SPD: 377 Learning and Learning Disabilities
Summer 2008, Sam Houston State University

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Office Hours: TBA

Class dates: May 16 – May 30
Time: 9:00 – 12:50 p.m.
Location: University Center

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.

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

Course Questions
Why is it important to understand learning disabilities?
What are the major characteristics and educational needs of students with learning disabilities?
What are the big issues, trends, and controversies in the field?
What is the life experience of a person with a learning disability?
What are the criteria for determining whether a person is eligible for special education services as LD?
What should I know about learning disabilities through the life span, from childhood to adolescence to adulthood?
What assessment and instructional practices are highly regarded in the education of the learning disabled?
What are possible causes of learning disabilities?
What roles, responsibilities, and ethics should govern my professional competencies toward students with LD?

Required Readings

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.

**Accommodations**
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: accommodations cannot be made until you register with the Counseling Center.

**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>Learning Outcomes</th>
<th>Activities</th>
<th>Performance Assessment</th>
<th>Standards</th>
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<tbody>
<tr>
<td>Ability to describe the major intellectual, cognitive, academic, and social characteristics of students with learning disabilities</td>
<td>In-class Discussion, Case studies, Video on characteristics</td>
<td>Written and oral evaluations</td>
<td>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</td>
</tr>
</tbody>
</table>
| Ability to cite major factors of causation in learning disabilities, hyperactivity/ADHD, low academic achievement, and dyslexia. | In-class Discussion
Units on Extrinsic & Intrinsic Causation, Dyslexia | Written and oral evaluations | 4.6k, 4.12k, 4.1s
ST. 2: Development and Characteristics of Learners – CC2K1, GC2K1, GC2K3 |
| --- | --- | --- | --- |
| **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 learning disabilities, and representation of students from culturally diverse backgrounds.** | **In-class Discussion**
Inquiry paper
Small group activities | **Written and oral evaluations**
Rubrics – position papers and reports | **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 |
| **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.** | In-class Discussion
Group research | Written and oral evaluations | **1.2k, 2.3k, 11.5k**
ST. 1: Foundations – CC1K1, CC1K8, GC1K3
ST. 9: Professional and Ethical Practice - GC9K1, GC9K2 |
| **Ability to compare and contrast major approaches and concerns related to screening, referral, diagnosis, identification, and assessment of students with learning disabilities.** | In-class Discussion
Inquiry paper
Small group activities
Journal readings | Written and oral evaluations
Rubrics – position papers and reports | **5.1k, 5.2k, 5.4k, 5.5k, 5.8k, 5.9k, 5.5s, 5.6s, 10.3k**
ST. 1: Foundations – CC1K6
ST. 8: Assessment – CC8K1, CC8K3, CC8S6, GC8K4, GC8K8 |
| **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.** | In-class Discussion
Inquiry paper
Small group activities
Video: FAT City | Written and oral evaluations
Rubrics- position papers and reports | **1.7k, 1.9k, 4.9k, 6.9k**
ST. 1: Foundations – GC1K5, GC1K8
ST. 5: Learning Environments and Social Interactions – CC5K4
ST. 4: Instructional Strategies – GC4S7 |
| **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.** | In-class Discussion
Journal reading
Inquiry paper
Small group activities | Written and oral evaluations
Rubrics- position papers and reports | **1.2k, 1.5k, 11.1k**
ST. 4: Instructional Strategies – CC4S2, CC4S5, GC4S2, GC4S3 |
| **Ability to explain and engage in collaborative roles and responsibilities with educators, families, students, and multidisciplinary professionals in learning disabilities.** | **In-class Discussion**
Simulation activities | **Written and oral evaluations** | **3.1k, 3.3k, 3.5k, 3.3s, 3.8s**
ST. 1: Foundations – CC1K4
ST. 7: Instructional Planning - CC7S3
ST. 10: Collaboration – CC10K2, CC10K3 |
| Ability | In-class Discussion | Written and oral evaluations | ST. 2: Development and Characteristics of Learners – CC2K2, GC2K4  
ST. 3: Individual Learning Differences – CC3K1, CC3K2, CC3K5, GC3S1  
ST. 6: Communication – CC6K1, CC6S1, GC6K3, GC6K3 | CC10S3, CC10S9, GC10K2 |
|---------|-------------------|-----------------------------|--------------------------------------------------------------------------------------------------|------------------|
| 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. | In-class Discussion  
Journal reading  
Case studies | Written and oral evaluations  
Peer evaluation of small group reports | 4.1k, 4.3k, 4.6k, 4.8k, 4.10k, 4.1s, 4.2s, 10.8s  
ST. 2: Development and Characteristics of Learners – CC2K2, GC2K4  
ST. 3: Individual Learning Differences – CC3K1, CC3K2, CC3K5, GC3S1  
ST. 6: Communication – CC6K1, CC6S1, GC6K3, GC6K3 | |
| 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. | In-class Discussion  
Journal reading: Inquiry paper  
Small group activities  
Case studies | Written and oral evaluations  
Rubrics- position papers and reports  
Peer evaluation of group report | 6.6k, 9.1k, 9.4k, 9.5k, 9.7k, 9.1s, 10.7k  
ST. 2: Development and Characteristics of Learners – CC2K6  
ST. 4 – Instructional Strategies – CC4S6, GC4S8  
ST. 5: Learning Environments and Social Interactions – CC5K7  
ST. 7: Instructional Planning – GC7K2 | |
| Ability to describe service delivery and curricular (general and special education) arrangements for students with LD, including the types of demands and supports (e.g., instructional and assistive technology) needed for success in various settings. | In-class Discussion  
Small group activities  
Presentations on Technology | Written and oral evaluations | 1.7k, 5.11s, 6.2k, 6.3k  
6.6k, 6.9k, 6.2s, 6.8s, 6.9s, 8.1k, 8.5k, 8.6k, 8.1s, 8.2s, 10.9k  
ST. 4 – Instructional Strategies – CC4S1  
ST. 5: Learning Environments and Social Interactions – CC5K1, CC5S3, CC5S1, GC5S2  
ST. 7: Instructional Planning – CC7K2, CC7K3, CC7S1 | |
| Ability to identify and implement a variety of instructional strategies to meet individual needs of students in literacy including language, reading, and mathematics. | In-class Discussion  
Journal reading  
Inquiry paper  
Small group activities | Written and oral evaluations | 10.1k, 10.2s, 11.4k, 11.7k, 11.8k, 12.1k, 12.2k  
ST. 4: Instructional | |
### Viewing, evaluating selecting instructional programs and materials

| Strategies – CC4S3, GC4K3, GC4S1, GC4S4, GC4S5, GC4S14 |
| ST. 6: Communication – CC6K1, GC6K1, GC6K3 |
| ST. 7: Instructional Planning – GC7K4, GC7S |

### Adoption of a personal philosophy of who students with learning disabilities are and what priorities should govern their educational programs, including a commitment to ethical practices and advocacy.

| Evaluation |
| In-class Discussion Inquiry Paper Journal Reading Written and oral evaluations |
| ST. 1: Foundations – CC1K1, CC1S5 |
| ST. 9: Professional and Ethical Practice – CC9K1, CC9S1, CC9S3, CC9S5 |

### Evaluation

1. **Inquiry Project (25 points)**
   - Choose a relevant issue within the field of learning disabilities – provided in class.
   - Research the area with two partners
   - Do a visual presentation of the information (15 minutes including discussion)
   - Provide a **One page handout** for each class member that includes the following:
     a. Introduction of your topic (what were your questions?)
     b. Key points/findings
     c. List at least three references. Only one can be a website. You can also use your textbook as a reference.

2. **Quizzes – 4 @ 10 points each (40 points)**
   Questions will be posted on Blackboard that align with your reading assignments. They have to be completed before the next class. Dates for postings will be given in class and will be posted on Blackboard. It is the student’s responsibility to keep up with the assignment.

3. **Final Exam (35 points)** from class notes, handouts, and text content.

*** **ATTENDANCE IS CRITICAL.**
Because of the limited number of days for this class, one absence (4 clock hours) is allowed. Use the allowed absence for medical, family, and personal needs. There are no excused or unexcused absences in the class. Please be aware that each additional absence constitutes a drop in letter grade. (For example, if a student has an A and two absences, the student will not be able to receive any grade higher than a B as the final grade for the class. If a student has a B and two absences, the student will not be able to receive any grade higher than a C as the final grade for the class. Students are expected to be on time and remain for the entire class period. Two tardies and/or two early leaves from class deducts five points from your final grade.***
EVALUATION: 100 Total Points  
A = 90%     B = 80%     C = 70%     D = 60%     F = 50%

Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Required Readings</th>
<th>Assignments Due</th>
</tr>
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<tbody>
<tr>
<td>May 16</td>
<td>Course Overview &amp; Introduction Issues, Prevalence, &amp; Characteristics of LD</td>
<td>Overview “People First Language” Chapters 1 &amp; 2 (ppt)</td>
<td>Sign up for Inquiry Project</td>
</tr>
<tr>
<td>May 19</td>
<td>Eligibility for Special Education Individualized Educational Plans Response to Intervention</td>
<td>Chapters 3 RTI articles (2)</td>
<td>Quiz #1</td>
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<tr>
<td>May 20</td>
<td>Parents &amp; Families</td>
<td>Chapter 4</td>
<td>Quiz #2</td>
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<tr>
<td>May 21</td>
<td>Social, Emotional, and Behavioral Problems Cognition &amp; Memory Motivation</td>
<td>Chapters 7 &amp; 8 Spencer &amp; Boon (2006) Learning Styles inventory</td>
<td>Quiz #3 Sign-up for Educational Approach</td>
</tr>
<tr>
<td>May 22</td>
<td>Assessing ADHD</td>
<td>Chapter 9 (ppt)</td>
<td>Quiz #3</td>
</tr>
<tr>
<td>May 23</td>
<td>Research &amp; Writing</td>
<td>Research &amp; Writing</td>
<td>Quiz #4</td>
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<tr>
<td>May 26</td>
<td>NO CLASS</td>
<td>NO CLASS</td>
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<tr>
<td>May 27</td>
<td>Educational Approaches</td>
<td>Chapter 10</td>
<td>Quiz #4</td>
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<tr>
<td>May 28</td>
<td>Difficulties with Reading Strategy Instruction</td>
<td>Chapter 12</td>
<td>Inquiry Presentations (4)</td>
</tr>
<tr>
<td>May 29</td>
<td>Participation in General Education Classrooms for Students with LD</td>
<td>Chapter 15 (ppt)</td>
<td>Inquiry Presentations (4)</td>
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<tr>
<td>May 30</td>
<td>Final Exam</td>
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<td>Inquiry Presentations (5)</td>
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