2013-14 Theme: “Building on a Firm Foundation”
(Luke 6:48; 1 Corinthians 3:11)

EDU463 Learning Disabilities
Winter 2013 Hybrid (online)

Instructor: Brenda B. Thomas, Ph.D., Asst. Professor
Cell: 601-606-6295 E-mail: bthomas@wmcarey.edu


Office Hours: Tuesday/Thursday 9:00 a.m. – 2:00 p.m., or by appointment.

Course Description: This course is an overview of the field of learning disabilities including historical development, theoretical research bases, and social, emotional, physical, and learning characteristics. (3 hours)

Course: EDU 463: Learning Disabilities

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>CEC</th>
<th>INTASC</th>
<th>ACEI</th>
<th>WCU CF</th>
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<tbody>
<tr>
<td>To discriminate learning disabilities (LD) from non-disabled and disabilities</td>
<td>2,3</td>
<td>1,2,3</td>
<td>1,2</td>
<td>1,2,5</td>
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<td>of other categories.</td>
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<td>To demonstrate understanding of historical phases within the field and</td>
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<td>5</td>
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<td>contributions of past theorists.</td>
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<td>To interpret to an untrained person a coherent definition and philosophy of</td>
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To demonstrate understanding of diversity and LD.

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<th>2,3</th>
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To demonstrate understanding of etiology of LD.

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To demonstrate an understanding of educational planning and service delivery options for children with LD, while incorporating **Common Core Standards (2010)**.

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<tr>
<th></th>
<th>4, 5</th>
<th>3</th>
<th>3.2</th>
<th>1, 2, 3</th>
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To demonstrate understanding of legal issues and learning disabilities.

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<tr>
<th></th>
<th>9</th>
<th>1, 5</th>
<th>6</th>
<th>3, 4</th>
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To demonstrate understanding of concomitant exceptionalities.

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<th>2</th>
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<th>1, 2</th>
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To demonstrate understanding of working with families of students with LD.

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<th>9, 10</th>
<th>10</th>
<th>5.2, 5.3</th>
<th>4</th>
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**Course: EDU 463 Learning Disabilities**

**Performance Assessments**

| Case Studies (3): Review and respond in short-essay style to the 3 case studies, involving scenarios of three distinct students with disabilities. Follow the template and rubric in D2L. |
|---|---|---|---|---|
| CEC | INTASC | ACEI | WCU |
| 1, 3, 4, 5 | 3 | 3.2 | 1, 2, 3, 4, 5 |

**Chapter Assignments:**

| Complete online chapter assignments via D2L. The assignments will be comprehensive and will involve all levels of depth of knowledge constructs and incorporate technology, internet search, synthesis, and personal |
|---|---|---|---|
| CEC | INTASC | ACEI | WCU |
| 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 | 3 | 2 | 2, 4, 5 |
reflection.

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<tr>
<th><strong>Journal Article Review:</strong> Complete reviews of two professional journal articles; follow the template, rubric, instructions on D2L.</th>
<th>1, 2, 3, 4, 5, 8, 10</th>
<th>6, 8, 9, 10</th>
<th>1, 2, 3, 4, 5, 6</th>
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<th><strong>Content Exam:</strong> The final exam will be comprehensive in scope and will cover all course contents, including technology, disability definitions, history, classroom design, teaching strategies, differentiated instruction, alternative placements, and pertinent laws.</th>
<th>1, 2, 3, 4, 5, 6, 7, 8, 9, 10</th>
<th>1, 2, 3, 4</th>
<th>1, 2, 3, 4, 5, 6</th>
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**Attendance and Participation:** Students are allowed one absence or the equivalent of 4 hours. Any absence beyond the four hours will allow you to make no higher than a B in this class. Failure to submit an online assignment on the due date will result in an absence.

**Academic Honesty:**

See Academic Integrity: "The Red Book"

All work must be the exclusive work of individual students, unless work is done within a group project. Students must submit work that represents his or her original words or ideas. If any words or ideas are used that do not represent the student’s original words or ideas, the student must cite all relevant sources. Failure to do so is plagiarism. The Publications manual of the APA (5th ed.) is the guide for formatting citations and references.

**From the University Policy on Academic Integrity**
William Carey University seeks to create an environment that encourages continued growth of moral and ethical values, which include personal honesty and mutual trust. The university places the highest value on academic integrity and regards any act of academic dishonesty as a serious offense. Academic dishonesty is considered unethical and in violation of William Carey University’s academic standards and Christian commitment. If such an incident occurs, students, faculty, and/or staff are obligated to initiate appropriate action. Depending upon the seriousness of the offense, sanctions could include failure of the assignment, failure of the course, and could lead to suspension or dismissal from the university. A full explanation of the procedures for responding to instances of academic dishonesty are contained the university’s Policies and Procedures manual and in the student handbook, The Lance.

**Plagiarism**

The following information is very important!

Plagiarism is defined as "using another’s work without giving credit. You must put other’s words in quotation marks and cite your sources and must give citations when using others’ ideas, even if those ideas are paraphrased in your own words. using words, ideas, computer code [or any type of Internet information] or any work by someone else without giving proper credit is plagiarism. Any time you use information from a source, you must cite it."


Plagiarism defined: http://www.lib.usm.edu/legacy/plag/whatisplag.php
The examples listed below were taken verbatim from the following website: http://www.indiana.edu/~wts/wts/plagiarism.html

Work will be expected to reflect professional competencies and will be graded on content, spelling, mechanics, composition and grammar. Assignments will be evaluated based on thoroughness and fulfillment of criteria for each assignment. All citations must be completed in APA style format. http://www.docstyles.com/apastudy.htm
Students are expected to reflect a quality of writing that is professional and of quality. This means no rewriting, so proofread and make sure that grammar, sentence structure, and spelling are correct or expect a loss of points.

**Student Accommodations**

Students with disabilities, who are protected by the Americans with Disabilities Act of 1990 and require special accommodations, should contact Mrs. Valerie Bridgeforth at (601) 318-6188. Mrs.Bridgeforth’s office is located in the Student Services Office in Lawrence Hall.

**TK20 REQUIREMENT:** The TK20 data collecting system is required for participation in this course. The key assessment of Case Studies are required to be uploaded into tk20. Access the system at https://www.tk20.wmcarey.edu. The one-time fee is $103. The system offers students an opportunity to develop a portfolio of work completed while enrolled at WCU and students have access to the information for seven years. A video tutorial is offered on the tk20 site. Failure to participate in uploading the required assessments will result in a student receiving an ‘incomplete’ for the course.

**COURSE REQUIREMENTS:**

There will be one exam during the course. You are responsible for reading the text. Information included in the text may appear on tests whether discussed in detail in class. Information not included in the text but discussed or given out in class may also appear on the tests. There will be on-line assignments posted via the elearning (D2L) link from the WCU website. All on-line assignments are to be completed by 11:00 p.m. on the day/night of class. Any assignments posted after that time are deemed late and points will be deducted.

**Case Studies:** Complete the 3 assigned case studies according to the provided rubric in D2L. Read each scenario and respond to the questions at the end. **(90 points)**. See Attachment 1,2,3 for details.

**On-line Chapter Assignments:** The assignment for each chapter is found in the Dropbox on D2L. Skip chapters 9,10,13,14. Place your assignment in the Dropbox to ensure proper receipt and documentation that it has been submitted. **(10 points each chapter, 100 total points)**
Two Professional Journal Article Critiques:

1. **Two (2) professional journal article critiques;** topics may ONLY be selected from one of the disabilities covered in the text (not dyslexia). Articles MUST be current, within the past 5 years. Do not select an article from an international journal; it must address children in K-12.

**Format:**
Each student will critique two articles from a professional journal or online source published within the last 5 years. Topics should relate to the field of specific learning disabilities.

Write a two-page review, in APA format (6th ed.), citing the author, title and source at the top of the page. Label each section with the following titles:

Paragraph #1 should provide a **critical evaluation** which summarizes the article. This is not a personal judgment as to agreement/disagreement with author.

Paragraph #2 should delineate **implications for: teaching**, the field of education, and reference information learned in class or from the textbook.

Paragraph #3 should be your **personal reflection** of the information presented. I agree/disagree or like/dislike alone is not a reflection.

Please turn in a copy of the article reviewed (or cite weblink), your review, and cover page on the assigned due date. **(25 points each, 50 points total)**

**Mid-term Exam:** Covers chapters 1-5, assignments, content, notes, powerpoints. (50 Points)

**Final Exam:** Covers chapters 6,7,8,11,12, assignments, handouts, notes, powerpoints. (50 points)

**Grading Scale:**

A 90%-100% 306 - 340 pts
B 80%-89%  272 - 305pts
C 70%-79%  238 - 271 pts
D 60%-69%  204 - 237 pts
F below 69%  203 & below

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Total Assignments

Mid-term Exam  50 points
Final Exam  50 points
Case Studies (3)  90 points
Chapter Assignments  100 points
Journal Articles (2)  50 points

Total  340 points
**Tentative Course Calendar**

**EDU 463 Winter 2013 online**

**Note:** Unless otherwise specified, all assignments are due by 11:00 p.m. on the due date.

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>ASSG DUE</th>
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<tbody>
<tr>
<td>Nov 12</td>
<td>Review of syllabus/course requirements</td>
<td>Obtain textbook</td>
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<td>Nov 19</td>
<td>Intro Chap 1 Definitions</td>
<td>Chap 1-2 Assg</td>
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<td>Chap 2 Medical Aspects</td>
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<td>Nov 25 – 29</td>
<td>Thanksgiving Holidays</td>
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<tr>
<td>Dec 3</td>
<td>Chap 3 Cognition &amp; Language</td>
<td>Chap 3-4 assg due</td>
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<td>Chap 4 Personal &amp; Social</td>
<td>Journal Art #1 due</td>
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<td>Dec 10</td>
<td>Chap 5 Assessment</td>
<td>Chap 5 assg due</td>
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<td></td>
<td></td>
<td>Case Study #1 due</td>
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<td>Dec 17</td>
<td>Study Guide</td>
<td>*Mid-term Exam</td>
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<tr>
<td>Dec 23 – Jan 10</td>
<td>Christmas Holidays</td>
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</table>
Jan 14  Chap 6  LD in Reading  Chap 6 assg due
        Journal Art #2 due

Jan 21  Preview instruction & common core  Chap 7-8 assg due
        Chap 7 LD in Math  Case Study #2 due
        Chap 8 LD in Classroom

Jan 28  Chap 11 Instructional Approaches  Chap 11 assg due

Feb 4   Discuss strategies  Case Study #3 due
        (reading, math, written expression)

Feb 11  Chap 12 Technology  Chap 12 assg due

Feb 12-13 FINAL EXAM (available online from 7:00 a.m. to 11:00 p.m.)

HELPFUL WEBSITES

http://idea.ed.gov/  Individuals with Disabilities Education Act 2004

http://nichcy.org/disability  National Dissemination Center for Children with Disabilities

http://www.asperger.com

http://www.aspergersyndrome.org/

http://www.chadd.org/  Nationally recognized authority on ADHD
http://www.discoveryeducation.com/teachers/  Free classroom resources
http://www.scribd.com/doc/24470331/  Apps for special education using i-pad, i-pod, i-phone
www.corestandards.org/  National Common Core Standards 2010
www.ed.gov/nclb/  No Child Left Behind 2001
www.ldonline.org Learning Disabilities Online
www.mde.k12.ms.us/specialeducation  Mississippi Department of Education
www.schoolmission.net  Teacher resources for students with disabilities

SUGGESTED PROFESSIONAL JOURNALS:

Exceptional Children
Intervention in School and Clinic
Journal of Learning Disabilities
Learning Disabilities: Research and Practice
Learning Disability Quarterly
Professional Issues in Learning Disabilities
Remedial and Special Education
Teaching Exceptional Children
Re: Student Ray

Instructions: Read the following scenario and respond to the questions that follow. Responses should be a minimum of 3 total pages, double-spaced, 12 or 14 inch font, and use APA style. Students may use information from the text and/or internet in responding to the questions.

Ray is 9 years old and has a specific learning disability in reading recognition and reading comprehension. He has average intelligence but encounters extreme problems with reading, spelling, and writing. He has a hard time organizing his ideas and is frequently distracted. His reading problems are so severe that he is almost a non-reader. He is currently in 3rd grade but reads on 2nd grade level. Because of his poor academic performance, his classmates bully him and call him names. In spite of these academic problems, Ray excels in one area: art. Ray is very creative and loves hands-on building projects. In fact, he happily volunteers for all art projects. His general education teacher, Ms. McKenzie, feels that he needs a great deal of support for learning and is grateful for the resource teacher’s help. The resource teacher, Ms. Delmar, has expertise in working with students with special needs. She works with Ray and a small group of students with similar needs for an hour each day. Ray participates in the general education classroom for the remainder of the school day. Ms. Delmar also helps Ms. McKenzie adapt her lessons to provide more support for Ray. Together, both of
Ray’s teachers are looking for ways to use his strength in art to bolster his self-esteem and build more social support for him with peers.

Questions for case study #1:

1. Describe 3 ways that Ray’s teachers can utilize his strength and interest in art to enhance his academic skills and bolster his self-esteem. List specific classroom activities or strategies in detail.

2. The IDEA amendment of 2004 strongly supports participation with non-disabled peers to the maximum extent appropriate for each student with a disability. Do you feel that Ray is in his least restrictive environment (the maximum amount of time with non-disabled peers)? What changes would you make if you were his teacher participating in his IEP meeting? Give specific justifications (reasons) for your responses.

3. Ray is highly distracted and may have ADHD in addition to his learning disability. Review chapter 3 (pg 83) in the Bender text and describe 3 specific strategies that would assist him to attend to classroom tasks more easily. Justify your responses.


5. The type of learning disability that Ray is experiencing is often termed “dyslexia”. Go to the [www.ldonline.com](http://www.ldonline.com) website and locate 3 resources (ideas, articles, strategies) that would assist Ray’s teachers in addressing his disability. Describe each one in detail. Explain why you chose each strategy.
Attachment 2

EDU 462 Case Study #2

Student: Jason

Read the following scenario and respond to the questions that follow. Responses should be a minimum of 3 total pages, double-spaced, 12 or 14 inch font, and use APA style. Students may use information from the text and/or internet in your responses.

Jason is an 11 year old, 6th grader, who seems sullen and angry most of the time. He rarely smiles and has a history of temper outbursts. When he is frustrated, he sometimes blows up and attacks the nearest person with such frenzy that other children give him a wide berth and hesitates to interact with him. This behavior is quiet common among students with learning disabilities due to their academic frustration, but Jason’s behavior has now escalated to the point of being dangerous to self and others. Stories in the neighborhood recount Jason’s cruelty to animals, how he has tortured and killed cats and dogs. His language borders on profanity and he has been known to challenge his teachers by asking, “What are you going to do about it?” Jason is a threat not only to his peers but also to this teachers’ sense of their own competence. His physical skills are advanced, even though his interpersonal skills are not, which tends to complicate the situation. As he grows older, he will become less manageable physically. Although we can tolerate the temper tantrums of a younger child, the same outbursts from an 11 year old are frightening. School personnel are actively seeking alternative placement for Jason on the grounds that they are not capable, either physically or psychologically, of coping with his problems. Jason comes from a father-absent home; his mother is
somewhat disorganized and seems to have given up trying to control her son. Attempts have been made to coordinate the program for Jason with mental health services for his mother in hopes of strengthening the family as a viable social unit. Although some progress has been made, the situation remains difficult. His social contacts are limited to a few other youngsters who have similar problems in acting out when they become angry. Adults who are close to Jason are worried about his future. His performance in school, as shown in the profile, is from 2-5 grades below his grade level, and his hostility and unwillingness to accept correction or help have caused his teachers much anxiety.

Questions:

1. Define Jason’s specific behavioral problems.
2. Write 5 behavioral objectives to recommend to Jason’s IEP committee. You may find chapters 4 and 10 helpful in responding to this question.
3. Review internal and external locus of control in chapter 4 of the Bender text. Which behavior does Jason have? How should it be addressed?
4. Review precision teaching in Chapter 10 of the Bender text. Define the term in detail. Give an example of how this teaching method would be used with Jason.
5. Describe in detail two (2) specific strategies that would be helpful in reducing Jason’s inappropriate behavior. Be specific on how the strategies would be implemented, how data would be collected, how it will be monitored, and who is responsible for overseeing the progress. You may find information in chapter 10 to be helpful.
Attachment 3

EDU 463 Case Study #3:

Student: Jennifer

Read the following scenario and respond to the questions that follow. Responses should be a minimum of 3 total pages, double-spaced, 12 or 14 inch font, and use APA style. Information from the textbook and/or internet may be used.

Jennifer is a five-year old student in your general education classroom. She has received early intervention services through the local health department’s First Steps Program and continues to receive physical and occupational therapy and speech/language services. Jennifer was born at 28 weeks’ gestation and is a preterm infant. Her parents were told that she would need to spend her first few months in the hospital’s neonatal care unit with oxygen support. Her many hospital stays have been quite stressful both to Jennifer and her parents. Half-way through the school year, Jennifer began to experience academic struggles. She began to fall behind her kindergarten peers and it was affecting her self-esteem and her interactions with peers. You are Jennifer’s teacher.

Questions:

1. Jennifer’s parents have high expectations for her and are concerned about her falling behind academically. Review the strategies given in the text. Describe at least 3 of these strategies that may help you in working with this child and family. You may find the teaching tips listed in chapters 6-7 of the Bender text to be helpful.
2. What additional strategies or interventions would you use for Jennifer and her parents that may help her be better prepared for kindergarten? What suggestions would you make to the parents of ways they could help Jennifer at home?

3. As Jennifer’s teacher it appears that you will need to address her academic concerns with your school’s Teacher Support Team. Describe the Response-to-intervention (RTI) approach from chapter 5 in the Bender text.

4. Describe specific interventions and accommodations that would be appropriate for Jennifer to be more successful. Describe in detail.

5. Find info on the www.mde.k12.ms.us website about RTI. Give a summary here of your findings.