

SPD 567  
SEMINAR IN LEARNING DISABILITIES

Department of Language, Literacy, and Special Populations  
College of Education  
Sam Houston State University

Spring 2008  
Wednesday 5:00 pm—7:50 pm  
University Center

Instructor:

Dr. Robert Cope

P.O. Box 8

Madisonville, TX 77864

e-mail: robertcope@shsu.edu

office: Madisonville CISD

P.O. Box 879

Madisonville, TX 77864

phone: 936.348.3720

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.

Texts:

Lerner, J. W. & Kline, F. (2006). *Learning Disabilities and Related Disorders: Characteristics and Teaching Strategies*. (10<sup>th</sup> ed.). Boston: Houghton Mifflin.

Journal, chapter, and article readings identified by instructor and students.

Course Description:

A study is made of the research findings for persons with learning disabilities and other mild-to-moderate needs. History, theories, educational practices, social issues and lifespan needs also are addressed. The 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 trends and directions will be emphasized.

## Policy for Students with Disabilities

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. Disabled students 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.

## Policy on Student Absences on Religious Holy Days:

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 complete.

## 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 (SBEC) Twelve Knowledge and Skill Standards for Special Education and are the basis for the ExCET/TEExES Certification Examination ([www.sbec.state.tx.us](http://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](http://www.cec.sped.org)).

<b>SPD 567</b> <b>OBJECTIVES/LEARNING</b> <b>OUTCOMES</b>	<b>CLASS ACTIVITIES</b>	<b>PERFORMANCE</b> <b>ASSESSMENT</b>	<b>STANDARDS</b> <b>TX: EC-12 TExES</b> <b>CEC/NCATE</b> <b>Common Core (CC) &amp;</b> <b>Individualized General</b> <b>Curriculum (IGC)</b>
(1) Describe the major intellectual, cognitive, academic, and social characteristics of students with learning disabilities.	Text Chapters 1, 5-9 <b>Article reports</b> Disability reports Discussion Seminar Presentations	EXAMS 1 & 2 Article rubrics Discussion participation Presentation rubrics	4.1k, 4.3k, 4.4k, 4.8k, 4.9k, 4.2s CC2 - K1, K2, S1 IGC: St.2K4
(2) Cite major factors of causation in learning disabilities, hyperactivity ADHD, low academic achievement, and dyslexia.	Text Chapters 1, 5-9 <b>Article reports</b> Disability reports Discussion Seminar Presentations	EXAMS 1 & 2 Article rubrics Discussion participation Presentation rubrics	4.6k, 4.12k IGC: St.2K2, St.2K3
(3) 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.	Text Chapters 1-4 <b>Article reports</b> Disability reports Discussion Seminar Presentations	EXAMS 1 & 2 Article rubrics Discussion participation Presentation rubrics	1.4k, 1.2s, 1.3s 5.2k CC - 1K3 IGC: St.1K1, St.1K6, St.1K7
(4) Cite, describe, and critique the major historical milestones and the growth of the major theoretical approaches influencing the field of learning disabilities.	Text Chapters 1 - 4 <b>Article reports</b> Disability reports Discussion Seminar Presentations	EXAMS 1 & 2 Article rubrics Discussion participation Presentation rubrics	1.1k, 1.2k, 1.5k CC1 - K1 IGC: St.1K3, St.2K1
(5) Compare and contrast major approaches and concerns related to screening, referral, diagnosis, identification, and assessment of students with learning disabilities.	Text Chapter 2 <b>Article reports</b> Disability reports Discussion Seminar Presentations	EXAMS 1 & 2 Article rubrics Discussion participation Presentation rubrics	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) Explain and critique the rationale and elements involved in the design and provision of services for students with learning disabilities, including inclusive and integrated learning environments and the types of demands and supports needed for success in various settings.	Text Chapters 3,4 <b>Article reports</b> Disability reports Discussion Seminar Presentations	EXAMS 1 & 2 Article rubrics Discussion participation Presentation rubrics	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) Compare and contrast underlying Abilities, Behavioral, Cognitive, Constructivist, Socio-Cultural, and Whole Language Approaches to assessment and instruction of students with LD.	Text Chapter 5 Article reports Disability reports Discussion Seminar Presentations	EXAMS 1 & 2 Article rubrics Discussion participation Presentation rubrics	1.2k 5.10s, 5.12s IGC: St.2K1, St.4S2
(8) Explain and engage in collaborative roles and responsibilities with educators, parents, and multidisciplinary professionals in learning disabilities.	Text Chapters 4 Article reports Disability reports Discussion Seminar Presentations	EXAMS 1 & 2 Article rubrics Discussion participation Presentation rubrics	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) Explain the nature of learning deficits involving language, listening, memory, selective attention, perceptual-motor functioning, and socialization.	Text Chapters 1, 5-9 Article reports Disability reports Discussion Seminar Presentations Topical Oral Reports	EXAMS 1 & 2 Article rubrics Discussion participation Presentation rubrics	4.3k, 4.4k, 4.9k, 7.8k, 7.9k, 7.4k, 7.5k, 7.6k, 10.6k, 11.1k CC2 – K1, K2, K3, K7 CC6 – K4 IGC: St.2K4, St.3K1, St.4S11, St.6K1, St.6S1
(10) Explain learning disabilities through the life-span, including adult and college student level and needed support options at various stages of life development.	Text Chapters 10-14 Article reports Disability reports Discussion Seminar Presentations	EXAMS 1 & 2 Article rubrics Discussion participation Presentation rubrics	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) Describe research-based instructional methods, techniques, strategies, and arrangements for students with LD in literacy and content area domains. .	Text Chapters 10-14 Article reports Disability reports Discussion Seminar Presentations	EXAMS 1 & 2 Article rubrics Discussion participation Presentation rubrics	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) Discuss, defend, and oppose major changes in the dominant paradigms, definition, and characterization of the learning disabled population.	Text Readings Article reports Disability reports Discussion Seminar Presentations	EXAMS 1 & 2 Article rubrics Discussion participation Presentation rubrics	2.2k, 2.1s, 2.3s, 2.11s CC2 – S1 CC6 – K3 CC 8 – K1, S7, S9 IGC: S1K1, St.9K1, St.9S2
(13) Articulate a personal philosophy of who learning disabled students are and what priorities should govern their educational programs.	Article reports Disability reports Discussion Seminar Presentations	EXAMS 1 & 2 Article rubrics Discussion participation Presentation rubrics	2.3k, 2.2s, 2.4s, 2.7s, 2.11s CC1- S1, K3 CC8 – S1, S3 IGC: St.9K1, St.9K2, St.9S1
(14) Explain basic research issues and trends in the field of learning disabilities	Text Chapters 10-14	EXAMS 1 & 2 Article rubrics Discussion participation Presentation rubrics	1.1k, 1.4k, 6.3k, 1.2s CC5 – K2 IGC: St.9K2
(15) Explain the design and findings of selected basic research studies in special education/learning disabilities.	Article reports Disability reports Discussion Seminar Presentations	EXAMS 1 & 2 Article rubrics Discussion participation Presentation rubrics	1.1k, 2.3k, 6.3k IGC: St.9K2

Evaluation:

- (1) Two Exams. Text, handouts, in-class reports, etc. are all part of exam content. Format will be mainly brief discussion. (2 x50 points each = 100 points.)
- (2) Presentation on selected area of Learning Disability (e.g. written expression, math computation, etc. We will choose topics January 23<sup>rd</sup>; requirements for the presentation will be discussed under separate cover. (100 points.)
- (3) Paper on assigned presentation topic in APA format. 10 pages minimum, excluding cover page and references. (100 points.)
- (4) Five article reports/summations. At least one should concern Response to Intervention; and two should concern the issues listed below. More issues will be identified in subsequent classes. (20 points each x 5 = 100 points)
- (5) Student discussions of articles (50 points).

(6) Attendance (25 Points) and Class Participation (25 Points). One absence allowed by University policy. Subsequent absences will result in 15 point deductions from the attendance points. More than two is unacceptable. (50 Points Total).

<b>Exam 1</b>	<b>50</b>
<b>Exam 2</b>	<b>50</b>
<b>LD presentation</b>	<b>100</b>
<b>Paper</b>	<b>100</b>
<b>Articles 5 @ 20 points</b>	<b>100</b>
<b>Article discussions</b>	<b>50</b>
<b>Attendance</b>	<b>25</b>
<b>Class participation</b>	<b>25</b>

Grade Scale: 450-500 = A; 400-449 = B; 350-399 = C; Below 350 = F

Date	Text	Activities		
January 16		Discussion		Introduction
January 23	Chapter 1	Discussion	1 article summary due	Learning Disabilities: Definitions, Characteristics, and Current Directions
January 30	Chapter 2	Discussion		Assessment
February 6	Chapter 3	Discussion	1 article summary due	Clinical Teaching
February 13	Chapter 4	Discussion		Educational Settings
February 20	Chapter 5	Discussion	1 article summary due	Theories of Learning: Implications for Learning Disabilities
February 27	Chapter 6	Discussion Presentation 1		Attention Deficit Disorder and Related Neurodevelopmental Conditions
March 5	Chapter 7	Discussion Presentation 2	1 article summary due	Young Children with Learning Disabilities
March 12		Spring Break		
March 19		Exam 1		
March 26	Chapter 8	Discussion Presentation 3	1 article summary due	Adolescents and Adults with Learning Disabilities
April 2	Chapter 9	Discussion		Medical Aspects of

		Presentation 4		Learning Disabilities
April 9	Chapter 10	Discussion Presentation 5		Oral Language: Listening and Speaking
April 16	Chapter 11	Discussion Presentation 6		Reading
April 23	Chapter 12	Discussion Presentation 7		Written Language: Written Expression, Spelling, and Handwriting
April 30	Chapter 13	Discussion Presentation 8	Papers due	Mathematics
May 7	Chapter 14	Discussion Presentation 9		Social and Emotional Behavior
May 14		Exam 2		

### Examples of Articles

Carnine, D. (1997). Bridging the research-to-practice gap. *Exceptional Children*, 63(4), 513-521.

Englert, C. S. and Palincsar, A. S. (1991). Reconsidering instructional research in literacy from a sociocultural perspective. *Learning Disabilities Research and Practice*, 6, 225-229.

Gallagher, D. J. (1998). The scientific knowledge base of special education: Do we know what we think we know? *Exceptional Children*, 64(4), 493-502.

Gersten, R. and Bregelman, S. U. (1996). The quest to translate research into classroom practice. *Remedial and Special Education*, 17(2), 67-74.

Gunter, P. L. and Denny, R. K. (1996). Research issues and needs regarding teacher use of classroom management strategies. *Behavioral Disorders*, 22(1), 15-20.

Harris, K. R. (1988). Learning disabilities research: The need, the integrity, and the challenge. *Journal of Learning Disabilities*, 21(5), 267-270.

Kay, P. J. & Fitzgerald, M. (1997). Parents + teachers + action research = Real involvement. *Teaching Exceptional Children*, 30(1), 8-11.

Keough, B. K. (1994). What the special education research agenda should look like in the year 2000. *Learning Disabilities Research and Practice*, 9(2), 62-69.

Malouf, D. B. and Schiller, E. P. (1995). Practice and research in Special Education. *Exceptional Children*, 61(5), 414-424.

CLD Research Committee: Michael Rosenberg, Chair; Deborah Bott, David Majsterek, Bert Chiang, Deborah Gartland, Caren Wesson, Steve Graham, Brenda Smith-Myles, Maury Miller, H. Lee Swanson, William Bender, Diane Rivera, and Rich Wilson. Minimum standards for the description of participants in learning disabilities research. *Journal of Learning Disabilities*, 26(4), 210-213.

- Reid, D. K., Robinson, S. J., and Bunsen, T. D. (1995). Empiricism and beyond: Expanding the boundaries of special education. *Remedial and Special Education*, 16(3), 131-141.
- Rousseau, M. K. and Kai Yung Tam, B. (1996). Practical issues for teachers conducting classroom research. *Teaching Exceptional Children*, 28(3), 53- 56.
- Swanson, H. L. (1988). Toward a metatheory of learning disabilities. *Journal of Learning Disabilities*, 21(4), 196-209.
- Smarte, L. and McLane, K. (1994). *How to Find Answers to Your Special Education Questions-Revised Edition*. Reston, Virginia: Council for Exceptional Children.
- Zigmond, N., Jenkins, J., Fuchs, L. S., Deno, S., Fuchs, D., Baker, J. E., Jenkins, L., and Couthino, M. (1995). Special Education in restructured schools: Findings from three multi-year studies. *Phi Delta Kappan*, 76(7), 531-540.

### **SOME ISSUES:**

- Aptitude-Achievement Discrepancy Procedures?
- Is LD a social construct?
- Response to Intervention approach?
- Whole language for students with LD?
- Need for a new definition?
- Too much drill and kill instruction?
- Reliability and validity in assessment methods?
- Content of transition programs for students with LD?
- Where to include cognitive-behavioral interventions?
- Roles of general education teachers in fostering successful inclusion?
- An LD/JD link?
- Academic or vocational direction for secondary students with LD?
- Too many exempted from TAKS?
- Overrepresentation of low SES and culturally diverse students?