

**University of Waterloo
Department of Psychology
PSYCH 312: Learning Disabilities
Winter 2022 (Online)**

Professor: Dr. Maureen Drysdale (aka Dr. D)

TAs: Sarah Callaghan, Areesha Satti, and Karen Kumar

COURSE DESCRIPTION

This course presents a critical examination of learning disabilities and other related disabilities such as Attention Deficit Hyperactivity Disorder (ADHD) and Autism. Both the theoretical and empirical research will be presented as well as the role played by memory and attention in the development of learning problems. Types of assessment and interventions will be provided as well as a repertoire of successful teaching strategies that can be used to enhance learning and ensure that all students can reach their potential.

LEARNING OUTCOMES

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

- Explain the historical and theoretical perspectives related to learning disabilities and related disabilities
- Explain and critique the definitions, characteristics, categories, and current directions of learning disabilities and related disabilities
- Critically examine the contributing factors of learning disabilities and related disabilities
- Compare and contrast learning disabilities and related disabilities
- Describe identification techniques, different assessment tools, and the IEP process
- Evaluate classroom behavioural management strategies
- Describe the ABC pathway and Functional Behavioural Assessment
- Evaluate critically the current landscape in special education and inclusive education
- Describe the responsibilities of the Ontario government with respect to educating students with learning disabilities and related disabilities
- Discuss the impact of learning disabilities across the course of child and adolescent development

- Describe the social, emotional, and behavioural challenges associated with learning disabilities and related disabilities
- Discuss the roles played by various medical and educational models
- Establish a repertoire of learning and instructional strategies for success

TEXTBOOK

Required

Lerner, J. W., & Johns, B. H. (2015). *Learning disabilities and related disabilities: Strategies for success (13 ed.)*. Cengage Learning.

Note: Students may choose hardcover or looseleaf version of required text - Mindtap code (with looseleaf option) is not used in class, and is not supported by instructor. Please do not purchase Mindtap, as it will not be used.

For textbook ordering information, please contact the [W Store | Course Materials + Supplies](#).

For your convenience, you can compile a list of required and optional course materials through [BookLook](#) using your Quest userID and password. If you are having difficulties ordering online and wish to call the Waterloo Bookstore, their phone number is +1 519-888-4673 or toll-free at +1 866-330-7933. Please be aware that textbook orders **CANNOT** be taken over the phone.

CONTACT US

Instructor and TAs

- Course-related questions (e.g., course content, deadlines, assignments, etc.)
 - Note that all deadline extensions for quizzes, discussions, and/or assignments must be **directed to and approved** by the Instructor

Post your course-related questions to the [Ask Dr. D, Sarah, Areesha, and Karen](#) discussion topic*. This allows other students to benefit from your question as well.

Questions of a personal nature can be directed to your instructor or TAs.

Instructor: Dr. Maureen Drysdale

mdrysdale@uwaterloo.ca

Virtual office hours (apart from those pre-arranged the [Weekly Course Schedule](#)): By

<ul style="list-style-type: none"> • Questions of a personal nature 	<p>appointment only.</p> <p>TA: Sarah Callaghan scallaghan@uwaterloo.ca</p> <p>TA: Areesha Satti ajsatti@uwaterloo.ca</p> <p>TA: Karen Kumar k46kumar@uwaterloo.ca</p> <p>Your instructor checks email and the Ask Dr. D, Sarah, Areesha, and Karen discussion topic* frequently and will make every effort to reply to your questions within 24–48 hours, Monday to Friday.</p>
<p><u>Technical Support</u></p> <ul style="list-style-type: none"> • Centre for Extended Learning • Technical problems with Waterloo LEARN 	<p>learnhelp@uwaterloo.ca</p> <p>Include your full name, WatIAM user ID, student number, and course name and number.</p> <p>Technical support is available during regular business hours, Monday to Friday, 8:30 AM to 4:30 PM (Eastern Time).</p> <p>IST Knowledge Base: For Students</p>
<p><u>Learner Support Services,</u> Centre for Extended Learning</p> <ul style="list-style-type: none"> • General inquiries • WatCards (Student ID Cards) <p>Examination information</p>	<p>Student Resources</p> <p>extendedlearning@uwaterloo.ca +1 519-888-4002</p> <p>Include your full name, WatIAM user ID, student number, and course name and number.</p>

There are various activities and assignments in this course. We suggest you read the details regarding each of them carefully, so that you are clear on our expectations. The specific deadlines for assignments, discussions, and quizzes are chosen so that IT support is available should you experience problems with a submission.

For all written assignments, you must give credit where credit is due. This means providing a citation to support empirical statements. An empirical statement is a statement that has been proven or validated through existing research. This means that a researcher collected data from observation or experimentation, analyzed the data, and interpreted the data. This interpretation of the evidence led to a conclusion, which is often phrased as an empirical statement. Failure to cite empirical statements is plagiarism. It is ok to express your opinion, but do so carefully. Be sure to state it as a personal opinion and not as a fact. A fact is something that has been proven with empirical evidence and must be cited. If you can't support it with empirical evidence then it is only anecdotal and speculative.

Practice Tools



APA Guideline

For more information about how to properly cite and reference, see the [APA Guideline \(PDF\)](#).
private, so we encourage all of you to be mindful of this.

GRADE BREAKDOWN

The following table represents the grade breakdown of this course.

Activities and Assessments	Weight
Paper	40%
General Reflection Discussion	1 x 4% = 4%
Quizzes (4 of 5 quizzes at 14% each)	4 x 14% = 56%

GENERAL REFLECTION AND DISCUSSION OVERVIEW

- There is one General Reflection Discussion that is worth 4% of your final grade. Grades are dependent on the quality (i.e., breadth and depth) of your contributions to the discussion and responses to the questions.
- You must start a new thread before you can read and respond to other threads.
- The prompt for the General Reflection Discussion will be released closer to its start date. It will be drawn from the content in previous modules.
- Refer to the [Course Schedule](#) for details regarding due dates. Late submissions will not be accepted (medical exceptions excluded, see the [Course Policies](#) page for details.)
- Discussions can be accessed by clicking **Connect** and then **Discussions** on the course navigation bar above. The General Reflection Discussion can be found in the category of **Course Discussions**.

PAPER ASSIGNMENT

- The paper in this course is worth **40%** of your final grade. Grades are dependent on the quality (i.e., breadth and depth) of your writing.
- Papers must be clear and written in a scholarly way using APA guidelines. Grammar and spelling count. I will deduct marks for poorly written responses (poor grammar, spelling, and sentence structure).
- You must cite and reference using APA citation style. (7th edition) We have put together an [APA Guideline \(PDF\)](#) to assist you.
- The paper must be completed and submitted individually.
- Refer to the [Course Schedule](#) for details regarding the due dates. You will note that two due dates have been provided. The first due date is for those of you who wish to receive written feedback on the paper. The second due date is for those of you who need the extra time to complete the paper, however written feedback will not be provided. Any paper submitted after this first due date will not receive written feedback. Only a grade will be provided. Please do not email asking for feedback if you have chosen the second due date. Late submissions (after the second due date) will not be accepted. (Medical exceptions excluded, see the [Course Policies](#) page for details.)

The specific topic will be released soon

Details and Grading Criteria:

1. Maximum 1250 words including references
2. Use 12-point serif typeface (Times New Roman or Courier), double-spaced, 1" margins

3. Minimum five (5) recent references (since 2015). Fewer than four (4) is seen as weak. There is no limit to the number of references but they do count in the maximum word count.
4. Format as per APA citation style. (7th edition)
5. Include the following information on the title page of your paper:
 - the title of your paper
 - your full name
 - your student ID number
 - the course name and number (i.e., PSYCH 312: Learning Disabilities)
 - name of professor (i.e., Dr. Drysdale)
 - the date you are submitting it - this is very important given the two due date options available
6. Grade deductions will be made for the following omissions, weaknesses, and/or errors:
 - Absence of or weak opening paragraph
 - Missing a conclusion
 - Failure to follow APA scholarly writing style and formatting (this can result in a deduction of up to 20%)
 - Arguments that are not supported with primary empirical evidence will result in grade deductions.
 - Heavy use of quotations and/or poor use of short quotations that could have been synthesized.
 - Late papers will receive a 10% penalty per 24-hour period they are late.

How to Submit Your Paper

Please note that the following instructions pertain to this specific assignment. Instructions for other assignments may differ.

Your assignment must be submitted online to the appropriate **Paper Dropbox** by the deadline specified in the [Course Schedule](#). Dropboxes can be accessed by clicking **Submit** and then **Dropbox** on the course navigation bar above.

You may only submit one file, but you may submit multiple times. Be aware that if you choose to resubmit, your previous submission will be overwritten.

Your paper must be submitted in one of the following file types:

- **Microsoft Word (DOC or DOCX) (Recommended)**

- Portable Document Format (PDF)

Please refer to the [Submitting to a LEARN Dropbox](#) page for general guidelines, how to submit to a dropbox, and how to create a PDF.

QUIZZES

Description

- There are five (5) quizzes for this course
- You only have to complete four (4) - each worth 14% towards calculating your total quizzes grade of 56%. If you complete all five (5), then the top four (4) will be used. Completing all five (5) is not required.
- Quizzes will NOT be cumulative.
- Each quiz is weighted **14%** of your final grade.
- Quizzes will consist of multiple-choice questions.
- Each quiz will contain a maximum of 20 questions.
- Refer to the [Course Schedule](#) for details regarding start and end dates. Late submissions will not be accepted (see the [Course Policies](#) page for details).

COURSE SCHEDULE

Week	Module	Readings	Activities and Assessments	Start Date	Due Date	Weight (%)
Week 1 January 5 - 14	Module 1: Learning Disabilities and Related Disabilities: Characteristics and Current Directions	Text, Chapter 1	Introduce Yourself - see Discussion Board		Complete your Introduction by Friday January 21, 2022	Ungraded

Week 2 January 17-21	Module 2: Assessment and the IEP Process	Text, Chapter 2				
Week 3 January 24 - 28	Module 3: Specialized Instruction, Technology, Educational Settings, and the Role of the Family	Text, Chapters 3 and 4	Quiz 1 on Modules 1 & 2 and Chapters 1 & 2	Monday, January 24, 2022 at 13:00 (1:00 PM)	Tuesday, January 25, 2022 at 13:00 (1:00 PM)	14%
Week 4 January 31 - February 4	Module 4: Theories of Learning	Text, Chapter 5				
Week 5 February 7 - 11	Module 5: Social, Emotional, and Behavioural Challenges	Text, Chapter 6	Quiz 2 on Modules 3 & 4 and Chapters 3, 4 & 5	Monday, February 7, 2022 at 13:00 (1:00 PM)	Tuesday, February 8, 2022 at 13:00 (1:00 PM)	14%
Week 6 February 14 - 18	Module 6: Autism Spectrum Disorders (ASD) and Attention Deficit Hyperactivity Disorder (ADHD)	Text, Chapter 7	Paper Due for Feedback		Friday, February 18, 2022 at 13:00 (1:00 PM)	40%
Week 7 - Reading week (Saturday, February 19, 2022 to Sunday, February 27, 2022)						
Week 8 February 28 - March 4	Module 7: Young Children with Disabilities	Text, Chapter 8	Paper Due with Grade Only, No Feedback		Friday, March 4, 2022 at 13:00 (1:00 PM)	40%

Week 9 March 7 - 11	Module 8: Adolescents and Adults With Learning Disabilities and Related Disabilities	Text, Chapter 9	Quiz 3 on Modules 5, 6 & 7 and Chapters 6, 7 & 8	Monday, March 7, 2022 at 13:00 (1:00 PM)	Tuesday, March 8, 2022 at 13:00 (1:00 PM)	14%
Week 10 March 14 - 18	Module 9: Spoken Language Difficulties and Disorders and Module 10: Reading Difficulties	Text, Chapters 11 and 12				
Week 11 March 21 - 25	Module 11: Written Language: Written Expression, Spelling, and Handwriting	Text, Chapter 13	Quiz 4 on Modules 8, 9, & 10 and Chapters 9, 11, & 12	Monday, March 21, 2022 at 13:00 (1:00 PM)	Tuesday, March 22, 2022 at 13:00 (1:00 PM)	14%
Week 12 March 28 - April 1	Module 12: Mathematics Difficulties	Text, Chapter 14	General Reflection Discussion	Monday, March 28, 2022 at 8:00 AM	Tuesday, April 5, 2022 at 13:00 (1:00 PM)	4%
Week 13 April 4 & 5			Quiz 5 on Modules 11 & 12 and Chapters 13 & 14	Monday, April 4, 2022 at 13:00 (1:00 PM)	Tuesday, April 5, 2022 at 13:00 (1:00 PM)	14%

COURSE POLICIES

Late Additions to the Course

If you enroll in this course after any of the due dates have passed, but before the add period ends, contact your instructor directly to make alternate arrangements. See the [Course Schedule](#) for due dates. See the [Contact Information](#) page for how to get in touch with your instructor.

Correspondence

- All correspondence and announcements will be posted on Learn.
- Students using the telephone to contact the professor **must** include their first and last names, student number, and course in which they are enrolled. All emails should be respectful, polite, professional, and structured with a salutation/greeting (e.g., Dear/Hello Dr. Drysdale or Dear/Hello TA Sarah/Areesha/Karen), a purpose, and a closing signature (e.g., regards, kind regards, sincerely). If emails are not structured correctly, we will not respond.
- Do not email or telephone asking for grades. All grades will be posted on Learn.

Assessment Deadlines and Grades

- Deadline dates, grades, and weightings are **final**. Please do not request changes to the weighting of any assessments, or deadline dates, or times (medical exceptions - see policy for deferrals below - and late additions excluded).

Release of Grades

- When assessments are graded, the results will be posted on Learn. Grades are not released over email or telephone. Do not send an email to the Instructor or TAs regarding “when will the grades be posted?”. We endeavour to complete the grading as quickly as possible and normally grades are posted within a week of the assessment.

Regarding Cheating

Cheating is strongly discouraged for the quizzes and other assessments. You can maximize your learning by completing the readings and assignments and taking responsibility for studying. We encourage all students to complete the quizzes and other assessments with integrity.

Extensions and Deferrals Policy for All Assessments

- **Extensions for the quizzes, discussions, and/or assignments is decided by your Instructor.** Extensions and deferrals **are not automatic**.
- **A change of due date or change of date will be refused if the Instructor's policy is not followed.** If a student completes a quiz, discussion, or assignment while ill, the grade stands.
- Only on the documented basis of illness or other extreme circumstance will students be permitted to an extension for a quiz, discussion, or assignment.
- **In all cases (e.g., death in the family, illness) *it is the student's responsibility to inform the Instructor BEFORE the due date.*** Failure to contact the Instructor before the due

date forfeits a right to an extension or make-up. The voice mail stamps the date and time of telephone calls.

- **In the case of illness, the student must provide an official “Verification of Illness Form” (VIF) from the University of Waterloo (available online at the [Student Medical Clinic](#)) - which states that, due to medical (physical and/or mental health) reasons, it was IMPOSSIBLE (i.e., severe illness) for the student to complete the quiz, discussion, and/or assignment by the due date.**
- **The verification of illness form must be completed, endorsed, and stamped by a licenced medical practitioner BEFORE OR ON THE SAME DAY as the due date. Once the student has been seen by a licenced medical practitioner and the VIF has been completed, the student must inform the Instructor by email or phone ASAP. A form completed after the day and time of the due date WILL NOT BE ACCEPTED. The completed form must be submitted to the Instructor within 24 hours of the due date – a photo of the VIF can be emailed as soon as it is received from the licenced medical practitioner (see below for submitting the hard copy). Doctors’ notes created by a physician or clinic, or notes scribbled on a prescription pad are **NOT acceptable medical certificates.****
- **In the case of an immediate family members’ illness or hospitalization, documentation from the hospital or attending physician is required. Deferrals and extensions will only be granted for immediate family member illnesses. An immediate family member is defined as (and limited to) a student’s: spouse/common-law partner, child, parent, grandparent, sibling, mother-in-law, father-in-law, brother-in-law, and sister-in-law.**
- **In the case of a death in the family, documentation must be provided indicating your relationship to the deceased, the date and time of the funeral service, and an official letter or certificate from the funeral home or organization handling the arrangements. Deferrals will only be granted for a partner’s death or an immediate family member’s death.**
- **Failure to follow the above requirements will forfeit your right to an EXTENSION OR make-up FINAL ASSESSMENT. *If you are ill and you contact the Instructor after the due date, you will NOT be permitted to complete the quiz, discussion, and/or assignments.* You will receive a ‘0’ on the assessments. Exception: if you are involved in an accident and/or hospitalized during the week of the quiz, discussion, or assignments (documentation required) and as a result you are not able to call the day of the due date, then the Instructor must be notified and a request for an extension or deferral must be received no later than *24 hours after the due date*. If you are extremely incapacitated or severely ill (physical or mental health) and hospitalized, or have had an unexpected death in the family within 24 hrs prior to the due date, then have a friend or family member call ASAP and *no later than 48 hours after the due date*.**
- Any student missing a quiz, discussion or assignment with a valid reason and having followed policy must complete the quiz, discussion, or assignment that was missed. The format of the quiz, or assignment may differ.
- Please note that the following are NOT valid reasons for rescheduling or requesting an extension:

- Travel (varsity athletic, other sports teams, or personal – family or friend weddings included)
- Work overload
- Forgetting you had a due date or exam

UNIVERSITY POLICIES

Submission Times

Please be aware that the University of Waterloo is located in the **Eastern Time Zone** (GMT or UTC-5 during standard time and UTC-4 during daylight saving time) and, as such, the time that your activities and/or assignments are due is based on this zone. If you are outside the Eastern Time Zone and require assistance with converting your time, please try the [Ontario, Canada Time Converter](#).

Accommodations Due To Illness

If your instructor has provided specific procedures for you to follow if you miss assignment due dates, term tests, or a final examination, adhere to those instructions. Otherwise:

Missed Assignments/Tests/Quizzes

Contact the instructor as soon as you realize there will be a problem, and preferably within 48 hours, but no more than 72 hours, have a medical practitioner complete a [Verification of Illness Form](#).

Email a scanned copy of the Verification of Illness Form to your instructor. In your email to the instructor, provide your name, student ID number, and exactly what course activity you missed.

Further information regarding Management of Requests for Accommodation Due to Illness can be found on the [Accommodation due to illness](#) page.

Turnitin

Turnitin.com: Text matching software (Turnitin®) may be used to screen assignments in this course. Turnitin® is used to verify that all materials and sources in assignments are documented. Students' submissions are stored on a U.S. server, therefore students must be given an alternative (e.g., scaffolded assignment or annotated bibliography), if they are concerned about their privacy and/or security. Students will be given due notice, in the first week of the term and/or at the time assignment details are provided, about arrangements and alternatives for the use of Turnitin® in this course.

It is the responsibility of the student to notify the instructor if they, in the first week of term or at the time assignment details are provided, wish to submit the alternate assignment.

[Turnitin® at Waterloo](#)

Academic Integrity

In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect, and responsibility. **If you have not already completed the online tutorial regarding academic integrity you should do so as soon as possible.** Undergraduate students should see the [Academic Integrity Tutorial](#) and graduate students should see the [Graduate Students and Academic Integrity](#) website.

Proper citations are part of academic integrity. Citations in CEL course materials usually follow CEL style, which is based on APA style. Your course may follow a different style. If you are uncertain which style to use for an assignment, please confirm with your instructor or TA.

For further information on academic integrity, please visit the [Office of Academic Integrity](#).

Discipline

A student is expected to know what constitutes [academic integrity](#) to avoid committing an academic offence, and to take responsibility for his/her 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 instructor, academic advisor, or the undergraduate Associate Dean. For information on categories of offences and types of penalties, students should refer to [Policy 71 - Student Discipline](#). For typical penalties, check [Guidelines for the Assessment of Penalties](#).

Appeals

A decision made or penalty imposed under [Policy 70 - Student Petitions and Grievances](#), (other than a petition) or [Policy 71 - Student Discipline](#), may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to [Policy 72 - Student Appeals](#).

Grievance

A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70 - Student Petitions and Grievances](#), Section 4. When in doubt please be certain to contact the department’s administrative assistant who will provide further assistance.

Final Grades

In accordance with [Policy 46 - Information Management](#), Appendix A - Access to and Release of Student Information, the Centre for Extended Learning does not release final examination grades or final course grades to students. Students must go to [Quest](#) to see all final grades. Any grades posted in Waterloo LEARN are unofficial.

Accessibility Services

[AccessAbility Services](#), located in Needles Hall, 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 accommodation to lessen the

impact of your disability, please register with AccessAbility Services at the beginning of each academic term and for each course.

Accessibility Statement

The Centre for Extended Learning strives to meet the needs of all our online learners. Our ongoing efforts to become aligned with the [Accessibility for Ontarians with Disabilities Act \(AODA\)](#) are guided by University of Waterloo accessibility [Legislation](#) and policy and the [World Wide Web Consortium's \(W3C\) Web Content Accessibility Guidelines \(WCAG\) 2.0](#). The majority of our online courses are currently delivered via the Desire2Learn Learning Environment. Learn more about [Desire2Learn's Accessibility Standards Compliance](#).

Use of Computing and Network Resources

Please see the [Guidelines on Use of Waterloo Computing and Network Resources](#).

Copyright Information

UWaterloo's Web Pages

All rights, including copyright, images, slides, audio, and video components, of the content of this course are owned by the course author and the University of Waterloo, unless otherwise stated. By accessing this course, you agree that you may only download the content for your own personal, non-commercial use. You are not permitted to copy, broadcast, download, store (in any medium), transmit, show or play in public, adapt, or change in any way the content of these web pages for any other purpose whatsoever without the prior written permission of the course author and the University of Waterloo, Centre for Extended Learning.

Other Sources

Respect the copyright of others and abide by all copyright notices and regulations when using the computing facilities provided for your course of study by the University of Waterloo. No material on the Internet or World Wide Web may be reproduced or distributed in any material form or in any medium, without permission from copyright holders or their assignees. To support your course of study, the University of Waterloo has provided hypertext links to relevant websites, resources, and services on the web. These resources must be used in accordance with any registration requirements or conditions which may be specified. You must be aware that in providing such hypertext links, the University of Waterloo has not authorized any acts (including reproduction or distribution) which, if undertaken without permission of copyright owners or their assignees, may be infringement of copyright. Permission for such acts can only be granted by copyright owners or their assignees.

If there are any questions about this notice, please contact the University of Waterloo, Centre for Extended Learning, Waterloo, Ontario, Canada, N2L 3G1 or extendedlearning@uwaterloo.ca.

CAMPUS WELLNESS

- All of us need a support system. The University of Waterloo encourages students to seek out mental health supports if they are needed.
- A list of mental health supports can be found online at the [Campus Wellness](#) page for students.

MENTAL HEALTH AND COVID-19

- Coping with coronavirus anxiety, isolation, and xenophobia (note: while this is an American source, it contains some valuable information and exercises): [Virus Anxiety](#)
- Mental Health Commission of Canada, Self-care & resilience guide: [The Working Mind](#)

TERRITORIAL ACKNOWLEDGMENT

We acknowledge that we live and work on the traditional territory of the Attawandaron (Neutral), Anishinaabeg, and Haudenosaunee peoples. The University of Waterloo is situated on the Haldimand Tract, the land promised to the Six Nations that includes ten kilometres on each side of the Grand River.