

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

PROFESSOR: ED FINN

**759-2554 EXT. _____
OFFICE # _____**

DATE: SEPTEMBER 1997

PREVIOUS OUTLINE: SEPTEMBER 1996

APPROVED:

Rose
for D. Tremblay, Dean
Health and Human Sciences
and Teacher Education

June 23/97
Date

****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

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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).

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Assignment 2 (cont.)

Topics:

- . 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

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COLLEGE GRADING POLICY

- 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 RESOURCE MATERIALS AVAILABLE IN THE COLLEGE LIBRARY:

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

Handbook for Teachers of Students With Learning Disabilities, Ministry of Education, 1988 (to be issued by teacher)

Keeping Ahead in School, Dr. Mel Levine

REQUIRED STUDENT RESOURCES:

The Home Easy on how LD affects language, reading, writing, spelling, math and general 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 2 typed, double-spaced pages.

| | | |
|--------|-----------|-----------------------------------|
| Test 1 | worth 30% | content on chapters 1, 2, 3, 4, 5 |
| Test 2 | worth 25% | |

TESTING

TOTAL: 100

The oral presentation will be worth 8 marks (best, visual aids - overhead, exercises for us to practice, sample media or commercial devices or materials shared by all members of the group)

Typed in well-spaced format

Possible classroom modifications or accommodations

List strategies that can be used to accommodate that problem using visual, technical/psychomotor activities. Examples should be given.

Definition of problem: identification of possible problem areas (reading, the brain affected, labeling of disorder, visual discrimination)

1) Case Study

Format for Assignment 3