

SPD 377
A STUDY OF LEARNING AND LEARNING DISABILITIES
FALL, 2007

CONCEPTUAL FRAMEWORK: *Through programs dedicated to collaboration in instruction, field experience, and research, the candidates in Sam Houston State University's Educator Preparation Programs acquire the knowledge, dispositions and skills necessary to create a positive learning environment. Employing a variety of technologies, these candidates learn to plan, implement, assess, and modify instruction to meet the needs of our communities' diverse learners.*

Instructor

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TUES/THURSDAY

TEC 107G

12:30 - 1:50

Required Text & Course Materials

Hallahan, D. P., Lloyd, J. W., Kauffman, J. M., Weiss, M. P., & Martinez, E. A. (2005). **Learning Disabilities: Foundations, Characteristics, and Effective Teaching. (Third Edition).** Boston: Pearson Publishing.

Supplementary Materials

Readings from Electronic Reserve

Course Handouts

It is the policy of Sam Houston State University that no otherwise qualified disabled individual shall, solely by reason of his/her handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any academic or Student Life program or activity. Students with a disability may request help with academically related problems stemming from individual disabilities from their instructors, school/department chair, or by contacting the Chair of the Committee for Continuing Assistance for Disabled Students and Director of the Counseling Center, Lee Drain Annex, or by calling (936) 294-1720.

Students with a disability which affects their academic performance are expected to arrange for a conference with the instructor in order that appropriate strategies can be considered to ensure that participation and achievement opportunities are not

impaired. All disclosures of disabilities will be kept strictly confidential. NOTE: no accommodation can be made until you register with the Counseling Center.

STUDENT ABSENCES ON RELIGIOUS HOLY DAYS POLICY

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). This request must be made in the first fifteen days of the semester or the first seven days of a summer session in which the absence(s) will occur. The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed.

Course Description (Catalog)

Learning Disabilities are examined with emphasis on history, definition, causation, teaching methods, and inclusive practices.

Course Questions

- 1. Why is it important to understand learning disabilities?**
- 2. What are the major characteristics and educational needs of students with learning disabilities?**
- 3. What are the big issues, trends, and controversies in the field?**
- 4. What is the life experience of a person with a learning disability?**
- 5. What are the criteria for determining whether a person is eligible for special education services as LD?**
- 6. What should I know about learning disabilities through the life span, from childhood to adolescence to adulthood?**
- 7. What assessment and instructional practices are highly regarded in the education of the learning disabled?**
- 8. What are possible causes of learning disabilities?**
- 9. What roles, responsibilities, and ethics should govern my professional competencies toward students with LD?**

10. Are students with LD that different from other struggling learners?

Course Objectives

Course objectives are aligned with state and national standards in the following table. State standards are taken from the **State Board for Educator Certification** - Twelve Knowledge and Skill Standards - for Special Education and are the basis for the ExCET/TexES Certification Examination (www.sbec.state.tx.us). For National Standards, The **Council for Exceptional Children** (CEC) provides the following :

“ *CEC Knowledge and Skill Base for All Beginning Special Education Teachers of Students in Individualized General Curriculums*”(www.cec.sped.org).

SPD 377 OBJECTIVES/ LEARNING OUTCOMES	ACTIVITIES	PERFORMANCE ASSESSMENT	<u>STANDARDS</u> TX: EC-12 TE_xES <i>-Special Education Knowledge(k) and Skills(s)</i> CEC/NCATE: <i>Individualized General Curriculum(GC) and Common Core(CC)</i>
1 Ability to describe the major intellectual, cognitive, academic, and social characteristics of students with learning disabilities	Text Reading: Chapters 1, 7, 8 In-class Discussion Analysis of Case Studies of Students with LD Video on characteristics	Class Participation EXAM 1 Evaluation of Group Report Responses to Pre-Questions	4.1k – 4.4k, 4.8k, 4.10k, 4.1s - 4.4s ST. 2: Development and Characteristics of Learners – CC2K5, CC2K6, CC2K4 ST. 5: Learning Environments and Social Interactions – CC5K5
2 Ability to cite major factors of causation in learning	Text Reading Chapter 2 In-class Discussion Units on Extrinsic	Class Participation EXAM 1	4.6k, 4.12k, 4.1s ST. 2: Development and Characteristics of Learners – CC2K1,

disabilities, hyperactivity/ADHD, low academic achievement, and dyslexia.	& Intrinsic Causation, Dyslexia		GC2K1, GC2K3
3 Ability to cite and explain major trends and issues facing the field of learning disabilities, including definition, labeling/identification, differing paradigms/theories, characterization of students with LD, and representation of students from culturally diverse backgrounds.	Text Reading: Chapters 1, 3, 10 In-class Discussion Position Paper Small Group Reports	Class Participation EXAM 1, 2, 3 Rubric Rubric	1.1k – 1.5k, 1.2s, 1.3s ST. 1: Foundations – CC1K1, CC1K5, CC1K10, GC1K1, GC1K7 ST. 2: Development and Characteristics of Learners – CC2K3 ST. 3: Individual Learning Differences – CC3K4
4 Ability to cite and describe the major professional organizations, publications, historical milestones and the growth of the major theoretical approaches influencing the field of learning disabilities.	Text Reading: Chapters 1, 8, 10 In-class Discussion	Class Participation EXAM 1, 2	1.2k, 2.3k, 11.5k ST. 1: Foundations – CC1K1, CC1K8, GC1K3 ST. 9: Professional and Ethical Practice - GC9K1, GC9K2
5 Ability to compare and contrast major approaches and concerns related to	Text Reading: Chapters 3, 15 In-class Discussion	Class Participation EXAM 1, 2, 3	5.1k, 5.2k, 5.4k, 5.5k, 5.8k, 5.9k, 5.5s, 5.6s, 10.3k

screening, referral, diagnosis, identification, and assessment of students with learning disabilities.	Position Paper Small Group Reports Journal Readings: (Bradley, et al) (NJCLD) Power Point Presentation on Assessment in LD	Rubric Rubric Criteria for Summary	ST. 1: Foundations – CC1K6 ST. 8: Assessment – CC8K1, CC8K3, CC8S6, GC8K4, GC8K8
6 Ability to explain and critique the rationale and elements involved in the placement of students in the least restrictive setting and the provision of services for students with learning disabilities, including inclusive and integrated learning environments.	Text Reading Chapters 3, 15 In-class Discussion Position Paper Small Group Reports Video: FAT City Journal Reading: (Prater, et. al)	Class Participation EXAM 2, 3 Rubric Responses to Pre-Questions Criteria for Summary	1.7k, 1.9k, 4.9k, 6.9k ST. 1:Foundations – GC1K5, GC1K8 ST. 5: Learning Environments and Social Interactions – CC5K4 ST. 4: Instructional Strategies – GC4S7
7 Ability to compare and contrast Underlying Abilities, Behavioral, Cognitive-Behavioral, Constructivist, Socio-Cultural, and Whole Language Approaches to assessment and instruction of students with LD.	Text Reading; Chapter 10 In-class Discussion Journal Reading (Coyne, Zirpoli, & Ruby) Position Paper Small Group Reports	Class Participation EXAM 1, 2, 3 Criteria for Summary Rubric Rubric	1.2k, 1.5k, 11.1k ST. 4: Instructional Strategies – CC4S2, CC4S5, GC4S2, GC4S3
8 Ability to explain	Text Reading: Chapters 4, 15	Class Participation	3.1k, 3.3k, 3.5k, 3.3s, 3.8s

and engage in collaborative roles and responsibilities with educators, families, students, and multidisciplinary professionals in learning disabilities.	In-class Discussion, Simulation Activities	EXAM 2, 3	ST. 1: Foundations – CC1K4 ST. 7: Instructional Planning - CC7S3 ST. 10: Collaboration – CC10K2, CC10K3, CC10S3, CC10S9, GC10K2
9 Ability to explain the nature of learning deficits and differences involving language, listening, memory, selective attention, perceptual-motor functioning, and socialization and the relationship of each to needed levels of support.	Text Reading: Chapters 7 – 9, 11 – 14 In-class Discussion Reading, discussing Case Studies of Students with LD Power Point Presentation on Social and Emotional Aspects	Class Participation EXAM 1 Peer Evaluation Of Small Group Reports	4.1k, 4.3k, 4.6k, 4.8k, 4.10k, 4.1s, 4.2s, 10.8s ST. 2: Development and Characteristics of Learners – CC2K2, GC2K4 ST. 3: Individual Learning Differences – CC3K1, CC3K2, CC3K5, GC3S1 ST. 6: Communication – CC6K1, CC6S1, GC6K3, GC6K3
10 Ability to explain learning disabilities through the life-span, including adult and college student level, and needed support options at various stages of life development.	Text Reading: Chapters 5, 6 In-class Discussion Journal Reading: (Johnson, et. al) Position Paper Small Group Reports Analysis of Case Studies	Class Participation EXAM 1, 2, 3 Criteria for Summary Rubric Rubric Peer Evaluation of Group Report	6.6k, 9.1k, 9.4k, 9.5k, 9.7k, 9.1s, 10.7k ST. 2: Development and Characteristics of Learners –CC2K6 ST. 4 – Instructional Strategies – CC4S6, GC4S8 ST. 5: Learning Environments and Social Interactions – CC5K7 ST. 7: Instructional Planning – GC7K2
11 Ability to	Text Reading	Class Participation	1.7k, 5.11s, 6.2k,

<p>describe service delivery and curricular (general and special education) arrangements for students with LD, including the types of demands and supports (e.g., instructional and assistive technology) needed for success in various settings.</p>	<p>In-class Discussion</p> <p>Small Group Reports</p> <p>Power Point Presentation on Placement Options</p> <p>Power Point Presentation on Technology & LD</p>	<p>EXAM 2,</p> <p>Rubric</p>	<p>6.3k, 6.6k, 6.9k, 6.2s, 6.8s, 6.9s, 8.1k, 8.5k, 8.6k, 8.1s, 8.2s, 10.9k</p> <p>ST. 4 – Instructional Strategies – CC4S1</p> <p>ST. 5: Learning Environments and Social Interactions – CC5K1, CC5S3, CC5S1, GC5S2</p> <p>ST. 7: Instructional Planning – CC7K2, CC7K3, CC7S1</p>
<p>12 Ability to identify and implement a variety of instructional strategies to meet individual needs of students in language, literacy, reading, and mathematics.</p>	<p>Text Reading In-class Discussion</p> <p>Journal Reading (Coyne, Zirpoli, & Ruby)</p> <p>Position Paper</p> <p>Small Group Reports</p> <p>Viewing, evaluating Selected instructional programs and materials</p> <p>Power Point Presentation on Literacy Needs</p> <p>Power Point Presentation on Math and LD</p>	<p>Class Participation</p> <p>EXAM 1, 2, 3</p> <p>Criteria for Summary</p> <p>Rubric</p> <p>Rubric</p> <p>Stating critical Aspects, Advantages and Disadvantages</p>	<p>10.1k, 10.2s, 11.4k, 11.7k, 11.8k ,12.1k, 12.2k</p> <p>ST. 4: Instructional Strategies – CC4S3, GC4K3, GC4S1, GC4S4, GC4S5, GC4S14</p> <p>ST. 6: Communication: CC6K1, GC6K1, GC6K3</p> <p>ST. 7: Instructional Planning –GC7K4, GC7S2</p>
<p>13 Adoption of a personal philosophy of who students with learning disabilities are and what priorities should govern their</p>	<p>Text Reading In-class Discussion</p> <p>Position Paper</p> <p>Journal Reading (Weintraub)</p>	<p>Class Participation</p> <p>Rubric</p> <p>Criteria for Summary</p>	<p>1.2k, 1.2s, 2.1k, 2.2k, 2.3k, 2.3s, 2.4s</p> <p>ST. 1: Foundations – CC1K1, CC1S5</p> <p>ST. 9: Professional and Ethical Practice – CC9K1, CC9S1,</p>

educational programs, including a commitment to ethical practices and advocacy.			CC9S3, CC9S5
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Evaluation

(1) Three Exams. Mix of class notes, handouts, in-class presentations, Black Board postings, outside readings, and text content. Objective and short answer items. 100 points each. **(300 points)**

(2) Completion of Position Paper on selected aspect of learning disabilities. See explanation at end of syllabus. Due **11/15/07**.

* 3-4 TYPED, DOUBLE SPACED pages

* at least 4 references included in reference list and cited in body of paper. References should be from reputable professional journals, books, and writings. USE REFERENCES OTHER THAN OUR TEXT and the OUTSIDE READINGS.

* supporting personal stance on an issue **(60 points)**

*see the scoring rubric provided **(turn this in with your paper)**

(3) Attendance, class participation (40 points). Class attendance is crucial and critical to success.

2 absences (3 Clock Hours) allowed by University. Use allowed absences for medical, family, etc. needs. Lose 12 points/ absence subsequently until grade reductions and withdrawal from course become necessary. Talk to me about extenuating circumstances.

(4) Completion of short term reading assignments. Due dates on course outline. Abstract format provided on 5 X 8" index card. See the full citation below and due dates for articles. Articles on electronic reserve in library. PASSWORD will be given out in class. 6 articles @ 10 points each **(60 points)**

**SPD 377 OUTSIDE READINGS -
(Electronic Reserve)**

[#1 - (due 8/28)]

Weintraub, F. (2005). The evolution of LD policy and future challenges. *Learning Disability Quarterly*, 28(2), 97 - 99

[#2 - (due 9/11)]

National Joint Committee on Learning Disabilities. (2004). State and district-wide assessments and students with learning disabilities: A guide for states and school districts. *Learning Disability Quarterly*, 27(2), 67 - 71.

[#3 - (due 9/18)]

Bradley, R., Danielson, L. & Doolittle, J. (2007). Responsiveness to intervention: 1997 to 2007. *Teaching Exceptional Children*, 39(5), 8 - 12.

[#4 - (due 10/2)]

Johnson, D. R., Mellard, D. F., & Lancaster, P. (2007). Road to success: Helping young adults with learning disabilities plan and prepare for employment. *Teaching Exceptional Children*, 39(6), 26 - 32.

[#5 - (due 10/9)]

Prater, M. A., Dyches, T. T., & Johnstun, M. (2006). Teaching students about learning disabilities through children's literature. *Intervention in School and Clinic*, 42(1), 14 - 24.

[#6 - (due 11/8)]

Coyne, M. D., Zirpoli, R. P., and Ruby, M. F. (2006). Beginning reading instruction for students at risk for reading disabilities: What, how, and when. *Intervention in School and Clinic*, 41(3), 161 - 168.

ABSTRACT FORMAT ----5 x 8 " CARDS

Reference, in APA, style...(like above)...*TOP OF CARD WITH YOUR NAME*

OBJECTIVE SUMMARY OF ARTICLE...*FRONT OF CARD* : Major arguments or elements, description, objective summary, author's purpose, research questions and hypotheses, major findings and conclusions. Demonstrate, in your own words, that you have grasped the main points of the article.

SUBJECTIVE CRITIQUE...*BACK OF CARD*: *What were your thoughts about the authors' stances?* Strengths and weaknesses, flaws in research or findings, applicability to special education and LD, theoretical value, applied value, how it strikes you. Refer to specific statements and points made in the article.

(5) SMALL GROUP REPORT. (40 points)

Completion of classroom report on selected aspect, issue, or competency in the field of LD. Many aspects of identification, definition, assessment, characteristics of LD (cognitive, social, language, etc.) , IEP design, collaboration, grouping arrangements, teacher roles, service delivery options, etc., etc. will be covered during the course. Design a presentation, demonstration, informational display, poster session, role-play, small group activity for the class, etc., etc. We can do these in threes or fours, depending on the scope and extent of the topic and class size. Demonstration should provide class members with first-hand knowledge of how to relate to, think about, or handle situations. Plan to take 10 - 15 minutes, including a little time for questions and comments from the audience (the class). Provide a **One page handout** for class with brief outline, main points to be covered, and **two references** or resources - books, pamphlets, etc. - to share(good to bring these and hold them up during presentation).

Groups are advised to consult with the instructor about formats, topics, and possible directions. Topics presented during the second portion of the course. Begin early to seek information on your idea(s) - look in texts, indexes, journal references, etc. See me **ahead of time** if you are having trouble finding resources. Just as with the Position Paper, the process of selecting a topic, designing the presentation, researching, organizing, designating roles for group members, etc. is valuable such that this should be your work--not a rehash of information already published, already presented, or already created from another class, school in-service, etc.

See the scoring rubric provided – Notice that 10 points come from review by other group members.

Course grades will be determined as follows: 500 Total Points

A = 455- 500

B = 415-454 points

C= 370-414 points

D= 335-369 points

F= 334 points and below

Course Outline

BLOCK ONE: THE FIELD OF LEARNING DISABILITIES

8/21	Course Overview and Introduction Description of Text Goal-Setting Identifying Critical Information & Terminology Being Eligible for LD How LD Students are Characterized
8/23 – 8/28	Brief History Issues in LD Prevalence of LD Types of Learning problems Definitions of LD--USOE and NJCLD Basic Characteristics Diversity and Heterogeneity Basic Psychological Processes Aptitude/Achievement Discrepancies LD as a Social construct Video: "I'm Not Stupid" Examining the Federal Register Definition Perceptual-Motor and Language Views Psycholinguistic Correlates and the ITPA Theory Bases in LD Diagnostic Remedial Approaches - Underlying/Specific Abilities Theories Source: Coles: <u>The Learning Mystique</u> Chapter 1 Article: Weintraub (due 8/28)
8/30	Online Lecture in Blackboard
9/4	Physiological Causation Medical, Diagnostic Perspective Basic Ideas about Neurology

Genetic link?
MBD and Brain Injury
Transactional Perspective
Environmental Causation
Maturational Lag
Attribution Training
Nutritional and Dietary Aspects
Irlen Filters, Vision Training
Unsupported Treatments
Drug Treatments
Chapter 2

SMALL GROUP REPORTS CAN BEGIN IN THIS SEGMENT

- 9/6 Assessment and Evaluation
 Formal & Informal Assessment
 Assessment for Eligibility and Instructional Planning
 Assessment of Traits - Diagnostic-Prescriptive Model
 Direct Measurement - CBM & CBA
 Task Analytic Assessment
 Response to Intervention (RTI)
 Dynamic/Authentic Assessment
 Norm VS. Criterion-Referenced Assessment
 Eligibility Decisions - Who qualifies?
 ***Article: National Joint Committee on Learning
Disabilities. (due 9/6)***
 Concept of Discrepancy
 Source: D. Taylor: Learning Denied
 Chapter 3
- 9/11 ***Online Lecture in Blackboard***
- 9/13 - 9/18 ***Article: Bradley, Danielson, Doolittle (due 9/18)***
 Family Systems View
 Building Social Supports
 Cultural, Economic, Social, Language, Family Aspects
 Characteristics of Elementary LD
 Chapter 4
- 9/20 Early Interventions
 Prevention and Aspects of Early Childhood
 Risk Factors
 Assistive Technology
 Computers and School Success
 Considering the Internet Potential

Chapter 5

9/25

EXAM # 1

**BLOCK 2: DESCRIBING THE STUDENT WITH LEARNING
DISABILITIES THROUGH THE LIFE SPAN**

9/27 - 10/2

The Adolescent with LD
Characteristics of Secondary LD
Cumulative Deficits
Functional and Career Skills/Outcomes
Transitions in Life
Self-Advocacy & Self -Determination
Adult Learning Disabilities
Coping Strategies of College & Adult LD's
Article: Johnson, Mellard, Lancaster (due 10/2)
Colleges and LD
Faking It - Chris Lee
Chapter 6

10/4-10/9

Social Aspects
Relationships with Teachers
Assessment & Behavior Intervention Plans
LD/JD Link? At-Risk Factors
Alienation or Acceptance?
Attitudes and Attributions
Self-concept of LD
Educational Characteristics
Motivation & Behavior
Nonverbal LD
Source: B. Osman: No One to Play With
Article: Prater, Dyches, Johnstun (due 10/9)
Chapter 7

10/11

Information-Processing View of LD
Cognitive Strategy Instruction
Metacognitive Strategy Instruction
Memory & LD
Learning Strategies/Metacognition
Strategic Reading & Literacy
Self-Management & Self-Monitoring
Chapter 8

10/16

Online Lecture in Blackboard

10/18	LD & ADHD Cognitive Characteristics Intelligence of LD Assessment methods Selective Attention Chapter 9
10/23	ABA & Direct Instruction Behavioral/Precision Instruction Orientation Antecedents and Consequences Skills Mastery Emphasis A - B - C Learning “Research-based” Practices Chapter 10
10/25	EXAM 2
10/30 – 11/1	Cognitive/Learning Styles Gifted LD Oral Language Elements of Language – Morphology, Syntax, etc. Phonemic Awareness Pragmatic Communication/Purposes of Language Language Problems & Disabilities Content - Form - Use of Language Functional Communication Chapter 11

BLOCK 3: SERVICE DELIVERY AND INSTRUCTION

11/6 - 11/8	Reading Problems & Dyslexia Range of Assessments Reading Instruction and Content Area Reading Source: S. Stires: <u>With Promise</u> Code Emphasis Phonological Awareness Whole Language Utilizing language cueing systems Reading as Skills VS. Personal Meaning-Making Basals, DISTAR, Literature... Chapter 12 <i>Article: Coyne, Zirpoli, & Ruby (due 11/8)</i>
11/13	<i>Online Lecture in Blackboard</i>

11/15 - 11/20
Written Language & LD
Writing Problems
Assessment Strategies, Error Analysis
Skills Development
Handwriting, Spelling
The Writing Process
Effective Instructional Practices
Invented Spelling
Chapter 13
POSITION PAPER DUE 11/15

11/22 **THANKSGIVING HOLIDAY**

11/27 – 11/29
Mathematics Problems
Types of Math Disabilities
Math curriculum Sequence
Inventories and Error Analysis
Curriculum Based Assessment
Strategy Instruction
Cawley Math Programs
Chapter 14

12/4 - 12/6
Service Delivery in LD
LRE
Multidisciplinary Team Decision-Making
What is special education?
Inclusion Issues, Collaboration & Consultation
Resource Rooms, Self-contained programs
Residential settings
Regular Education Initiative
Grouping Arrangements
Trans-environmental Programming
Course Summary
Chapter 15

12/13 **EXAM 3**
(2:00 – 4:00)

POSITION PAPER (DUE 11/15/07)

WHAT DO YOU THINK ABOUT LEARNING DISABILITIES? The following topic areas reflect major issues in learning disabilities. Please feel encouraged to select another topic which particularly interests or appeals to you. You should discuss your idea briefly with the instructor prior to proceeding. A pro or con stand should be reflected in your paper. It is to your advantage to select a topic and begin collecting information as soon as possible. Make sure that the information you present relates directly to the field and population of students called learning disabilities. We shall endeavor to have your topic *nailed down* by the first exam. No more than three people should have the same topic.

Make at least one of your references **an interview** with a person who would have a useful perspective on the issue - a regular or special education teacher or administrator, school counselor, parent of an LD student, etc. Cite this person and their position in the reference list. Conference with me about your topic and progress in researching as needed. Make this an original work based on your own study of the issue.

POSSIBLE TOPICS:

Perceptual training programs?

Response to Instruction Model?

Fairness of using IQ tests/scores in diagnosis of LD?

Does LD really exist?

Self-contained classes for students with LD?

Is LD always due to an "intrinsic" cause?

Early labeling of children with LD?

Need for a new definition of LD?

Career or academic emphasis for secondary students with LD?

Graduation requirements for students with LD? TAKS Mastery?

Participation of LD in high stakes testing?

Learning Disabilities or learning differences?

Full access to employment and societal roles for individuals with LD?

Modifying instructional variables for students with LD?

Role of schools in addressing social needs of LD

Does Least Restrictive Placement work? Regular Education Initiative?

Who is right for inclusion?

What are the best methods for teaching reading, math, etc.?

Noncategorical special education programs (grouping LD/ED/EMR together)?

Grading inclusion students with LD?

How good are discrepancy formulas for defining LD?

Who is best qualified to deal with the child's problems: the teacher, the neurologist, the psychologist, the language specialist, etc.?

LD resource teachers: too many responsibilities?

Exclusion of cultural disadvantage?

Cultural and societal factors influence?

Peer tutors for students with LD-how to make it work?

Does the current IEP system work?

Let's brainstorm some more in class...

CITING REFERENCES:

(1) List references alphabetically on separate page at end of paper titled "References."

(2) Cite in body of paper quotes, assertions, facts, etc.:

EXAMPLES:

Brown (1981) stated that "children with autism have limited capacity for language development." (p. 47)

Stevens and Bright (1979) used art therapy successfully with aggressive children.

**GRADING CRITERIA FOR
SPD 377 - Small Group Presentations
Fall, 2007**

PRESENTER(S) _____

Topic: _____

	1 -3	4 - 5	6 -8	9 - 10	
Quality of Information	Presentation unclearly and non-specifically describes Topic under study	Presentation somewhat describes Topic under study	Adequate Presentation - clearly, practically, and specifically describes Topic under study	Strong Presentation - clearly, practically, and specifically describes Topic under study	
Quality of Handout	Handout poorly addresses Topic, impact on learning, and implications for teachers (0 -.25 page)	Handout somewhat addresses Topic, impact on learning, and implications for teachers (> 1 page)	Handout adequately addresses Topic, impact on learning, and implications for teachers (1 page)	Handout strongly addresses Topic, impact on learning, and implications for teachers (1 page)	
Impact on the Field of LD	Presentation Relates topic to field of LD	Presentation Strongly Relates topic to field of LD			
Audience Impact	Little interest – No Questions, class participation, or audience engagement	Presentations Generated Questions; class participation; Audience Interested			
Points from Other Group Members (10)					
				40 Total	

Comments:

**SPD 377 - Fall, 2007 – Due 11/15/07
Position Paper Evaluation**

NAME _____

	1 -3	4 - 5	6 -8	9 - 10	
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Position on Issue or Topic	Writer takes unclear, ambiguous position – pro or con - on issue or topic	Writer takes somewhat clear position – pro or con - on issue or topic	Writer takes clear position – pro or con - on issue or topic	Writer takes strong, clear position – pro or con - on issue or topic	
Grasp of Issues	Unclear, no description of pros/cons, advantages/disadvantages of issue or topic	Fair description of pros/cons, advantages/disadvantages of issue or topic	Adequate description of pros/cons, advantages/disadvantages of issue or topic	Strong description of pros/cons, advantages/disadvantages of issue or topic	
Organization, Argument	Writer cites little or no specific, major points/evidence in arguing for stance or position	Writer cites 1 or more specific, major points/evidence in arguing for stance or position	Writer cites 2 or more specific, major points/evidence in arguing for stance or position	Writer cites 3 or more specific, major points/evidence in arguing for stance or position	
Conclusion	Conclusion/Position not warranted by evidence or discussion	Conclusion/Position warranted by evidence or discussion			
References	0 - 2 references provided; not cited in paper; no Interview included	3 or less references provided; not cited in paper; no Interview included	4 or more references provided; cited in paper; No Interview included	5 or more references provided; cited in paper; Interview included	
Length	1 page typed, Dbl Spaced	1 - 2 pages typed, Dbl Spaced	2 - 3 pages typed, Dbl Spaced	3 – 4 pages typed, Dbl Spaced	
Mechanics	Paper has typos, spelling errors, problems with sentence structure, punctuation, etc.	Paper has no typos, spelling errors, problems with sentence structure, punctuation, etc.			
			60 Total		

COMMENTS:

