIES

COURSE OBJECTIVES

1. Students will gain knowledge of the historical and conceptual bases of learning disabilities.
2. Students will learn about current research issues and findings in learning disabilities

STRUCTURE OF THE COURSE

EDUC 422 will consist of lectures supported by tutorial sessions. For these tutorial sessions students will be divided into 6 groups which will meet regularly with either an instructor or a teaching assistant. Tutorial participation is an important part of the overall assessment for this course.

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ASSESSMENT

One short think paper	15%
Midterm	40%
Final Exam	35%
Tutorial participation	10%

TEXT

B.Y.L. Wong (Ed.). (1991). Learning about learning disabilities. San Diego: Academic Press.

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

This course is designed to:

1. teach students to perform informal assessments of reading and math problems;
2. teach students to understand how to set up an individualized educational plan (IEP) for a student with learning disabilities;
3. teach students to teach a child or adolescent with learning disabilities;
4. teach students to monitor and evaluate the learning progress of the students with learning disabilities, and in turn to evaluate their own teaching of such students.

STRUCTURE OF THE COURSEIn May and June

1. Students will receive lectures on assessments and remediation, learn and practise informal assessments in class.
2. Students will indicate preferences in grade level of students with LD that they would like to tutor in July.
3. (After we receive the list of LD children and adolescents from the school district of Coquitlam), students will be assigned to pairs, each pair being given the name of a child or adolescent with LD.
4. Student pairs will make arrangements with respective school teachers (LA and classroom) to observe the LD child or adolescent.
5. After observations and rapport is established with tutees, students perform informal assessments.
6. Individual student pairs make appointments with the instructors and TAs for the IEP of the LD child/adolescent.

First week of July

7. Student pairs check in for materials and get ready for tutoring, especially regarding their knowledge and application of remedial strategies.

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July (2nd, 3rd and 4th weeks)

Remedial tutoring. Student pairs share the teaching per week; each teaches 2 mornings (Mon, Tues, Weds, and Thurs) (Hours:). Actual arrangement of such team teaching will be shown in class.

ASSIGNMENTS

Initial Assessment	20%
Remedial Plan	20%
Daily records (3 weeks)	20%
Teaching	20%
Prompts	10%
Graphs	10%
Final Assessment	20%

Assignments will be explained in class.

Note:

Please pay attention to the nature of the July tutoring demands. For 3 weeks in July, SFU students must spend four hours per week, one hour each morning from Monday to Thursday tutoring children/adolescents. If you cannot fit this tutoring in, please do not take EDUC 424.

During July, classes scheduled for EDUC 422 and EDUC 424 continue (Tues. and Thurs, 1:30–5:30 p.m.)

TEXTBOOK

B.Y.L. Wong (Ed.). (1991). Learning about learning disabilities. San Diego: Academic Press.

Assessment Manuals: Each student will need to purchase one for use in the course. Payment feeds back into xeroxing costs for faculty.

Each student should expect to spend about \$20 on making teaching prompts and games (e.g., purchasing paper, laminating in Centre for Educational Technology).