**SNE 440 INTRODUCTION TO LEARNING DISABILITIES**

**Course Description**

This course is designed to acquaint students with cognitive and social-emotional characteristics common to students with learning disabilities, and to explore factors that influence the performance of these students in various settings. Students will demonstrate an understanding of the characteristics, diagnosis, assessment, and specific remedial techniques and academic management of students with learning disabilities. Students will be prepared as professional educators of students with learning disabilities.

**Course Objectives**

Upon successful completion of this course, the students will be able to:

1. Discuss key contributors to and the historical development of the field of learning disabilities.
2. Identify and explain the basic medical aspects of a learning disability.
3. Plan appropriate academic and social activities in the areas of math, reading, writing, social development, and communication for students with learning disabilities.
4. Identify and explain the educational placement options for students with learning disabilities.
5. Identify components and plan for the transition from school to work for students with learning disabilities.
6. Discuss and apply the concepts of learning from text to the actual classrooms.
7. Obtain and analyze research articles pertinent to students with learning disabilities and compare information in the articles with class discussions and activities.

**Course Contents**

**1-Introduction**

* Definition
* History of learning disabilities
* Causal factors
* Incidence & prevalence
* Co morbid and co occurring conditions
* Prognosis
* Programs and settings for LDs

**2-Characteristics of learning disabilities**

* + Overview of the brain, biology and behavior
  + Memory and meta cognition
  + Communication problems
  + Phonological processing problems
  + Self concept, self esteem and self efficacy
  + Social competence
  + Understanding laws of LDs

**3- Assessment of LDs**

* The multi-disciplinary team process
* Intellectual assessments
* Academic assessments
* Language assessments
* Health assessments
* Behavioral assessment
* Choosing the appropriate educational settings

**4- Classifications of LDS**

* Characteristics of Dyslexia
* Characteristics of Dyscalculia
* Characteristics of Dysgraphia

**5- Classroom management**

* + Attractive and useful classroom
  + Behavioral management considerations
  + Preventing misbehaviors
  + Handling misbehavior
  + Crisis management

**6-Academic management Considerations**

* + Students need analysis
  + Adaptations in curriculum
  + Adaptation in Instruction
  + Adaptation in Material
  + Evaluation Criteria

**Suggested Readings**

1. Kirk, A.S., Gallaghar, J. J. & Anastsiow, N. J. (2003).*Educating Exceptional Children.* (10th ed.). Houghton Mifflin Company.
2. Harwell, M., J. (2001). Complete learning disabilities handbook: (New 2nd ed.). San Francisco : Jossey- Bass PB.
3. Kirk, A. S., Gallaghar, J. J. & Anastsiow, N. J. (2000). *Educating Exceptional Children.* (8th ed.). Houghton Mifflin Company.
4. Kirk, A. S., Gallaghar, J.J. & Anastsiow, N. J. (1989). *Educating Exceptional Children.* (3rd ed.) .Houghton Mifflin Company.
5. Friend, M. (2006). Special Education: contemporary perspectives for school professionals: (IDEA 2004 ed.). USA. Pearson Education , Inc.