Please Note: This Class Syllabus is an important step in updating the format of our distance courses. If for any reason the Class Syllabus does not match the print Course Guide or online course information, the Class Syllabus shall be taken as correct.

CLASS SYLLABUS

COURSE TITLE: Supporting Students with Learning Disabilities
COURSE CODE: EPSE 520
TERM: Spring and Summer 2016
COURSE CREDITS: 3
DELIVERY: Online
COURSE SECTION: W01
START DATE: May 4, 2016
END DATE: August 9, 2016

Course Description
Designed to facilitate a broad understanding of issues in LD as well as research-based knowledge about several important elements in the field. Course topics will include definitional issues in LD, a language-oriented view to reading disability, memory processing problems, reading, writing, and arithmetic instruction, metacognition, social issues, inclusion, and assessment issues of LD.

Prerequisite(s): EPSE 390 and 414

Course Objectives
By the end of this course, students should be able to:

1. Develop a keen awareness of the eight major neurodevelopmental functions (Attention Control System, Memory System, Language System, Spatial & Sequential Ordering System, Motor System, Higher Thinking System, and Social Thinking System) and how they are utilized singly and in combination to learn specific skills and to create particular products.

2. Understand how dysfunctions in any of these neurodevelopmental systems can seriously obstruct roads to success.

3. Understand the implications of dysfunctional neurodevelopmental systems on individuals who are learning disabled.


5. Expand capability in designing response systems that manage children’s profiles rather than isolated weak spots through the following:
   a. Demystification – helping children understand themselves
   b. Accommodations – bypassing their challenges
   c. Interventions at breakdown point – trying to repair the gaps
d. Strengthening strengths and affinities – cultivating children’s assets

e. Protection from humiliation - preventing public embarrassment

f. Other services – utilizing a range of professional resources and therapies.

6. Extend collegial relationships and capacity to work together collaboratively in interdisciplinary teams to better serve children and their families.

7. Recognize the value of observation as well as parents’ and children’s input in discerning children’s needs.

8. Develop mental models that acknowledge both strengths and challenges and to begin to move away from deficit models of children’s learning abilities.

9. Develop the ability to critically reflect on one’s mental models, policy and practice, as well as the research literature.

10. Have a comprehensive knowledge base for working with students who are learning disabled.

**Course Overview**

Students will explore the concept of learning disabilities by examining current research and practice in light of historical and established theory as well as through the lens of emerging trends most particularly:

- United Nation’s A World Fit for Children
- Canada’s National Children’s Agenda
- Saskatchewan Action Plan for Children
- Saskatchewan’s SchoolPLUS initiative
- Saskatchewan Learning’s Directions for Diversity.

The course is designed around the following eleven themes:

1. Introduction.


3. Conducting a Mind: Our Attentional Control System.

4. Remembering to Learn and Learning to Remember: Our Memory System.

5. Ways with Words: Our Language System.

6. Phonological Awareness.


9. Some Peeks at a Mind’s Peaks: Our Higher Order Thinking System.


Your Instructor
Denise Heppner

Contact Information
Course Email: Use Blackboard Mail Tool
External Email: denise.heppner@usask.ca

Office Hours
To speak with Denise directly, please email her to arrange a mutually convenient time to discuss the course.

Profile
Denise has obtained a BA (Psychology), a BEd, and a MEd (Educational Psychology and Special Education) from the University of Saskatchewan. She is currently working on her PhD (Language and Literacies Education) in the Department of Curriculum, Teaching and Learning at the Ontario Institute for Studies in Education (OISE), University of Toronto.

She was awarded a prestigious Social Sciences & Humanities Research Council of Canada (SSHRC) grant for her Masters thesis, which addressed integrative service provision for students with behavioral disorders. Denise has experience teaching in a variety of cultural settings and grade levels and was previously employed as the Director of Special Education in a northern community. In addition, she has taught a variety of courses as a Sessional Lecturer and Online Facilitator at the University of Saskatchewan since May 2007. Denise is the proud mother of Luke, Sasha, and Jake.

Required Resources

Textbook

Textbooks are available from the University of Saskatchewan Bookstore: http://www.usask.ca/bookstore
Supplementary Resources

Recommended Reading:
Alberta Education. (1996). *Teaching students with learning disabilities*. Edmonton, AB.


In addition there will be administrative documents available online as you need them. Be sure to read through all of the links in the course website so that you are aware of these items.
### Class Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Theme</th>
<th>Readings</th>
<th>Evaluation Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Theme 1:</strong> Course Introduction</td>
<td></td>
<td>May 9, 2016 Introductions due: Post in Discussion under “Welcome”</td>
</tr>
<tr>
<td>1</td>
<td></td>
<td>Video - <em>How Difficult Can This Be? —The F.A.T. City Workshop</em> [Online]</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="https://www.youtube.com/watch?v=XofXd05TEvg">https://www.youtube.com/watch?v=XofXd05TEvg</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>A Mind at a Time</em>, Chapters 1 and 2. [Textbook]</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td><strong>Theme 2:</strong> Overview of Learning Disabilities</td>
<td>Video - <em>How Difficult Can This Be? —The F.A.T. City Workshop</em> [Online]</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="https://www.youtube.com/watch?v=XofXd05TEvg">https://www.youtube.com/watch?v=XofXd05TEvg</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>A Mind at a Time</em>, Chapters 1 and 2. [Textbook]</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>A Mind at a Time</em>, Chapter 3. [Textbook]</td>
<td></td>
</tr>
</tbody>
</table>
May 26 & 27 | T1 Mid-Term Break | Assignment #1: Critical Reflections
---|---|---
4 May 30-June 3 | **Theme 4:**
Remembering to Learn and Learning to Remember - Our Memory System


**For Assignment #1**


5 June 6-10 | **Theme 5:**
Ways with Words - Our Language System

*A Mind at a Time*, Chapter 5. [Textbook]

6 June 13-17 | **Theme 6:**
Phonological Awareness

De Young, R. Using the stroop effect to test our capacity to direct attention: Helping to manage the mental vitality needed for a civil transition to sustainable living. *Stroop effect: A test of the capacity to direct attention*. [Online]


<table>
<thead>
<tr>
<th>June 20-22</th>
<th>T1-T2 Mid-Term Break</th>
<th>No evaluations</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td><strong>Theme 7:</strong> Making Arrangements - Our Spatial and Sequential Ordering Systems</td>
<td>Video – Reflections on Steinbeck. Bonnycastle, D. One Student’s Quest [PDF in Blackboard]</td>
</tr>
<tr>
<td>June 23-30</td>
<td><strong>Theme 7:</strong> Making Arrangements - Our Spatial and Sequential Ordering Systems</td>
<td></td>
</tr>
<tr>
<td>(July 1-STAT)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>July 4-8</td>
<td><strong>Theme 8:</strong> Mind Over Muscle: Our Motor System</td>
<td></td>
</tr>
<tr>
<td>July 11-15</td>
<td><strong>Theme 9:</strong> Some Peeks at a Mind’s Peaks - Our Higher Order Thinking System</td>
<td>Assignment #2: Research Paper Due – July 11, 2016</td>
</tr>
<tr>
<td>Date</td>
<td>Theme</td>
<td>Assignments</td>
</tr>
<tr>
<td>------------</td>
<td>-------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>July 15 &amp; 18</td>
<td>T2 Mid-Term Break</td>
<td><strong>A Mind at a Time</strong>, Chapter 9. [Textbook]</td>
</tr>
<tr>
<td>Aug 2-5</td>
<td>Final Exam Posted</td>
<td>Students have seven (7) days to complete the exam.</td>
</tr>
<tr>
<td>Aug 1-STAT</td>
<td>Final Exam Due</td>
<td>Assignment #3: Class Presentation Due – July 25, 2016</td>
</tr>
<tr>
<td>Aug 8-9</td>
<td></td>
<td>Due – August 9, 2016</td>
</tr>
</tbody>
</table>

*Note: If for any reason the Class Syllabus Reading List does not match the Module Reading List, the Class Syllabus shall be taken as correct.*
Grading Scheme

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Reflection</td>
<td>10%</td>
</tr>
<tr>
<td>Research Paper</td>
<td>40%</td>
</tr>
<tr>
<td>Class Presentation</td>
<td>20%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>30%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Information on literal descriptors for grading at the University of Saskatchewan can be found at: [https://students.usask.ca/academics/grading/grading-system.php](https://students.usask.ca/academics/grading/grading-system.php)

Please note: There are different literal descriptors for undergraduate and graduate students.

More information on the Academic Courses Policy on course delivery, examinations and assessment of student learning can be found at: [http://policies.usask.ca/policies/academic-affairs/academic-courses.php](http://policies.usask.ca/policies/academic-affairs/academic-courses.php)

The University of Saskatchewan Learning Charter is intended to define aspirations about the learning experience that the University aims to provide, and the roles to be played in realizing these aspirations by students, instructors and the institution. A copy of the Learning Charter can be found at: [http://policies.usask.ca/documents/LearningCharter.pdf](http://policies.usask.ca/documents/LearningCharter.pdf)

Evaluation Components

DEU Writing Centre - Quality writing help for free!

Anyone taking a distance class (online, independent studies, televised, or multi-mode delivery) administered by the DEU can use this free service. The Writing Centre provides tools and support to help you write effective essays, reports, or reviews. Simply submit a project draft, and a qualified tutor will assess your work and offer advice to improve your project. Contact the DEU Writing Centre at [distanceeducation.usask.ca/support/writing-centre.php](http://distanceeducation.usask.ca/support/writing-centre.php).

Assignment #1: Critical Reflection

**Value:** 10%

**Due Date:** See Class Schedule

**Description:** Students will engage in class dialogue in response to two of the articles in your Required Readings Package. Using the ORID format, students are encouraged to focus on the Interpretive and Decisional Levels for the purposes of discussion. The rationale of the written reflections is to help you as the student to integrate, link, and reformulate your thinking in the area of learning disabilities.

You will be put into groups in order to better facilitate small group discussion. Following the dialogue, each student will submit a written reflection of the article. Each reflection should be saved as an email document (Word, PDF, or Rich Text Format) and handed in by the due date specified in your Class Schedule. The written reflections should not exceed four to five
typewritten double-spaced pages. The ORID Process used in the creation of this written reflection will be explained in detail in Theme 2.

The articles are as follow (links to articles can be found in the course materials of the online Blackboard course):


Reflection Log

<table>
<thead>
<tr>
<th>Objective Level</th>
<th>Describe three important ideas discussed or presented in the readings. The goal of this section is to summarize the key facts about the topic. This becomes the &quot;common ground&quot; upon which subsequent learning is built.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflective Level</td>
<td>What is your personal reaction to the data or discussion? What is your internal response, your emotions or feelings? What images and associations have you formed? What does the content in the theme remind you of? Which part surprised you? What delighted you? Where did you struggle?</td>
</tr>
<tr>
<td>Interpretive Level</td>
<td>What are the meaning, value, significance and implication of the theme content? How does your reflecting on the content compare to what you already know? What does this mean for us as teachers, parents and community members? How will this affect our work? What are we learning? What is the larger pattern emerging? What is the insight?</td>
</tr>
<tr>
<td>Decisional Level</td>
<td>What are the resolutions, implications, application, and new directions? How might you use your awareness of the issues raised in this theme? What decision is required? What are the next steps? What type of response system is appropriate for this child? What changes will you make to your learning disabilities framework, to your practice?</td>
</tr>
</tbody>
</table>

Assignment #2: Research Paper

Value: 40%

Due Date: See Class Schedule

After reviewing the course content, choose an area that you would like to research in depth. There are numerous relevant issues associated with understanding learning disabilities and teaching students who are learning disabled. Topics you may want to consider include:

- What memory processing difficulties do students with a learning disability manifest? What can be done to assist students with memory problems?
• How do executive functioning problems manifest in students who are learning disabled? How can you support students who manifest these problems?

• Attention and the child with a learning disability – what are the issues? What are the interventions?

• Why is it that students with learning disabilities have difficulty reading? What are the processing problems?

• What are the most effective practices for teaching children how to read?

• What are the most effective practices for assisting students who have a learning disability in mathematics? What are the underlying deficits in a student with a math disability?

• What are the developmental stages of writing? How should written expression be taught?

• The diagnostic process – what is it? Who diagnoses a LD and how? What issues arise with the assessment process?

• What does the literature say about language processing and the student with a learning disability?

• Provide a historical overview of learning disabilities. Discuss effective teaching practices and where children are served best (inclusive classrooms? segregated programs? private schools?).

• Social skills and the child with a learning disability – what does the research tell us? How can you best support children with social problems?

Your topic must be approved by the instructor. Please submit a one to two-page proposal outlining your area of research including a list of references. Feedback will be provided after your proposal is submitted to assist you with your research. The proposal will be worth 5% of your overall mark for the paper. Your essay should be 14 to 16 pages in length. Please double-space your typing and use APA format. Use current journal articles and books.

Students may choose to research a topic on an individual basis or in a group format. Some students may prefer to take on a comprehensive topic and look at it from a various perspectives. There are many areas associated with learning disabilities that are broad and complex. For example, there is a vast amount of research on reading disabilities or dyslexia. A group of students may choose to focus on this area and research several aspects such as the following:

• Processing difficulties associated with a reading disability.

• Causes of a reading disability.

• The diagnostic process.

• Prevention – intervention that begins before children have experienced prolonged failure in learning to read.

• Intervention that should occur after children have experienced difficulties for several years.

• How should reading be taught?

• What scientific evidence is available to support specific reading programs?

• Remediation of specific reading problems.
• What effective practices should be implemented for teaching elementary school-aged children? …for high school students?
• Assistive technology: What is available? Why/when would you use it?
• What does the research tell us about students’ progress in special education classes? How should children with a reading disability be served?

Regardless whether you choose to work independently or in a group, each student must submit a research paper on his/her own.

**Grading Rubric**

Your research paper is worth 40 marks, which will be allocated as follows:

<table>
<thead>
<tr>
<th>Marks</th>
<th><strong>Explanation</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>35</td>
<td>Does the paper cover a comprehensive grasp of the knowledge?</td>
</tr>
<tr>
<td></td>
<td>Does the analysis and synthesis display depth of knowledge with a critical evaluation of material?</td>
</tr>
<tr>
<td></td>
<td>Does the paper include an integration of theoretical and practical information?</td>
</tr>
<tr>
<td>5</td>
<td>Does the organization of the paper facilitate understanding for the reader? In other words, is it easy to follow?</td>
</tr>
<tr>
<td></td>
<td>Does it flow well in terms of word usage and sentence types?</td>
</tr>
<tr>
<td></td>
<td>Are spelling, punctuation, and grammatical use correct?</td>
</tr>
</tbody>
</table>

**Assignment #3: Class Presentation**

**Value:** 20%

**Due Date:** See Class Schedule

Present an overview of your research paper, emphasizing the most salient points. This information will be shared with your colleagues after it has been graded. This presentation should provide information to your colleagues that will be helpful in their day-to-day practice in the field of working with students with learning disabilities. Please include your list of references for your colleagues.

For your presentation you may choose to produce a video, write a summary, or use power point.
Final Exam

Value: 30%
Date: See Class Schedule
Length: One week to complete and return
Purpose: Take home
Description: The final exam will be a take home exam and will appear in the Assignments and Grades section of the course after the exam release date. The exam will be comprised of short answer and essay questions. The objective of this exam will be to help you consolidate your thinking about learning disabilities in order to build a coherent framework for practice in the field of special education.

Assignment Guidelines

You are required to complete and submit assignments as the course progresses. The assignments will be described in the list of learning activities located in the content area of this website. Consult the Class Schedule to find out the exact due dates for the assignments.

Carefully read the instructions below so that you know what we expect in each assignment. Each assignment must be written in the format specified in the assignment.

1. Assignments must be typed and double-spaced and use the APA style. Leave one-inch margins on all sides to allow for instructor comments. Your assignments must be submitted electronically as attachments to e-mail.

2. Follow the instructions for each assignment very carefully to ensure that you have included everything that is expected of you. Check to see that you have the required number of pages or words as set out in the instructions.

3. Proofread your assignments to ensure proper mechanics and that you have included everything that is expected of you.

4. Plagiarism is a serious offense. If you use resources (books, discussions with others, etc.), cite your sources. Failure to do so is plagiarism. You are expected to have read and understood the University of Saskatchewan’s Guidelines for Academic Conduct.

5. If you think that your assignment will be late, contact your instructor well in advance of the assignment due date. Instructors will deduct marks for late assignments if you have not made alternative arrangements.

6. You are responsible for seeing that your assignments are submitted as instructed. Do not rely on others to submit your assignments for you. Keep a copy of your assignments in case it gets misplaced.

Submitting Assignments

All assignments and the exam will be submitted to the instructor via Blackboard Mail Tool.

Students with Exceptionalities

If you have a diagnosed exceptionality/disability (learning, medical, physical, or mental health), you are strongly encouraged to register with Disability Services for Students (DSS). In order to access DSS programs and supports, you must follow DSS policy and procedures.
If you suspect you may have a disability, contact DSS for advice and referrals. For more information, see http://www.students.usask.ca/disability/ or contact DSS at 306-966-7273 or dss@usask.ca

**Integrity Defined (from the Office of the University Secretary)**

“Integrity is expected of all students in their academic work – class participation, examinations, assignments, research, practica – and in their non-academic interactions and activities as well.”

(Office of the University Secretary)

It is your responsibility to be familiar with the University of Saskatchewan Guidelines for Academic Conduct. More information is available at http://www.usask.ca/secretariat/student-conduct-appeals/IntegrityDefined.pdf

**Theme Objectives**

**Theme 1: Introduction**

1. Attach a digital picture in the Discussion forum.
2. Appreciate the instructor's orientation, intended outcomes and practical considerations for this course.

**Theme 2: Overview of Learning Disabilities**

1. Begin to appreciate the needs of students with different learning abilities.
2. Describe the impact of social exclusion on young people.
3. Begin to use the ORID process to explore how your personal growth could be changing your practice.

**Theme 3: Conducting a Mind – Our Attentional Control System**

1. Describe "Neurodevelopmental Systems".
2. Describe "The Mental Ladders of Inference".
3. Describe "Backward Curriculum Design".
4. Conceptualize the role that attention plays in the work you do with children.

**Theme 4: Remembering to Learn and Learning to Remember – Our Memory System**

1. Describe three aspects of memory: short-term memory, working memory and long-term memory.
2. Begin to develop strategies to assist students to understand how these aspects are interrelated and mutually supportive of one another.
3. Begin to identify the cognitive and neural mechanisms that contribute to the characteristics of individuals who have a math disability.

**Theme 5: Ways with Words – Our Language System**

1. Describe six types of language.
2. Begin to appreciate the role these six types of language play in the academic and social lives of children.

3. Begin to develop strategies for creating learning environments that support the development of language skills.

4. Describe how expressive and receptive oral language provides the foundation for developing reading and writing skills.

**Theme 6: Phonological Awareness**

1. Describe the seven language systems used in this theme.

2. Begin to develop strategies to increase children's understanding of how the writing system works.

3. Begin to develop strategies for improving how students utilize language strengths to build in areas of need.

**Theme 7: Making Arrangements**

1. Identify the need to create environments that facilitate students’ capacity to maximize their abilities

2. Appreciate one student’s story about the need for an alternative environment

**Theme 8: Mind over Muscle – Our Motor System**

1. Identify five forms of motor skills.

2. Begin to develop strategies for improving students’ ability to use the five forms of motor skill.

**Theme 9: Some Peeks at a Mind’s Peaks – Our Higher Order Thinking System**

1. Identify five forms of thinking.

2. Appreciate the complexity of the thinking process.

3. Begin to develop higher order thinking strategies that are responsive to students’ developmental needs.

**Theme 10: Relating to Relating – Our Social Thinking System**

1. Respect the complexities involved in the social functions of communication.

2. Begin to develop strategies to improve children’s social integration.

3. Describe how training in self-advocacy skills can help to develop positive self-perceptions.

**Theme 11: Output Failure – The Common Neurodevelopment Gaps When a Mind Falls Behind**

1. Identify common neurodevelopment gaps.

2. Describe the management of neurodevelopmental profiles.

3. Begin to create strategies for helping students improve neurodevelopmental gaps.
Acknowledgements

Course Author(s)
Lynne Wawryk-Epp
Linda Nosbush

Instructional Design and Course Development
Deirdre Bonncastle