



# ST. JEROME'S UNIVERSITY

**St. Jerome's University in the University of Waterloo**  
**Department of Psychology**  
**PSYCH 312**  
**Learning Disabilities**  
**Winter 2020**  
**Monday and Wed 10:00 – 11:20 am, SJ2 1002**

## **Instructor Information**

Instructor: Deb Glebe  
Office Hours: M /W 9-10:00 am by appointment  
Email: djglebe@wlu.ca  
Students may make appointments at class or by email

## **Course Description**

This course involves a critical examination of the concept of learning disabilities, as well as other related exceptionalities that influence the learning process. It focuses on current issues and approaches in the assessment/identification and remediation of learning problems.

## **Course Goals and Learning Outcomes**

This course is designed to introduce you to issues related to individuals with learning disabilities and other exceptionalities in the learning environment. Issues related to identification, assessment, intervention and remediation of learning disabilities/special needs will be discussed. Particular focus will be placed on the education of children/youth with learning disabilities and related exceptionalities, as well as the development of such children/youth within the contexts of family and community. Through course readings, assignments and class lectures, you will be encouraged to think critically about many aspects of learning disability/exceptionality, and to relate the principles, approaches and theories to both academic and personal contexts.

Upon completion of this course, students should be able to:

- Define the concept of exceptionality
- Differentiate the area of learning disability from other related areas of special need/learning difficulty
- Understand the concomitant nature of, and links between, learning disabilities and various other exceptionalities
- Consider the approaches to, and impact of, identification and labeling
- Understand the techniques of identification, including assessment tools related to individual disabilities. Gain awareness of the multiple methods of assessment and other data sources that contribute to educational decisions and interventions

- Understand the role and importance of early intervention  
Understand the current landscape in special education, including legislation, evidence-based intervention, and principles of inclusion and best practices. Describe the form and function of the Individualized Education Plan (IEP).
- Explain the definitions, themes, characteristics, contributing factors related to specific learning disabilities and associated exceptionalities.
- Identify aspects of learning environments that impact effective learning, emotional well-being, and positive social interactions
- Gain detailed knowledge about a specific Learning Disability of choice and critically evaluate the assessment and remediation practices. Identify relevant issues and directly apply theories and approaches discussed in course material to plan specific and directed approaches for creating the most appropriate learning environment (intervention) for students with the disability.

### Required Text

- Kirk, S., Gallagher, J., & Coleman, M. R. (2015). Educating exceptional children (14th ed.). Stamford, CT: Cengage Learning.

Please note this is the required text for the course – no other texts substitutions are allowed.

### Optional Text

Lerner, J., & Johns, B. (2015). Learning disabilities and related disabilities: Strategies for success (13<sup>th</sup> ed.). Stamford, CT: Cengage.

Please note this text may be referred to for additional source material for various topics. It is available on RESERVE in the Library. Students are NOT REQUIRED to use this source, but may do so if they wish.

### Course Requirements and Assessment

Assessment	Date of Evaluation	Weighting
Midterm	Wed March 4, 2020	25%
Written Assignment: Review and Report	Monday March 23, 2020	30%
Engagement Posts	Randomly throughout the term	10%
Final Exam	TBD	35%
Total		100%

### Midterm

There is one midterm test, held in-class Wed March 4, 2020.

The test will start at 10:00 am and end at 11:20 am (80 minutes in length).

The test ends promptly at 11:20, so students arriving late will NOT be given extra time.

Content: Text Chapters 1,2,3,4,6 and Lecture weeks 1 - 6

Format: Multiple choice- text only; 60 q

Short answer – class content only (includes lectures, audio visuals, posted material)

The intended time allotment is 40-50 min for the multiple choice and 30-40 min for the short answer;

however, students may use their time as they wish.

If you miss the midterm for a legitimate reason (illness, bereavement, or as determined by the instructor) the instructor has 2 options: 1) you may be allowed to write at an alternate time, or 2) the value of the midterm will be added to the value of the final exam in calculating your final grade. The instructor will decide which of the 2 options will apply in any given situation.

You must contact the instructor by email immediately (i.e. within 24 hours of the test date/time) regarding your absence, otherwise you will automatically receive a mark of zero and will not be offered a deferred writing time.

Documentation (physician's note etc.) will be required for all midterm deferral requests.

If you miss the midterm for a non-legitimate reason (for ex. forgot, slept through it, arrived too late), you will NOT be given a deferral and you will be assigned a mark of 0.

### **Written Assignment: Review and Report**

There is one major written assignment due Monday Mar 23, 10:00 am (beginning of class).

To allow you the opportunity to gain more in-depth understanding within the learning disability field, you will be required to choose a book (or other instructor-approved source) that focuses on a learning disability of your choice. You will be required to consider your source/topic from a variety of perspectives that show your understanding of assessment, intervention, evidence-based approaches, and relevant issues. You will be required to consider both student and teacher perspectives, making direct connections to course material. Further you will apply theories and approaches discussed in course material to plan specific and directed approaches for creating the most appropriate learning environment (intervention) for students with the disability.

You will prepare a written report according to specific guidelines and format provided by the instructor. Detailed instructions will be provided separately.

#### Submission Procedures:

All assignments must be submitted in hard copy form and are due at the beginning of class (10:00am) Mon. Mar 23. There will be NO late submissions allowed.

If you will be absent on the due date, you must email your paper to the instructor, ( [djglebe@wlu.ca](mailto:djglebe@wlu.ca) ) BEFORE the 10:00 am deadline to confirm on-time completion.

Be sure you include a message with your submission indicating that it is an on-time submission, but you will be absent from class.

You must then submit a hard copy at the next class. Attach a note indicating an on-time emailed copy was sent.

The submitted copy will be checked with the emailed copy to ensure no changes have been made. If revisions are noted, the original submission will be graded.

If an assignment is not submitted it will be assigned a mark of zero.

Extensions may be granted for legitimate reasons (illness, bereavement or as determined by the instructor).

Extensions will not be granted for reasons such as busy schedules, heavy workload, confused due date, vacations etc.

Extensions must be requested and approved at least 24 hours before the due date (Nov. 12). No extensions will be approved on or after the due date regardless of circumstance.

Documentation will be required in all cases.

Please note: If you are ill and have a doctor's note, this does not automatically guarantee an extension – it must be formally arranged as above.. Please see/contact the instructor in advance of the due date to make appropriate arrangements.

### **Assessment 3**

Engagement Activities/Posts (10%)

Throughout the term, there will be opportunities for students to expand their learning and earn marks engaging with class content (audiovisuals or discussion topics).

There will be a Discussions section in LEARN with weekly activities related to the topics covered in class. On selected days, the instructor may additionally provide questions regarding a discussion topic– or will require students to take notes during an audio visual presentation. Each of these activities will earn course credit. The typical value for each activity is .5% any activity that varies in values will be noted. Students will complete activities as interested and submit their responses to the Engagement Activity drop box.

Students may choose to respond to any/all activities as a means of engaging with the course material, and earning the 10 percent allotted to engagement. There will be more opportunities to earn these points than needed, so students are not required to complete all activities posted. They may choose according to interest and/or time availability.

These activities are intended to represent weekly involvement with the course material and are designed to be completed concurrently with the topic coverage. As a result, they must be submitted to the drop box as directed, within one week of the class session/topic which they relate to – submission dates will be noted in the dropbox section – and submissions outside the allotted time frame will not be graded/credited. What this means is that students may NOT do all their submissions in one day or all within the last week of classes etc. Activities MUST be spread across the weeks of the course (however, activities related to the same topic may be done at the same time).

These responses are intended to provide evidence of student presence and/or engagement with the class material. In the case of course videos – they are designed to encourage 'active' watching of the presentations and ensure that students have notes for studying and assignment purposes. Your writing should follow the specific guidelines of the activity and should show critical and well-considered responses. Each submission should be a MINIMUM of ½ page single spaced, (Times New Roman font,

size 12). Responses that do not meet the length needed, activity directions or do not show meaningful engagement will not receive full credit.

Opportunities related to class events/material/attendance will occur without prior notice; further, if students are absent from a given class for any reason, they lose the opportunity to earn points for such in-class activities.

#### HOW DO I SUBMIT MY ENGAGEMENT ACTIVITIES FOR CREDIT?

Each week look at the Weekly Engagement Activities discussion section to see if there are any activities related to the topic being discussed (or follow any activity opportunities provided directly in class sessions). You will notice that each activity is numbered, so you can track and correctly identify each activity and response. If you choose to respond to any, write your response/complete the activity as directed in a Word document and then submit it immediately to the DROP BOX entitled "Engagement Activities".

Please label your files as follows: LASTNAME WEEK# ACTIVITY#

Provide a separate submission for each activity you complete.

It is the responsibility of each student to be sure they understand the requirements and procedure for this component of the course. If you are unsure of any aspect or would like clarification, please ask the instructor. Students who submit incorrectly – or miss necessary aspects of these requirements will NOT be credited.

If in doubt, ASK!

#### **Assessment 4**

There will be a Final Exam date/time TBD.

The exam will be 2 hours in length.

Content: Text Chapters 5,7,8,9,10,11,12,13 and Lecture weeks 7 - 12

Format: Multiple choice- text only; 75q

Short answer – class content only (includes lectures, audio visuals, posted material)

#### **Course Outline / Class Schedule**

Students are responsible for reading the chapters as listed in the lecture schedule.

Although lectures will highlight or expand on various aspects of the text material, there will be portions of the text not directly covered in class sessions.

For examinations and the major assignment, students are expected to cover ALL material within the chapters.

Lectures will cover topics as indicated in the lecture schedule and are designed to supplement the information in the text.

Lecture/text content should be considered two distinct sources of information.

Lecture slides are not typically posted. If you have special requirements regarding materials presented in class please see the instructor.

<b>Week</b>	<b>Date</b>	<b>Topic</b>	<b>Readings Due</b>
1	Jan 6,8	Introduction to Learning disabilities and the broader area of Exceptionality Categorical model of identification Terminology Early intervention	Intro and Chapt 1  Chapt 3
2	Jan 13,15	Contexts of Children with LD/Exceptionality Family, Peers, Culture, Community	Chapt 1
3	Jan 20,22	Schools, Legislation Inclusion: concept and practice Identification process Individualized Education Plan (IEP)	Chapt 2
4	Jan 27,29	Specific learning disabilities: History, definitions, identification, contributing factors Using the Information processing model to understand LD The emotional context of LD	Chapt 6
5	Feb 3,5	Learning Disabilities continued: Reading difficulties (Dyslexia) Writing and mathematics difficulties	Chapt 6
6	Feb 10,12	Related Exceptionalities: Intellectual & Developmental Disabilities (IDD) (ex. Down Syndrome, Fetal Alcohol Spectrum Disorder)	Chapt 4
BREAK		FEB 17,19 READING WEEK NO CLASSES	
7	Feb 24,26	Related Exceptionalities cont'd: Emotional and behavioural disorders  Attention Deficit/Hyperactive Disorder (ADHD) Conceptualizations: Specific LD or separate category? Assessment, characteristics, interventions, learning environment Developmental considerations: presentation and outcomes in childhood vs. adolescence vs. adulthood	Chapt 8  Chapt 7
8	Mon Mar 2 NO CLASS	Mon no class (online lecture provided – children with gift and talents... and LDs)	Chapt 10

Week	Date	Topic	Readings Due
	Wed Mar 4 MIDTERM	Wed MIDTERM: In-class test: 80 minutes (10-11:20 am) Content: Text Chapters 1,2,3,4,6 Lecture weeks 1 - 6 Format: Multiple choice- text only; 60 q Short answer – class content only	
9	Mar 9,11	ADHD cont'd  Autism Spectrum Disorders (ASD)	Chapt 7  Chapt 5
10	Mar 16,18	Autism Spectrum Disorders cont'd	Chapt 5
11	Mar 23,25	MON MARCH 23 10:00 am WRITTEN ASSIGNMENT: REVIEW AND REPORT DUE – NO LATES  Visual Impairments Auditory Impairments Auditory Processing Disorder (APD; CAPD) Conceptualizations: SLD or hearing impairment?	Chapt 11 Chapt 12
12	Mar 30, Apr 1	Communication: Speech and Language disorders Neurodiversity Physical Disabilities, health impairments and multiple disabilities	Chapt 9  Chapt 13

### Late Work

There is one major assignment with a firm due date of Mon. March 23, 2020. There are NO LATE submissions allowed.

### Information on Plagiarism Detection

SJU and UofW use software that can check for plagiarism. Students may be required to submit their written work in electronic form and have it checked for plagiarism.

### Electronic Device Policy

The following are the policies for this course regarding technology use:

Technologies (laptops, tablets, cell phones) are permitted during class only for educational purposes (i.e. activities directly related to the course).

Off-task use of technology (e.g. communicating with friends or family; using social networking sites; playing games; accessing the internet on websites not related to the course; reading an electronic book that is not related to the course, playing music or video; working on assignments for other courses, etc.) is prohibited as they are distracting to self and others.

Inappropriate use of technology will result in removal of the device for the class duration and/or removal from class of the student.

Laptops/tablets or other technology for note-taking are permitted during class; however, use of laptops

or other technology is NOT encouraged during audiovisuals.

If students require the use of such technology for note-taking during audiovisuals they should consider using the back rows of the class to limit distraction for other viewers.

Possession and/or use of technological devices (ex. cell phones, computers, tablets etc.) during any class assessment (midterm/final exams) is prohibited. Possession of device will result in removal of the device for the duration of the assessment. Use of device during an assessment will result in automatic failure on the assessment and any further appropriate academic misconduct penalty

Visual or audio recording (image, video, audio recordings by any method) of instructors or any in-class activities or content are strictly prohibited without the prior written consent of the instructor, students, and/or Accessible Learning.

Students who require technology as an assistive device for learning are encouraged to register with Accessible Learning

### **Attendance Policy**

Attending classes is considered essential.

As part of the participation/engagement component of the course students' attendance will, from time to time, be taken as a way to earn participation points. This will be done randomly throughout the term. At times, lecture information may differ from that of the text. This information will be available only in class.

Audiovisual presentations will be used at times to augment perspectives on various topics; they will be used in the assignments and final exam; these sources are not available outside the scheduled class sessions.

The assignment requires integration with all course material (lectures/audiovisuals/text); this makes regular attendance necessary.

Support for tests and the major assignment will be provided throughout regular class lectures.

Students are responsible for all announcements, assignments, audiovisuals presented during any class session. If you are absent, please contact a classmate for relevant lecture notes (slides are not posted) and audiovisual information.

### **Use and Sharing of Course Materials:**

Please note that the sharing of course materials over any social and/or commercial website involves the distribution of intellectual material that is not yours to share or sell.

The educational materials developed for this course, including, but not limited to, lecture notes/lessons, supplemental materials, examinations and assignments, and any materials posted, are the intellectual property of the course instructor. These materials have been developed for student use only and they are not intended for wider dissemination and/or communication outside of a given course. Posting or providing unauthorized audio, video, or textual material of lecture content to third-party websites violates an instructor's intellectual property rights, and the Canadian Copyright Act. Recording or otherwise copying lectures in any way is prohibited in this course unless specific permission has been granted by the instructor. Failure to follow these instructions may be in contravention of the university's Code of Student Conduct and/or Code of Academic Conduct, and will result in appropriate penalties.

Participation in this course constitutes an agreement by all parties to abide by the relevant University



Policies, and to respect the intellectual property of others during and after their association with St Jerome's University and the University of Waterloo.

### **Policy on grade 'bumping' and assignment re-submission**

There is no 'redoing' of assignments/tests and no alternate assignments provided to replace term work. Further, it is my policy NOT to 'bump' or change grades. If there is a legitimate reason for a re-evaluation of work, or an error in grading/calculating, that will absolutely be addressed, but I do not simply change grades (even slightly) or allow students to redo their assignments/tests to help them get to a better/needed grade level. This is intended to ensure *fairness for all students in the course.* **So please, do not ask me to 'bump' your grades, or to allow you to resubmit an assignment or re-take a test. Instead, do everything you can to earn the grade you need/want throughout the term, and ask for my help along the way if you need it!!**

### **Important Information**

**Academic Integrity:** To maintain a culture of academic integrity, members of the University of Waterloo and its Affiliated and Federated Institutions of Waterloo (AFIW) are expected to promote honesty, trust, fairness, respect, and responsibility. See the [UWaterloo Academic Integrity](#) webpage for more information.

**Discipline:** A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for their actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about "rules" for group work/collaboration should seek guidance from the course professor, academic advisor, or the Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under the [St. Jerome's University Policy on Student Discipline](#). For information on categories of offenses and types of penalties, students should refer to [University of Waterloo Policy 71 - Student Discipline](#). For typical penalties check [Guidelines for the Assessment of Penalties](#).

**Grievance:** A student who believes that a decision affecting some aspect of their university life has been unfair or unreasonable may have grounds for initiating a grievance. Read the [St. Jerome's University Policy on Student Petitions and Grievances](#).

**Appeals:** A decision made or penalty imposed under the St. Jerome's University Policy on Student Petitions and Grievances (other than a petition) or the St. Jerome's University Policy on Student Discipline may be appealed if there is a ground. A student who believes they have a ground for an appeal should refer to the [St. Jerome's University Policy on Student Appeals](#).

**Note for Students with Disabilities:** The [AccessAbility Services](#) office, located on the first floor of the Needles Hall extension (1401), collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AS office at the beginning of each academic term.