

Educ 559 Instructional Methods for Students with Learning Disabilities

3 semester credit hours, graduate credit

Course Description: This course offers an overview of the curriculum and methods that have proven to be effective when teaching students with learning disabilities. Issues related to the academic and social characteristics of these students, as well as assessment procedures, related services and placement options will be discussed.

Goals and Objectives: The Instructional goals of this course are to provide students with theory, principles and procedures for serving the academic, social and emotional needs of students with learning disabilities. To meet the objectives, the course will be organized as follows: a) a brief overview of characteristics, b) planning and organizing instruction, c) assessment and educational placement considerations, e) curriculum and programming, f) learning strategies, and g) educational, social and emotional issues across a lifespan.

The course objectives will enable the student to do the following:

1. Describe learning characteristics and identification of students with learning disabilities.
2. Identify steps in the referral, assessment and identification process.
3. Identify service delivery options for students with learning disabilities.
4. Identify cognitive, social, emotional and physical needs of these students.
5. Demonstrate appropriate instructional procedures.
6. Demonstrate effective planning and organizing of instruction.
7. Identify appropriate assessment and curriculum in reading, language, spelling, handwriting, written language, and math for this population.
8. Outline information concerning available curricular materials including technology.
9. Describe the socio-cultural attitude of the community towards these students.
10. Identify and have knowledge of learning strategies, content, and study skills.
11. Identify early identification strategies for the young student with learning disabilities.
12. Demonstrate knowledge in facilitating the least restrictive environment in the development of the IEP.

Recommended Text: Mercer, Cecil D., Mercer, Ann R., & Pullen, Paige C. (2011). *TEACHING STUDENTS WITH LEARNING PROBLEMS* (8th edition). Merrill/Pearson.

Course Content:

- a. Learning disabilities: definition, characteristics and current directions
- b. Creating responsive learning environments
- c. Planning and organizing instruction
- d. Assessing students for instruction
- e. Teaching students and managing instruction
- f. Promoting social, emotional, and behavior development

- g. Assessing and teaching language
- h. Assessing reading
- i. Teaching reading
- j. Assessing and teaching spelling
- k. Assessing and teaching handwriting and written expression
- l. Assessing math
- m. Teaching math
- n. Teaching learning strategies, content, and study skills
- o. Promoting transitions

Course Requirements:

- Examinations: Two exams will cover lecture material and information from the course readings, lecture, audiovisuals, and text.
- Weekly quizzes on readings. Students will complete an online quiz over the text and assigned readings. The quiz must be completed by class times of the week it is scheduled.
- Research abstract scans. Find two research articles that cover topics covered each week. Utilize special education and professional journals with articles dated 2006 until the present. The scan should summarize what the study demonstrates and then how the study supports the chapter you say it does. For example, perhaps the study supports the chapter, or contradicts it, or elaborates on it, or gives a new twist on it, or clearly illustrates something abstract,, or otherwise significantly addresses that chapter.

Reviewed 07/12