

*Library*

#683

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ON

**COURSE OUTLINE**

COURSE TITLE: **EXCEPTIONALITIES - LEARNING DISABILITIES**

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CODE NO: **ED261**

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SEMESTER: **FALL 93**

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PROGRAM: **TEACHER ASSISTANT**

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AUTHOR: **LINDA POZZEBON**

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DATE: **SEPTEMBER 1993**

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PREVIOUS OUTLINE DATED: **SEPTEMBER 1991**

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APPROVED:

*K. DeRosario*  
Dean, School of School of Human  
Sciences & Teacher Assistant

*Aug 17, 1993*  
Date

TOTAL CREDIT HOURS: 48

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PREREQUISITE(S): CCW100 - Special Education Issues

TOTAL CREDITS: Three

**COURSE DESCRIPTION:**

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.

**STUDENT PERFORMANCE OBJECTIVES Continued:**

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.

6. Design a learning program plan for pupils with learning disabilities.
7. Explain how values along with attitudes, interests and beliefs are the mix from which past and current societal issues have emulated concerning learning disabilities. This will be demonstrated through oral presentations and assignments.
8. Demonstrate knowledge, comprehension, analysis and synthesis of content presented through lectures, class discussions and readings on three tests.

**EVALUATION METHODS: (INCLUDES ASSIGNMENTS, ATTENDANCE REQUIREMENTS ETC.)**

Assignment 1	10%
Assignment 2	15%
Assignment 3	15%
Assignment 4	15%

Test 1	15%
Test 2	20%
Test 3	10%

<b>TOTAL</b>	<b>100%</b>
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**COLLEGE GRADING SYSTEM:**

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

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

**SPECIAL NOTES**

Students with special needs (eg. physical limitation, 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 the students.