



# MISSISSIPPI STATE UNIVERSITY™

## COLLEGE OF EDUCATION

Department of Curriculum, Instruction, and Special Education Course Syllabus

### EDX 3203 Introduction to Learning Disabilities

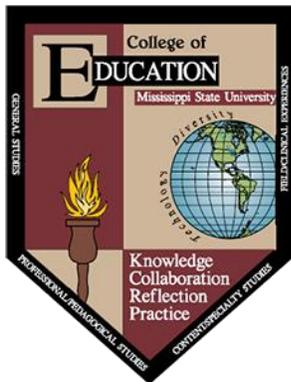
**Credit Hours:** Three (3) credit hours

**Course Type:** Lecture

**Catalog Description:** Three hours lecture. Integrities for learning; receptive, associative, and expressive disorders; specific learning disabilities

**Description of Instruction:** This class will be taught using an inter-teaching method (Boyce & Hinline, 2002; Saville et al., 2005). Inter-teaching methods are based on common research-based practices in college teaching, including reciprocal peer tutoring, problem-based learning, and cooperative learning (Saville, Zinn, Neef, Van Norman, & Ferrari, 2006).

#### College of Education Conceptual Framework



The faculty in the College of Education at Mississippi State University are committed to assuring the success of students and graduates by providing learning opportunities that are continually improved as society, schools, and technology change. The organizing theme for the conceptual framework for the College of Education at Mississippi State University is educational professionals - dedicated to continual improvement of all students' educational experiences. The beliefs that guide program development center on the tenets of knowledge, collaboration, reflection, and practice. For additional information, please visit <https://www.educ.msstate.edu/about/framework/>.

#### Course Objectives.

1. The student will identify key phases of the history of the field of learning disabilities. (INTASC 1; CFPO 1, 2, 3; CAEP R1.1; CEC 1; CRT 1; ITSE 1)
2. The student will discuss key special education legislation that impacts on the provision of services of children with learning disabilities. (INTASC 1, 3; CFPO 1, 3; CAEP R1.1; CEC 6; CRT 1.1; ISTE 1)
3. The student will identify the strengths and limitations of various theories used to explain learning disabilities. (INTASC 1, 3; CFPO 1, 2, 3; CAEP R1.1; CEC 6; ISTE 1)
4. The student will identify major suspected causes of learning disabilities. (INTASC 3; CFPO 1, 2, 3; CAEP R1.1; CEC 1; CRT 1.1; ISTE 1)
5. The student will identify the behavioral, social, and academic characteristics of students with

- learning disabilities. (INTASC 1, 2, 3; CFPO 1, 2, 3; CAEP R1.1; CEC 1; CRT 1.1; ISTE 1)
6. The student will demonstrate an understanding of various measurement principles, assessment instruments, and procedures used to identify students with learning disabilities. (INTASC 3, 8; CFPO 1, 2, 4; CAEP R1.1, R1.3; CEC 4; CRT 13.1; ISTE 7)
  7. The student will identify and/or demonstrate behaviors that reflect a feeling for the dignity and worth of other ethnic, cultural, linguistic, and economic groups. (INTASC 3, 5; CFPO 1, 8; CAEP R1.1, R1.2; CEC 1; CRT 1.1; ISTE 1)
  8. The student will identify components of the clinical teaching model as it relates to providing instruction to students with learning disabilities. (INTASC 1, 4, 7, 8; CFPO 2, 4, 5, 6; CAEP R1.1, R1.2, R1.3; CEC 5; CRT 9.1, 9.2; ISTE 5)
  9. The student will demonstrate an understanding of how to modify the school curriculum for the learning-disabled student. (INTASC 3, 4, 7; CFPO 2, 3, 4, 5; CAEP R1.1, R1.2, R1.3; CEC 5; CRT 9.1, 9.2; ISTE 6)
  10. The student will discuss the impact of learning disabilities during early childhood, adolescence, and adulthood. (INTASC 2, 3, 10; CFPO 2, 9; CAEP R1.1, R1.4; CEC 1; CRT 1.1; ISTE 1)
  11. The student will identify the various models of providing services to developmentally delayed preschoolers and adolescents with learning disabilities. (INTASC 2, 3, 7; CFPO 2, 9; CAEP R1.1, R1.3; CEC 4, 5; CRT 6.1; ISTE 6)
  12. The student will demonstrate an understanding of how the various professions (i.e., teaching, medical and psychological) interface in providing services to students with learning disabilities. (INTASC 10; CFPO 1; CAEP R1.4; CEC 2; CRT 3 ; ISTE 1)

### **Detailed Course Outline/Topics Covered in the Course**

1. Creating Responsive Learning Environments (3 hours)
2. Planning and Organizing Instruction (3 hours)
3. Assessing Students for Instruction (3 hours)
4. Teaching Students and Managing Instruction (3 hours)
5. Promoting Social, Emotional, and Behavioral Development (3 hours)
6. Assessing and Teaching Language (3 hours)
7. Assessing Reading (3 hours)
8. Teaching Reading (3 hours)
9. Assessing and Teaching Spelling (3 hours)
10. Assessing and Teaching Handwriting and Written Expression (3 hours)
11. Assessing Math (3 hours)
12. Teaching Math (3 hours)
13. Teaching Learning Strategies, Content, and Study Skills (3 hours)
14. Promoting Transitions (3 hours)
15. Instructional Technology in the Classroom (3 hours)

### **Text(s)/Course Materials**

Mercer, C. D., Mercer, A. R., & Pullen, P.C. (2011). *Teaching students with learning problems*. Boston, MA: Pearson.

### **Description of Instruction**

This class will be taught using an inter-teaching method (Boyce & Hinline, 2002; Saville et al., 2005). Inter-teaching methods are based on common research-based practices in college teaching, including reciprocal peer tutoring, problem-based learning, and cooperative learning (Saville, Zinn, Neef, Van Norman, & Ferrari, 2006).

Descriptions of the inter-teaching processes that will guide class structure are described below:

1. Review: Each class will begin with a short review of the previous week's material or a preview of background information for the current day's topic. Each review session will be based on student feedback concerning areas of interest and/or concepts and skills that require clarification.
2. Assessment: Once a week, students will complete a short quiz or classroom assignment to assess their understanding of the previous week's readings and activities.
3. Discussion: Students will discuss the current week's readings with one or more colleagues. Weekly discussion guides created by each student will be used to prompt and guide discussion. See attached format for discussion guides. The professor will move around the room taking notes on the topic and quality of discussions, engage students in dialogue, and help students to clarify any questions, concerns, or areas of interest that arise. Small group discussions will culminate with the entire class contributing to a summary of big ideas, and a list of areas for potential clarification.
4. Lecture: The professor will present a brief lecture and/or activity covering additional information not covered in assigned readings and/or will expand on the topics covered in the assigned readings.
5. Practice: Following the lecture, there will be time for the hands-on practice of assessment and intervention practices, which might include individual work or group work with video modeling, role-play, and professor feedback.
6. Student Self-evaluation and Feedback to Professor: At the end of each class, students will provide feedback on the quality of their discussions and to describe concepts or skills that require further clarification or practice via communication folders. The professor will use the feedback guides to structure a review for the following week.

### **Mississippi State University Honor Code**

"As a Mississippi State University student, I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do."

*Upon accepting admission to Mississippi State University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor Code. Students will be required to state their commitment on examinations, research papers, and other academic work. Academic dishonesty will not be tolerated and will be dealt with according to MSU policy. Ignorance of the rules does not exclude any member of the MSU community from the requirements or the processes of the Honor Code.*

For additional information visit: <http://students.msstate.edu/honorcode>.

### **Technology**

The students will create a computer-assisted instruction program (using a computer, iPad, iPod, etc) to teach a basic skill to students with learning disabilities. This program could include PowerPoint presentation, video-modeling, etc. Students will upload their projects to Dropbox and they will be posted on the class Canvas website for everyone to share. The professor will use email to contact individual students regarding appointments, feedback, and grades and the entire class regarding assignments and any changes to the class schedule.

### **Diversity**

Issues of diversity will be inherent in all discussions and activities completed as a part of this course. Young adolescents live and function in a diverse world; as such, students must develop an understanding of diversity as it relates to young adolescents and their worlds.

## Accommodations for Students with Disabilities

Students with disabilities in need of accommodations to meet the expectations of this course are encouraged to bring this need to the attention of the instructor and should register with the Office of Student Support Services as soon as possible. The Office of Student & Disability Support Services is located in O1 Montgomery Hall and can be reached via telephone at (662) 325-3335.

<http://www.sss.msstate.edu>.

## Field Component

This course has no field component.

## Evaluation of Student Progress

### Student Activities

1. With a partner, each student will create a resource guide on a research-based teaching strategy (e.g., explicit instruction, graphic organizers) assigned by the teacher. Sources used to create this guide must be credible and scholarly (i.e., NO WIKIPEDIA). Resource guides will include one-page task analysis (i.e., a step-by-step how to for the procedure or intervention) and suggestions or considerations for practice (Obj. 6,8,9)
2. In a group, students will be responsible for creating a presentation focused on two assessment and three teaching strategies related to their assigned topics. Responsibilities include: (a) presentation of the assessment and teaching strategies in PowerPoint format with an emailed copy to the professor (no more than 15 slides), (b) three engaging activities where students get to practice using the teaching strategies, (c) demonstration (video, role play) of at least two of the assessment strategies suggested in your chapter, include the context in which you would use the strategies, and (d) one page resource guide of the strategies provided for your classmates with an emailed copy to the professor. Each chapter presentation should be approximately 30 minutes. (Obj. 6,8,9,10,11,12)
3. Create a computer-assisted instruction program (using a computer, iPad, iPod, etc.) to teach a basic skill to students with learning disabilities (e.g., a PowerPoint program to teach discrimination between even and odd numbers). The professor will provide models of such programs and 1:1 help for creating this program. This program could include PowerPoint presentation, video-modeling, etc. This program should reflect instructional strategies suggested within the literature for educating students with learning disabilities (e.g., explicit or direct instruction, using examples and non-examples). Students will upload their projects to the Dropbox and they will be posted on the class Canvas website for everyone to share (Objs. 8, 9, 11)
4. Participation. Throughout the semester, the professor will use activities and other assignments to assess knowledge of content covered. Students will receive participation points based on their ability to contribute to the class discussion/activity. If students do not contribute meaningful ideas or questions, the student will not receive participation points for that class. In the event students miss a class, they cannot make up participation points for that class (Obj. 7, 12)
5. Active Engagement Activities will be included throughout the semester. These activities will include activities such as interviews, journal summaries, discussion board posts, case studies, etc. that relate to the weekly topics. Active engagement activities will accumulate into 20% of your final grade.
6. Check Point Assessments: 3 exams based on chapters up to this point (Obj. 1,2,3,4,5)
7. Final Exam: A comprehensive exam (Obj. 1,2,3,4,5)

Assignment	Total Points Possible
Checkpoint Assessments (3)	300
Final Exam	100
Chapter Presentation	50
CAI Program	50

Active engagement and participation Discussion board, journal articles, resource guides etc....	100
<b>Total Points</b>	<b>600</b>

### Grading Scale

Grades will be based on the following distribution:

Letter Grade	Points Earned
A	540-600
B	480-539
C	420-479
D	360-419
F	359 or less

### Attendance Policy

If a student is absent, that student cannot make up any in-class assignments and he/she must submit any assignments due. If a student will not be present on the designated due date, they can submit their assignment on that day via email without penalty. Attendance is required and critical to student success. It is the student's professional responsibility to attend classes, produce quality work, and adhere to the ethics of the profession. Courses may contain content that cannot be made up if classes are missed. After 3 unexcused absences your grade will be dropped a letter grade.

### Title IX Policy

MSU is committed to complying with Title IX, a federal law that prohibits discrimination, including violence and harassment, based on sex. This means that MSU's educational programs and activities must be free from sex discrimination, sexual harassment, and other forms of sexual misconduct. If you or someone you know has experienced sex discrimination, sexual violence and/or harassment by any member of the University community, you are encouraged to report the conduct to MSU's Director of Title IX/EEO Programs at 325-8124 or by e-mail to [titleix@msstate.edu](mailto:titleix@msstate.edu). Additional resources are available at <http://www.msstate.edu/web/security>, or at <http://students.msstate.edu/sexualmisconduct/>.

### University Safety Policy

Mississippi State University values the safety of all campus community members. Students are encouraged to register for Maroon Alert texts and to download the Everbridge App. Visit the Personal Information section in Banner on your mystate portal to register. To report suspicious activity or to request a courtesy escort via Safe Walk, call the University Police at 662-325-2121, or in case of emergency, call 911. For more information regarding safety and to view available training resources, including helpful videos, visit [ready.msstate.edu](http://ready.msstate.edu).

### Mississippi Educators Code of Ethics

This code shall apply to all persons licensed according to the rules established by the Mississippi State Board of Education and protects the health, safety, and general welfare of students and educators. Ethical conduct is any conduct which promotes the healthy, safety, welfare, discipline and morals of students and colleagues. Unethical conduct is any conduct that impairs the license holder's ability to function in his/her employment position or a pattern of behavior that is detrimental to the health,

safety, welfare, discipline, or morals of students and colleagues. Any educator or administrator license may be revoked or suspended for engaging in unethical conduct relation to an educator/student relationship (standard 4). Additional information on the Mississippi Educator Code of Ethics 10 standards is available at [http://www.mdek12.org/sites/default/files/documents/code-of-ethics\\_final.pdf](http://www.mdek12.org/sites/default/files/documents/code-of-ethics_final.pdf)

During this course the Mississippi Educators Code of Ethics will be addressed in discussions, scenario-based activities, the student interns will be assessed based on performance and demonstration of the Mississippi Code of Ethics standards.

### **Mississippi College and Career-Ready Standards**

Content standards outline the skills and knowledge expected of students from grade to grade and subject to subject. In addition to the Mississippi College and Career Readiness Standards, the Mississippi Department of Education has developed a wide variety of training materials for educators and administrators across the state.

The candidates will develop a deep understanding of the critical concepts, principles, and practices of their field and are able to use practices to advance the learning of all students toward college and career readiness standards as they participate in interviews, case studies, and begin to develop appropriate evidence based strategies and interventions throughout activities and assignments in this course.

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