

Fall 2009  
M & W 9:30-10:45 AM

**Introduction to Learning Disabilities  
SPED 330/530**



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**Office hours:** Tuesday 3:00-4:30 and Thursday 9:00-10:30 by appointment. Meetings may also be scheduled at other times by appointment.

**Overview:** The purpose of this course is to provide an introduction to the cognitive, academic, and social/emotional characteristics of students with learning disabilities and to consider major trends and issues in the field.

**Required texts:** Hallahan, D.P., Lloyd, J.W., Kauffman, J.M., Weiss, M.P., & Martinez E.A. (2005). *Learning disabilities: Foundations, characteristics, and effective teaching* (3<sup>rd</sup> Ed.) Boston, MA: Allyn and Bacon.

Snider (2006). Supplemental Packet for SPED 330/530.

**Course Objectives:**

Objective	Wisconsin Teaching Standards *	Artifacts
1. Relate significant historical trends and events to current issues in the field of learning disabilities.	1	Quiz, test Group activity (CL)
2. Describe the components of the USOE definition and criteria of learning disabilities.	1	Quiz, test
3. Describe the similarities and differences of popular definitions of learning disabilities.	1	Quiz, test
4. Compare and contrast the Wisconsin and federal definitions of learning disabilities.	1	Quiz, test
5. Identify the assumptions, considerations, and restrictions in the formal assessment of learning disabilities.	8	Quiz, test Group activity (CL)
6. Describe the characteristics of students with attention disabilities and common treatment approaches.	3	Quiz, test
7. Describe the cognitive and metacognitive deficits of students with learning disabilities.	3	Quiz, test

8. Identify the skill areas in mathematics competence and common math disabilities associated with learning disabilities.	3	Quiz, test
9. Identify the skill areas in written and spoken language competence and common language disorders associated with learning disabilities.	3	Quiz, test
10. Identify the stages of reading development and common reading disabilities associated with learning disabilities.	3	Quiz, test
11. Describe current educational approaches in the field of learning disabilities.	4	Quiz, test,
12. Describe the social and emotional disabilities exhibited by some students with learning disabilities.	3	Quiz, test Group activity (CL)
13. Describe the special problems of adolescents and adults with learning disabilities.	3	Quiz, test
14. Describe the special abilities of individuals with learning disabilities.	3	Quiz, test Book report
15. Discuss current issues in the field of learning disabilities.	9	Quiz, test, “Magic Cures” presentation and handout
16. Think critically about trends in education.	9	Quiz, test Group activity (CL)

\* See Wisconsin Teaching Standards and Collaborative Leadership definition on p. 6.

### Course Requirements:

1. Attend class regularly and participate in in-class group projects. Students cannot receive points for in-class activities unless they are present. “iClicker” points will be awarded throughout the semester and will account for about 5% of the total points. Students will receive .80 points for answer each question, and .20 points for answering the question correctly.
2. Complete quizzes over assigned reading. Quizzes cover critical concepts from the assigned readings. Quizzes cannot be made up after class except for absences excused by the Dean of Students. Your lowest quiz score will be dropped. (80 points)
3. Read a chapter book or auto/biography about a person with learning or attention disabilities. Write a book report that briefly summarizes the plot and highlights the main character’s strengths and weaknesses. Compare and contrast the portrayal of disability in the book to what you have learned in class. (DUE: students whose last name begins with **A – H on November 9** and **K – Z December 2.**)
4. Complete in-class group activities. Groups will be assigned by the instructor and will remain the same all semester. The heterogeneous group activities are designed to foster *collaborative leadership* (see p. 6). Each in-class group activity is worth three (3) points and will be scored

using the rubric below. All participating group members will receive the same number of points and members who are absent will receive 0 points.

0 points	Unsatisfactory (1)	Satisfactory (2)	Outstanding (3)
Assignment not handed in	Incomplete when given sufficient time and/or many incorrect or superficial answers.	Complete, but not thorough. Answers may be incorrect, incomplete, brief, or superficial.	Complete, thorough, and understandable. Answers are generally thoughtful and detailed.

5. As a group, research one “magic cure” for learning disabilities. Each group will be assigned one questionable treatment and will be expected to summarize information on a one-page handout to distribute to the whole class. The handout should include historical origins; a description of the method; research evidence that supports the approach; evidence that negates it; and your overall evaluation of the treatment based on the strength of the data, your background knowledge from this class, logic, and common sense. Each group will present their information in a 10-15 minute lively and interesting oral presentation on **Dec. 7 or 9**. Presentation should include demonstration and evaluation of a website. A starting point for your research is the article by Silver, 1987 listed in the references. (15 points)
  
6. Complete three midterm examinations (45 points each) and one final examination (90 points). All exams are cumulative.
  
8. Additional graduate requirement:
  - a. Select one article from the special issue of the *Journal of Learning Disability*, November/December 2005, on Research Topics in Responsiveness to Intervention. In one double-spaced page, summarize the author's important ideas. Provide a one or two paragraph personal response to their commentary. (15 points) DUE:
  - b. See handout on options for graduate students. Article summary and project proposal are due **October 12**. Project is due **December 9**. (40 points)
  - c. Read an article about LD or ADHD in the popular press and critique it. (10 points) (DUE: **December 2**)

## Course Outline:

<u>Date</u>	<u>Topic</u>	<u>Required Reading</u>
Sept. 2	Big Ideas	Handout
Sept. 9	History	<b>“History of Learning Disabilities”</b> [Packet pp. 1-14]
Sept. 14	Basic Concepts	<b>Chapter 1</b>
Sept. 16	Eligibility	<b>Chapter 3</b>
Sept. 21	Eligibility	
Sept. 23	Identification Issues	“Issues...” [Packet pp. 15-22]
Sept. 28	Identification Issues	Chapter 5 (pp. 143-152)
Sept. 30	Etiology	<b>Hudson, High, &amp; Al Otaiba (2007)</b> [online]
Oct. 5	<b>Midterm #1</b>	
Oct. 7	Cognitive Disabilities	<b>Chapter 8</b> (pp. 222-236)
Oct. 12	Cognitive/Metacognitive Disabilities	
Oct. 14	ADHD	<b>Chapter 9</b> (pp. 258-280; 286-288)
Oct. 19	ADHD	ADD: What Teachers Need to Know [Packet pp. 23-32]
Oct. 21	Spoken Language	Chapter 11 (pp. 324-344)
Oct. 26	<b>Midterm #2</b>	
Oct. 28	Phonemic Awareness	<b>“Why Reading Is Not a Natural Process”</b> [Packet pp. 33-42] <b>Chapter 12</b> (pp. 360-375 and sidebar p. 396)
Nov. 2	Reading disabilities	
Nov. 5	Reading disabilities	<b>“The Matthew Effects”</b> [online] <b>“Reading Instruction &amp; Learning Style”</b> [Packet pp. 44-46]

Nov. 9	Writing disabilities	Book Report Due: A - H
Nov. 11	Math disabilities/Nonverbal disabilities	<b>Chapter 13</b> (pp. 406-445) <b>Chapter 14</b> (pp. 450-459)
Nov. 16	Social/emotional disabilities	
Nov. 17	<b>Midterm #3</b>	
Nov. 18	Social/emotional disabilities	<b>Chapter 7</b> (pp. 194-207; 236-237)
Nov. 23	Social/emotional disabilities	
Nov. 25	Adolescents & adults	
Nov. 30	Adolescents & adults	
Dec. 2	Adolescents & adults	Book Report Due: K - Z
Dec. 7	Educational approaches	Presentations
Dec. 9	Educational approaches	Presentations Chapter 10 and <i>A Final Word...</i> (p. 48)
Dec. 17	<b>Final Exam 10:00 AM</b> <b>Readings that are on the quiz are in bold.</b>	

Note:

1. Academic misconduct will be taken seriously and will be dealt with according to the guidelines in the Student Services & Standards Handbook.
2. Students who need accommodations for disabilities should contact Services for Students with Disabilities, S201.

**Electronic Reserve Readings:**

Hempenstall, K. (1996). *The Matthew effects*. [Online exclusive]. *Education News*. Retrieved

August 18, 2008, from <http://ednews.org/articles/533/1/The-Matthew-effects/Page1.html>

Hudson, R. F., High, L., & Al Otaiba, S. (2007). Dyslexia and the brain: What does current research tell us? *The Reading Teacher*, 60(6), 506 – 515. Retrieved from

<http://www.ldonline.org/article/14907>

Mellard, D. F., Deshler, D. D., Byrd, S. E., Compton, D. L., Fuchs, D. Fuchs, L. S, & Reschly, E. J. (Ed.). (2005). Research topics in responsiveness to intervention, Part I [Special issue]. *Journal of Learning Disabilities*, 38(6).

Silver, L.B. (1987). The "magic cure": A review of the current controversial approaches for treating learning disabilities. *Journal of Learning Disabilities, 20*, 498-512.

To receive a license to teach in Wisconsin, an applicant shall complete an approved program and **demonstrate proficient performance in the knowledge, skills and dispositions** under all of the following standards:

1. The teacher understands the central concepts, tools of inquiry, and structures of the disciplines he or she teaches and can create learning experiences that make these aspects of **subject matter** meaningful for pupils.
2. The teacher understands how children with **broad ranges of ability** learn and provides instruction that supports their intellectual, social, and personal development.
3. The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can **adapt instruction to meet the diverse needs of pupils**, including those with disabilities and exceptionalities.
4. The teacher understands and uses a **variety of instructional strategies**, including the use of technology to encourage children's development of critical thinking, problem solving, and performance skills.
5. The teacher uses an understanding of **individual and group motivation** and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
6. The teacher uses effective **verbal and nonverbal communication** techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.
7. The teacher **organizes and plans systematic instruction** based upon knowledge of subject matter, pupils, the community, and curriculum goals.
8. The teacher understands and uses **formal and informal assessment** strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.
9. The teacher is a **reflective practitioner** who continually evaluates the effect of his or her choices and actions on pupils, parents, professionals in the learning community and others who actively seeks out opportunities to grow professionally.
10. The teacher **fosters relationships** with school colleagues, parents, and agencies in the larger community to support pupil learning and well being and who acts with integrity, fairness, and in an ethical manner.

11. Collaborative Leadership (CL)

In addition to the WTS, the Teacher Education Program at UWEC claims to produce competent collaborative leaders (see definition below). Some activities/assignments in this class are dedicated to advancing your progress toward becoming effective collaborative leaders. Course objectives that address this goal are indicated with the addition of CL in the Table of Course Objectives on page 2.

*Collaborative leadership is the intentional and skillful management of relationships that enables others to succeed individually while accomplishing a collective outcome.*

*Collaborative leaders ably facilitate the involvement of two or more people in a group working toward a shared outcome in a manner that reflects collective ownership, authorship, use, or responsibility.*

*Collaboration is not the outcome or goal. Collaborations are processes that, when successful, align people's actions to accomplish a goal or solve a problem.*

*Collaborative leaders possess knowledge, skills, and dispositions that enable them to carry out successful actions such as optimizing assets, seeking new solutions, sustaining focus, promoting trust, or setting and monitoring goals and progress.*

Chapter Books and Auto/Biographies about Learning and Attention Disabilities  
Located in McIntyre Library

- Abeel, S. (2003). *My thirteenth winter: A memoir*. New York: Orchard Books. Abeel chronicles her childhood and teen years with a learning disability in math. She recalls her struggles in school.
- Banks, J. (1995). *Egg-drop blues*. Boston, MA: Houghton Mifflin. Judge has a low science grade because of his dyslexia so he convinces his twin brother to work with him on a special project to earn extra credit.
- Barrie, B. (1994). *Adam ZigZag*. New York, NY: Double day. Adam is a bright and popular teenager. He is also severely dyslexic, but with the continued support of his parents, Adam finds success.
- Bentaucourt, J. (1993). *My name is Brain Brian*. New York, NY: Scholastic. Brian is a smart boy, but letters and numbers are a jumble. That changes when he meets Mr. Brigham, a caring teacher, who helps him make sense of his dyslexia.
- Dahl, R. (1991). *The vicar of Nibbleswicke*. New York, NY: Penguin. Reverend Lee suffers from back-to-back dyslexia and that causes much confusion for his parishioners.
- DeClements, B. (1985). *Sixth grade can really kill you*. New York, NY: Penguin. Helen fears that her lack of improvement in reading will keep her in sixth grade forever until her teacher diagnoses her reading problem.
- Gantos, J. (1998). *Joey Pigza swallowed the key*. New York: Farrar, Straus and Giroux. Joey Pigza has a severe attention deficit disorder. His prescription medication doesn't even help. Things go from bad to worse for Joey, until he is given the help he needs at a special school. He finally realizes that he is not a bad kid, and gets second chance at living a normal life
- Gantos, J. (2000). *Joey Pigza loses control*. New York: Farrar, Straus and Giroux. This sequel continues the story of Joey. He's totally wired unless he takes his medicine. He wears patches that help him relax so he can make the right choices for himself and behave calmly. He also goes to a special-ed class at school.
- Gantos, J. (2002) *What would Joey do?* New York: Farrar, Straus and Giroux This sequel continues the story of Joey and his dysfunctional family.
- Gantos, J. (2007) *I am not Joey Pigza*. New York: Farrar, Straus and Giroux. Just when Joey's life seems to be under control, his good-for-nothing dad reappears in life--a changed man.
- Gilson, J. (1997) *Do bananas chew gum?* New York: Pocket Books. Sam Mott is in sixth grade, but he reads at a second grade level. He has an undiagnosed learning disability, but in his moves from school to school, no one has been able to pin it down. Sam feels stupid, and erects mechanisms to disguise his 'dumbness', like acting silly in class. We all know students like this, either as teachers or students. What we may not know is how painful and frustrating school is for these students
- Herold, A. (1990). *The hard life of Seymour E. Newton*. Scottsdale, PA: Herald Press. Peter has trouble with reading and spelling, but finds hope in a spider he names Seymour, who rebuilds his web as necessary. Then he finds out his father has similar disabilities.
- Hesse, J. (1999). *Just juice*. New York: Scholastic. Realizing that her father's lack of work has endangered her family, nine-year-old Juice Faulstich decides that she must return to school and learn to read in order to help their chances of surviving and keeping their house
- Janover, C. *How many days until tomorrow?* Spending a month on a remote island in Maine with his teasing older brother and grandparents he hardly knows is not Josh's idea of a great time. But that's what happens the summer his parents go abroad. Twelve-year-old Josh, who has dyslexia, can't do anything right in his grandfather's eyes, and is constantly compared to his perfect bookish brother Simon..

Janover, C. (1988). *Josh: A boy with dyslexia*. Burlington, VT: Waterfront Books. This is a humorous story about Josh who has a wide variety of symptoms. He is disorganized, has a poor memory, mispronounces and mixes up words, is easily upset and avoids school. A bully picks on Josh, but he ends up helping the bully to become a hero to all.

Janover, C. (1997). *Zipper: The kid with ADHD*. Bethesda, MD: Woodbine House. The author wrote this book in honor of her son, Jamie, who was diagnosed with ADHD in first grade. She brings considerable first-hand knowledge to this story of Zach who has trouble concentrating and controlling his behavior. An appendix in the back has answers to questions, a list of organizations and suggested readings for parents, teachers, and kids.

Janover, C. (1995) *The worst speller in junior high*. Minneapolis, MN: Free Spirit Publishing, Inc. This book is about a 14-year old girl named Katie who is the worst speller in junior high. Katie wants to become a popular kid and go out with boys. As she copes, she faces embarrassments about her dyslexia.

Levinson, M. (2000). *And don't bring Jeremy*. Middletown, CT: Weekly Reader books. Moving to a new neighborhood is difficult, but Adam Krasner has the additional burden of dealing with Jeremy, his neurologically-impaired brother, who can't seem to do anything right. *It is* the heartwarming story of two brothers, friendship, and acceptance.

McCurty, D.M. (1992). *I'm special, too*. Chicago, IL: African American Images. Nehemiah can't understand why he tries so hard at school and fails so often. With the help of a caring and understanding teacher, Nehemiah discovers why he is special.

Orfalea, P. & Marsh, A. (2007). *Copy this!: Lessons from a hyperactive dyslexic who turned a bright idea into one of America's best companies*. New York: Workman Publishing. The now-retired founder of Kinko's gives autobiographical anecdotes with business advice. He explains how he managed to grow a tiny California copy shop into a successful national business despite his disabilities.

Peterseil, T. (1996). *The safe place*. New York, NY: Pitspopany. This is a story about a young girl's daily confrontations with the school system as she battles with her learning disability.

Phelps, M. & Abrahamson, A. (2008). *No limits: The will to succeed*. New York: Free Press. Michael Phelps, an American swimmer who won eight gold medals in the 2008 Olympics, talks about overcoming obstacles in his childhood including ADHD.

Philbrick, W.R. (1993). *Freak the mighty*. New York: Scholastic. This book is about the adventures between two unlikely friends, Max and Kevin (Freak). Max is a "big" 8th grader with reading problems, and has to live with his father's reputation of being a killer. Freak is a 12 year old whose birth defects have prevented him from growing, however, he's smart as a whip. They endure the troubles of school and society together, until Max's father kidnaps him and the suspense begins.

Sagmiller, G. (1998). *Dyslexia my life*. D.T. Publishing. Girard Sagmiller shares the story of his life with a learning disability. His school, which recommended that his family institutionalize him, diagnosed him as mentally retarded. In reality he suffered from dyslexia which affected speech, reading, time perception, and slowed his learning in some subjects. He had to overcome the ignorance and prejudice of his friends, family and society in general to succeed to school, business, and life.

Smith, M. (1997). *Pay attention, Slosh*. Morton Grove, IL: Albert Whitman. Third-grader Josh learns to come to terms and to deal with his ADHD with help from his parents, teacher, and doctor.

Wolff, V.E. (1997). *Probably still Nick Swansen*. New York: Scholastic. This book is about a 16 year old who has minimal brain dysfunction. He struggles with other kids picking on him, taking special classes, his prom date backing out on him, and the memory of his sister's drowning. His problems are the same as any other teenager, but his way to the solutions are different.