COURSE OUTLINE

COURSE TITLE: EXCEPTIONALITIES - LEARNING DISABILITIES

CODE NO.: ED261

SEMESTER: FALL - 3

PROGRAM: TEACHER ASSISTANT

AUTHOR: KAREN ROBB

DATE: SEPT. 1991

PREVIOUS OUTLINE DATED: JAN. 1990

APPROVED: DEAN

DATE: Sept. 5/91
TOTAL CREDIT HOURS: 48

PREREQUISITE: PSY117 - Exceptional Children

TOTAL CREDITS: Three

DESCRIPTION

The focus of this course will be on children, adolescents and adults with learning problems. The students will examine four potential problem areas: reading, writing, spelling and mathematics. As well, the students will learn ways to assess problems in these four areas and identify strategies and remedial techniques to be used in assisting the disparate needs of non-achieving pupils.

STUDENT PERFORMANCE OBJECTIVES

1. Identify the characteristics of students with learning problems.
2. Explain how modality preferences and learning styles affect learning.
3. Demonstrate an understanding of the nature of reading, writing, spelling and mathematics.
4. Describe some of the methods used for assessing problems in reading, writing, spelling and mathematics.
5. Demonstrate an awareness of a variety of the strategies and remedial techniques used to assist students with learning problems.
6. Design a learning program for pupils with learning exceptionalities.
7. Demonstrate an awareness of the current resources for pupils with learning problems.

TOPICS TO BE COVERED

1. Characteristics of Learning Disabled Students
2. Modality Preferences and Learning Styles
3. Reading: The Nature of Reading, Assessing Reading Problems, Teaching the Student Who Has a Reading Problem
4. Writing: The Major Elements in Written Composition, Assessing Difficulties in Written Composition, Specific Remedial Activities in Writing
5. Spelling: Assessing Spelling Skills, Teaching Students to Spell
7. Designing a Learning Program Plan
### EVALUATION METHODS

<table>
<thead>
<tr>
<th>Individual Educational Plan</th>
<th>25%</th>
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<tbody>
<tr>
<td>Participation/Quizzes</td>
<td>20%</td>
</tr>
<tr>
<td>Communication Skills</td>
<td>10%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100%</strong></td>
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</tbody>
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### COLLEGE GRADING SYSTEM

- **A+** = 90 - 100%
- **A** = 80 - 89%
- **B** = 70 - 79%
- **C** = 60 - 69%
- **R** = Below 60% - Repeat Course

### REQUIRED STUDENT RESOURCES


### ADDITIONAL RESOURCE MATERIALS

(Available in the College Library)

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