

SPD: 567 Seminar in Learning Disabilities
Spring 2008, Sam Houston State University

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Office Hours: TBA

Class dates: Wednesday

Time: 5:00 – 7:50 p.m.

Location: Cy Creek High School, A207

Course Description

This course seeks to critically examine the field of learning disabilities. Course experiences are designed to promote study and inquiry into the procedural and theoretical aspects of learning disabilities. Issues and questions about the category/label, eligibility decisions, and service delivery methods will be discussed and considered. Examination and analysis of research in the field will be emphasized.

Required Readings

Swanson, H.L., Harris, K.R., & Graham, S. (Eds.). (2003). *Handbook of learning disabilities*. New York: Guilford Press.

Course Handouts

Course Performance Objectives

The objectives for this course are designed so that the student will:

- Delineate teacher competencies and professional standards for special education.
- Enhance his/her own interpersonal skills and effective communication strategies as well as understand the types of influences on communication channels functioning in the school environment and methods for increasing productive communication.
- Increase student performance in learning activities through various instructional approaches such as direct instruction, social constructivism, individualized instruction, and cognitive developmental approaches
- Understand the connection between assessment and instruction by becoming familiar with a variety of classroom-based assessment procedures including: curriculum-based measurement, informal reading inventories, error analysis, journals, rubrics, teacher-created criterion referenced tests, and commercial assessments
- Increase their ability to identify educational problems and follow a process orientation toward problem solutions and curriculum and instructional modifications
- Discuss current issues that impact the field of special education (e.g., assessment practices, inclusion)
- Describe empirically validated methods for teaching reading, writing, mathematics, science, and social studies

Course Format

This course is taught in the classroom through discussion, lecture, projects, and individual presentations. Evaluation consists of exams, projects, and presentations. In this course our focus will be on these major objectives (as assessed by the IDEA course evaluation system):

Essential:

- 1) Learning fundamental principles, generalizations, or theories

Important:

- 1) Learning to apply course material (to improve thinking, problem solving, and decisions)
- 2) Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

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.

Students with Disabilities Policy

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.

American with Disabilities Act

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. Students with disabilities that may adversely affect their work in this class should register with the SHSU Counseling Center and talk with their University professor about how

they can help. 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 Curriculums*”(www.cec.sped.org).

SPD 567 OBJECTIVES/ LEARNING OUTCOMES	CLASS ACTIVITES	PERFORMANCE ASSESSMENT	STANDARDS TX: EC-12 TExES <i>CEC/NCATE Common Core (CC) & Individualized General Curriculum (IGC)</i>
(1) Ability to describe the major intellectual, cognitive, academic, and social characteristics of students with LD.	Textbook Topical Oral Reports Video: Misunderstood Minds	Exams Performance Rubric	4.1k, 4.3k, 4.4k, 4.8k, 4.9k, 4.2s CC2 - K1, K2, S1 IGC: St.2K4
(2) Ability to cite major factors of causation in learning disabilities, hyperactivity/ADHD, low academic achievement, and dyslexia.	Textbook Class discussion	Exams Reading Responses	4.6k, 4.12k IGC: St.2K2, St.2K3
(3) Ability to cite and explain major trends and issues facing the field of learning disabilities, including definition, labeling/identification, and representation of students from culturally diverse backgrounds.	Textbook, Research articles, Class discussions, handouts, small group activities. Topical Oral Reports	Exams Performance Rubric	1.4k, 1.2s, 1.3s 5.2k CC - 1K3 IGC: St.1K1, St.1K6, St.1K7
(4) Ability to cite, describe, and critique the major historical milestones and the growth of the major	Textbook Class presentations, Class discussions, handouts, small group activities.	EXAM 1	1.1k, 1.2k, 1.5k CC1 - K1

theoretical approaches influencing the field of learning disabilities.	Topical Oral Reports	Performance Rubric	IGC: St.1K3, St.2K1
(5) Ability to compare and contrast major approaches and concerns related to screening, referral, diagnosis, identification, and assessment of students with LD.	Textbook, Class Presentations, Class discussions, handouts, small group activities Topical Oral Reports Reading Responses	Exams Performance Rubric	5.3k, 5.4k, 5.6k, 5.7k, 5.8k, 5.3s, 5.5s CC3 – K4, K7, K8 IGC:St.7K3, St.8K2, St.8S2, St.8S3
(6) Ability to explain and critique the rationale and elements involved in the design and provision of services for students with LD, including inclusive and integrated learning environments and the types of demands and supports needed for success in various settings.	Textbook, Research articles, Class Presentations, Class discussions, handouts Topical Oral Reports	Exams Reading Responses Performance Rubric	1.7k, 5.11s 6.2k., 6.5k, 6.6k, 6.9k , 8.3k 6.4s, 6.5s, 10.9k, 10.1s CC3 – K4, K6, K8, S5, S8, S9, S11 CC4 – K2 IGC: St.1K5., St.4S13, St.5S3 St.5S4
(7) Ability to compare and contrast underlying abilities, behavioral, cognitive, constructivist, socio-cultural, and whole language approaches to assessment and instruction of students with LD.	Textbook, Class Presentations, Class discussions, handouts, small group activities. Topical Oral Reports	Exams Performance Rubric	1.2k 5.10s, 5.12s IGC: St.2K1, St.4S2
(8) Ability to explain and engage in collaborative roles and responsibilities with educators parents, and multidisciplinary professionals in learning disabilities.	Textbook Class Presentations, Class discussions, handouts, small group activities.	Exams	3.1k, 3.2k, 3.3k, 3.2s, 3.3s, 3.5s CC 7 – K1, K2, K3, K4, S1, S2, S4, S6 IGC: St.10K2, St.10K4, St.10S4
(9) Ability to explain the nature of learning deficits involving language, listening, memory,	Textbook, Research articles, Class Presentations, Class discussions, handouts	Exams	4.3k, 4.4k, 4.9k, 7.8k, 7.9k, 7.4k, 7.5k, 7.6k, 10.6k, 11.1k

selective attention, perceptual-motor functioning, and socialization.	Topical Oral Reports	Performance Rubric	CC2 – K1, K2, K3, K7 CC6 – K4 IGC: St.2K4, St.3K1, St.4S11, St.6K1, St.6S1
(10) Ability to explain learning disabilities through the life-span, including adult and college level and needed support options at various stages of life development.	Textbook Class Presentations, Class discussions, handouts, small group activities. Topical Oral Reports	Exams Reading Responses Performance Rubric	4.10k 7.8k, 9.3k, 9.4k, 9.5k, 9.6k, 9.1s, 9.2s, 10.7k CC2 – K4 CC4 – K6, S14 IGC: St.4S6, St.7K2
(11) Ability to describe research-based instructional methods, techniques, strategies, and arrangements for students with LD in literacy and content area domains.	Textbook, Research articles, Class Presentations, Class discussions, handouts, small group activities. Topical Oral Reports	Exams Article Critiques Performance Rubric	10.1k, 10.2k, 10.1s, 10.3s, 10.4s, 10.8s, 11.2k, 11.3k, 11.5k, 11.7k, 11.1s, 11.2s, 11.3s, 11.4s, 11.6s, 11.7s, 11.8s, 12.3k, 12.1k, 12.5k, 12.6k CC4 – K4, S1, S2, S8, S13 CC6 – S7 IGC: St.4K3, St.4K7, St.4S3, St.4S4, St.4S14, St.4S15, St.4S16, St.7S2
(12) Ability to discuss, defend, and oppose major changes in the dominant paradigms, definition, and characterization of LD.	Textbook, Research articles, Class Presentations, Class discussions, handouts, small group activities. Topical Oral Reports	Exams Article Critiques Reading Responses Performance Rubric	2.2k, 2.1s, 2.3s, 2.11s CC2 – S1 CC6 – K3 CC 8 – K1, S7, S9 IGC: S1K1, St.9K1, St.9S2
(13) Adoption of a personal philosophy of who students with LD are and what priorities should govern their educational programs.	Class Presentations, Class discussions, handouts, small group activities.	Exams Reading Responses	2.3k, 2.2s, 2.4s, 2.7s, 2.11s CC1- S1, K3 CC8 – S1, S3 IGC: St.9K1, St.9K2, St.9S1
(14) Ability to explain basic Research issues and trends in the field of learning disabilities.	Textbook, Research articles Class Presentations, Class discussions, handouts, small group activities.	Exams Article Critiques Reading Responses	1.1k, 1.4k, 6.3k, 1.2s CC5 – K2 IGC: St.9K2

(15) Ability to explain the design and findings of selected basic research studies in special education/learning disabilities.	Class discussions, handouts, article critiques, small group activities.	Article Critiques Reading Responses Exams	1.1k, 2.3k, 6.3k IGC: St.9K2
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Evaluation: Based on 400 point scale

(1) Article Critiques (2 articles @ 50 Points each = 100 points total).

You are required to read and critique two research articles in the area of learning disabilities and classroom instruction. Read and respond with a two-three page summary. Please follow the format provided. A sample is also attached. You will present your article critique in class.

(2) Reading Responses (2 articles @ 50 Points each = 100 points total).

To facilitate reading assignments and class discussions, questions will be provided for some of the reading assignments. Students will prepare typewritten, one page double-spaced answers to the questions that will be **due at the beginning of the class**. These responses will serve as the basis for class discussions.

(3) Topical Oral Reports (50 points)

Each student will choose a topic in the area of LD that is currently being addressed in the research. You will develop a brief presentation outlining the issues surrounding your topic and lead a 20-minute discussion. You may use charts, ppt., class activity, etc. to assist with your discussion.

(4) Mid-term Exam (100 points) from class notes, discussion, handouts, and text content.

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

***** ATTENDANCE IS CRITICAL.**

One absence (3 clock hours) is 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 two absences, the student will receive a B as the final grade for the class. If a student has a A 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.

EVALUATION: 100 Total Points

A = 368-400 B = 344-367 C = 312-343 D = 280-311 F = 279 & below

Schedule

Date	Topic	Required Readings	Assignments Due
January 16	Overview		
January 23	Foundations & Current Perspectives <u>On-line Class</u>	Chapters 2 & 3	Respond to Reading Response Questions on Blackboard
January 30	Learning Disabilities & the Law Complete article critique in class. Show how to do database search.	Chapter 4 Article for class critique. (provided by instructor)	
February 6	Gap Between Research & Practice Video – Misunderstood Minds	Greenwood & Maheady (2001) article	Approval of 1 st article
February 13	Causes & Behavioral Manifestations -Attention -Math -Reading -Writing	Chapter 8	Article Critique #1 Draft Due – send via e-mail
February 20	<u>On-line Class</u> Memory Difficulties	Chapter 11	Reading Responses – Questions on Blackboard
February 27	Causes & Behavioral Manifestations -Attention -Math -Reading -Writing	Chapter 12	Article Critique #1 DUE – present in class Approval of 2 nd article
March 5	Assessment -discrepancy formula -twice exceptional	Wodrich, Spencer, & Daley (2006) Winebrenner (2003)	#1 Critique – present in class (7 people)
March 12	NO CLASS –SHSU SPRING BREAK		
March 19	<u>On-line Class</u>	Heward (2003) article	Mid-term Exam
March 26	Response to Intervention	Mastropieri & Scruggs (2005)	

April 2	<u>On-line Class</u> Reading in the Content Areas	Textbooks and the Students Who Can't Read Them. Ttac/online	Article Critique #2 Due
April 9	Learning Disabilities & Social Skills Video – Last One Picked, First One Picked On	Kavale & Mostert (2004) Lane, Carter, Pierson, & Glaeser (2006)	
April 16	Cognitive Strategy Instruction	Chapter 23	Topical Oral Reports (4)
April 23	Effective Instruction -Reading -Written Language	Articles posted on Blackboard	Topical Oral Reports (4)
April 30	Effective Instruction -Science -Social Studies	Chapter 22	Topical Oral Reports (5)
May 7	Class Review		
See SHSU Schedule			Final Exam