



Please Note: This *Course Syllabus* is an important step in updating the format of our distance courses. If for any reason the *Course Syllabus* does not match the print Course Guide or online course information, the *Course Syllabus* shall be taken as correct.

COURSE SYLLABUS

COURSE TITLE:	Supporting Students with Learning Disabilities		
COURSE CODE:	EPSE 520	TERM:	Spring Summer 2014
COURSE CREDITS:	3	DELIVERY:	Online
COURSE SECTION:	W01	START DATE:	May 7, 2014

Course Description

Designed to facilitate a broad understanding of issues in LD as well as research-based knowledge about several important elements in the field. Course topics will include definitional issues in LD, a language-oriented view to reading disability, memory processing problems, reading, writing, and arithmetic instruction, metacognition, social issues, inclusion, and assessment issues of LD.

Students will explore the concept of learning disabilities by examining current research and practice in light of historical and established theory as well as through the lens of emerging trends most particularly:

- United Nation's A World Fit for Children
- Canada's National Children's Agenda
- Saskatchewan Action Plan for Children
- Saskatchewan's School^{PLUS} initiative
- Saskatchewan Learning's Directions for Diversity.

Prerequisite(s): EPSE 390 and 414

Course Objectives

By the end of this course, students should be able to:

1. Develop a keen awareness of the eight major neurodevelopmental functions (Attention Control System, Memory System, Language System, Spatial & Sequential Ordering System, Motor System, Higher Thinking System, and Social Thinking System) and how they are utilized singly and in combination to learn specific skills and to create particular products.
2. Understand how dysfunctions in any of these neurodevelopmental systems can seriously obstruct roads to success.
3. Understand the implications of dysfunctional neurodevelopmental systems on individuals who are learning disabled.
4. Enlarge expertise in discerning patterns in behaviour and performance.
5. Expand capability in designing response systems that manage children's profiles rather than isolated weak spots through the following:
 - a. Demystification – helping children understand themselves
 - b. Accommodations – bypassing their challenges
 - c. Interventions at breakdown point – trying to repair the gaps
 - d. Strengthening strengths and affinities – cultivating children's assets
 - e. Protection from humiliation - preventing public embarrassment
 - f. Other services – utilizing a range of professional resources and therapies.
6. Extend collegial relationships and capacity to work together collaboratively in interdisciplinary teams to better serve children and their families.
7. Recognize the value of observation as well as parents' and children's input in discerning children's needs.
8. Develop mental models that acknowledge both strengths and challenges and to begin to move away from deficit models of children's learning abilities.
9. Develop the ability to critically reflect on one's mental models, policy and practice, as well as the research literature.
10. Have a comprehensive knowledge base for working with students who are learning disabled.

Course Overview

The course is designed around the following eleven themes:

1. Introduction.
2. Understanding of Learning Disabilities and International, National and Provincial Contexts.
3. Conducting a Mind: Our Attentional Control System.
4. Remembering to Learn and Learning to Remember: Our Memory System.
5. Ways with Words: Our Language System.
6. Phonological Awareness.
7. Making Arrangements: Our Spatial and Sequential Ordering Systems.
8. Mind Over Muscle: Our Motor System.
9. Some Peeks at a Mind's Peaks: Our Higher Order Thinking System.
10. Relating to Relating: Our Social Thinking System.
11. Output Failure: The Common Neurodevelopmental Gaps When a Mind Falls Behind.

Themes do not correspond to weeks and it is crucial that you check your calendar for due dates.

Your Instructor

Denise Heppner

Contact Information

Course Email: Use Blackboard Mail Tool

External Email: denise.heppner@usask.ca

Office Hours

To speak with Denise directly, please email her to arrange a mutually convenient time to discuss the course.

Profile

Denise has obtained a B.A. (Psychology), a B.Ed., and a Masters of Education in Educational Psychology and Special Education from the University of Saskatchewan.

She was awarded a prestigious Social Sciences & Humanities Research Council of Canada (SSHRC) grant for her Masters thesis, which addressed integrative service provision for students with behavioral disorders. Denise has experience teaching in a variety of cultural settings and grade levels and was previously employed as the Director of Special Education in a northern community. In addition, she has taught a variety of courses as a Sessional Lecturer and Online Facilitator at the University of Saskatchewan since May 2007. Denise is the proud mother of Luke, Sasha, and Jake.

Required Resources

Textbook/Readings

Levine, M. (2002). *A Mind at a Time*. Toronto, ON: Simon & Schuster.
ISBN: 978-0-7432-0223-7

Saskatchewan Learning (2004) *Teaching Students with Reading Difficulties and Disabilities: A Guide for Educators*. Download from: <http://www.education.gov.sk.ca/reading-difficulties-disabilities>

Textbooks are available from the University of Saskatchewan Bookstore:
http://www.usask.ca/consumer_services/bookstore/textbooks

DVD

“How Difficult Can This Be? — The F.A.T. City” **[Blackboard]**

Supplementary Resources

Recommended Reading:

Alberta Education. (1996). *Teaching students with learning disabilities*. Edmonton, AB.

Alberta Learning. (2003). *Make school work for you, teacher implementation guide*.
Edmonton: AB.

Beers, K. (2003). *When kids can't read. What teachers can do*. Portsmouth, NH: Heinemann.

Mather, N. & Goldstein, S. (2001). *Learning disabilities and challenging behaviors: A guide to intervention and classroom management*. Baltimore, MD: Paul H. Brookes Publishing Co.

Reithaug, D. (1998). *Orchestrating academic success by adapting and modifying programs*.
West Vancouver, BC: Stirling Head Enterprises.

Reithaug, D. (2002). *Orchestrating success in reading*. West Vancouver, BC: Stirling Head Enterprises.

Shaywitz, S. (2003). *Overcoming dyslexia*. New York: Alfred A. Knopf.

In addition there will be administrative documents available online as you need them. Be sure to read through all of the links in the course website so that you are aware of these items

Course Schedule

Note: The course schedule is a guideline to working through the course material. Please check the course calendar for a more specific timeline and evaluation due dates.

Week	Theme	Readings	Evaluation Due Date
1	Theme 1: Understanding of Learning Disabilities and International, National and Provincial Contexts	Video - How Difficult Can This Be? —The F.A.T. City Workshop [Blackboard] <i>A Mind at a Time</i> , Chapters 1 and 2. [Textbook]	
	Theme 2: Overview of Learning Disabilities	Cosby, E.W. Patience. [PDF in Blackboard] Leko, M.M. & Griffin, C.C. (2009, Spring). Articulating learning disabilities in the digital age. <i>Learning Disability Quarterly</i> , 32(2), 70-86. [PDF in Blackboard] Wawryk-Epp, L., Harrison, G. & Prentice, B. (2004). Introduction/understanding learning disabilities. <i>Teaching students with reading difficulties and disabilities: A guide for educators</i> (pp. 3-18). Available online at http://www.education.gov.sk.ca/reading-difficulties-disabilities	
2	Theme 3: Conducting a Mind - Our Attentional Control System	McTighe, J. & Thomas, R.S. (2003, Feb.). Backward design for forward action. <i>Educational Leadership</i> , 60(5), 52-55. Available online at http://teachingmathasdesign.org/essfeat/McTighe&Thomas.pdf <i>A Mind at a Time</i> , Chapter 3. [Textbook] Independent learning. <i>Understanding the common essential learnings: A handbook for teachers</i> (p. 9). 1988, August. Available online at http://www.education.gov.sk.ca/Understanding-CEL Maté, G. (2012). Dr. Gabor Maté. Available online at http://drgabormate.com/ Wawryk-Epp, L., Harrison, G. & Prentice, B. (2004). 2.6 Skill areas associated with learning disabilities. <i>Teaching students with reading difficulties and disabilities: A guide for educators</i> (pp. 19-30). Available online at http://www.education.gov.sk.ca/reading-difficulties-disabilities	

Week	Theme	Readings	Evaluation Due Date
3	Theme 4: Remembering to Learn and Learning to Remember - Our Memory System	<p><i>A Mind at a Time</i>, Chapter 4. [Textbook]</p> <p>McNamara, J.K., & Wong, B. (2003, Sept/Oct). Memory for everyday information in students with learning disabilities. <i>Journal of Learning Disabilities</i>, 36(5), 394-406. [PDF in Blackboard]</p> <p>For Assignment #1</p> <p>Geary, D.C. (2003, March). Learning disabilities in arithmetic: Problem-solving differences and cognitive deficits. In H. Lee Swanson, Karen R. Harris & Steve Graham (Eds.), <i>Handbook of learning disabilities</i> (pp. 199-212). [PDF in Blackboard]</p> <p>Elbaum, B., Vaughn, S., & Swanson, D.C. (2003, Mar.). Self-concept and students with learning disabilities. In H. Lee Swanson, Karen R. Harris & Steve Graham (Eds.), <i>Handbook of learning disabilities</i> (pp. 229-241). [PDF in Blackboard]</p>	
4	Theme 5: Ways with Words - Our Language System	<p><i>A Mind at a Time</i>, Chapter 5. [Textbook]</p>	<p>Assignment #1: Critical Reflection</p> <p>Due June 2, 2014</p>
5	Theme 6: Phonological Awareness	<p>De Young, R. Using the stroop effect to test our capacity to direct attention: Helping to manage the mental vitality needed for a civil transition to sustainable living. <i>Stroop effect: A test of the capacity to direct attention</i>. Available online at http://www.snre.umich.edu/eplab/demos/st0/stroopdesc.html</p> <p>Wawryk-Epp, L., Harrison, G. & Prentice, B. (2004). Introduction/understanding learning disabilities. <i>Teaching students with reading difficulties and disabilities: A guide for educators and Appendices A-E</i> (pp. 31-54 and 95-157). Available online at http://www.education.gov.sk.ca/reading-difficulties-disabilities</p> <p>Chard, D. J., Vaughn, S., & Tyler, B.J. (2002, Sept/Oct). A synthesis of research on effective interventions for building reading fluency with elementary students with learning disabilities. <i>Journal of Learning Disabilities</i>, 35(5), 386-406. [PDF in Blackboard]</p> <p>Anderson, S., Yilmaz, O., & Wasburn-Moses, L. (2004, Spring). Middle and high school students with learning disabilities: Practical academic interventions for</p>	

Week	Theme	Readings	Evaluation Due Date
		<p>general education teachers - a review of the literature. <i>American Secondary Education</i>, 32(2), 19-38. Available online at http://cyber.usask.ca/login?url=http://search.proquest.com/docview/195190568?accountid=14739</p> <p>Sencibaugh, J.M. (2007, Spring). Meta-analysis of reading comprehension interventions for students with learning disabilities: Strategies and implications. <i>Reading Improvement</i>, 44(1), 6-22. [PDF in Blackboard]</p> <p>Elias, M.J. (2004, Winter). The connection between social-emotional learning and learning disabilities: Implications for intervention. <i>Learning Disability Quarterly</i>, 27(1), 53-63. [PDF in Blackboard]</p> <p>Steel, M.M. (2002, Nov.). Strategies for helping students who have learning disabilities in mathematics. <i>Mathematics Teaching in the Middle School</i>, 8(3), 140-143. Available online at http://cyber.usask.ca/login?url=http://search.proquest.com/docview/231073408?accountid=14739</p>	
6	Theme 7: Making Arrangements - Our Spatial and Sequential Ordering Systems	<p>Video – Reflections on Steinbeck.</p> <p>Bonnycastle, D. One Student's Quest [PDF in Blackboard]</p>	
7	Theme 8: Mind Over Muscle: Our Motor System	<p><i>A Mind at a Time</i>, Chapter 7. [Textbook]</p> <p>Wawryk-Epp, L., Harrison, G. & Prentice, B. (2004). <i>Teaching students with reading difficulties and disabilities: A guide for educators</i> (pp. 23, 73 and 45-54). Available online at http://www.education.gov.sk.ca/reading-difficulties-disabilities</p>	
8	Theme 9: Some Peeks at a Mind's Peaks - Our Higher Order Thinking System	<p><i>A Mind at a Time</i>, Chapter 8 . [Textbook]</p> <p>McTighe, J. & Thomas, R.S. (2003, Feb.). Backward design for forward action. <i>Educational Leadership</i>, 60(5), 52-55. Available online at http://teachingmathasdesign.org/essfeat/McTighe&Thomas.pdf</p> <p>Fife, C. (1998). Communications class. In Daniel David Moses & Terry Goldie (Eds.), <i>An anthology of Canadian Native literature in English</i>. [Blackboard]</p> <p>Wawryk-Epp, L., Harrison, G. & Prentice, B. (2004). <i>Teaching students with reading difficulties and</i></p>	

Week	Theme	Readings	Evaluation Due Date
		<p><i>disabilities: A guide for educators</i> (pp. 26–27, 76 and 79). Available online at http://www.education.gov.sk.ca/reading-difficulties-disabilities</p> <p>Wawryk-Epp, L., Harrison, G. & Prentice, B. (2004). <i>Teaching students with reading difficulties and disabilities: A guide for educators</i> (pp. 29, 68-69, 80 and 87-93). Available online at http://www.education.gov.sk.ca/reading-difficulties-disabilities</p>	
9	Theme 10: Relating to Relating - Our Social Thinking System	<p><i>A Mind at a Time</i>, Chapter 9. [Textbook]</p> <p>Hertzman, C. (2002. May). Leave no child behind! Social exclusion and child development. <i>Working paper series: Perspectives on social inclusion</i>. Available online at http://www.cccabc.bc.ca/res/pubs/pdf/hertzman.pdf</p>	Assignment #2: Research Paper Due June 30, 2014
10	Theme 11: Output Failure - The Common Neurodevelopme ntal Gaps When a Mind Falls Behind	<p><i>A Mind at a Time</i>, Chapters 10, 11, 12 and 13. [Textbook]</p> <p>Wawryk-Epp, L., Harrison, G. & Prentice, B. (2004). <i>Teaching students with reading difficulties and disabilities: A guide for educators</i> (pp. 55-86 and 77-206). Available online at http://www.education.gov.sk.ca/reading-difficulties-disabilities</p> <p>Video – Working Together: Computers and People with Learning Disabilities (2007) [Blackboard]</p> <p>Wawryk-Epp, L., Harrison, G. & Prentice, B. (2004). <i>Teaching students with reading difficulties and disabilities: A guide for educators</i> (pp. 215-220). Available online at http://www.education.gov.sk.ca/reading-difficulties-disabilities</p>	
11			Assignment #3: Class Presentation Due July 28, 2014
12	Final Exam Posted		July 30, 2014
13	Final Exam Due		Aug. 6, 2014

Note: If for any reason the Course Syllabus Reading List does not match the Module Reading List, the Course Syllabus shall be taken as correct.

Grading Scheme

Assignment	Marks
Critical Reflection	10%
Research Paper	40%
Class Presentation	20%
Final Exam	30%
Total	100%

Information on literal descriptors for grading at the University of Saskatchewan can be found at: <http://students.usask.ca/current/academics/grades/grading-system.php>

Please note: There are different literal descriptors for undergraduate and graduate students.

More information on the Academic Courses Policy on course delivery, examinations and assessment of student learning can be found at: <http://policies.usask.ca/policies/academic-affairs/academic-courses.php>

The University of Saskatchewan Learning Charter is intended to define aspirations about the learning experience that the University aims to provide, and the roles to be played in realizing these aspirations by students, instructors and the institution. A copy of the Learning Charter can be found at: <http://policies.usask.ca/documents/LearningCharter.pdf>

Evaluation Components

CCDE Writing Centre - Quality writing help for free!

Anyone taking a distance class (online, independent studies, televised, or multi-mode delivery) administered by the CCDE can use this free service. The Writing Centre provides tools and support to help you write effective essays, reports, or reviews. Simply submit a project draft, and a qualified tutor will assess your work and offer advice to improve your project. Contact the CCDE Writing Centre at <http://www.ccde.usask.ca/writing>

Assignment #1: Critical Reflection

Value: 10%

Due Date: Please see the Course Calendar

Description: Students will engage in class dialogue in response to two of the articles in your Required Readings Package. Using the ORID format, students are encouraged to focus on the Interpretive and Decisional Levels for the purposes of discussion. The rationale of the written reflections is to help you as the student to integrate, link, and reformulate your thinking in the area of learning disabilities.

You will be put into groups in order to better facilitate small group discussion. Following the dialogue, each student will submit a written reflection of the article. Each reflection should be saved as an email document (Word, PDF, or Rich Text Format) and handed in by the due date specified in your course calendar. The written reflections should not exceed four to five typewritten double-spaced pages. The ORID Process used in the creation of this written reflection will be explained in detail in Theme 2.

The articles are as follow (links to articles can be found in the course materials of the online Blackboard course):

Geary, D. (2003). Learning Disabilities in Arithmetic: Problem-Solving Differences and Cognitive Deficits.

Elbaum, B. & Vaughn, S. (2003). Self-Concept and Students with Learning Disabilities.

Both articles are from an excellent book. Swanson, H.L., Harris, K.R., & Graham, S. (2003). *Handbook of Learning Disabilities*. New York: The Guilford Press.

Reflection Log

Objective Level	Describe three important ideas discussed or presented in the readings. The goal of this section is to summarize the key facts about the topic. This becomes the "common ground" upon which subsequent learning is built.
Reflective Level	What is your personal reaction to the data or discussion? What is your internal response, your emotions or feelings? What images and associations have you formed? What does the content in the theme remind you of? Which part surprised you? What delighted you? Where did you struggle?
Interpretive Level	What are the meaning, value, significance and implication of the theme content? How does your reflecting on the content compare to what you already know? What does this mean for us as teachers, parents and community members? How will this affect our work? What are we learning? What is the larger pattern emerging? What is the insight?
Decisional Level	What are the resolutions, implications, application, and new directions? How might you use your awareness of the issues raised in this theme? What decision is required? What are the next steps? What type of response system is appropriate for this child? What changes will you make to your learning disabilities framework, to your practice?

Assignment #2: Research Paper

Value: 40%

Due Date: Please see the Course Calendar

After reviewing the course content, choose an area that you would like to research in depth. There are numerous relevant issues associated with understanding learning disabilities and teaching students who are learning disabled. Topics you may want to consider include:

- What memory processing difficulties do students with a learning disability manifest? What can be done to assist students with memory problems?
- How do executive functioning problems manifest in students who are learning disabled? How can you support students who manifest these problems?
- Attention and the child with a learning disability – what are the issues? What are the interventions?
- Why is it that students with learning disabilities have difficulty reading? What are the processing problems?
- What are the most effective practices for teaching children how to read?
- What are the most effective practices for assisting students who have a learning disability in mathematics? What are the underlying deficits in a student with a math disability?
- What are the developmental stages of writing? How should written expression be taught?
- The diagnostic process – what is it? Who diagnoses a LD and how? What issues arise with the assessment process?
- What does the literature say about language processing and the student with a learning disability?
- Provide a historical overview of learning disabilities. Discuss effective teaching practices and where children are served best (inclusive classrooms? segregated programs? private schools?).
- Social skills and the child with a learning disability – what does the research tell us? How can you best support children with social problems?

Your topic must be approved by the instructor. Please submit a one to two-page proposal outlining your area of research including a list of references. Feedback will be provided after your proposal is submitted to assist you with your research. The proposal will be worth 5% of your overall mark for the paper. **Your essay should be 14 to 16 pages in length.** Please double-space your typing and use APA format. Use current journal articles and books.

Students may choose to research a topic on an **individual basis or in a group format**. Some students may prefer to take on a comprehensive topic and look at it from a various perspectives. There are many areas associated with learning disabilities that are broad and complex. For example, there is a vast amount of research on reading disabilities or dyslexia. A group of students may choose to focus on this area and research several aspects such as the following:

- Processing difficulties associated with a reading disability.

- Causes of a reading disability.
- The diagnostic process.
- Prevention – intervention that begins before children have experienced prolonged failure in learning to read.
- Intervention that should occur after children have experienced difficulties for several years.
- How should reading be taught?
- What scientific evidence is available to support specific reading programs?
- Remediation of specific reading problems.
- What effective practices should be implemented for teaching elementary school-aged children? ...for high school students?
- Assistive technology: What is available? Why/when would you use it?
- What does the research tell us about students' progress in special education classes? How should children with a reading disability be served?

Regardless whether you choose to work independently or in a group, each student must submit a research paper on his/her own.

Grading Rubric

Your research paper is worth 40 marks, which will be allocated as follows:

Marks		Explanation
35	Content	Does the paper cover a comprehensive grasp of the knowledge?
		Does the analysis and synthesis display depth of knowledge with a critical evaluation of material?
		Does the paper include an integration of theoretical and practical information?
5	Cohesion and Mechanics	Does the organization of the paper facilitate understanding for the reader? In other words, is it easy to follow?
		Does it flow well in terms of word usage and sentence types?
		Are spelling, punctuation, and grammatical use correct?

Assignment #3: Class Presentation

Value: 20%

Due Date: Please see the Course Calendar

Present an overview of your research paper, emphasizing the most salient points. This information will be shared with your colleagues after it has been graded. This presentation should provide information to your colleagues that will be helpful in their day-to-day practice in the field of working with students with learning disabilities. Please include your list of references for your colleagues.

For your presentation you may choose to produce a video, write a summary, or use power point.

Final Exam

Value: 30%

Date: See Course Schedule

Length: One week to complete and return

Purpose: Take home

Description: The final exam will be a take home exam and will appear in the Assignments and Grades section of the course after the exam release date. The exam will be comprised of short answer and essay questions. The objective of this exam will be to help you consolidate your thinking about learning disabilities in order to build a coherent framework for practice in the field of special education.

Assignment Guidelines

You are required to complete and submit assignments as the course progresses. The assignments will be described in the list of learning activities located in the content area of this website. Consult the course calendar to find out the exact due dates for the assignments.

Carefully read the instructions below so that you know what we expect in each assignment. Each assignment must be written in the format specified in the assignment.

1. Assignments must be typed and double-spaced and use the [APA](#) style. Leave one-inch margins on all sides to allow for instructor comments. Your assignments must be submitted electronically as attachments to e-mail.
2. Follow the instructions for each assignment very carefully to ensure that you have included everything that is expected of you. Check to see that you have the required number of pages or words as set out in the instructions.
3. Proofread your assignments to ensure proper mechanics and that you have included everything that is expected of you.
4. Plagiarism is a serious offense. If you use resources (books, discussions with others, etc.), cite your sources. Failure to do so is plagiarism. You are expected to have read and understood the University of Saskatchewan's [Guidelines for Academic Conduct](#).
5. If you think that your assignment will be late, contact your instructor well in advance of the assignment due date. Instructors will deduct marks for late assignments if you have not made alternative arrangements.

6. You are responsible for seeing that your assignments are submitted as instructed. Do not rely on others to submit your assignments for you. Keep a copy of your assignments in case it gets misplaced

Submitting Assignments

All assignments and the exam will be submitted to the instructor via Blackboard Mail Tool.

Additional Information

Students with Disabilities

If you have a diagnosed disability (learning, medical, physical, or mental health); you are strongly encouraged to register with Disability Services for Students (DSS). In order to access DSS programs and supports, you must follow DSS policy and procedures. If you suspect you may have a disability, contact DSS for advice and referrals. For more information, see <http://www.students.usask.ca/disability/> or contact DSS at 306-966-7273 or dss@usask.ca.

Integrity Defined (from the Office of the University Secretary)

“Integrity is expected of all students in their academic work – class participation, examinations, assignments, research, practica – and in their non-academic interactions and activities as well.” (Office of the University Secretary)

It is your responsibility to be familiar with the University of Saskatchewan *Guidelines for Academic Conduct*. More information is available at <http://www.usask.ca/secretariat/student-conduct-appeals/IntegrityDefined.pdf>

Theme Objectives

Theme 1: Introduction

1. Attach a digital picture in the Discussion forum.
2. Appreciate the instructor's orientation, intended outcomes and practical considerations for this course.

Theme 2: Overview of Learning Disabilities

1. Begin to appreciate the needs of students with different learning abilities.
2. Describe the impact of social exclusion on young people.
3. Begin to use the ORID process to explore how your personal growth could be changing your practice.

Theme 3: Conducting a Mind – Our Attentional Control System

1. Describe "Neurodevelopmental Systems".
2. Describe "The Mental Ladders of Inference".
3. Describe "Backward Curriculum Design".
4. Conceptualize the role that attention plays in the work you do with children.

Theme 4: Remembering to Learn and Learning to Remember – Our Memory System

1. Describe three aspects of memory: short-term memory, working memory and long-term memory.
2. Begin to develop strategies to assist students to understand how these aspects are interrelated and mutually supportive of one another.
3. Begin to identify the cognitive and neural mechanisms that contribute to the characteristics of individuals who have a math disability.

Theme 5: Ways with Words – Our Language System

1. Describe six types of language.
2. Begin to appreciate the role these six types of language play in the academic and social lives of children.
3. Begin to develop strategies for creating learning environments that support the development of language skills.
4. Describe how expressive and receptive oral language provides the foundation for developing reading and writing skills.

Theme 6: Phonological Awareness

1. Describe the seven language systems used in this theme.
2. Begin to develop strategies to increase children's understanding of how the writing system works.
3. Begin to develop strategies for improving how students utilize language strengths to build in areas of need.

Theme 7: Making Arrangements

Theme 8: Mind over Muscle – Our Motor System

1. Identify five forms of motor skills.
2. Begin to develop strategies for improving students' ability to use the five forms of motor skill.

Theme 9: Some Peeks at a Mind's Peaks – Our Higher Order Thinking System

1. Identify five forms of thinking.
2. Appreciate the complexity of the thinking process.
3. Begin to develop higher order thinking strategies that are responsive to students' developmental needs.

Theme 10: Relating to Relating – Our Social Thinking System

1. Respect the complexities involved in the social functions of communication.
2. Begin to develop strategies to improve children's social integration.
3. Describe how training in self-advocacy skills can help to develop positive self-perceptions.

Theme 11: Output Failure – The Common Neurodevelopment Gaps When a Mind Falls Behind

1. Identify common neurodevelopment gaps.
2. Describe the management of neurodevelopmental profiles.
3. Begin to create strategies for helping students improve neurodevelopmental gaps.

Acknowledgements

Course Author(s)

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Linda Nosbush

Instructional Design and Course Development

Deirdre Bonnycastle