

Course Code	Snie2053
Course Title	Education of persons with Learning Difficulty
Module Name	Inclusive Education III
Module No	05
ECTS Credits(CP)	5

Course Description

This course introduces students with the basic concept of learning disabilities, causes, prevalence and co morbidity of the condition with other disorders. In addition, different behavioral manifestations or characteristic features of students with learning disabilities including academic, socio-emotional, and cognitive, language, motivational and perceptual motor difficulties will be discussed. Along with the various learning difficulties, appropriate educational approaches and early childhood education and intervention will be addressed. Finally, determination of eligibility for special education services also is indicated.

Course Objectives: At the end of this course the students will be able to:

- Knows historical development of the field learning disabilities
- Appreciate the role of special educators in the intervention of students with LD
- Develop effective teaching strategies for students with LD
- Acquire desirable attitude towards all learners in the regular classroom
- Collaborate with parents and relevant others for the success of learners with LD.
- Understand the concept of learning disabilities

Day	Conceptual Focus	Readings/Assignments	Methods & Activities
1 st & 2 nd	1. Introduction 1.1. Definition of LD & some controversies with the definition • IDEA definition & eligibility criteria for LD 1.2. Historical development of the field	Lloyd & Weiss 2-40 Task 1: Brainstorming Read the cases of students with LD, derive your own definition for SWLD & present to the class	• Lecture • Group discussion • Case study • All groups
3 rd & 4 th	1.3. Causes • Hereditary • Teratogenic • Medical • Environmental 1.4. Prevalence & co morbidity	Lloyd & Weiss 44-61 Task 2: Read about the causes of LD & reflect to the class Task 3: Read & reflect the prevalence rate of LD with consideration of sex and cultural discrepancies as well as co morbidity issues	• Lecture • Discussion • Questioning • Task 2- group 1 • Task 3-group 2
5 th 6 th & 7 th	Unit 2. Behavioral manifestation of LD 2.1. Academic achievement deficits 2.1.1. Reading difficulty 2.1.2. Difficulty in Spoken language 2.1.3. Difficulty in Writing 2.1.4. Mathematics difficulty	Lloyd & Weiss 325-484 Task 4: Students who work on the topics will present/brainstorm the concepts before the beginning of each lesson	• Lecture • Group discussion (Cross over) • Questioning

8 th , 9 th & 10 th	2.2. ADHD & LD 2.3. Cognitive, Metacognitive & Memory Deficits 2.4. Socio-Emotional problems 2.5. Perceptual motor problem 2.6. Motivational problem	Assessment: Test 1	
11 th & 12 th	Unit 3: Prevention & Early Intervention 3.1. Prevention 3.2. Early identification & Assessment 3.3. Early Intervention 3.3.1. Trends in early intervention 3.3.2. Involvement of families	Lloyd & Weiss 143-161 Task 6: Is LD preventable? How can we prevent LD?	Discussion and lecture Task 6- group 3
13 th & 14 th	Unit 4: Educational approaches 4.1. Conceptual models & Educational Approaches	Lloyd & Weiss 44-61 Task 7: Read the major concepts in relation to conceptual models in understanding LD. Identify the main differentiating features b/n the models.	- Lecture - Case study - Questioning Task 7-group 4
15 th , 16 th & 17 th	Group presentation	Task 9: Visit primary schools of your preference & gather data with regard to students with LD & provision of intervention services for them. This assignment helps students to understand what has been really occurred in schools. The awareness of school community about SW LD & its cause as well as actions taken/ intervention strategies. Assessment: Test 2	Presentation, questioning and reflective approaches All groups
18 th - 20 th	4.2. Students with LD in General education classroom 4.2.1. Legal mandates & placement issues 4.2.2. Modifications for SWLD 4.2.3. Effective teaching strategies 4.3. Research based practices	Task 8: Relate it with your own experience at schools, evaluate the practices & indicate future directions.	Individual methods will be mainly employed Group 5
21 th	Final exam		

Summary of Methods and Activities

Using the peer teaching groups I designed the course to be delivered with a special focus on group learning strategies. Classroom lessons will be mainly lecture & discussion based. Students will be given reading assignments, to be done as per their respective peer learning groups and will be asked to reflect on their understandings. At the start of every lesson, students will be requested to give a brief highlight of what they have learned in the previous lesson and their reading on the new topic. They will be divided into jigsaw groups, asked to present their reading part, raise questions during group presentations & conduct peer assessment. At the end of each unit, there will be competition between peer learning groups based on what they have reflected in the unit. In this way efforts made to practice cooperative learning and continuous assessment of students understanding will be held.

Assessment Methods

The following schemes of assessment will be used as needed to determine final grades

Lecture	Weight	Tutorial	Weight
Test 1	30%		40%
Test 2	30%		

Final Exam	40%	Quizzes, active participation & Reflections	
		Assign 1	20%
		Assign 2	30%