

SPD 377 A STUDY OF LEARNING AND LEARNING DISABILITIES

SPD 377 is a required course for the Bachelor's Degree and Teacher Certification in Special Education.

Spring, 2008

College of Education

Department of Language, Literacy, and Special Populations

Monday/Wednesday -University Center
9:30 - 10:50

Instructor

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MONDAY	2:30 - 4:00
TUESDAY/THURSDAY	11:00 - 12:30
WEDNESDAY	11:00 - 12:00 UTC
FRIDAY	9:30 - 12:00, 2:30 - 4:00

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.

Required READINGS (Electronic Reserve):

Weintraub, F. (2005). The evolution of LD policy and future challenges. *Learning Disability Quarterly, 28*(2), 97 - 99. [#1 - (due 1/28)]

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. [#2 - (due 2/6)]

Bradley, R., Danielson, L. & Doolittle, J. (2007). Responsiveness to intervention: 1997 to 2007. *Teaching Exceptional Children, 39*(5), 8 - 12. [#3 - (due 2/13)]

- 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. [#4 - (due 2/27)]
- 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. [#5 - (due 3/3)]
- 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. [#6 - (due 4/9)]

Supplementary Materials

Course Handouts

On-line Lectures

Power Point presentations posted on Blackboard

Resources:

- Video: "LD and Social Skills: Last One Picked...First One Picked On." (1994). PBS Video.
- Video: " "Misunderstood Minds: Understanding Kids Who Struggle." (2002). WGBH Educational Foundation.
- Video: "Getting Ready for RTI: Staff Training on Key Principles, Implementation Issues. (2006). LRP Publications.
- Lee, C. (1992). *Faking it: A look into the mind of a creative learner*. Portsmouth, NH: Heinemann.
- Lenz, B. ZK., Deshler, D. D., & Kissam, B. R. (2004). *Teaching content to all: Evidence-based inclusive practices in middle and secondary schools*. Boston: Allyn & Bacon.
- Stires, S. (1991). *With promise: Redefining reading and writing for "special" students*. Portsmouth, NH: Heinemann.
- Taylor, D. (1991). *Learning denied*. Portsmouth, NH: Heinemann.

Course Description (Catalog):

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

Standards Matrix

<p>SPD 377 OBJECTIVES/ LEARNING OUTCOMES</p> <p>The Candidate:</p>	<p>ACTIVITIES</p>	<p>PERFORMANCE ASSESSMENT</p>	<p><u>STANDARDS</u> TX: EC-12 TExES -Special Education Knowledge(k) and Skills(s)</p> <p>CEC/NCATE: Individualized General Curriculum(GC) and Common Core(CC)</p>
<p>1 Describes the major intellectual, cognitive, academic, and social characteristics of students with learning disabilities</p>	<p>Reads and retains Text : Chapters 1, 7, 8</p> <p>Participates in class Discussion</p> <p>Analyzes Case Studies of Students with LD</p> <p>Critically watches “Misunderstood Minds” video on Characteristics of Individual Cases</p>	<p>Class Participation EXAM 1</p> <p>Evaluation of Group Report</p> <p>Responses to Pre-Questions</p>	<p>4.1k – 4.4k, 4.8k, 4.10k, 4.1s - 4.4s</p> <p>ST. 2: Development and Characteristics of Learners – CC2K5, CC2K6, CC2K4</p> <p>ST. 5: Learning Environments and Social Interactions – CC5K5</p>
<p>2 Cites major factors of causation in learning disabilities, hyperactivity/ADHD, low academic achievement, and dyslexia.</p>	<p>Reads and retains Text Chapter 2</p> <p>Participates in class Discussion</p> <p>Studies Units on Extrinsic & Intrinsic Causation, Dyslexia</p>	<p>Class Participation EXAM 1</p>	<p>4.6k, 4.12k, 4.1s</p> <p>ST. 2: Development and Characteristics of Learners – CC2K1, GC2K1, GC2K3</p>
<p>3 Explains major trends and issues facing the field of learning disabilities, including definition, labeling/identification, differing paradigms/</p>	<p>Reads and retains Text : Chapters 1, 3, 10</p> <p>Participates class Discussion</p> <p>Critically composes Position Paper</p> <p>Actively creates and</p>	<p>Class Participation EXAM 1, 2, 3</p> <p>Rubric</p>	<p>1.1k – 1.5k, 1.2s, 1.3s</p> <p>ST. 1: Foundations – CC1K1, CC1K5, CC1K10, GC1K1, GC1K7</p> <p>ST. 2: Development and Characteristics of Learners – CC2K3</p>

theories, characterization of students with LD, and representation of students from culturally diverse backgrounds.	presents Small Group Reports	Rubric	ST. 3: Individual Learning Differences – CC3K4
4 Describes the major professional organizations, publications, historical milestones and the growth of the major theoretical approaches influencing the field of LD.	<p>Reads and retains Text: Chapters 1, 8, 10</p> <p>Participates in class Discussion</p> <p>Searches websites for major professional and parent organizations in LD</p>	<p>Class Participation</p> <p>EXAM 1, 2</p>	<p>1.2k, 2.3k, 11.5k</p> <p>ST. 1: Foundations – CC1K1, CC1K8, GC1K3</p> <p>ST. 9: Professional and Ethical Practice - GC9K1, GC9K2</p>
5 Compares and contrasts major approaches and concerns related to screening, referral, diagnosis, identification, and assessment of students with learning disabilities, including Response to Instruction (RTI).	<p>Reads and retains Text : Chapters 3, 15</p> <p>Participates in class Discussion</p> <p>Critically composes Position Paper</p> <p>Actively creates and presents Small Group Reports</p> <p>Summarizes and critiques Journal Readings: (Bradley, et al) (NJCLD)</p> <p>Studies and summarizes Power Point Presentation on Assessment in LD</p>	<p>Class Participation</p> <p>EXAM 1, 2, 3</p> <p>Rubric</p> <p>Rubric</p> <p>Criteria for Note card Summary</p>	<p>5.1k, 5.2k, 5.4k, 5.5k, 5.8k, 5.9k, 5.5s, 5.6s, 10.3k</p> <p>ST. 1: Foundations – CC1K6</p> <p>ST. 8: Assessment – CC8K1, CC8K3, CC8S6, GC8K4, GC8K8</p>
6 Explains and critiques the	Reads and retains Text: Chapters 3, 15	Class Participation EXAM 2, 3	1.7k, 1.9k, 4.9k, 6.9k

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.	<p>Participates in class Discussion</p> <p>Critically composes Position Paper</p> <p>Actively creates and presents Small Group Reports</p> <p>Critiques Video: FAT City</p> <p>Summarizes and critiques Journal Reading: (Prater, et. al)</p>	<p>Rubric</p> <p>Rubric</p> <p>Responses to Pre-Questions</p> <p>Criteria for Note card Summary</p>	<p>ST. 1: Foundations – GC1K5, GC1K8</p> <p>ST. 5: Learning Environments and Social Interactions – CC5K4</p> <p>ST. 4: Instructional Strategies – GC4S7</p>
7 Compares and contrasts Underlying Abilities, Behavioral, Cognitive-Behavioral, Constructivist, Socio-Cultural, and Whole Language Approaches to assessment and instruction of students with LD.	<p>Reads and retains Text: Chapter 10</p> <p>Participates in class Discussion</p> <p>Summarizes and critiques Journal Reading (Coyne, Zirpoli, & Ruby)</p> <p>Critically composes Position Paper</p> <p>Actively creates and presents Small Group Reports</p>	<p>Class Participation EXAM 1, 2, 3</p> <p>Criteria for Summary</p> <p>Criteria for Note Card Summary</p> <p>Rubric</p> <p>Rubric</p>	<p>1.2k, 1.5k, 11.1k</p> <p>ST. 4: Instructional Strategies – CC4S2, CC4S5, GC4S2, GC4S3</p>
8 Explains and engages in collaborative roles and responsibilities with educators, families, students, and multidisciplinary professionals in learning disabilities.	<p>Reads and retains Text : Chapters 4, 15</p> <p>Participates in class Discussion, Simulation Activities</p>	<p>Class Participation EXAM 2, 3</p>	<p>3.1k, 3.3k, 3.5k, 3.3s, 3.8s</p> <p>ST. 1: Foundations – CC1K4</p> <p>ST. 7: Instructional Planning - CC7S3</p> <p>ST. 10: Collaboration – CC10K2, CC10K3, CC10S3, CC10S9, GC10K2</p>
9 Explains the nature of learning	<p>Reads and retains Text: Chapters 7 – 9, 11 – 14</p>	<p>Class Participation EXAM 1</p>	<p>4.1k, 4.3k, 4.6k, 4.8k, 4.10k, 4.1s, 4.2s, 10.8s</p>

<p>deficits and differences involving language, listening, memory, selective attention, perceptual-motor functioning, and socialization and the relationship of each to needed levels of support.</p>	<p>Participates in class Discussion</p> <p>Reading, discussing Case Studies of Students with LD</p> <p>Power Point Presentation on Social and Emotional Aspects</p>		<p>ST. 2: Development and Characteristics of Learners – CC2K2, GC2K4</p> <p>ST. 3: Individual Learning Differences – CC3K1, CC3K2, CC3K5, GC3S1</p> <p>ST. 6: Communication – CC6K1, CC6S1, GC6K3, GC6K3</p>
<p>10 Explains and describes learning disabilities through the life-span, including adult and college student level, and needed support options at various stages of life development.</p>	<p>Reads and retains Text : Chapters 5, 6</p> <p>Participates in class Discussion</p> <p>Summarizes and critiques Journal Reading: (Johnson, et. al)</p> <p>Critically composes Position Paper</p> <p>Actively creates and presents Small Group Reports</p> <p>Analyzes Case Studies of Individuals with LD in childhood, adolescence, adulthood</p>	<p>Class Participation</p> <p>EXAM 1, 2, 3</p> <p>Criteria for Summary</p> <p>Rubric</p> <p>Rubric</p> <p>Peer Evaluation of Group Report</p>	<p>6.6k, 9.1k, 9.4k, 9.5k, 9.7k, 9.1s, 10.7k</p> <p>ST. 2: Development and Characteristics of Learners –CC2K6</p> <p>ST. 4 – Instructional Strategies – CC4S6, GC4S8</p> <p>ST. 5: Learning Environments and Social Interactions – CC5K7</p> <p>ST. 7: Instructional Planning – GC7K2</p>
<p>11 Describes service delivery and curricular (general and special education) arrangements for students with LD, including the types of demands and supports (e.g., instructional</p>	<p>Reads and retains Text Chapters</p> <p>Participates in class Discussion</p> <p>Actively creates and presents Small Group Reports</p> <p>Studies and summarizes Power Point Presentation on Placement Options</p>	<p>Class Participation</p> <p>EXAM 2,</p> <p>Rubric</p>	<p>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</p> <p>ST. 4 – Instructional Strategies – CC4S1</p> <p>ST. 5: Learning Environments and Social Interactions – CC5K1, CC5S3, CC5S1, GC5S2</p>

and assistive technology) needed for success in various settings.	Studies and summarizes Power Point Presentation on Technology & LD		ST. 7: Instructional Planning – CC7K2, CC7K3, CC7S1
12 Identifies and implements a variety of instructional strategies to meet individual needs of students in language, literacy, reading, and mathematics.	Reads and retains Text Chapter Participates in class Discussion Summarizes and critiques Journal Readings: (Coyne, Zirpoli, & Ruby) (Bradley, et. al) Critically composes Position Paper Actively creates and presents Small Group Reports Viewing, evaluating Selected instructional programs and materials Power Point Presentation on Literacy Needs Power Point Presentation on Math and LD	Class Participation EXAM 1, 2, 3 Criteria for Summary Rubric Rubric Stating critical Aspects, Advantages and Disadvantages	10.1k, 10.2s, 11.4k, 11.7k, 11.8k ,12.1k, 12.2k ST. 4: Instructional Strategies – CC4S3, GC4K3, GC4S1, GC4S4, GC4S5, GC4S14 ST. 6: Communication: CC6K1, GC6K1, GC6K3 ST. 7: Instructional Planning –GC7K4, GC7S2
13 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.	Text Reading In-class Discussion Position Paper Journal Reading (Weintraub)	Class Participation Rubric Criteria for Summary	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

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).

Course Format:

The course is delivered face-to-face with exams dividing three bodies of information spanning the topical content of the field of learning disabilities. Class meetings and preparation are directed toward applied knowledge and competencies, as reflected in the professional standards matrix. The integration of information and practices from several sources will be the primary goal: PowerPoint presentations, class discussions, handouts, on-line lectures, in-class simulations, projects.

In the IDEA course evaluation system, this course will be directed toward:

1. Gaining factual knowledge (terminology, classifications, methods, trends).
2. Learning fundamental principles, generalizations, or theories.
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.

Course Content:

The following questions are focused upon and will be continually referred to during the semester.

- 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 Requirements:

- (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 (60 Points)** on selected aspect of learning disabilities. See explanation at end of syllabus. Due **4/21/08**.

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
- 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?

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.

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

(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)**

(5) SMALL GROUP REPORT. (40 points)

Completion of classroom report on selected aspect of programs, services, and teaching 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 as individuals or 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. *WHEREAS THE POSITION PAPER SHOULD DEAL WITH ISSUES, CONTROVERSIES, DEBATES, PROBLEMS, TRENDS, ETC, THIS REPORT SHOULD HIGHLIGHT APPLIED PRACTICES, EDUCATIONAL SERVICES, CLASSROOM INSTRUCTION, ETC.*

Evaluation:

Three Exams. (100 Each = 300 Points)

Attendance/Participation. (40 Points) 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.

Position Paper. (60 points)

- * 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
- * see the scoring rubric provided (**turn this in with your paper**)
- * **TK 20 ASSIGNMENT: Paper should be submitted into TK20.**

Small Group Presentations. (40 Points). 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).

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

Six Outside Readings (Electronic Reserve). (60 Points)

See references and due dates in Course Materials/Required Readings.

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.

Course grades will be determined as follows: 500 Total Points

A = 450-500

B = 405-449 points

C= 365-404 points

D= 335-364 points

F= 334 points and below

Expectations:

Attendance/Participation in class. Punctuality, contributions to discussion, and active listening are indicators of appropriate beliefs and commitment. Indicators of passivity and disinterest include: Socializing at tables, doing work for other classes, being unprepared...Please bring the textbook to class.

Small Group Presentations. 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.

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.

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.

Bibliography:

- Baker, S., Gersten, R. & Graham, S. (2003). Teaching expressive writing to students with learning disabilities. *Journal of Learning Disabilities, 36*(2), 109 – 123.
- Dean, V. J. & Burns, M. K. (2003). Inclusion of intrinsic processing difficulties in LD diagnostic models: A critical review. *Learning Disability Quarterly.*
- Englert, C. S., Garmon, A., Mariage, T., Rozendal, M., Tarrant, K., and Urba, J. (1995). The early literacy project: Connecting across the literacy curriculum. *Learning Disability Quarterly, 18*(4), 253-275.
- Graham, S., Harris, K. R., & MacArthur, C. (2006). Explicitly teaching struggling writers: Strategies for mastering the writing process. *Intervention in School and Clinic, 41*(5), 290 – 294.
- Jones, E. D., Southern, W. T., & Brigham, F. J. (1998). Curriculum-based assessment: Testing what is taught and teaching what is tested. *Intervention in School and Clinic, 33*(4), 239 – 249.
- Kaderavek, J. N. & Justice, L. (2000). Children with LD as emergent readers: Bridging the gap to emergent readers. *Intervention in School and Clinic, 36*(2), 82 – 93.
- Marino, M. T., Marino, E. C., & Shaw, S. F. (2006). Making informed assistive technology decisions for students with high incidence disabilities. *Teaching Exceptional Children, 38*(6), 18 – 25.
- 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.
- Pavri, S. & Monda-Amaya, L. (2000). Loneliness and students with learning disabilities in inclusive classrooms: Self-perceptions, coping strategies, and preferred interventions. *Learning Disabilities Research and Practice, 15*(1), 22 – 33.
- Reschly, D. J. & Hosp, J. L. (2004). State SLD identification policies and practices. *Learning Disability Quarterly, 27*(4), 197 – 213.
- Speece, D. L., Case, L. P., & Molloy, D. E. (2003). Responsiveness to general education instruction as the first gate to learning disabilities identification. *Learning Disabilities Research and Practice, 18*(3), 147 – 156.
- Sternberg, R. J. & Grigorenko, E. L. (2001). Learning disabilities, schooling, and society. *Phi Delta Kappan, December*, 335 – 338.
- Telzrow, C. F. & Bonar, A. M. (2002). Responding to students with nonverbal learning disabilities. *Teaching Exceptional Children, 34*(6), 8 – 13.
- Wagner, R. K., Francis, D. J., & Morris, R. D. (2005). Identifying English language learners with learning disabilities: Key challenges and possible approaches. *Learning Disabilities Research and Practice, 20*(1), 6 – 15.
- Winebrenner, S. (2003). Teaching strategies for twice-exceptional students. *Intervention in School and Clinic, 38*(3), 131 – 137.

Course Outline

BLOCK ONE: THE FIELD OF LEARNING DISABILITIES

- 1/16 Course Overview and Introduction
Description of Text
Goal-Setting
Identifying Critical Information & Terminology
Being Eligible for LD
How LD Students are Characterized
- 1/21 Holiday**
- 1/23 – 1/28 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: The Learning Mystique
Chapter 1
Article: Weintraub (due 1/28)
- 1/30 Physiological Causation
Medical, Diagnostic Perspective
Basic Ideas about Neurology
Genetic link?
MBD and Brain Injury
Transactional Perspective
Environmental Causation
Maturation Lag
Attribution Training
Nutritional and Dietary Aspects
Irlen Filters, Vision Training

Unsupported Treatments
Drug Treatments
Chapter 2

2/4

Online Lecture in Blackboard

SMALL GROUP REPORTS CAN BEGIN IN THIS SEGMENT

2/6

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 2/6)
Concept of Discrepancy
Source: D. Taylor: Learning Denied
Chapter 3

2/11 - 2/13

Article: Bradley, Danielson, Doolittle (due 2/13)
Family Systems View
Building Social Supports
Cultural, Economic, Social, Language, Family Aspects
Characteristics of Elementary LD
Chapter 4

2/18

Early Interventions
Prevention and Aspects of Early Childhood
Risk Factors
Assistive Technology
Computers and School Success
Considering the Internet Potential
Chapter 5

2/20

EXAM # 1

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

2/25 - 2/27
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 2/27)
Colleges and LD
Resource: *Faking It* - Chris Lee
Resource: Video: "Misunderstood Minds"
Chapter 6

3/3-3/5
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
Resource: B. Osman: No One to Play With
Resource: Video: "Last One Picked..."
Article: Prater, Dyches, Johnstun (due 3/3)
Chapter 7

3/10 – 3/12 Spring Break

3/17
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

3/19 **Online Lecture in Blackboard**

3/24
LD & ADHD
Cognitive Characteristics

Intelligence of LD
Assessment methods
Pros/cons of medication
Selective Attention
Chapter 9

3/26 ABA & Direct Instruction
Behavioral/Precision Instruction Orientation
Antecedents and Consequences
Skills Mastery Emphasis
A - B - C Learning
“Research-based” Practices
Chapter 10

3/31 EXAM 2

4/2 – 4/7 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

4/9 - 4/14 Reading Problems & Dyslexia
Range of Assessments
Reading Instruction and Content Area Reading
Source: S. Stires: With Promise
Code Emphasis
Phonological Awareness
Whole Language
Utilizing language cueing systems
Reading as Skills VS. Personal Meaning-Making
Basals, DISTAR, Literature...
Chapter 12
Article: Coyne, Zirpoli, & Ruby (due 4/9)

4/16 Online Lecture in Blackboard

4/21 - 4/23 Written Language & LD
Writing Problems

Assessment Strategies, Error Analysis
Skills Development
Handwriting, Spelling
The Writing Process
Effective Instructional Practices
Chapter 13

POSITION PAPER DUE 4/21

4/28 – 4/30

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

5/5 -5/7

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

5/14

EXAM 3

**GRADING CRITERIA FOR
SPD 377 - Small Group Presentations
Spring, 2008**

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 Filed 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 - Spring, 2008 – Due 4/21/08

Position Paper Evaluation

NAME _____

	1 -3	4 - 5	6 -8	9 - 10	
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:

