

I. COURSE DESCRIPTION:

This course provides insight into the abilities, needs, and issues of Adults with Learning Disabilities in an educational or training setting, and society as a whole. You will gain general knowledge and awareness of the various exceptionalities with a primary focus on understanding adults with learning disabilities. Strategies and skills are explored so that educators/trainers can provide appropriate modifications and accommodations to course content, delivery and evaluation, to ensure that all learners have an opportunity to be successful.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course the student will demonstrate the ability to:

a. Define and discuss learning disabilitiesPotential Elements of the Performance:

- Describe the 5 categories of exceptionalities
- Define and describe common elements of learning disabilities
- Define special education and exceptionalities including ADHD
- Describe common characteristics of adults with learning disabilities
- Define Intelligence Quotient
- Describe Multiple Intelligence Theory

b. Demonstrate an awareness and understanding of the needs and issues of adult learners with learning disabilitiesPotential Elements of the Performance:

- Describe Maslow's Hierarchy of needs
- Discuss the learning process including executive functioning, concrete learning, and task analysis
- Discuss and plan strategies, modifications, and accommodations
- Discuss technology in supporting learning disabilities
- Identify and apply accommodations which may be appropriate to course content, instructional methods and evaluation for adults with learning disabilities
- Analyse case studies and select appropriate accommodations related to adults with learning disabilities
- Research and critique articles related to adult learning disabilities issues
- Participate in reflective learning activities designed to evaluate and assess the accomplishment of individual learning goals.
- Complete a journal throughout the course which identifies knowledge and reflection in each topic

- Develop a presentation that demonstrates integration of the learning outcomes for this course
- c. Demonstrate an awareness and understanding of Canadian Legislation around disabilities and the duty to accommodate**

Potential Elements of the Performance:

- Define the term accommodations as it relates to the classroom and workplace environment
- Discuss relevant federal legislation including the Canadian Charter of Rights
- Discuss relevant provincial legislation including the Ontario Human Rights Code and Accessibility for Ontarians with Disabilities

III. TOPICS COVERED /LEARNING ACTIVITIES:

1. Overview of Exceptionalities
2. Canadian legislation regarding disabilities
3. Overview of learning disabilities
4. Walking in the shoes of a person with learning disabilities
5. Categories of learning disabilities
6. Building blocks to learning
7. Application of learning

IV. REQUIRED RESOURCE/TEXT/MATERIALS:

None required

Recommended Readings / Resources: There are no required textbooks for this course. Students will be provided with supplementary reading materials and handouts. The following resources relate specifically to the content. Purchase is optional.

LDAO – Learning Disabilities Association of Ontario www.ldao.on.ca 416-340-6511

LDAC – Learning Disabilities Association of Canada www.ldac-taac.ca

Ministry of Training, Colleges, and Universities www.edu.gov.on.ca

Job Accommodation Network Canada www.jan.wvu 1-800-526-2262

Ontario Human Rights Commission www.ohrc.on.ca

Canadian Dyslexia Association www.dyslexia.cyberus.ca 613-722-2699

Alder Centre (Adult Learning Disability Employment Resource Centre) 416-693-2922

Shapiro, Joan & Rich, Rebecca. (1999). *Facing Learning Disabilities in the Adult Years*. New York, NY: Oxford University Press.

Cimera, Robert Evert. (2007). *Learning Disabilities: What Are They? Helping Teachers and Parents to Understand the Characteristics*. Rowman & Littlefield Education.

Roffman, J. Arlyn. (2000). *Meeting the Challenge of Learning Disabilities in Adulthood*. Paul H. Brookes Publishing Co Inc.

Vogel, .(1998). *Learning Disabilities, Literacy, and Adult Education*. Brookes Publishing

Hallmen, Daniel P., Lloyd, John W., Kauffman, James M., Weiss, Margaret P. (2004). *Learning Disabilities: Foundations, Characteristics, and Effective Teaching*. Allyn & Bacon.

Deschler, Donald D., Gregg, Noel. (2009). *Adolescents & Adults with Learning Disabilities and ADHD: Assessment & Accommodation*. The Guilford Press.

Hodges, Sally. *Counselling Adults with Learning Disabilities*. Palgrave MacMillan, 2003.

Mapou, Robert L. (2008). *Adult Learning Disabilities and ADHD: Research-informed Assessment*. USA: Oxford University Press.

Swanson, Lee H., Harris, Karen R., Graham, Steve. (2005). *Handbook of Learning Disabilities*. The Guilford Press.

Bender, William N. (2007) *Differentiating Instruction for Students with Learning Disabilities: Best Teaching Practices for General and Special Educators*. Corwin Press.

Jordan, Dale R. (2006). *Understanding and Managing Learning Disabilities in Adults*. Krieger Publishing Co.

Dormandy, Klara and Van der Gaag, Anna. (2007). *Communication and Adults with Learning Disabilities*. Wiley.

Sonnet, Helen, & Taylor, Ann. (2009). *Activities for Adults with Learning Disabilities: Having Fun, Meeting Needs*. Jessica Kingsley Publishers.

Fullarton, Stephanie. (2008). *Successful Young Adults with Learning Disabilities*. VDM Verlag.

V. EVALUATION PROCESS/GRADING SYSTEM:

Journal and Communication Tasks	30%
Literature Review	30%
Research Project and Presentation	40%

The following semester grades will be assigned to students:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	

- X A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.
- NR Grade not reported to Registrar's office.
- W Student has withdrawn from the course without academic penalty.

NOTE: Mid Term grades are provided in theory classes and clinical/field placement experiences. Students are notified that the midterm grade is an interim grade and is subject to change.

VI. SPECIAL NOTES:

Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located on the portal form part of this course outline.