

Revised 8-20-07

SPD: 377 Learning and Learning Disabilities
Spring 2007, Sam Houston State University

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Class dates: Monday & Wednesday
Time: 2:00 – 3:20 p.m.
Location: University Center 107

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.

Course Description

Learning Disabilities are examined with emphasis on history, definition, causation, teaching methods, and inclusive practices.
This syllabus is considered a draft and is subject to change.

Course Questions

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

Required Readings

Hallahan, D.P, Lloyd, J.W., Kauffman, J.M. Weiss, M.P. & Martinez, E.A. (2005).
Learning disabilities: Foundations, characteristics, and effective teaching (3rd ed.).
Boston: Pearson Publishing.

Course Handouts

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.

Accommodations

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: accommodations cannot be made until you register with the Counseling Center.

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 Curriculum*”(www.cec.sped.org).

Learning Outcomes	Activities	Performance Assessment	Standards
Ability to describe the major intellectual, cognitive, academic, and social characteristics of students with learning disabilities	In-class Discussion Case studies Video on characteristics	Written and oral evaluations	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
Ability to cite major factors of causation in learning disabilities, hyperactivity/ADHD, low academic achievement, and dyslexia.	In-class Discussion Units on Extrinsic & Intrinsic Causation, Dyslexia	Written and oral evaluations	4.6k, 4.12k, 4.1s ST. 2: Development and Characteristics of Learners – CC2K1, GC2K1, GC2K3
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 learning disabilities, and representation of students from culturally diverse backgrounds.	In-class Discussion Inquiry paper Small group activities	Written and oral evaluations Rubrics – position papers and reports	1.1k – 1.5k, 1.2s, 1.3s ST. 1: Foundations – CC1K1, CC1K5, CC1K10, GC1K1, GC1K1 ST. 2: Development and Characteristics of Learners – CC2K3 ST. 3: Individual Learning Differences – CC3K4
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.	In-class Discussion Group research	Written and oral evaluations	1.2k, 2.3k, 11.5k ST. 1: Foundations – CC1K1, CC1K8, GC1K3 ST. 9: Professional and Ethical Practice - GC9K1, GC9K2
Ability to compare and contrast major approaches and concerns related to screening, referral, diagnosis, identification, and assessment of students with learning disabilities.	In-class Discussion Inquiry paper Small group activities Journal readings	Written and oral evaluations Rubrics – position papers and reports group presentations	5.1k, 5.2k, 5.4k, 5.5k, 5.8k, 5.9k, 5.5s, 5.6s, 10.3k ST. 1: Foundations – CC1K6 ST. 8: Assessment – CC8K1, CC8K3, CC8S6, GC8K4, GC8K8
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.	In-class Discussion Inquiry paper Small group activities Video: FAT City	Written and oral evaluations Rubrics- position papers and reports	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
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.	In-class Discussion Journal reading Inquiry paper Small group activities	Written and oral evaluations Rubrics- position papers and reports	1.2k, 1.5k, 11.1k ST. 4: Instructional Strategies – CC4S2, CC4S5, GC4S2, GC4S3
Ability to explain and engage in collaborative roles and responsibilities with educators, families, students, and multidisciplinary professionals in learning disabilities.	In-class Discussion Simulation activities	Written and oral evaluations	3.1k, 3.3k, 3.5k, 3.3s, 3.8s ST. 1: Foundations – CC1K4 ST. 7: Instructional Planning - CC7S3

			ST. 10: Collaboration – CC10K2, CC10K3, CC10S3, CC10S9, GC10K2
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.	In-class Discussion Journal reading Case studies	Written and oral evaluations 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
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.	In-class Discussion Journal reading: Inquiry paper Small group activities Case studies	Written and oral evaluations Rubrics- position papers and reports 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
Ability to 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.	In-class Discussion Small group activities Presentations on Technology	Written and oral evaluations	1.7k, 5.11s, 6.2k, 6.3k, 6.6k, 6.9k, 6.2s, 6.8s, 6.9s, 8.1k, 8.5k, 8.6k, 8.1s, 8.2s, 10.9k ST. 4 – Instructional Strategies – CC4S1 ST. 5: Learning Environments and Social Interactions – CC5K1, CC5S3, CC5S1, GC5S2 ST. 7: Instructional Planning – CC7K2, CC7K3, CC7S1
Ability to identify and implement a variety of instructional strategies to meet individual needs of students in literacy	In-class Discussion Journal reading Inquiry paper	Written and oral evaluations	10.1k, 10.2s, 11.4k, 11.7k, 11.8k ,12.1k,

including language, reading, and mathematics.	Small group activities Viewing, evaluating selecting instructional programs and materials		12.2k ST. 4: Instructional Strategies – CC4S3, GC4K3, GC4S1, GC4S4, GC4S5, GC4S14 ST. 6: Communication – CC6K1, GC6K1, GC6K3 ST. 7: Instructional Planning –GC7K4, GC7S
Adoption of a personal philosophy of who students with learning disabilities are and what priorities should govern their educational programs, including a commitment to ethical practices and advocacy.	In-class Discussion Inquiry Paper Journal Reading	Written and oral evaluations	1.2k, 1.2s, 2.1k, 2.2k, 2.3k, 2.3s, 2.4s ST. 1: Foundations – CC1K1, CC1S5 ST. 9: Professional and Ethical Practice – CC9K1, CC9S1, CC9S3, CC9S5

Evaluation

(1) Inquiry Paper (50)

- Choose a relevant issue within the field of learning disabilities – provided in class.
- Research the area with a partner, 5-6 typed, double spaced pages; Times New Roman 12 font
- Plus one additional page for Cover page and one additional page for References
- Use APA format (Cover page, references, & citations within paper)
- Do a visual presentation of the information (15 minutes including discussion)
- See Scoring Rubric provided
- Provide a **One page handout** for each class member that includes the following:
 - a. Introduction of your topic (what were your questions?)
 - b. Key points/findings
 - c. Use at least five references. 3 must be research articles. Only one can be a website. You can also use your textbook as a reference.

(2) Chapter quizzes – 5 @ 20 points each (100 points)

Questions will be provided on Blackboard that aligns with your reading assignments. They have to be completed before the next class.

(3) Strategy Presentation (50)

The student will select and examine a research-based strategy which is used to improve academic instruction for students with LD. Research the strategy, and design a demonstration or small group activity for the class. Plan to take 15 minutes, including a time for questions and comments from the class. Provide a **One page handout** for each class member that includes:

- a. Brief explanation of the strategy
- b. Materials needed

- c. Procedures
- d. How it can be used in a content area classroom
- e. What content areas would it be appropriate for
- f. What grade level your strategy demonstration would be appropriate for
- g. References used (at least 3)

(4) Mid-term Exam (50 points) from class notes, handouts, and text content.

(5) Final Exam (50 points) from class notes, handouts, and text content.

(6) Professional Growth Equal to Two Meetings or One Conference (20):

Certificate of attendance at two meetings or conferences *designed for special education* is to be submitted. Membership in Council for Exceptional Children (SCEC Chapter #815) can be substituted for this criterion.

***** ATTENDANCE IS CRITICAL.**

Two absences (3 clock hours) are allowed by the university. Use the allowed absence for medical, family, and personal needs. There are no excused or unexcused absences in the class. Please be aware that each additional absence constitutes a drop in letter grade. (For example, if a student has an A and three absences, the student will receive a B as the final grade for the class. If a student has a B and three absences, the student will receive a C as the final grade for the class.) Students are expected to be on time and remain for the entire class period. Two tardies and/or early leave from class count as one absence. If you miss a scheduled class trip to the library it will count as an absence.

IF YOU ARE ABSENT, IT IS THE STUDENT’S RESPONSIBILITY TO CONTACT ANOTHER STUDENT IN THE CLASS TO GET A COPY OF NOTES OR ANY HANDOUTS.

EVALUATION: 100 Total Points

A = 92% B = 86% C = 78% D = 70% F = 62%
 320-294 293-275 274-249

Schedule

Date	Topic	Required Readings	Assignments Due
Aug. 20	Course Overview & Introduction	Overview	
Aug. 22	Issues & Prevalence in LD	“People First Language” Chapter 1	
Aug. 27	Researching Databases	Meet in the Library	
Aug. 29	Characteristics & Causes of LD	F.A.T. City CEC Presentation Chapter 2	

Sept. 3	HOLIDAY		
Sept. 5	Characteristics & Causes of LD	Chapter 2	Quiz #1
Sept. 10	Eligibility for Special Education	Response to Intervention Chapter 3	
Sept. 12	Eligibility for Special Education/IEP's	Learning the IEP Process	
Sept. 17	Parents and Families	Chapter 4 Group activity	Quiz #2
Sept. 19	Case studies	Video – <i>Misunderstood Minds</i>	
Sept. 24	Prevention & Intervention in Early Childhood	Chapter 5	
Sept. 26	Transition	Chapter 6 Group activity	
Oct. 1	Case studies	Video – <i>Misunderstood Minds</i>	
Oct. 3	Social, Emotional, and Behavioral Problems	Chapter 7	
Oct. 8	Social, Emotional, and Behavioral Problems	Chapter 7	Quiz #3
Oct. 10	Test Review & research/writing	In class work with inquiry partner	
Oct. 15	Mid-Term Exam		
Oct. 17	Cognition & Memory Motivation	Chapter 8 Spencer & Boon (2006) Learning Styles inventory	
Oct. 22	Assessing ADHD	Chapter 9 Reviewing rating scales (in-class) Group activity	
Oct. 24	Educational Approaches	Chapter 10	Quiz #4
Oct. 29			Inquiry Paper Presentations
Oct. 31	Oral Language and Learning Disabilities	Chapter 11	
Nov. 5			Inquiry Paper Presentations INQUIRY PAPERS DUE
Nov. 7	On-line class		
Nov. 12	Reading, Writing, and	Chapters 12 & 13	Quiz #5

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	Learning Disabilities		
Nov. 14	Content area textbooks	Article <i>Why Mathematics Textbooks Matter</i>	Bring Content Area Textbook
Nov. 19	Reading/Writing day		
Nov. 21	Holiday		
Nov. 26	General Education Classrooms	Chapter 15	
Nov. 28			Strategy Presentations
Dec. 3			Strategy Presentations
Dec. 5	Test Review		
Dec. 10	Final Exam week		