

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ON

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

*K. DeLozier*

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
6. Mathematics: Understanding the Nature of Mathematics, Assessing Mathematics Performance, Establishing Causes for Difficulty in Mathematics, Teaching Mathematics
7. Designing a Learning Program Plan

## EVALUATION METHODS

Individual Educational Plan	25%
Participation/Quizzes	20%
Communication Skills	10%
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TOTAL	100%

## COLLEGE GRADING SYSTEM

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

## REQUIRED STUDENT RESOURCES

Text: Teaching Students with Learning and Behaviour Problems, 5th Edition, Donald D. Hammel, Nettie R. Bartel, Allyn and Bacon, Inc. 1986.

Handbook for Teachers of Students With Learning Disabilities, Ministry of Education, 1986.

## ADDITIONAL RESOURCE MATERIALS

(Available in the College Library)

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