

SED 530: Approaches to Learning Disabilities: Issues and Research

Tuesdays, 4:00-6:30 pm, Gove School

Section 02, 3 credit hours

SOUTHERN CONNECTICUT STATE UNIVERSITY

Course Syllabus

Spring 2019

Instructor	Office	Communications	Office Hours
Jessica Monahan	Davis Hall, room 210G	monahanj5@southernct.edu 203-392-5933 twitter: @jess_monahan912 skype: Jessica.monahan929	Monday and Wednesday, 12:00-2:00 pm Thursday, 1:00-2:00 pm

Required Course Materials:

Brown-Chidsey, R., & Steege, M. (2010). Response to intervention: Principles and strategies for effective practice (2nd edition). New York: Guilford.

Connecticut State Department of Education. (2010). Guidelines for identifying children with learning disabilities. Hartford, CT: Author. (This document can be viewed or downloaded for free on the web, at https://portal.ct.gov/-/media/SDE/Special-Education/2010_Learning_Disability_Guidelines_Acc.pdf)

TK 20 – Required of all Masters in Special Education as well as certification students. You will need to upload your research paper from this course into TK 20. If you have already purchased TK 20 and have an active account, you do not need to purchase it again. Further information about TK 20 can be found on the School of Education web site at:

<http://southernct.edu/academics/assessing-student-learning/tk20/index.html>

Students with Disabilities

Southern Connecticut State University provides reasonable accommodations in accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act, for students with documented disabilities on an individualized basis. If you are a student with a documented disability, the University's [Disability Resource Center \(DRC\)](#) can work with you to determine appropriate accommodations. Before you receive accommodations in this class, you will need to make an appointment with the DRC, which is located at EN C-105A. To discuss your approved accommodations or other concerns, such as medical emergencies or arrangements in case the building must be evacuated, please make an appointment to meet with the course instructor as soon as possible. You may also reach the DRC at (203) 392-6828 or drc@southernct.edu.

Course Description:

Definition, causes, identification, diagnosis, and remediation of LD. Research evidence on effectiveness of different diagnostic and remedial approaches.

Course Contribution:

The field of learning disabilities has often been a controversial area of education. Questions have been raised about many issues surrounding LD, such as about the over-identification of students with learning disabilities; about the most effective methods of intervention for students classified as having LD or other learning difficulties; and about the use of accommodations and modifications in assessment and instruction. These kinds of questions have led to some groundbreaking changes in educational policy, including a 2010 revision of state guidelines for identification of LD. Moreover, scientific research on learning disabilities has contributed greatly to our understanding of typical children's development, especially in the area of reading.

A knowledge base about these issues that is grounded in contemporary research is important both to special and general educators. Knowledge about how to evaluate and apply research findings also is essential to effective educational practice and continuing professional development.

Learner Outcomes

Upon completion of SED 530, the student will be able to:

- 1. Define basic research terminology and concepts.** (Assessed through midterm exam)
CEC Standards-Common Core of Knowledge and Skills: 1,3,8
INTASC Standards: 1,9
Connecticut Common Core of Teaching (CCCT): 6.1, 6.2; Discipline-based standard I*
- 2. Read and critically evaluate experimental research in the field of education.** (Assessed through research paper)
CEC: 1,2,3,4,7,8
INTASC: 1,2,3,4,5,6,8,9
CCCT: 6.1, 6.2; Discipline-based standard I*
- 3. Describe the historical background of the field of learning disabilities, and how this history relates to current issues in learning disabilities.** (Assessed through midterm exam, final exam, and class discussion)
CEC: 1
INTASC: 1,9
CCCT: 6.1, 6.2; Discipline-based standard I*
- 4. Describe characteristics of Response-to-Intervention approaches to general education as well as identification of learning disabilities, including in relation to Connecticut Guidelines for Identification of LD** (Assessed through midterm exam)
CEC: 1, 2, 3, 4, 7, 8
INTASC: 1, 2, 3, 4, 5, 6, 8, 9
CCCT: 6.7; Discipline-based standards I, II, V, and VI*

5. **Describe the philosophies, tests, and programs of various professional leaders in identifying and teaching individuals with LD, as well as evaluate research evidence on the effectiveness of the various approaches.** (Assessed through midterm exam, final exam, and research paper)
 CEC: 1,2,3,4,7,8
 INTASC: 1,2,3,4,5,6,8,9
 CCCT: 6.1, 6.2; Discipline-based standards I and V*
6. **Describe the practical implications of research evidence for assessment and instruction of diverse learners.** (Assessed through research paper and class discussion)
 CEC: 3,4,5,6
 INTASC: 3,4,5,6,7,8
 CCCT: 6.1, 6.2; Discipline-based standards II, IV, V, and VI*
7. **Explain the role of research evidence in ongoing professional development.** (Assessed through research paper and class discussion)
 CEC: 1,8
 INTASC: 9
 CCCT: 6.1, 6.2; Discipline-based standard I*

*Discipline-specific professional standards for CT special educators that are currently under revision by the State Department of Education

MODES OF LEARNING: lecture; class discussion; readings; case studies; videos

Standards Guidelines		
<p>INTASC [Interstate New Teachers' Assessment & Support Consortium]</p> <p>As it relates to SCSU's Conceptual Framework – "CALL"</p> <p>C – Collaborating within and across diverse contexts</p> <p>2. Learning differences 3. Learning environments</p> <p>A – Applying skills to impact learning and development</p> <p>1. Learner development 4. Content knowledge 5. Application of content 6. Assessment 7. Planning for instruction 8. Instructional strategies</p>	<p>CEC STANDARDS Individualized General Curriculum Referenced Standards</p> <p>1. Philosophical, Historical, and Legal Foundations of Special Education</p> <p>2. Characteristics of Learners</p> <p>3. Assessment, Diagnosis, & Evaluation</p> <p>4. Instructional Content & Practice</p> <p>5. Planning and Managing the</p>	<p>CCCT {CONNECTICUT COMMON CORE OF TEACHING}</p> <p><u>DEMONSTRATIONS OF KNOWLEDGE:</u></p> <p>1.1 understanding of student learning & development 1.2 understanding of need for different learning approaches 1.3 proficiency in reading, writing and mathematics 1.4 understanding of central concepts & skills, tools of inquiry and structures of discipline(s) 1.5 knowledge of how to design and deliver instruction 1.6 recognition of need to vary instructional methods</p> <p><u>APPLICATION OF KNOWLEDGE:</u></p> <p>2.1 instructional planning based upon knowledge of subject, students, curriculum & community 2.2 selection and/or creation of learning tasks that make subject meaningful for students 2.3 establishment and maintenance of appropriate behavior standards and creation of positive learning environment 2.4 creation of instructional opportunities supporting students' academic, social and personal development</p>

<p>L – Leading for excellence 10. Leadership and collaboration</p> <p>L – Learning through inquiry, experience, and reflection 9. Professional learning and ethical practice</p>	<p>Teaching and Learning Environment</p> <p>6. Managing Student Behavior and Social Interaction Skills</p> <p>7. Communication and Collaborative Partnerships</p> <p>8. Professionalism and Ethical Practices</p>	<p>2.5 use of verbal, nonverbal and media communication fostering individual and collaborative inquiry</p> <p>2.6 employment of various instructional strategies in support of critical thinking, problem solving and skills demonstration</p> <p>2.7 use of various assessment techniques to evaluate student learning & modify instruction</p> <p><u>DEMONSTRATION OF PROFESSIONAL RESPONSIBILITY:</u></p> <p>3.1 professional conduct in accordance with the Code of Professional Responsibilities for Teachers</p> <p>3.2 shared responsibility for student achievement and well-being</p> <p>3.3 continuous self-evaluation regarding choices & actions on students and school community</p> <p>3.4 commitment to professional growth</p> <p>3.5 leadership in the school community</p> <p>3.6 demonstration of a commitment to students and a passion for improving the profession</p>
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Course Expectations

1. Be responsible

- a. Maintain academic integrity and follow all codes of academic conduct outlined by the university.
- b. Reference the syllabus frequently, and be aware of assignment due dates, as there may not always be reminders in class.

2. Be respectful

- a. Phones must remain on silent and out of view unless discussed with professor prior to class. Repeated abuse of this policy will result in removal from the course
- b. Activity on electronic devices (laptops, tablets, etc.) should be strictly related to class content.
- c. Engage in group discussion and debate tactfully, without degrading classmates' opinions and philosophies.
- d. Actively participate in class discussions and give classmates and instructor your attention when they are speaking or presenting.
- e. Maintain professionalism while at sites for field work. Remember, you are representing Southern Connecticut State University.
- f. If you are feeling ill, please let the instructor know and do not come to class if you are contagious or will need to be sleeping.

3. Be prepared

- a. Read all assignments prior to coming to class.
- b. Check Learn 9 and your SCUS email for announcements regarding course assignments, class times, etc.
- c. Complete all assignments in and out of class by their due dates and discuss any potential issues on assignments with instructor prior to their due dates.

1. **Course Assignments:** *Please proofread your written assignment prior to submission.* Written assignments are expected to be scholarly and submitted on time into **Blackboard**. Points will be deducted if assignment contains numerous writing errors and/or is submitted after posted due date.

- ✓ **Assignment 1:** Article review (40 points)—due 2/26
- ✓ **Assignment 2:** Preliminary paper outline (10 points)—due 3/5
- ✓ **Assignment 3:** Research Paper, approximately 10 to 12 typed pages following APA (50 points) – due 4/9
- ✓ **Midterm exam** (50 points)
- ✓ **Final exam** (50 points)

- ✓ **Class performance:** This includes familiarity with out-of-class readings, consistent and on-time attendance, and class participation. Please be sure to keep up with the readings (see attached list on the next page) and be prepared to discuss them/ask questions about them in class. Also, be prepared to share your experiences, opinions, and questions.

Total Points Possible: 200

Grades & Grading Policy

Final grades will be calculated by obtaining a percentage of points earned in relation to the total points possible. Late assignments will lose 2 points each day. If the assignment has not been handed in two weeks after the due date, the assignment will receive a grade of zero. **All extension requests must be submitted via email THREE calendar days before the due date. Extensions are not guaranteed.**

Grade Determination	Points	Due Date
Assignment 1	40 points	February 26, 2019
Assignment 2	10 points	March 5, 2019
Assignment 3	50 points	April 9, 2019
Midterm Exam	50 points	March 19, 2019
Final Exam	50 points	May 7, 2019
Total possible points	200 points possible	
A+= 98 – 100 %	A= 93 – 97 %	A- = 90 – 92 %
B+ = 88 – 89 %	B= 83 – 87 %	B- = 80 – 82 %
C+ = 78 – 79 %	C = 73 – 77 %	C- = 70 – 72 %
D+ = 68 – 69 %	D = 63 – 67 %	D- = 60 – 62 %

Class preparation and performance will count strongly in determining grades for students who have borderline averages after completion of all 4 assignments (the two exams, summary/review assignment, and paper). Finally, frequent absences (more than 1-2 in total) or chronic tardiness may adversely affect your course grade. If you have a legitimate reason for frequent absences or tardiness, such as illness, please be sure to discuss it with me as soon as possible.

Course Calendar *subject to change given the interests and needs of the class*

Week	Date	Topic	Reading & Assignments Due on Class Date
1	1.22	<ul style="list-style-type: none"> • Introductions • Syllabus- objectives, texts, requirements • Course content knowledge baseline and goal setting 	
2	1.29	<ul style="list-style-type: none"> • Federal and State Guidelines on LD • SRBI and Response-to-intervention (RTI) approaches to identification of LD. 	<input type="checkbox"/> Brown-Chidsey & Steege, Chs. 1, 2, & 3 <input type="checkbox"/> 2010 Connecticut Guidelines for Identifying Children with Learning Dis. (on BB), pp. 1-23 (Introduction & Capacity) <p>*This class will be an online module. I will be at a conference.</p>
3	2.5	<ul style="list-style-type: none"> • RTI/SRBI review. • Introduction to research concepts. • Finding and reading research articles. • Intro to evidence-based practices 	<input type="checkbox"/> Explore one of the six paper topics by reading one article/resource. Bring notes/marked-up article and be ready to discuss. <input type="checkbox"/> Brown-Chidsey & Steege, Ch. 4 <input type="checkbox"/> 2010 CT LD Guidelines, pp. 24-57 (Sections on Identification Criteria, Planning a Comprehensive Evaluation, and Other Considerations)
4	2.12	<ul style="list-style-type: none"> • Exploring research designs (identifying designs of sample studies) • Evidence-based practices Analyzing and evaluating research articles 	<input type="checkbox"/> Read a second article on your paper topic and bring article/notes to class <input type="checkbox"/> Explore evaluations of math and literacy programs on What Works Clearinghouse (WWC) website. https://ies.ed.gov/ncee/wwc <i>Pick one literacy or math program and read its intervention report.</i> <input type="checkbox"/> Brown-Chidsey & Steege, Ch. 5
5	2.19	<ul style="list-style-type: none"> • Research designs review (socratic activity) • Evaluating research continued • Components of effective instruction 	<input type="checkbox"/> Read an experimental study article on your paper topic and bring notes to class <input type="checkbox"/> Brown-Chidsey & Steege, Chs. 6 & 7
6	2.26	<ul style="list-style-type: none"> • RTI 10 step framework • Writers workshop-APA 	<input type="checkbox"/> Assignment 1: Article Review Due <input type="checkbox"/> Bring printed draft of outline

		headings/formatting references	
		<ul style="list-style-type: none"> • Midterm review 	
7	3.5	<ul style="list-style-type: none"> • Midterm Class Activity • Writers workshop- article review feedback 	<input type="checkbox"/> Assignment 2: Preliminary Outline Due <input type="checkbox"/> Midterm preparation (read and take notes on SRBI plan)
3.12		Spring Recess	
8	3.19	<ul style="list-style-type: none"> • Reading disabilities and dyslexia • Writers workshop- synthesis and in-text citations 	<input type="checkbox"/> <u>Midterm</u> <input type="checkbox"/> Bring outline/paper-in-progress to class <input type="checkbox"/> Online discussion board readings and posts
9	3.26	<ul style="list-style-type: none"> • Writing disabilities • Writers workshop- peer feedback/ conferencing 	<input type="checkbox"/> Bring to class printed draft of one body section of your paper <input type="checkbox"/> Spear-Swerling, Components of Effective Writing Instruction, at the LD Online website, http://www.ldonline.org/spearswerling/8002
10	4.2	<ul style="list-style-type: none"> • Math disabilities • Writers workshop- TBD 	<input type="checkbox"/> Bring to class printed draft of another body section of your paper <input type="checkbox"/> Spear-Swerling, Components of Effective Math Instruction http://www.ldonline.org/spearswerling/8005 <input type="checkbox"/> Gersten et al. (2009) Assisting Struggling Students with Mathematics- <i>just the overview section (pg 4-8)</i> https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/rti_math_pg_042109.pdf
11	4.9	<ul style="list-style-type: none"> • ADHD/Executive Function 	<input type="checkbox"/> Assignment 3: Research Paper Due <input type="checkbox"/> Booklet on ADHD http://www.nimh.nih.gov/health/publications/attention-deficit-hyperactivity-disorder/ADHD_Booklet_CL508_144426.pdf
12	4.16	<ul style="list-style-type: none"> • Oral language disabilities 	<input type="checkbox"/> Packet of CSDE guiding documents for speech/language disabilities
13	4.16	<ul style="list-style-type: none"> • Culturally and linguistically diverse learners • Writers workshop: feedback/revisions 	<input type="checkbox"/> Brown-Chidsey & Steege, Ch. 8
14	4.23	Flex week	TBD
15	4.30	Flex week	TBD
16	5.7	Final Exam In-class Activity (case studies)	<input type="checkbox"/> Final Exam Written Component Due <input type="checkbox"/> Revised Research Paper Due to TK-20

Expected Student Learning Activity	Average Weekly Hours Spent Toward Course x Number of Weeks	Total Hours Spent Toward Course (across full 15-week semester)	Credits
Class time	2.5 x 15	37.5	
Readings	2 x 15	30	
Research	1 x 15	15	
Assignments (Summary/review assignment, research paper)	1.33 x 15	20	
General Study and Preparation for exams	1 x 15	15	
		117.5	3