

SPD: 377 Learning and Learning Disabilities
Summer 2008, Sam Houston State University

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Class dates: May 16 – May 30
Time: 9:00 – 12:50 p.m.
Location: University Center

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.

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 Curriculums*”(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 including language, reading, and mathematics.	In-class Discussion Journal reading Inquiry paper Small group activities	Written and oral evaluations	10.1k, 10.2s, 11.4k, 11.7k, 11.8k ,12.1k, 12.2k ST. 4: Instructional

	Viewing, evaluating selecting instructional programs and materials		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 Project (25 points)

- Choose a relevant issue within the field of learning disabilities – provided in class.
- Research the area with two partners
- Do a visual presentation of the information (15 minutes including discussion)
- 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. List at least three references. Only one can be a website. You can also use your textbook as a reference.

(2) Quizzes – 4 @ 10 points each (40 points)

Questions will be posted on Blackboard that align with your reading assignments. They have to be completed before the next class. Dates for postings will be given in class and will be posted on Blackboard. It is the student’s responsibility to keep up with the assignment.

(3) Final Exam (35 points) from class notes, handouts, and text content.

***** ATTENDANCE IS CRITICAL.**

Because of the limited number of days for this class, one absence (4 clock hours) is allowed. 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 not be able to receive any grade higher than a B as the final grade for the class. If a student has a B and two absences, the student will not be able to receive any grade higher than 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 two early leaves from class deducts five points from your final grade.

EVALUATION: 100 Total Points

A = 90%

B = 80%

C = 70%

D = 60%

F = 50%

Schedule

Date	Topic	Required Readings	Assignments Due
May 16	Course Overview & Introduction Issues, Prevalence, & Characteristics of LD	Overview "People First Language" Chapters 1 & 2 (ppt)	Sign up for Inquiry Project
May 19	Eligibility for Special Education Individualized Educational Plans Response to Intervention	Chapters 3 RTI articles (2)	Quiz #1
May 20	Parents & Families	Chapter 4	Quiz #2
May 21	Social, Emotional, and Behavioral Problems Cognition & Memory Motivation	Chapters 7 & 8 Spencer & Boon (2006) Learning Styles inventory	
May 22	Assessing ADHD	Chapter 9 (ppt)	Quiz #3 Sign-up for Educational Approach
May 23	Research & Writing ON-LINE CLASS	Research & Writing ON-LINE CLASS	
May 26 HOLIDAY	NO CLASS	NO CLASS	
May 27	Educational Approaches	Chapter 10	Quiz #4
May 28	Difficulties with Reading Strategy Instruction	Chapter 12	Inquiry Presentations (4)
May 29	Participation in General Education Classrooms for Students with LD	Chapter 15 (ppt)	Inquiry Presentations (4)
May 30	Final Exam		Inquiry Presentations (5)