CONCEPTUAL FRAMEWORK: Through programs dedicated to collaboration in instruction, field experience, and research, the candidates in Sam Houston State University’s Educator Preparation Programs acquire the knowledge, dispositions and skills necessary to create a positive learning environment. Employing a variety of technologies, these candidates learn to plan, implement, assess, and modify instruction to meet the needs of our communities’ diverse learners.

Instructor
Dr. Phil Swicegood  
Teacher Education Center # 143  
Phone: (936)294-1114  
E-mail: edu_prs@shsu.edu

Required Text & Course Materials

Supplementary Materials
Readings from Electronic Reserve  
Course Handouts

It is the policy of Sam Houston State University that no otherwise qualified disabled individual shall, solely by reason of his/her handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any academic or Student Life program or activity. Students with a disability may request help with academically related problems stemming from individual disabilities from their instructors, school/department chair, or by contacting the Chair of the Committee for Continuing Assistance for Disabled Students and Director of the Counseling Center, Lee Drain Annex, or by calling (936) 294-1720.

Students with a disability which affects their academic performance are expected to arrange for a conference with the instructor in order that appropriate strategies can be considered to ensure that participation and achievement opportunities are not
impaired. All disclosures of disabilities will be kept strictly confidential. NOTE: no accommodation can be made until you register with the Counseling Center.

STUDENT ABSENCES ON RELIGIOUS HOLY DAYS POLICY
Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). This request must be made in the first fifteen days of the semester or the first seven days of a summer session in which the absence(s) will occur. The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed.

Course Description (Catalog)
Learning Disabilities are examined with emphasis on history, definition, causation, teaching methods, and inclusive practices.

Course Questions

1. Why is it important to understand learning disabilities?
2. What are the major characteristics and educational needs of students with learning disabilities?
3. What are the big issues, trends, and controversies in the field?
4. What is the life experience of a person with a learning disability?
5. What are the criteria for determining whether a person is eligible for special education services as LD?
6. What should I know about learning disabilities through the life span, from childhood to adolescence to adulthood?
7. What assessment and instructional practices are highly regarded in the education of the learning disabled?
8. What are possible causes of learning disabilities?
9. What roles, responsibilities, and ethics should govern my professional competencies toward students with LD?
10. Are students with LD that different from other struggling learners?

**Course Objectives**

Course objectives are aligned with state and national standards in the following table. State standards are taken from the **State Board for Educator Certification** - Twelve Knowledge and Skill Standards - for Special Education and are the basis for the ExCET/TexES Certification Examination (www.sbec.state.tx.us). For National Standards, The **Council for Exceptional Children** (CEC) provides the following:

“CEC Knowledge and Skill Base for All Beginning Special Education Teachers of Students in Individualized General Curriculums” (www.cec.sped.org).

<table>
<thead>
<tr>
<th>OBJECTIVES/LEARNING OUTCOMES</th>
<th>ACTIVITIES</th>
<th>PERFORMANCE ASSESSMENT</th>
<th>STANDARDS</th>
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</table>
| **1** Ability to describe the major intellectual, cognitive, academic, and social characteristics of students with learning disabilities | Text Reading: Chapters 1, 7, 8  
  In-class Discussion  
  Analysis of Case Studies of Students with LD  
  Video on characteristics | Class Participation  
  EXAM 1  
  Evaluation of Group Report  
  Responses to Pre-Questions | 4.1k – 4.4k, 4.8k, 4.10k, 4.1s - 4.4s  
  ST. 2: Development and Characteristics of Learners – CC2K5, CC2K6, CC2K4  
  ST. 5: Learning Environments and Social Interactions – CC5K5 |
| **2** Ability to cite major factors of causation in learning | Text Reading Chapter 2  
  In-class Discussion  
  Units on Extrinsic | Class Participation  
  EXAM 1 | 4.6k, 4.12k, 4.1s  
  ST. 2: Development and Characteristics of Learners – CC2K1, |
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| **3** Ability to cite and explain major trends and issues facing the field of learning disabilities, including definition, labeling/identification, differing paradigms/theories, characterization of students with LD, and representation of students from culturally diverse backgrounds. | Text Reading: Chapters 1, 3, 10  
In-class Discussion  
Position Paper  
Small Group Reports | Class Participation  
EXAM 1, 2, 3  
Rubric  
Rubric |
|   |   | 1.1k – 1.5k, 1.2s, 1.3s  
ST. 1: Foundations – CC1K1, CC1K5, CC1K10, GC1K1, GC1K7  
ST. 2: Development and Characteristics of Learners – CC2K3  
ST. 3: Individual Learning Differences – CC3K4 |
| **4** Ability to cite and describe the major professional organizations, publications, historical milestones and the growth of the major theoretical approaches influencing the field of learning disabilities. | Text Reading: Chapters 1, 8, 10  
In-class Discussion | Class Participation  
EXAM 1, 2 |
|   |   | 1.2k, 2.3k, 11.5k  
ST. 1: Foundations – CC1K1, CC1K8, GC1K3  
ST. 9: Professional and Ethical Practice - GC9K1, GC9K2 |
| **5** Ability to compare and contrast major approaches and concerns related to | Text Reading: Chapters 3, 15  
In-class Discussion | Class Participation  
EXAM 1, 2, 3 |
<p>|   |   | 5.1k, 5.2k, 5.4k, 5.5k, 5.8k, 5.9k, 5.5s, 5.6s, 10.3k |</p>
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<tr>
<td>5</td>
<td>screening, referral, diagnosis, identification, and assessment of students with learning disabilities.</td>
<td>Position Paper</td>
<td>Rubric</td>
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<td>Small Group Reports</td>
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<td>Journal Readings: (Bradley, et al) (NJCLD)</td>
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<td>Power Point Presentation on Assessment in LD</td>
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<td>ST. 1: Foundations – CC1K6</td>
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<td>6</td>
<td>Ability to explain and critique the rationale and elements involved in the placement of students in the least restrictive setting and the provision of services for students with learning disabilities, including inclusive and integrated learning environments.</td>
<td>Text Reading Chapters 3, 15</td>
<td>Class Participation EXAM 2, 3</td>
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<td>In-class Discussion</td>
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<td>Position Paper</td>
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<td>Small Group Reports</td>
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<td>Video: FAT City</td>
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<td>Journal Reading: (Prater, et. al)</td>
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<td>ST. 1: Foundations – GC1K5, GC1K8</td>
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<td>ST. 8: Assessment – CC8K1, CC8K3, CC8S6, GC8K4, GC8K8</td>
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<td>7</td>
<td>Ability to compare and contrast Underlying Abilities, Behavioral, Cognitive-Behavioral, Constructivist, Socio-Cultural, and Whole Language Approaches to assessment and instruction of students with LD.</td>
<td>Text Reading: Chapter 10</td>
<td>Class Participation EXAM 1, 2, 3</td>
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<td>In-class Discussion</td>
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<td>Journal Reading: (Coyne, Zirpoli, &amp; Ruby)</td>
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<td>Position Paper</td>
<td>Rubric</td>
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<td>Small Group Reports</td>
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<td>ST. 4: Instructional Strategies – CC4S2, CC4S5, GC4S2, GC4S3</td>
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<td>8</td>
<td>Ability to explain</td>
<td>Text Reading: Chapters 4, 15</td>
<td>Class Participation</td>
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and engage in collaborative roles and responsibilities with educators, families, students, and multidisciplinary professionals in learning disabilities.

<p>| 9 | Ability to explain the nature of learning deficits and differences involving language, listening, memory, selective attention, perceptual-motor functioning, and socialization and the relationship of each to needed levels of support. | Text Reading: Chapters 7 – 9, 11 – 14 | In-class Discussion | Reading, discussing Case Studies of Students with LD | Power Point Presentation on Social and Emotional Aspects | Class Participation | EXAM 1 | Peer Evaluation Of Small Group Reports | 4.1k, 4.3k, 4.6k, 4.8k, 4.10k, 4.1s, 4.2s, 10.8s |
| 10 | Ability to explain learning disabilities through the life-span, including adult and college student level, and needed support options at various stages of life development. | Text Reading: Chapters 5, 6 | In-class Discussion | Journal Reading: (Johnson, et. al) | Position Paper | Small Group Reports | Analysis of Case Studies | Class Participation | EXAM 1, 2, 3 | Criteria for Summary | Rubric | Peer Evaluation of Group Report | 6.6k, 9.1k, 9.4k, 9.5k, 9.7k, 9.1s, 10.7k |
| 11 | Ability to | Text Reading | Class Participation | 1.7k, 5.11s, 6.2k, |</p>
<table>
<thead>
<tr>
<th>Description</th>
<th>In-class Discussion</th>
<th>EXAM 2, Rubric</th>
<th>6.3k, 6.6k, 6.9k, 6.2s, 6.8s, 6.9s, 8.1k, 8.5k, 8.6k, 8.1s, 8.2s, 10.9k</th>
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<td>Small Group Reports</td>
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<td>ST. 4 – Instructional Strategies – CC4S1</td>
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<td>Power Point Presentation on Placement Options</td>
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<td>ST. 5: Learning Environments and Social Interactions – CC5K1, CC5S3, CC5S1, GC5S2</td>
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<td>Power Point Presentation on Technology &amp; LD</td>
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<td>ST. 7: Instructional Planning – CC7K2, CC7K3, CC7S1</td>
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<td>12 Ability to identify and implement a variety of instructional strategies to meet individual needs of students in language, literacy, reading, and mathematics.</td>
<td>Text Reading In-class Discussion</td>
<td>Class Participation</td>
<td>10.1k, 10.2s, 11.4k, 11.7k, 11.8k, 12.1k, 12.2k</td>
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<td>Journal Reading (Coyne, Zirpoli, &amp; Ruby)</td>
<td>EXAM 1, 2, 3</td>
<td>ST. 4: Instructional Strategies – CC4S3, GC4K3, GC4S1, GC4S4, GC4S5, GC4S14</td>
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<td>Position Paper</td>
<td>Criteria for Summary Rubric</td>
<td>ST. 6: Communication: CC6K1, GC6K1, GC6K3</td>
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<td>Small Group Reports</td>
<td>Stating critical Aspects, Advantages and Disadvantages Rubric</td>
<td>ST. 7: Instructional Planning – GC7K4, GC7S2</td>
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<td>Viewing, evaluating Selected instructional programs and materials</td>
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<td>Power Point Presentation on Literacy Needs</td>
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<td>Power Point Presentation on Math and LD</td>
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<td>13 Adoption of a personal philosophy of who students with learning disabilities are and what priorities should govern their</td>
<td>Text Reading In-class Discussion</td>
<td>Class Participation</td>
<td>1.2k, 1.2s, 2.1k, 2.2k, 2.3k, 2.3s, 2.4s</td>
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<td>Position Paper</td>
<td>Rubric</td>
<td>ST. 1: Foundations – CC1K1, CC1S5</td>
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<td>Journal Reading (Weintraub)</td>
<td>Criteria for Summary</td>
<td>ST. 9: Professional and Ethical Practice – CC9K1, CC9S1,</td>
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</table>
educational programs, including a commitment to ethical practices and advocacy.

Evaluation

(1) Three Exams. Mix of class notes, handouts, in-class presentations, Black Board postings, outside readings, and text content. Objective and short answer items. 100 points each. (300 points)

(2) Completion of Position Paper on selected aspect of learning disabilities. See explanation at end of syllabus. Due 11/15/07.

* 3-4 TYPED, DOUBLE SPACED pages
* at least 4 references included in reference list and cited in body of paper. References should be from reputable professional journals, books, and writings. USE REFERENCES OTHER THAN OUR TEXT and the OUTSIDE READINGS.
* supporting personal stance on an issue (60 points)
* see the scoring rubric provided (turn this in with your paper)

(3) Attendance, class participation (40 points). Class attendance is crucial and critical to success.

2 absences (3 Clock Hours) allowed by University. Use allowed absences for medical, family, etc. needs. Lose 12 points/absence subsequently until grade reductions and withdrawal from course become necessary. Talk to me about extenuating circumstances.

(4) Completion of short term reading assignments. Due dates on course outline. Abstract format provided on 5 X 8” index card. See the full citation below and due dates for articles. Articles on electronic reserve in library. PASSWORD will be given out in class. 6 articles @ 10 points each (60 points)
SPD 377 OUTSIDE READINGS –  
(Electronic Reserve)

[#1 - (due 8/28)]
Learning Disability Quarterly, 28(2), 97 – 99

[#2 - (due 9/11)]
National Joint Committee on Learning Disabilities. (2004). State and 
district-wide assessments and students with learning disabilities: A 
guide for states and school districts. Learning Disability Quarterly, 
27(2), 67 – 71.

[#3 - (due 9/18)]
12.

[#4 - (due 10/2)]
Helping young adults with learning disabilities plan and prepare for 
employment. Teaching Exceptional Children, 39(6), 26 – 32.

[#5 - (due 10/9)]
learning disabilities through children’s literature. Intervention in 
School and Clinic, 42(1), 14 – 24.

[#6 - (due 11/8)]
instruction for students at risk for reading disabilities: What, how, 

**ABSTRACT FORMAT ----5 x 8 " CARDS**
Reference, in APA, style...(like above)...*TOP OF CARD WITH YOUR NAME*
OBJECTIVE SUMMARY OF ARTICLE...FRONT OF CARD : Major arguments or elements, description, objective summary, author's purpose, research questions and hypotheses, major findings and conclusions. Demonstrate, in your own words, that you have grasped the main points of the article.

SUBJECTIVE CRITIQUE...BACK OF CARD: What were your thoughts about the authors’ stances? Strengths and weaknesses, flaws in research or findings, applicability to special education and LD, theoretical value, applied value, how it strikes you. Refer to specific statements and points made in the article.

(5) SMALL GROUP REPORT. (40 points)
Completion of classroom report on selected aspect, issue, or competency in the field of LD. Many aspects of identification, definition, assessment, characteristics of LD (cognitive, social, language, etc.), IEP design, collaboration, grouping arrangements, teacher roles, service delivery options, etc., etc. will be covered during the course. Design a presentation, demonstration, informational display, poster session, role-play, small group activity for the class, etc., etc. We can do these in threes or fours, depending on the scope and extent of the topic and class size. Demonstration should provide class members with first-hand knowledge of how to relate to, think about, or handle situations. Plan to take 10 - 15 minutes, including a little time for questions and comments from the audience (the class). Provide a

One page handout for class with brief outline, main points to be covered, and two references or resources - books, pamphlets, etc. - to share(good to bring these and hold them up during presentation).

Groups are advised to consult with the instructor about formats, topics, and possible directions. Topics presented during the second portion of the course. Begin early to seek information on your idea(s) - look in texts, indexes, journal references, etc. See me ahead of time if you are having trouble finding resources. Just as with the Position Paper, the process of selecting a topic, designing the presentation, researching, organizing, designating roles for group members, etc. is valuable such that this should be your work--not a rehash of information already published, already presented, or already created from another class, school in-service, etc.

See the scoring rubric provided – Notice that 10 points come from review by other group members.
Course grades will be determined as follows: 500 Total Points

\[ A = 455-500 \]
\[ B = 415-454 \text{ points} \]
\[ C = 370-414 \text{ points} \]
\[ D = 335-369 \text{ points} \]
\[ F = 334 \text{ points and below} \]

Course Outline

BLOCK ONE: THE FIELD OF LEARNING DISABILITIES

8/21
Course Overview and Introduction
Description of Text
Goal-Setting
Identifying Critical Information & Terminology
Being Eligible for LD
How LD Students are Characterized

8/23 – 8/28
Brief History
Issues in LD
Prevalence of LD
Types of Learning problems
Definitions of LD--USOE and NJCLD
Basic Characteristics
Diversity and Heterogeneity
Basic Psychological Processes
Aptitude/Achievement Discrepancies
LD as a Social construct
Video: “I'm Not Stupid”
Examining the Federal Register Definition
Perceptual-Motor and Language Views
Psycholinguistic Correlates and the ITPA
Theory Bases in LD
Diagnostic Remedial Approaches - Underlying/Specific Abilities Theories
Source: Coles: The Learning Mystique
Chapter 1

Article: Weintraub (due 8/28)

8/30
Online Lecture in Blackboard

9/4
Physiological Causation
Medical, Diagnostic Perspective
Basic Ideas about Neurology
Genetic link?
MBD and Brain Injury
Transactional Perspective
Environmental Causation
Maturational Lag
Attribution Training
Nutritional and Dietary Aspects
Irlen Filters, Vision Training
Unsupported Treatments
Drug Treatments
Chapter 2

SMALL GROUP REPORTS CAN BEGIN IN THIS SEGMENT

9/6
Assessment and Evaluation
Formal & Informal Assessment
Assessment for Eligibility and Instructional Planning
Assessment of Traits - Diagnostic-Prescriptive Model
Direct Measurement - CBM & CBA
Task Analytic Assessment
Response to Intervention (RTI)
Dynamic/Authentic Assessment
Norm VS. Criterion-Referenced Assessment
Eligibility Decisions - Who qualifies?

Article: National Joint Committee on Learning Disabilities. (due 9/6)
Concept of Discrepancy
Source: D. Taylor: Learning Denied
Chapter 3

9/11

9/13 - 9/18

Article: Bradley, Danielson, Doolittle (due 9/18)
Family Systems View
Building Social Supports
Cultural, Economic, Social, Language, Family Aspects
Characteristics of Elementary LD
Chapter 4

9/20
Early Interventions
Prevention and Aspects of Early Childhood
Risk Factors
Assistive Technology
Computers and School Success
Considering the Internet Potential
Chapter 5

9/25 EXAM # 1

**BLOCK 2: DESCRIBING THE STUDENT WITH LEARNING DISABILITIES THROUGH THE LIFE SPAN**

9/27 - 10/2

- The Adolescent with LD
- Characteristics of Secondary LD
- Cumulative Deficits
- Functional and Career Skills/Outcomes
- Transitions in Life
- Self-Advocacy & Self-Determination
- Adult Learning Disabilities
- Coping Strategies of College & Adult LD's

*Article: Johnson, Mellard, Lancaster (due 10/2)*

- Colleges and LD
- *Faking It* - Chris Lee
- Chapter 6

10/4-10/9

- Social Aspects
- Relationships with Teachers
- Assessment & Behavior Intervention Plans
- LD/JD Link? At-Risk Factors
- Alienation or Acceptance?
- Attitudes and Attributions
- Self-concept of LD
- Educational Characteristics
- Motivation & Behavior
- Nonverbal LD

Source: B. Osman: *No One to Play With*

*Article: Prater, Dyches, Johnstun (due 10/9)*

- Chapter 7

10/11

- Information-Processing View of LD
- Cognitive Strategy Instruction
- Metacognitive Strategy Instruction
- Memory & LD
- Learning Strategies/Metacognition
- Strategic Reading & Literacy
- Self-Management & Self-Monitoring

Chapter 8

10/16

*Online Lecture in Blackboard*
10/18
LD & ADHD
Cognitive Characteristics
Intelligence of LD
Assessment methods
Selective Attention
Chapter 9

10/23
ABA & Direct Instruction
Behavioral/Precision Instruction Orientation
Antecedents and Consequences
Skills Mastery Emphasis
A - B - C Learning
“Research-based” Practices
Chapter 10

10/25
EXAM 2

10/30 – 11/1
Cognitive/Learning Styles
Gifted LD
Oral Language
Elements of Language – Morphology, Syntax, etc.
Phonemic Awareness
Pragmatic Communication/Purposes of Language
Language Problems & Disabilities
Content - Form - Use of Language
Functional Communication
Chapter 11

BLOCK 3: SERVICE DELIVERY AND INSTRUCTION

11/6 - 11/8
Reading Problems & Dyslexia
Range of Assessments
Reading Instruction and Content Area Reading
Source: S. Stires: With Promise
Code Emphasis
Phonological Awareness
Whole Language
Utilizing language cueing systems
Reading as Skills VS. Personal Meaning-Making
Basals, DISTAR, Literature...
Chapter 12

Article: Coyne, Zirpoli, & Ruby (due 11/8)

11/13
Online Lecture in Blackboard
11/15 - 11/20
Written Language & LD
Writing Problems
Assessment Strategies, Error Analysis
Skills Development
Handwriting, Spelling
The Writing Process
Effective Instructional Practices
Invented Spelling
Chapter 13
POSITION PAPER DUE 11/15

11/22
THANKSGIVING HOLIDAY

11/27 – 11/29
Mathematics Problems
Types of Math Disabilities
Math curriculum Sequence
Inventories and Error Analysis
Curriculum Based Assessment
Strategy Instruction
Cawley Math Programs
Chapter 14

12/4 - 12/6
Service Delivery in LD
LRE
Multidisciplinary Team Decision-Making
What is special education?
Inclusion Issues, Collaboration & Consultation
Resource Rooms, Self-contained programs
Residential settings
Regular Education Initiative
Grouping Arrangements
Trans-environmental Programming
Course Summary
Chapter 15

12/13 (2:00 – 4:00)
EXAM 3

POSITION PAPER (DUE 11/15/07)
WHAT DO YOU THINK ABOUT LEARNING DISABILITIES? The following topic areas reflect major issues in learning disabilities. Please feel encouraged to select another topic which particularly interests or appeals to you. You should discuss your idea briefly with the instructor prior to proceeding. A pro or con stand should be reflected in your paper. It is to your advantage to select a topic and begin collecting information as soon as possible. Make sure that the information you present relates directly to the field and population of students called learning disabilities. We shall endeavor to have your topic nailed down by the first exam. No more than three people should have the same topic.

Make at least one of your references an interview with a person who would have a useful perspective on the issue - a regular or special education teacher or administrator, school counselor, parent of an LD student, etc. Cite this person and their position in the reference list. Conference with me about your topic and progress in researching as needed. Make this an original work based on your own study of the issue.

POSSIBLE TOPICS:
Perceptual training programs?
Response to Instruction Model?
Fairness of using IQ tests/scores in diagnosis of LD?
Does LD really exist?
Self-contained classes for students with LD?
Is LD always due to an “intrinsic" cause?
Early labeling of children with LD?
Need for a new definition of LD?
Career or academic emphasis for secondary students with LD?
Graduation requirements for students with LD? TAKS Mastery?
Participation of LD in high stakes testing?
Learning Disabilities or learning differences?
Full access to employment and societal roles for individuals with LD?
Modifying instructional variables for students with LD?
Role of schools in addressing social needs of LD?
Does Least Restrictive Placement work? Regular Education Initiative?
Who is right for inclusion?
What are the best methods for teaching reading, math, etc.?
Noncategorical special education programs (grouping LD/ED/EMR together)?
Grading inclusion students with LD?
How good are discrepancy formulas for defining LD?
Who is best qualified to deal with the child's problems: the teacher, the neurologist, the psychologist, the language specialist, etc.?
LD resource teachers: too many responsibilities?
Exclusion of cultural disadvantage?
Cultural and societal factors influence?
Peer tutors for students with LD-how to make it work?
Does the current IEP system work?

Let's brainstorm some more in class...
CITING REFERENCES:
(1) List references alphabetically on separate page at end of paper titled "References."
(2) Cite in body of paper quotes, assertions, facts, etc.:
   EXAMPLES:
   Brown (1981) stated that "children with autism have limited capacity for language development." (p. 47)
   Stevens and Bright (1979) used art therapy successfully with aggressive children.

GRADING CRITERIA FOR
SPD 377 - Small Group Presentations
Fall, 2007
**PRESENTER(S)_________________________**
**Topic:_________________________**

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<tr>
<th>Quality of Information</th>
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<th>4 - 5</th>
<th>6 -8</th>
<th>9 - 10</th>
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<tr>
<td>Presentation unclearly and non-specifically describes Topic under study</td>
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<td></td>
<td>Adequate Presentation - clearly, practically, and specifically describes Topic under study</td>
<td>Strong Presentation - clearly, practically, and specifically describes Topic under study</td>
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</table>

<table>
<thead>
<tr>
<th>Quality of Handout</th>
<th>1 -3</th>
<th>4 - 5</th>
<th>6 -8</th>
<th>9 - 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Handout poorly addresses Topic, impact on learning, and implications for teachers (0 - .25 page)</td>
<td>Handout somewhat addresses Topic, impact on learning, and implications for teachers (&gt; 1 page)</td>
<td>Handout adequately addresses Topic, impact on learning, and implications for teachers (1 page)</td>
<td>Handout strongly addresses Topic, impact on learning, and implications for teachers (1 page)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Impact on the Field of LD</th>
<th>1 -3</th>
<th>4 - 5</th>
<th>6 -8</th>
<th>9 - 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation Relates topic to field of LD</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Audience Impact</th>
<th>1 -3</th>
<th>4 - 5</th>
<th>6 -8</th>
<th>9 - 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Little interest – No Questions, class participation, or audience engagement</td>
<td>Presentations Generated Questions; class participation; Audience Interested</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Points from Other Group Members (10)</th>
<th>1 -3</th>
<th>4 - 5</th>
<th>6 -8</th>
<th>9 - 10</th>
</tr>
</thead>
</table>

**Comments:**

**SPD 377 - Fall, 2007 – Due 11/15/07**

**Position Paper Evaluation**

**NAME_____________________________**

<table>
<thead>
<tr>
<th>1 -3</th>
<th>4 - 5</th>
<th>6 -8</th>
<th>9 - 10</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Position on Issue or Topic</strong></td>
<td>Writer takes unclear, ambiguous position – pro or con - on issue or topic</td>
<td>Writer takes somewhat clear position – pro or con - on issue or topic</td>
<td>Writer takes clear position – pro or con - on issue or topic</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Grasp of Issues</strong></td>
<td>Unclear, no description of pros/cons, advantages/ disadvantages of issue or topic</td>
<td>Fair description of pros/cons, advantages/ disadvantages of issue or topic</td>
<td>Adequate description of pros/cons, advantages/ disadvantages of issue or topic</td>
</tr>
<tr>
<td><strong>Organization, Argument</strong></td>
<td>Writer cites little or no specific, major points/evidence in arguing for stance or position</td>
<td>Writer cites 1 or more specific, major points/evidence in arguing for stance or position</td>
<td>Writer cites 2 or more specific, major points/evidence in arguing for stance or position</td>
</tr>
<tr>
<td><strong>Conclusion</strong></td>
<td>Conclusion/Position not warranted by evidence or discussion</td>
<td>Conclusion/Position warranted by evidence or discussion</td>
<td></td>
</tr>
<tr>
<td><strong>References</strong></td>
<td>0 - 2 references provided; not cited in paper; no Interview included</td>
<td>3 or less references provided; not cited in paper; no Interview included</td>
<td>4 or more references provided; cited in paper; No Interview included</td>
</tr>
<tr>
<td><strong>Length</strong></td>
<td>1 page typed, Dbl Spaced</td>
<td>1 - 2 pages typed, Dbl Spaced</td>
<td>2 - 3 pages typed, Dbl Spaced</td>
</tr>
<tr>
<td><strong>Mechanics</strong></td>
<td>Paper has typos, spelling errors, problems with sentence structure, punctuation, etc.</td>
<td>Paper has no typos, spelling errors, problems with sentence structure, punctuation, etc.</td>
<td></td>
</tr>
</tbody>
</table>

**60 Total**

**COMMENTS:**