I. COURSE DESCRIPTION: EDUCATING THE LEARNING DISABLED
(Prerequisite: SED 560 and SED 571.) Instructional systems, methodology, and materials useful in working with learning problems are emphasized. Difficulties in basic academic areas and methods towards their achievement are addressed. Focus is on curriculum design, modification and adaptation, identification of appropriate methods and materials, helping strategies, behavior management techniques, service delivery models, the role of instructional personnel, consultative skills, and collaborative approaches. Technology is addressed. Meeting IEP goals and objectives through curricular, instructional, and management techniques is emphasized. Course offered every Winter Semester of alternate years. (3 credit hours).

II. FRAMEWORK OF COURSE -- STRUCTURE OF COURSE, GUIDING PRINCIPLES
A. College of Education and Human Services
B. Outcomes

<table>
<thead>
<tr>
<th>Conceptual Framework: Code of Ethics</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Teacher as a scholar</td>
<td>1. Teacher as a scholar, theorist, and pedagogist</td>
</tr>
<tr>
<td>2. Teacher as an inquiring educator</td>
<td>2. Teacher as a problem solver, inquirer and reflective thinker</td>
</tr>
<tr>
<td>3. Teacher as a moral agent</td>
<td>3. Teacher as an ethical professional, a collaborator and advocate</td>
</tr>
</tbody>
</table>

C. Course Objectives

1. Develop knowledge and skills for implementation of Federal and State Legislation, including IDEA, 1997. (B-1; B-2; B-3)
2. Develop evaluation and instructional skills to meet the basic academic areas of reading, writing, spelling, math, perception and information processing. (B-1; B-2)
3. Develop skills in eliciting creativity, reflective thinking and metacognitive processing. (B-1; B-2)
4. Develop skills in designing and developing a curriculum which integrates content, provides for adaptations, includes remediation techniques to meet individual and group needs. (B-1; B-2; B-3)
5. Develop skills in cooperative learning and teaching. (B-1; B-2; B-3)
6. Develop skills in affective education to meet behavioral and social difficulties of elementary and secondary students (intervention, prevention, management, and planning). (B-1; B-2; B-3)
7. Develop skills in the development and implementation of an IEP including all dimensions specified by federal and state mandates. (B-1; B-2; B-3)
8. Develop specialized instructional approaches, techniques and methods appropriate for educating LD children and adolescents. (B-1; B-2; B-3)
9. Develop collaborative and consultative skills. (B-1; B-2; B-3)
10. Develop skills for relating with professionals, parents, students, etc. (B-3)
11. Develop skills in the use of adaptive technology, CAI and the selection of appropriate computer software for specific academic areas. (B-1)
12. Develop skills in the use of the continuum of services. (B-2; B-3)
13. Develop skills in accessing and using both in-school and community resources. (B-2; B-3)

14. Develop planning and management skills. (B-1; B-2)

15. Develop skills in providing prevocational, vocational, and transitional planning. (B-3)

16. Develop knowledge and understanding of current research in the field of special education students. (B-1; B-2; B-3)

D. Assessment Procedures for Course Objectives

1. Research Reading Papers: C-16
2. Exams: C1 through C-16
3. Class participation in Class Discussions, Text Reading Assignments, and Cooperative Learning Experiences: C-1 through C-16

III. CONTENT OF COURSE: SUBSTANTIVE AREAS COVERED BY THE COURSE

A. Implementation of the IEP Process, including Evaluation Review Process and Manifestation Determination Review

B. Planning and Management Skills

1. Organization and Structure
2. Environment
3. Instruction (Lesson Plans, Objectives, Etc.)

C. Curriculum and Instruction

1. Assessment’s Role in Curriculum Planning and in Instruction
2. Method’s Approaches for Improving:
   a. receptive and expressive language
   b. perceptual skills/auditory and visual discrimination problems
   c. metacognitive skills
   d. critical thinking skills
   e. study skills
   f. reading
   g. language arts (spelling, writing, listening, and speaking)
   h. motivation and self-reflection
3. Curriculum Adaptations and Modifications which Address, including...
   a. styles of learning
   b. multiple intelligences
   c. cooperative learning approaches
4. Use of Technology - Computers/Software and Adaptive Technology
5. Use Creativity in Planning and Teaching (Interdisciplinary Approaches)
6. Co-Teaching and Planning

D. Affective Education and Behavioral Management

1. Counseling Techniques and Approaches
   a. academic
   b. personal issues (drugs, gangs, violence, etc.)
   c. self-esteem/self-confidence
2. Behavior Management Plan
3. Individual and Group Behavior Management Approaches and Techniques

E. Collaboration and Consultation

1. Team Consultation Approaches
   a. multidisciplinary approach
   b. interdisciplinary approach
   c. transdisciplinary approach
2. Skills for Consulting with and Relating to Parents, Professionals, etc.
3. Skills in Working with and Supervising Paraprofessionals
4. Advocacy for Students and Parents
5. Skills in Obtaining and Using In-School and Community (non-school) Resources (agencies, etc.)

F. Methods for Identifying and Illiciting Resources Needed, including Those in the School and Outside the School such as Agencies, Etc.

G. Prevocational, Vocational, and Transitional Planning

IV. DYNAMICS OF COURSE: COURSE CHALLENGES AND/OR LIFE OF THE COURSE
A. Textbook

B. General Methodology
   1. Lectures
   2. Discussion
   3. Relevant Videos
   4. Cooperative Learning Experiences
   5. Simulation
   6. Demonstration
   7. Presentations

C. Requirements
   1. One Research Reading Papers (see attached)
      (factual and experiential)
      --- Critique of research process
      --- Direction of future research
      --- Be scholarly in content and form (APA format)
      --- Attach a copy of the article to the paper
      Due Dates:
      1. LD/Low Achiever Paper 1-February 1, 2005
      2. CBM Paper-April 5, 2005

   2. Chapter Exams;
   3. Chapter Outlines
   4. Attendance
   5. Participation in Class Discussions; Text Reading Assignments; and Cooperative Learning Experiences

D. Evaluation
   1. LD/Low Achiever Paper
      15%
   2. CBM Paper
      30%
   3. Mid-Term
      15%
   4. Chapter Outlines
      10%
   5. Final Exam (Alternative Assignment) 20%
   6. Class Participation
      10%
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>01/14/06</td>
<td>Course Expectations, review Chapter 1 (Lerner),</td>
</tr>
<tr>
<td>01/21/06</td>
<td>Chapter 10, (Lerner), Chapter 1, 2, 4 (Sousa)</td>
</tr>
<tr>
<td>01/28/06</td>
<td>Test Lerner Chapter 10, Sousa 1,2,4,</td>
</tr>
<tr>
<td></td>
<td>Chapter 11 (Lerner), Chapter 5 (Sousa)</td>
</tr>
<tr>
<td></td>
<td>Video-Carol Cummings</td>
</tr>
<tr>
<td>02/04/06</td>
<td>Test Chapter 11 (Lerner), Chapter 5 (Sousa)</td>
</tr>
<tr>
<td></td>
<td>Video-Cummings</td>
</tr>
<tr>
<td></td>
<td>Food coloring, Corn Starch, Bowl, Newspaper, Water, Clear hair gel</td>
</tr>
<tr>
<td>2/11/06</td>
<td>Chapter 12 (Lerner), Chapter 6 (Sousa)</td>
</tr>
<tr>
<td></td>
<td>Video Cummings</td>
</tr>
<tr>
<td>2/18/06</td>
<td>Student IEP project-No Class</td>
</tr>
<tr>
<td>2/25/06</td>
<td>Test Chapter 12, Presentation of IEP by group</td>
</tr>
<tr>
<td>3/4/06</td>
<td>Chapter 13 (Lerner), Chapter 7 (Sousa)</td>
</tr>
<tr>
<td></td>
<td>1 orange, 1 ruler, 1 bag M&amp;M’s (small), 1’ of string</td>
</tr>
<tr>
<td></td>
<td>Test Chapter 13</td>
</tr>
<tr>
<td>3/11/06</td>
<td>Mid-Winter Break</td>
</tr>
<tr>
<td>3/18/06</td>
<td>Chapter 14 (Lerner), Chapter 9 (Sousa)</td>
</tr>
<tr>
<td></td>
<td>Manuscript and Cursive Stencils</td>
</tr>
<tr>
<td>3/25/06</td>
<td>Test Chapter 14</td>
</tr>
<tr>
<td></td>
<td>Activities</td>
</tr>
<tr>
<td>4/1/06</td>
<td>Activities</td>
</tr>
<tr>
<td>4/8/06</td>
<td>Final Exam</td>
</tr>
</tbody>
</table>

This is a tentative schedule and is subject to change. Students will be informed of any changes that will be made to the schedule.
E. **Please Note**

All papers must be typed using APA format. Late assignments will result in a C or below grade for that assignment. Papers and presentations may be given or submitted only once. No assignments may be done over. Papers are due during the first fifteen (15) minutes of class otherwise the assignment will be considered late. Papers will not be accepted during finals week. I (Incomplete) grades will not be given after the 10th week of class. Attendance will be taken and will be a consideration in the course grade. The use of plagiarism will result in an F in the course.

---

**Plagiarism**

Among the most serious academic offenses is plagiarism, submitting the words or style or another author or source without acknowledgment or formal documentation. Plagiarism occurs when specific phrases or entire passages, whether a sentence, paragraph, or longer excerpt, are incorporated into one's own writing without quotation marks or documentation. One also plagiarizes by paraphrasing the work of another, that is, retaining another writer's ideas and structure without documentation.

Students are advised to always set off another writer's exact words by quotation marks, with appropriate references. Students avoid plagiarism by concentrating on their own words and ideas and by fully crediting others' work and ideas when they find their way into the writing. Whenever in doubt, cite the source.

Students who purchase essays from other students or agencies or who copy from one another or from prohibited sources, commit the most serious type of academic dishonesty. The consequences of plagiarism, or any act of academic dishonesty, may range from failure in a course to dismissal from the University. (Prof. Richard Kowalczyk & Dr. William Lowe).

---

F. **Student Support Services**

1. Assistance in the area of writing may be obtained through either of the following Student Support Services:
--- Student Support Services  
(313) 993-1143  
Briggs 16, McNichols Campus

--- McNichols Campus  
(313) 993-1122  
Briggs 310

--- McNichols Campus  
(313) 993-1071 -- Reference Desk  
(313) 993-1075 -- Media Center

May the semester be a healthy, happy and productive one for you.

**Food for Thought**

"It is good to have an end to journey towards; but it is the journey that matters in the end." --- Ursula K. LeGuin
Classroom Etiquette

If you need course accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please make an appointment with me or with Emilie Gallegos in the UAS office, Ground Floor of the Student Center (313)578-0310

A. Attendance:
   Attendance will be taken at the start of each class. Your presence in class can only enhance the classroom experience. Poor attendance or habitual tardiness will negatively impact your participation grade. I will inform you if I see a problem.

B. Instructional Integrity:
   a. All cellular phones and beepers will be turned off upon entering the classroom.
   b. Once class has started, students are to refrain from leaving the classroom until designated break time. Certain emergencies will arise; obtaining food and drink will not be considered an emergency situation.
   c. Private conversations while others are speaking is rude and will not be tolerated.
   d. Class assignments can only be submitted once.
   e. Exams will only be given on the day scheduled. No provision has been made for make up exams.
   f. Grade disputes will be handled by scheduling an appointment with the instructor during office hours.
   g. Incompletes are only appropriate when extenuating circumstances prevent you from completing the course requirements in a timely fashion. Documentation must be provided at time of request (poor time management does not constitute an extenuating circumstance).
**Learning Disabilities Bibliography**


www.MDE.State.MI.US/OFF/SPED/

Journals List: [http://www.udmercy.edu/htmls/Academics/Library/evaluate](http://www.udmercy.edu/htmls/Academics/Library/evaluate)