

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ON

COURSE OUTLINE

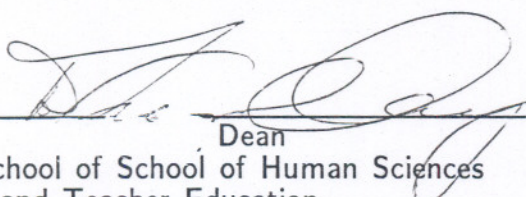
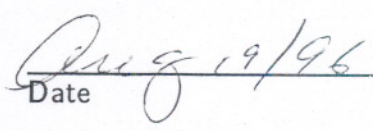
COURSE TITLE: EXCEPTIONALITIES - LEARNING DISABILITIES

CODE NO: ED261 SEMESTER: III

PROGRAM: TEACHER ASSISTANT

AUTHOR: LINDA POZZEBON

DATE: SEPTEMBER 1996 PREVIOUS OUTLINE: SEPTEMBER 1995

APPROVED:  
Dean Date
School of School of Human Sciences
and Teacher Education

****NOTE:** Do not discard this outline. It will be required by other educational institutions if you are attempting to obtain credit for this course.

EXCEPTIONALITIES - LEARNING DISABILITIES

ED 261

TOTAL CREDIT HOURS: 48

PREREQUISITE(S): PSY 117 - Exceptional Child

TOTAL CREDITS: Three

PHILOSOPHY

This course prepares students to develop and apply behavioural and performance objectives in subject areas relating to learning disabilities in children, adolescents and adults.

GOALS

- A. Introduce students to the concepts involved with the problem areas in learning disabilities.
- B. Enable students to assess the problem areas.
- C. Enable students to identify and apply strategies and remedial techniques to assist the disparate need of non-achieving pupils in these problem areas.
- D. Enable student to analyze a clients social behaviour in relation to the problem areas and relate them to current societal issues.

STUDENT PERFORMANCE OBJECTIVES:

Upon successful completion of this course the student will:

- 1. State, explain and discuss the definition of learning disabilities and characteristics of students with learning problems.
- 2. Explain how modality preferences and learning styles affect learning.
- 3. State, explain and discuss the developmental areas and their relationship to learning disabilities.
- 4. Identify indicators of learning disability and formal/informal assessment procedures.
- 5. Identify, explain and apply cognitive, affective and psychomotor instructional and behavioural objectives in assisting learning disabled clients in four possible problem areas:
 - a) language/communication
 - b) reading
 - c) writing/spelling
 - d) mathematics

through knowledge of the problem area, and application of a variety of strategies and remedial techniques.

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EVALUATION METHODS:

Assignment 1	Interview	5%	Due: _____
Assignment 2	Article Review	15%	Due: _____
Assignment 3	Strategies	20%	Due: _____
Assignment 4	Book Report on Text	5%	Due: _____
Test 1	Content	30%	Due: _____
Test 2	Take Home	25%	Due: _____
TOTAL:		100%	

Assignment 1:

Interview a teacher or a parent or an agency or a resource teacher or a counsellor, etc., (anyone who encounters a Learning Disability issue/client/student).

Write out the information gathered from your interview and hand in to your instructor on the due date. You will also be expected to share your information in a round table discussion on the due date so that the class may learn from your interview what is happening out in the field of a person with disability or who is involved with this field. This oral sharing should be spontaneous, therefore, the duration is not the issue but rather your insight or knowledge shared during class time will enrich our education.

Please use the following guideline to the interview as it is intentioned ... as a guideline only! Each interview will be different, therefore, use your discretion.

Guideline to Interview

1. Personal Definition of LD
2. Personal experience in LD or issue being presented
3. Interviewer's role/job
4. Problems and successes in his/her job/role while working/living with LD
5. Social Issues ...any? labelling, de-streaming/inclusion/mainstreaming/lack of services
6. Political Issues ... any? funding, laws, time, policies
7. Open to anything I may have left out

Assignment 2

Please find an educational article, using one of the listed resource magazines from our college library or from your own source (school where you are placed) and using your skills attained in your past English classes one writing a synopsis of an article (APA FORMAT) write and submit an article review on any topic concerning LD. Below is a list of possible topics to be researched and reviewed as these topics relate to the issues from chapters 7, 8, 9. Again, we will sit in a forum (circle) and openly discuss what we have learned during class time. Use the "Article Reveiw Form" as a guide (see copy at end of outline).

Assignment 2 (cont.)

- . current issues
- . de-streaming/mainstreaming/inclusion/integration
- . social issues
- . in-school issues
- . out-of-school issues... family, young offenders, adolescents, adults, job equity, laws, modern technology, computers, (page 249)
- . commercial progress
- . LD and the workplace
- . medication (243)
- . evaluation (228)
- . anything along these lines... do not find articles on physical problems or strategies for this will be covered in the next stage.

You will be assessed as follows:

/8	Content	Quality of article on LD Importance of topic Relevance to TA role
/5	Personal Assessment on what you have read and summarized	
/2	Written format	
/15		

Please include a copy of the article. This summary should not be longer than 500 words. Thank you.

Assignment 3

This assignment relates the information on learning disorders and the brain (chapters 1, 2, 3) to how this affects language, reading, writing/spelling, and mathematics. In pairs/groups, we will present a booklet on strategies for a TA to use or be aware of, in order to work more efficiently with LD students or clients. The group will prepare a list of learning/teaching methods in booklet format. I will assist in photocopying the booklet for the class. The group will present the information in the booklet in a role-modelling format to the class for a hands-on experience. I am expecting to allow 2 hours for each topic (language, reading, writing/spelling, math). The information gathered from these sessions will be the resource material or information required for the TAKE HOME EXAM which will also be tied in with any relevant content acquired from the other sessions (more to come on the TAKE HOME EXAM).

Research on strategies may begin immediately. I have many texts and references on strategies and I am sure your placement teachers/resource teachers, etc., will have much to share with you. Since these presentations will take place to coincide with chapters 4-9, I expect that we will be presenting in November and early December.

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Format for Assignment 3

1) Case Study

2) **Definition of Problem:** Identification of possible problem areas (reading...comprehension, part of the brain affected, labelling of disorder...visual discrimination)

List strategies that can be used to accommodate that problem...using visual aids/auditory techniques/psychomotor activities. Examples should be given.

Possible classroom modifications or accommodations

Behaviour techniques/management/social changes and attitudes

Typed in well-spaced format

This written format will be worth 14 marks

The oral presentation will be worth 6 marks (clear, visual aids - overhead, exercises for us to practice, sample media or commercial devices or materials, shared by all members of the group)

TOTAL: /20

TESTING

Test 1 worth 30% content on chapters 1, 2, 3, 7, 8, 9
Test 2 worth 25%

Take Home Essay on how LD affects language, reading, writing, spelling, math and several key strategies for each in which a TA may apply while working with an LD child/adolescent/adult. The exact question will be given at a later date. However, please begin your essay outline while the presentations are being presented. This will be at least 5 typed, double-spaced pages.

REQUIRED STUDENT RESOURCES:

Keeping Ahead in School, Dr. Mel Levine

Handbook for Teachers of Students With Learning Disabilities, Ministry of Education, 1986 (to be issued by teacher)

ADDITIONAL RESOURCE MATERIALS AVAILABLE IN THE COLLEGE LIBRARY:

Instructor
Parents
Exceptional Children
Education Ontario
Psychology Today
Exceptional Parent
Canadian Journal for Exceptional Children

90 - 100% = A+
80 - 89% = A
70 - 79% = B
60 - 69% = C
BELOW 60% = R

SPECIAL NOTE

Students with special needs (eg. physical limitations, visual impairments, hearing impairments, learning disabilities) are encouraged to discuss required accommodations confidentially with the instructor.

Your instructor reserves the right to modify the course as he/she deems necessary to meet the needs of students.

ADDITIONAL NOTES

1. All assignments must be completed by the due date. In the case of a late assignment, marks will be docked by 10% each day for four (4) days; after four (4) days a 0% grade will be recorded.
2. If a student misses a test for an substantial (i.e. emergency) and substantiated reason, the student must notify this instructor A.S.A.P. of the reason in writing. Furthermore, the student must make arrangements with this instructor for a time to write the test, if the instructor agrees. Any late writing of a test must be prior to the next class after the scheduled test date.
3. Grammar and spelling are very important parts of effective written/oral communication. Consequently, these components will be scrutinized carefully - clear communication will be acknowledged, while distracting or unclear communication will be recognized as interfering with clear communication. Student efforts to improve will be rewarded.
4. Students are expected to be familiar with the Student Rights and Responsibilities Manual, particularly those parts pertaining to conduct, attendance, punctuality, respect of other students and staff, and plagiarism. Contact the instructor or the SAC office for further explanation if required.