Description: Learning Disabilities: Theory and Practice

<table>
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<tr>
<th>Subject</th>
<th>Cat-Nbr</th>
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<th>Term</th>
<th>Mode</th>
<th>Units</th>
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Academic Group: FOEDU
Academic Org: FOE002
HECS Band: 1
ASCED Code: 070113

STAFFING
Examiner: Don Rice
Moderator: Barry Fields

RATIONALE
Since the mid 1960s the educational community has focussed increasing attention on children who fail to learn despite apparently normal ability and an absence of obvious disabling conditions. Students with learning disabilities are found across all ages, races and socio economic levels, and the nature of the difficulties faced range from mild to severe, and are specific or general. Extensive research over the last three decades has provided educators with a range of effective instructional techniques, some highly specialised and some which are adaptations of approaches commonly used in the regular classroom. Since almost all children with learning disabilities attend regular schools, it is important for teachers to have knowledge of learning disabilities and the instructional approaches that have proven most effective.

SYNOPSIS
This course will include a brief, historical survey of the field of learning disabilities, and will examine the phenomenon from psychological, medical, and educational viewpoints. Students will study the most effective approaches to assessment and instruction and will be expected to demonstrate in assignments the ability to use their knowledge in practical applications. The approaches presented in this course are those for which sound research evidence exists for their efficacy.

OBJECTIVES
On successful completion of this course students will be able to:

- describe the major historical trends and controversial issues in the field of learning disabilities,
- demonstrate an understanding of proposed etiologies of learning disabilities,
• describe the major instructional approaches to learning disabilities within the context of a range of curriculum areas,
• demonstrate an understanding of the social and emotional consequences of learning disabilities on the affected student and on his or her family,
• show how instructional approaches for students with learning disabilities may be applied successfully in regular school and clinical settings.

TOPICS

<table>
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<tr>
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<tbody>
<tr>
<td>1. History and issues</td>
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<td>2. Medical, psychological, and educational views of etiology</td>
<td>15.00</td>
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<td>3. Instructional approaches, including assessment</td>
<td>50.00</td>
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<td>4. Applications</td>
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**TEXT and MATERIALS required to be PURCHASED or ACCESSED:**

Books can be ordered by fax or telephone. For costs and further details use the 'Book Search' facility at http://bookshop.usq.edu.au by entering the author or title of the text.


**REFERENCE MATERIALS**

Reference materials are materials that, if accessed by students, may improve their knowledge and understanding of the material in the course and enrich their learning experience.

There are numerous texts on learning disabilities; any recent publications would be useful supplementary material.


Journals in the field e.g. -


*Australasian Journal of Special Education*,

*International Journal of Disability, Development, and Education*,

*Journal of Learning Disabilities*, ProEd publication, USA,

*Journal of Learning Disabilities*, Sage publication, UK,

*Learning Disability Quarterly*,

*Remedial and Special Education*,

*The Journal of Special Education*,

Page - 2
STUDENT WORKLOAD REQUIREMENTS

ACTIVITY          HOURS
Assessment        20
Directed Study    105
Private Study     40

ASSESSMENT DETAILS

<table>
<thead>
<tr>
<th>Description</th>
<th>Marks Out of</th>
<th>Wtg(%)</th>
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<tr>
<td>PROJECT/ESSAY</td>
<td>999.00</td>
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<td>EXAM 2 HOURS</td>
<td>999.00</td>
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NOTES:
1. Further details about the due dates are detailed in the assessment section of the Course Specifications.
2. Further details about the due dates are detailed in the assessment section of the Course Specifications.

OTHER REQUIREMENTS
1. When there is more than one marker for a single item of assessment, the distribution patterns for the different markers will be compared and marks adjusted if necessary.
2. Marking criteria are provided in course material as mark sheets/guides or as part of assignment specifications.
3. Summative assessment items will be graded.
4. Course Grades will be calculated by aggregating the weighted result for each summative assessment item. Any ungraded assessment requirement will receive a Pass, Fail or Incomplete.
5. All assessment items must be attempted and submitted. Each Assessment item must be passed.
6. If assignments are submitted after the due date without an approved extension of time, a penalty may be applied.