

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY
SAULT STE. MARIE, ONTARIO

COURSE OUTLINE

COURSE TITLE: STUDENT EXCEPTIONALITIES I - ~~DEVELOPMENTAL~~ ^{LEARNING DISABILITIES}

CODE NO.: ED ~~261~~ ²⁵⁸

PROGRAM: TEACHER AIDE

SEMESTER: WINTER - 4

DATE: JANUARY, 1990

AUTHOR: JUDITH MORRIS

New: X Revised: _____

Approved: [Signature]
Chairperson

_____ Date

LEARNED DISABILITIES

Student Exceptionalities I ~~Developmental~~ ED 255
COURSE NAME CODE NO.

Total Credit Hours 48

Prerequisite(s) PSY 117 - Exceptional Children

Total Credits: 3

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 student 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

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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

Mid Term Test	25%
Oral Presentation	25%
Individual Educational Plan	25%
Participation/Quizzes	20%
Communication Skills	5%
	<u>100%</u>

A+ = 90 - 100%
A = 80 - 89%
B = 70 - 79%
C = 60 - 69%
R = Repeat i.e. < 60%

REQUIRED STUDENT RESOURCES

Text: Teaching Students With Learning and Behavior Problems, 4th Ed., 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