EDSP 6410 Advanced Seminar in Learning Disabilities (Mild/Moderate Disabilities)-2
Educational Theories and Practices
Thursday, 5:30-8:20
Wooten 315

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Phone: 940-565-2628
Office Hours: Monday 1:00-5:00, Thursday 9:00-12:00 and 1:30-5:30 and by appointment

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the Office of Disability Accommodation website at http://www.unt.edu/oda. You may also contact them by phone at 940-565-4323.

“Academic integrity emanates from a culture that embraces the core values of trust and honesty necessary for full learning to occur. As a student-centered public research university, the University of North Texas promotes the integrity of the learning process by establishing and enforcing academic standards. Academic dishonesty breaches the mutual trust necessary in an academic environment and undermines all scholarship.” Academic dishonesty includes cheating, plagiarism, fabrication, facilitating academic dishonesty and sabotage. You can find the policy and procedures at http://vpaa.unt.edu/academic-integrity.htm

The instructor considers class attendance important and desires that students attend and fully participate in all scheduled class sessions. However, understanding that personal circumstances do arise, each student is given one excused absence. Absences in excess of the excused absence will require the submission of a mini paper. The topic of the paper will be assigned by the instructor. When possible, notify the instructor of your plans to be absent from class.

Evidence-based practice (EBP) is generally defined as using scientifically-based research to guide educational (at-any level) decisions regarding teaching and learning approaches, strategies, and interventions. EBPs will be utilized in the teaching of this class and it will be considered across all topics covered.

1.0 Course Description:
3 hours. Analysis of theoretical issues surrounding a life-span approach to learning disabilities (mild/moderate disabilities). Emphasis is on the cognitive, social and neuropsychological research applicable to learning disabilities (mild/moderate disabilities). Educational implications of the research also are addressed.
2.0 **Competency Goal Statements:**

2.1 Provide an environment for the presentation, consideration and discussion of issues surrounding learning disabilities (mild/moderate disabilities) and the field of learning disabilities (mild/moderate disabilities).

2.2 Identify and discuss existing definitions, philosophies and theories regarding learning disabilities (mild/moderate disabilities).

2.3 Chronicle the development of the field of learning disabilities (mild/moderate disabilities) and identify factors influencing its development.

2.4 Explore major issues in the field of learning disabilities (mild/moderate disabilities).

2.5 Examine the social and political context of learning disabilities (mild/moderate disabilities).

2.6 Develop and share a personal professional philosophy regarding learning disabilities (mild/moderate disabilities).

3.0 **Required Texts:**


4.0 **Course Requirements:**

4.1 **Co-Moderator**

Each student will act as a co-moderator during a class session with the instructor. As co-moderator, the student will work with the instructor in selecting at least six readings for the class session. **Please arrange to meet with the instructor three weeks prior to the discussion.** Articles must be distributed no later than 10 days prior to discussion via Blackboard. In addition to the readings assigned, each classmate will read an additional piece on the issue(s) to be discussed. Topics a have already been assigned.

**50 points**

2/14 Theoretical Perspectives of Intellectual Disabilities—Kathy & Jessica

2/21 Classification & Epidemiology of Intellectual Disabilities—Kara & Michelle

2/28 Genetics, Behavior and Behavioral Phenotypes of Intellectual—Callie & Susan

Disabilities & Neurobiological Aspects of Learning Disabilities
Leading Figures in Learning and Intellectual Disabilities

Listed below are name of key figures in the field of learning and intellectual disabilities. Each student has been assigned an individual researcher to explore. Students will be responsible for providing a two to three page written summary of the individual’s work their and importance to the field. Additionally, please provide a one to two page bibliography of key research and writings of the individual.

Due 3/21—50 points

Glenn Fujiura—Kathy
Donald Deshler & Jean Schumaker—Frankie
Lloyd Dunn—Jieun
Reid Lyon—Julie
Wolf Wolfensberger—Jessica
James Harris—Katina
Jean Ayers—Michelle

Kenneth Kavale—Cristina
Lee Swanson—Walaa
Lynn & Doug Fuchs—Ricardo
Sharon Vaughn—Susan
Samuel Kirk—Nicole
Burton Blatt—Kara
Evelyn Deno—Callie

Report on Therapies and Interventions

Each student will explore therapies and interventions that have been used with students who have learning and intellectual disabilities. A written summary of the therapy 3-4 pages will be submitted via Blackboard

Written reports should include:
- Theoretical background
- Description of the Therapy
- Practitioners who practice therapy
- Where therapy/intervention is performed
- Training in therapy/intervention
- Cost of therapy/intervention
- Research supporting therapy

Due Date 2/28—50 points
Topics and Assignments
Learning Strategies--Cristina  Orton-Gillingham--Nicole
Physical Manipulations and Message—Jieun  School Attuned--Jessica
Vision Training and Behavioral Optometry--Katrina  Direct Instruction--Kara
Alphabetic Phonics, Scottish Rite--Julie  Biofeedback—Walaa
Homeopathy (Block Center)—Ricardo  Randomized Trials--Michelle
Medical Treatments (ADHD, Anxiety)--Susan  Behavioral Interventions—Callie
Sensory Integration and Integrated Learning Therapy-- Kathy Yoga—Frankie

4.4 Brief Papers
Complete two brief papers (six to eight pages) on a topic of choice selected from the syllabus. Please do not select the topic you moderate. You will be required to submit two copies of the paper. One copy of the paper will be used by the instructor and the second will be blind-reviewed by a classmate.
Due Dates 2/14, 3/28--50 points (25 points each)

4.5 Review of Literature
Write a thorough (no less than 25 pages) review of literature on a topic of interest related to mild/moderate disabilities. Topic must be approved in advance.
Due Date 4/18--100 points

4.6 Professional Philosophy of Mild/Moderate Disabilities
Develop and be prepared to share a personal professional philosophy (4-5 pages) regarding.
a. the cause of mild/moderate disabilities
b. the definition of mild/moderate disabilities
c. the categories “learning disabilities” “intellectual disabilities”
d. future of the field of the constructs “learning disabilities” “intellectual disabilities”
e. change in views about mild/moderate disabilities from beginning of course
Due Date 5/2--50 points

4.7 Blackboard Discussion
On 4/4 and 4/25 Students will be required to participate in discussions held on Blackboard. A grade of 0-25 points will be assigned for participation. Further details will be provided

5.0 Course Calendar

1/17 Introduction and Planning

1/24 Diversity and Teacher Preparation: Culturally Responsive Planning


**1/31 A Historical View of Mild/Moderate Disabilities**


**2/7 Definitional Issues**


Lyon, G. R., Fletcher, J. M., Shaywits, S. E., Shaywitz, B. A., Torgensen, J. K., Wood, F. B., Schulte, A.,


2/14  **Theoretical Perspectives of Intellectual Disabilities**  


2/21 **Classification & Epidemiology of Intellectual Disabilities**

2/28 **Genetics, Behavior and Behavioral Phenotypes of Intellectual Disabilities & Neurobiological Aspects of Learning Disabilities**

3/7 **Assessment of Mild/Moderate Disabilities**


3/14 **SPRING BREAK**

3/21 **Response to Intervention & Issues of Placement**

3/28 **Cognitive Aspects of Learning Disabilities**

4/4 **Technology & Mild/Moderate Disabilities**

4/11 **Reading and Language Disabilities**

Harris, J. C. (2006). Intellectual disability: Understanding its development, causes, classification,
evaluation, and treatment, (pp. 11-41). New York: Oxford University Press.

4/18 Mathematics Disabilities

4/25 Therapies and Interventions
AERA BLACKBOARD

5/2 Written Expression Disabilities & Adults with Mild/Moderate Disabilities

5/9 Final and Future Perspectives in Mild/Moderate Disabilities


6.0 Grading Criteria
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<tr>
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<th>Points</th>
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<tbody>
<tr>
<td>Discussion Moderation</td>
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<tr>
<td>Brief Papers (25 points each)</td>
<td>50</td>
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<tr>
<td>Review of Literature</td>
<td>100</td>
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<tr>
<td>Professional Philosophy</td>
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<td>Therapies and Interventions</td>
<td>50</td>
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<td>Leading Figures in LD</td>
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<td>Blackboard Participation</td>
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100%-92% = A
91%-83%  = B
82%-74%  = C