

In-Service Education

COURSE SYLLABUS

EDUC 5410.02 / SPED 5410.02
COURSE NUMBER AND SECTION

Carol Haake
INSTRUCTOR

Complexities of Attention Deficits/Learning Disorders
COURSE TITLE

Summer, 2004
TERM

WEBG
SITE

1
CREDIT HOURS

1. Course Description:
(Provide details of student focus, rationale, scope, and prerequisites)

Learning and/or attention deficits have an impact on many facets of a student's life. Problems may, and often do, occur in school, at home, and in social settings. Focusing on only one aspect is less than optimal. This course will discuss etiology, assessment, differing profiles of learning and attention deficits and their impact on a child's academic, family, and social life, and suggest appropriate interventions based upon the individual needs of the child. Although some knowledge of the field of learning disabilities would be helpful, no prerequisites are required.

2. Learning Outcomes:
(Goals, objectives, course outcomes, etc.)

Students will demonstrate increased knowledge of:

- History of learning disabilities
- Subtypes of learning disabilities
- Attention problems
- A personal definition of intelligence

3. Schedule of required readings, class preparations and assignments, lectures, discussions, student presentations, out-of-class assignments and exams:

MEETING 1:

Students will be given an outline and will be asked to write a brief in-class paper regarding their current knowledge of the topics listed. Lecture and discussion will focus on 1) the changing perspective of learning disabilities and attention deficits over time; 2) defining and discussing different types of intelligence; 3) interpreting psycho education reports; 4) differing neuropsychological profiles; and 5) academic ramifications of the different profiles. The LD/ADHD child as a member of a family will be discussed. A conceptualization called a genogram, or family map, will be introduced as a means to identify and record family history information pertinent to the growth and development of the child. The psychological impact of LD/ADHD on the child will be discussed in terms of personality development, self-esteem, personal and academic competency, and the child's ability to plan. Students will be given a form to aid in the gathering of information to be used as a case study. The information gathered will be the basis for discussion during the afternoon of the second class meeting.

MEETING 2:

Educational placement options, specific educational and motivational interventions, and the role of medication will be discussed. Emotional compensation techniques for parents and teachers will be taught using positive labeling and descriptive non-judgmental statements. During the afternoon of the second class meeting, students will present case study information, including specific questions for which they would like an answer. These cases will be discussed and possible recommendations formulated. Students will again be asked to write an in-class paper based on the outlined topics, this time integrating class content with their previous knowledge.

4. Resources: (list and indicate how they are to be used)

Pertinent articles will be given to students at each meeting.

5. EVALUATION: (basis of evaluation with explanation regarding the nature of the assignment and the percentage of the grade assigned to each item below)

a) Class Participation - 20% of the grade

b) Class Presentation - The difference in the knowledge demonstrated in the first and last papers regarding the same topics will account for 80 % of the grade.

6. Supplements (Study guide, sample tests, project outlines may be attached)

a. A Topical outline will be used as the basis for papers written

b. Form for gathering case study information

**NOTE: This syllabus is subject to change at the discretion of the instructor.
Therefore, regular attendance is required**