The University of South Dakota  
School of Education  
Division of Curriculum and Instruction  

**SPED 730**  
Survey of Learning Disabilities - 2 credit hours  
Fall 2017

<table>
<thead>
<tr>
<th>Instructor: Dr. Erin Stabnow</th>
<th>Meeting: ONLINE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office: ONLINE</td>
<td></td>
</tr>
<tr>
<td>E-Mail: <a href="mailto:Erin.Stabnow@usd.edu">Erin.Stabnow@usd.edu</a> – I will respond within 48 hours</td>
<td>D2L Discussions: weekly</td>
</tr>
<tr>
<td>Video Lectures: recorded, can be watched any time. Note: video lectures are recorded by this course’s previous instructor.</td>
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**Course Description**

SPED 730 “Survey of Learning Disabilities” emphasizes the etiology and behaviors of students with learning disabilities, techniques of diagnosis of instructional needs and evaluation, and current theory and approach to systems used in the delivery of services.

**Textbook**


**Rationale**

*Inspiring and Leading through Excellence in Education* is the shared vision of the USD School of Education for all of its programs. The underlying intent of the vision requires that students be exposed to learning experiences that will enhance their ability to engage in life-long learning and leadership roles anchored in reflective practice. The purpose of this course is to present information to students so that as professionals they will become more skilled in identifying strengths and challenges of families who have children with special needs in educational environments.

The purpose of this course is to provide the graduate students with an understanding of how the methods, approaches, and procedures used today to classify and service individuals identified as learning disabled have evolved. A historical overview of the field of learning disabilities will be presented; major theorists and their methods of diagnosis and remediation will be discussed. Current approaches and methods of identification and placement will be discussed and practiced through the use of simulations and case studies. In order to function as a professional who makes decisions about the classification and placement of individuals identified as having learning disabilities, one needs a broad view of the field of learning disabilities. Current practice has
evolved from a wide range of other fields of expertise. This class will provide the information necessary to use reflective decision making in the process of identifying, assessing, and placing students labeled as having a learning disability.
<table>
<thead>
<tr>
<th>Course Objectives/Outcomes</th>
<th>Standard</th>
<th>Assessment</th>
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</thead>
<tbody>
<tr>
<td>1. Know direct instruction evidence-based instructional interventions for teaching language, reading, mathematics, spelling, written language, and social skills to individualize instruction for students with learning disabilities which emphasize the development, maintenance, and generalization of knowledge and skills across settings. Know about theoretical frameworks and related issues that guide Specialized instruction of students with learning disabilities.</td>
<td>SOE #1 &amp; #3 DOE 24:53:07:25 CEC Standard #4, 6, 7</td>
<td>Lecture Online discussion LD/ADHD Simulation Paper Research Paper</td>
</tr>
<tr>
<td>2. Know instructional interventions with individuals with LD to teach them to respond effectively to current expectations.</td>
<td>SOE #1 &amp; #3 DOE 24:53:07:25 CEC Standard #4</td>
<td>Lecture Online discussion</td>
</tr>
<tr>
<td>3. Be cognizant of the steps necessary to design and monitor an individual instructional program for a student with learning disabilities.</td>
<td>SOE #1, #3, #4 DOE 24:53:07:25 CEC Standard #7, 8</td>
<td>Lecture Online discussion Brad Case Study Project</td>
</tr>
<tr>
<td>4. Know sources of specialized materials and curricula for individuals with LD.</td>
<td>SOE #1 &amp; #3 DOE 24:53:07:25 CEC Standard #4, 7</td>
<td>Lecture Online discussion Final Research Paper</td>
</tr>
<tr>
<td>5. Adapt commercial instructional materials to meet the individual needs of a student with learning disabilities.</td>
<td>SOE #3, 4, 6, 7 DOE 24:53:07:25 CEC Standard #2, 3, 5, 6, 7</td>
<td>Lecture Online discussion</td>
</tr>
<tr>
<td>6. Describe models for delivering instruction to students with special needs.</td>
<td>SOE #1 &amp; #3 DOE 24:53:07:25 CEC #1 Foundations</td>
<td>Lecture Online discussion Brad Case Study Project</td>
</tr>
<tr>
<td>7. Describe adaptations for teaching students in the general education classroom.</td>
<td>SOE #1 &amp; #3 DOE 24:53:07:25 CEC Standard #4, 5, 6, 7</td>
<td>Lecture Online discussion</td>
</tr>
<tr>
<td>8. To develop individualized lessons which emphasize explicit modelling and efficient guided practice to assure acquisition and fluency through maintenance and generalization.</td>
<td>CEC #4</td>
<td>Lecture Online discussion Brad Case Study Project</td>
</tr>
<tr>
<td>9. To modify learning environments for individuals with LD.</td>
<td>CEC #4, 5</td>
<td>Lecture Online discussion Brad Case Study Project</td>
</tr>
<tr>
<td>10. Know typical and atypical language development and the ways in which learning disabilities can interact with an individual’s understanding and use of language as well as instructional interventions to address the needs of the students.</td>
<td>CEC #6</td>
<td>Lecture Online discussion LD/ADHD Simulation Paper</td>
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</tbody>
</table>
**Student Resources**

1. The University of South Dakota provides a number of useful services to students: **CDE Online Student Orientation Guide** (in the Online Student Handbook under the USD Getting Started widget on the course Home page). This contains very important information related to the services provided by the University of South Dakota as well as the University policies. In it, you will find such information as:
   a. Academic support services such as the library, writing center, proctor and testing information, book purchasing, etc.
   b. Student support services such as advising and enrollment information, financial aid, student life, and counseling, etc.
   c. Technology support services like technology requirements, ITS Help Desk contact information, discounts on computers and software, etc.

2. **USD Portal** ([http://my.usd.edu/](http://my.usd.edu/)): The USD Portal is your one-stop place for a majority of services offered to any student taking a USD course—like this course. You can access the following services from the “Academics” tab in the portal:
   a. WebAdvisor
   b. I.D. Weeks Library

3. **The USD Writing Center**: The USD Writing Center was established to provide writing assistance to students in order to help them become better writers. It is available on campus during regular business hours.

**Class Policies**

1) **Read this syllabus. Clarify as necessary.**

2) **Log on regularly.** Log into our course on D2L numerous times per week. You should spend the same amount of time on an online course as you would for a face-to-face course.

3) Assignments are due *on or before* due dates as listed in the syllabus. Assignments are considered late if not received by the time indicated in the D2L dropbox. Please note that is your responsibility to be sure the assignment appears in the dropbox, so check after each submission to be sure it is there.

4) Class incompletes are for *emergencies* only. Any course incomplete must meet the BOR guidelines. Incompletes will not be given for late work and cannot be given for a failing grade.

5) When applicable, type and double-space course work. Documentation of sources in written papers will use appropriate APA (6th Edition) format. The site [http://owl.english.purdue.edu/owl/resource/560/01](http://owl.english.purdue.edu/owl/resource/560/01) is a good free online resource tool on APA. Documentation of sources on anything not solely your own work or ideas is required for all work in this class.

6) **Please allow 48 hours for responses to emails. I will always try to respond within 24 hours but no later than 48 hours.**
Freedom in learning: Students are responsible for learning the content of any course of study in which they are enrolled. Under Board of Regents and University policy, student academic performance shall be evaluated solely on an academic basis and students should be free to take reasoned exception to the data or views offered in any course of study. Students who believe that an academic evaluation is unrelated to academic standards but is related instead to judgment of their personal opinion or conduct should contact the dean of the college which offers the class to initiate a review of the evaluation.

Disability services: Any student who feels s/he may need academic accommodations or access accommodations based on the impact of a documented disability should contact and register with Disability Services during the first week of class. Disability Services is the official office to assist students through the process of disability verification and coordination of appropriate and reasonable accommodations. Students currently registered with Disability Services must obtain a new accommodation memo each semester.

For information contact:
Ernetta L. Fox, Director
Disability Services
Room 119 Service Center
(605)677-6389
www.usd.edu/ds; dservices@usd.edu.

Diversity statement and website:
USD is committed to a systematic, intentional, comprehensive, and holistic approach to diversity and inclusiveness. To learn more about USD’s diversity and inclusiveness initiatives, please visit the website for the Office of Diversity and Inclusiveness.
http://www.usd.edu/diversity-and-inclusiveness

Academic Honesty: As stated in the Student Code of Conduct, the integrity of the University community is contingent upon fulfillment of a trust—that the members of the student body will engage in reasonable behaviors to promote and protect the educational environment. Plagiarism, is defined as, but not limited to, the following: the use of paraphrasing or direct quotation of published or unpublished work of another person without full and clear acknowledgement and the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. A student found to have engaged in an act of academic dishonesty is subject to the processes detailed on the portal. Refer to the Student Handbook for consequences of academic dishonesty at the following website:
http://www.usd.edu/studentserv/handbooks/studenthandbook.pdf

No credit can be given for a dishonest assignment. At the discretion of the instructor, a student found to have engaged in any form of academic dishonesty may be:

a. Given a zero for that assignment.
b. Allowed to rewrite and resubmit the assignment for credit.
c. Assigned a reduced grade for the course.
d. Dropped from the course.
e. Failed in the course.
**Course Requirements**

- Online discussions (10) 100 points
- Brad’s Case Study Project 50 points
- LD/ADHD Simulation Paper 50 points
- Final Research Paper 100 points

**TOTAL:** 300 points

**D2L Online Discussion Posts**

General instructions for discussion posts:

“In no less than 400 words (which is less than 1 page single-spaced, but please count your words in a Word file, then copy it into D2L), answer the following issues discussed in the chapter assigned. Use your critical thinking skills and do not limit yourself at the explanations provided by the text in one paragraph or section. The answer may lie throughout the content of the chapter. Please pay attention to whether the discussion topic requires your reply to a colleague.”

**Grading Scale**

The final grade will be based on a percentage of the points listed above and any additional assignments which may be given. Points will be taken away from any assignments not turned in on time.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>276 points or above</td>
<td>92% or above</td>
</tr>
<tr>
<td>B</td>
<td>252 – 275.9</td>
<td>84-91%</td>
</tr>
<tr>
<td>C</td>
<td>228 – 251.9</td>
<td>76-83%</td>
</tr>
<tr>
<td>D</td>
<td>204 – 227.9</td>
<td>68-75%</td>
</tr>
<tr>
<td>F</td>
<td>Below 204</td>
<td>Below 68%</td>
</tr>
</tbody>
</table>
**Course calendar**
(The following is a tentative calendar subject to change)

<table>
<thead>
<tr>
<th>Weeks</th>
<th>Unit/Topics</th>
<th>Readings</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1 Aug. 21 - 27</td>
<td>History, Current Directions, Definitions, and Characteristics</td>
<td>Chapter 1</td>
<td>Discussion #0 Intro(ungraded) Discussion #1</td>
</tr>
<tr>
<td>#2 Aug. 28 - Sept. 3</td>
<td>Medical Aspects</td>
<td>Chapter 2</td>
<td>Discussion #2</td>
</tr>
<tr>
<td>#3 Sept. 4 - 10</td>
<td>Attention Deficit Hyperactivity Disorder</td>
<td>Chapter 3</td>
<td>Brad’s Case Study Project due Sept. 10th at 11:59 pm in Dropbox.</td>
</tr>
<tr>
<td>#4 Sept. 11 - 17</td>
<td>Assessment</td>
<td>Chapter 4</td>
<td>Discussion #3</td>
</tr>
<tr>
<td>#5 Sept. 18 - 24</td>
<td>Educational Services and Settings</td>
<td>Chapter 5</td>
<td>Discussion #4</td>
</tr>
<tr>
<td>#7 Oct. 2 - 8</td>
<td>Oral Communication: Speech and Language</td>
<td>Chapter 7</td>
<td>Discussion #5</td>
</tr>
<tr>
<td>#8 Oct. 9 - 15</td>
<td>Reading</td>
<td>Chapter 8</td>
<td>Discussion #6</td>
</tr>
<tr>
<td>#9 Oct. 16 - 22</td>
<td>Written Communication: Handwriting, Spelling, and Written Expression</td>
<td>Chapter 9</td>
<td>Discussion #7</td>
</tr>
<tr>
<td>#10 Oct. 23 - 29</td>
<td>Mathematics</td>
<td>Chapter 10</td>
<td>Discussion #8</td>
</tr>
<tr>
<td>#11 Oct. 30 – Nov. 5</td>
<td>Social and Emotional Behavior</td>
<td>Chapter 11</td>
<td>Discussion #9</td>
</tr>
<tr>
<td>#12 Nov. 6 - 12</td>
<td>Early Identification and Intervention</td>
<td>Chapter 13</td>
<td>Discussion #10</td>
</tr>
<tr>
<td>#13 Nov. 13 - 19</td>
<td>Family and Learning Disabilities Adolescents and Adults with LD</td>
<td>Chapter 12 Chapter 14</td>
<td>Prepare your Research Paper</td>
</tr>
<tr>
<td>#14 Nov. 20 - 26</td>
<td>No Class Thanksgiving Holiday</td>
<td></td>
<td></td>
</tr>
<tr>
<td>#15 Nov. 27 – Dec. 3</td>
<td>All materials turned-in!</td>
<td>Final due date: Dec. 8</td>
<td>Research Paper Final due Dec. 3rd at 11:59 pm in Dropbox</td>
</tr>
</tbody>
</table>
Assignment 1: Brad’s Case Study Project (due Sept. 10th at 11:59 pm)

Watch this 2:38 min. video: https://www.youtube.com/watch?v=z2hLa5kDRCA&feature=relmfu. Collaborate to write a description of Brad’s ADHD characteristics and how they impact his learning ability (make an educational profile). You will describe the student, the disability, strengths and weaknesses of the student, and his or her family and social life as well. In the second half of the case study, you will describe the teaching approach his teachers at school take to meet his or her educational and social needs. You should write about the teaching approach based on what research shows to be effective with students ADHD. The case study will be about 2 pages long (double-spaced), APA style.

To upload this assignment, go to the Dropbox and click on “Assignment 1: Brad’s Case Study Project.” The professor will grade your projects within 3 days of the due date. The professor will use the rubric below to determine students’ grades on this assignment.

Rubric Used for Evaluating the Case Study Project:

<table>
<thead>
<tr>
<th>INTERPRETATION - CONTENT - MECHANICS</th>
<th>SUPERIOR (A)</th>
<th>PROFICIENT (B)</th>
<th>EMERGING COMPETENCY (C)</th>
<th>BARELY ACCEPTABLE (D)</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTERPRETATION</td>
<td>Very good analysis of your vision of issues and teaching in disabilities. All aspects of assignment well synthesized - Expansive reflection -Thorough and detailed content -Strong ideas -Insightful integration of ideas</td>
<td>All aspects of grammar, spelling, citation and quotation correct and appropriate -Highly coherent and integrative -Clear</td>
<td>Strong analysis of learning and outreach process -Displays a strong “voice” -Uses quotations and/or other references to readings to bolster arguments and suggest possibilities -Makes good connections from readings to personal educational visions and experiences.</td>
<td></td>
</tr>
<tr>
<td>CONTENT</td>
<td>Good analysis of your vision of issues and teaching in disabilities. All aspects of assignment synthesized -Appropriate reflection -Fairly thorough and somewhat detailed content -Adequate ideas -Integration of ideas complete</td>
<td>Almost all aspects of grammar, spelling, citation and quotation correct and appropriate-Coherent and integrative</td>
<td>Analysis of learning and outreach process - Displays a “voice” -Uses some quotations and/or other references to bolster arguments and suggest some possibilities -Makes adequate connections from readings to personal educational visions and experiences</td>
<td></td>
</tr>
<tr>
<td>MECHANICS</td>
<td>Fair analysis of your vision of issues and teaching in disabilities. Most aspects of assignment synthesized -Limited reflection -Thorough in some areas of content -Evidence of partial details -Some ideas and incomplete expression of ideas -Some integration of ideas</td>
<td>Almost all aspects of grammar, spelling, citation and quotation correct and appropriate -Generally coherent and integrative</td>
<td>Simplistic critique and analysis of your own learning process and outreach. - Barely displays a “voice” - Uses some quotations and/or other references to readings - Makes barely adequate connections from readings to personal educational visions and experiences</td>
<td></td>
</tr>
<tr>
<td>INTERPRETATION</td>
<td>Inadequate analysis of your vision of issues and teaching in disabilities. Very few aspects of assignment well synthesized -Insufficient reflection -Not thorough content -Lacking details -Underuse and incomplete expression of ideas -Underuse of integration of ideas</td>
<td>Many errors in grammar, spelling, citation and quotation.</td>
<td>Almost no critique or analysis of your learning process and outreach. Displays hardly any sign of a “voice” - Mostly fails to use quotations and/or other references to readings - Makes few connections from readings to personal educational visions and experiences</td>
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</table>
Assignment 2: IRIS Learning Disability/ADHD Simulation Paper (due Oct. 1st at 11:59 pm)

Please go to this link: https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_activities/independent/IA_LD_ADHD_Simulation.pdf or download this pdf file from Week 5. Read the Objective and Overview to have a background for this assignment. Then follow the link to the Misunderstood Minds Website: http://www.pbs.org/wgbh/misunderstoodminds/ and select an area (attention, reading, writing, or mathematics) and work through the simulations. Answer these questions in an essay of no less than 2 pages double-spaced, APA style:

1. Did the simulations help you to better understand a disability in that area? If so, how?

2. As you were going through the simulation, were there things that you wished you had (e.g., more time) or that you could do (e.g., refer to your notes) that would help you? If so, what were they?

3. Given the information above, what supports or accommodations could you provide to the students in your classes who have ADHD or learning disabilities?

To upload this assignment, go to the Dropbox and click on “Assignment 2: LD/ADHD Simulation Project.” The professor will grade your projects within 3 days of the due date. The professor will use the rubric above to determine students’ grades on this assignment.
Assignment 3: Research Paper (due Dec. 3rd at 11:59 pm)

Each student will write a review of the literature on a self-selected topic related to the course objectives. The topic must be approved by the instructor. The body of the paper should be a minimum of 9 pages double-spaced, APA style. There should be at least 3 peer-refereed references. The professor will use the rubric listed below to determine students’ grades on this assignment.

Grading Criteria for the Research Paper:

Each student will write a review of the literature on a self-selected topic related to the course objectives. The topic must be approved by the instructor.

1) You are to **RESEARCH and PRESENT** about a *topic regarding learning disabilities*. The topic should be a current issue in the field of learning disabilities. Sample topics include: cognitive approaches to learning disabilities; current medical findings related to LD/ADHD; identification issues of secondary students with LD, gender issues related to LD, response to intervention, etc. The topic is not to cover methods of teaching children with learning disabilities. You will need to have the topic of the paper agreed upon by the instructor.

   a) Please note that the research paper is to go beyond the information covered in class; therefore, when you are thinking about a potential topic, *read your textbook before making a final choice*.

   b) In your research paper, you should appropriately cite the information and use at least 8 different journal articles in the body of your paper. Refer to the latest edition of the APA manual for correct form for citations within your paper, direct quotations, and the reference page information. If you are unfamiliar with APA style, you might benefit from purchasing the Publication Manual of the American Psychological Association (6th Ed) or other sources of support for using APA (6th Ed) correctly. Also check this link for the basics of APA style: [http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx](http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx). At a minimum, I expect these standards to be met: Times New Roman, font 12, 1 inch margins all around, double spaced, spacing between lines 0 before and after. Add a cover page to your paper, reference and cite according to APA.

   **Note:** When you are writing about the information in a journal article or directly quoting the author, you must cite the source for your information or quote each time using APA format. Since you are reporting and discussing previous research, it is expected that your paper will contain frequent references for the information. When you summarize the information, be sure to paraphrase and cite the reference. **DO NOT USE MORE THAN 5 OR 6 CONSECUTIVE WORDS OF THE AUTHOR WITHOUT USING DIRECT QUOTES! Using the author’s language is also considered PLAGIARISM** (i.e., taking considerable information from the text and replacing a few words with synonyms).

2) When you discuss your topic and subtopics, **integrate the information** you find in your research. Compare/contrast/discuss the information for your topic. Avoid citing one article, then citing the second article, etc. You are to integrate the information.

3) The **references** for your research paper should be special education or related journals. Popular magazines such as Time and Wikipedia or Internet webpages are not appropriate sources, unless they belong to a university or special education-related association. See the syllabus for suggested journal articles.

4) All but 3 citations should be **no more than three years old**.
5) Appropriate length for the body of the paper should range from 9 (minimum) to 10 pages of text (double-spaced, APA style), in addition to the first page with the title and your name, and the ending pages of references.

6) The presentation of your paper can be done by filming it with your phone or video camera, Screen Cast-O-Matic (http://www.screencast-o-matic.com/screen_recorder with tutorials and help here: http://som.screencasthost.com/ ; step-by-step instructions are posted in D2L under Week 1 ) or Camtasia Studio (https://www.techsmith.com/camtasia.html?gclid=CMGahZulp8cCFYORHwodOHsCAg) or any other software to record your voice over your PowerPoint. In other words, extract your main points from your paper, make a PowerPoint (you can also include public videos if you wish to illustrate a point), and record over with your voice (and video if you’d like, too) walking us through your topic. Each presentation should be no longer than 15 minutes. The videos (or only links to them with the title of your topic) will be posted in a Discussion Forum on D2L, and your written paper will be posted in your Dropbox and not subject to view by others (only by the instructor). The presentation part of your paper will weigh 10 points, while your written paper will weigh 90 points.

Rubric for Scoring the Research Paper

<table>
<thead>
<tr>
<th>Grade</th>
<th>Criteria</th>
</tr>
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</table>
| A     | References for the paper met all the criteria.  
      | Content showed in-depth knowledge of the topic beyond the text and class lectures.  
      | The paper was well organized, cited information, and discussed the research exceptionally well.  
      | The paper contained few if any APA errors.  
      | The paper contained few if any grammar, punctuation, sentence structure, etc. errors. |
| B     | The references met most of the requirements.  
      | Content showed good knowledge of the topic beyond the text and class lectures.  
      | The paper was organized, cited information, and discussed the research well.  
      | The paper contained minor APA errors.  
      | The paper contained written language errors, but they do not detract from the content. |
| C     | The references met most of the requirements.  
      | Content showed general knowledge of the topic that is found in the text or from class lectures.  
      | The paper lacked an overall presentation, but presented and cited the information.  
      | The paper lacked much discussion of the information.  
      | The paper contained a several APA errors.  
      | The paper contained written language errors, but they do not detract from the content. |
| D     | The references met 75% of the requirements.  
      | Paper cited references inadequately.  
      | Paper contained many APA errors.  
      | Paper contained written language errors that detract from the content of the paper. |
| F     | Work was plagiarized or not turned in.  
      | Less than 70% of the reference requirements were met. |
Further references