

I. COURSE DESCRIPTION:

A. Department Information:

Division: Student Support
Department: DSPS
Course ID: SDEV 900
Course Title: Assessment of Learning Disabilities
Units: .5
Lecture: .5 hour
Laboratory: None
Prerequisite: None

B. Catalog and Schedule Description: Introduction to the history, general characteristics and legal definition of learning disabilities. Includes identification of students' learning strengths and weaknesses and the determination of students' eligibility for learning disability services. Emphasis on the LD services at the college and the development of an individualized education plan to compensate for any identified learning disability. Graded on a credit/no credit basis only. (formerly HUMDV 900)

II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: One

III. EXPECTED OUTCOMES FOR STUDENTS:

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

- A. Define learning disabilities
- B. Describe general characteristics and various subtypes of learning disabilities.
- C. Explain the assessment process in relation to their own academic and learning modality strengths and weaknesses.
- D. Discuss the services available through DSPS
- E. Relate personal strengths, weaknesses and special needs to appropriate services and/or coping strategies.
- F. Demonstrate ability to act as self-advocate.

IV. COURSE CONTENT:

- A. Learning Disabilities
 1. Multiple definitions
 - a. legal
 - b. California Community College
 - c. K-12
 2. History
 3. General Characteristics
 4. Theories
- B. Orientation to Program
 1. Services
 2. Assessment Process
 3. Self-advocacy
- C. Individual Assessment
 1. Interview
 2. AAS-II
 3. Achievement
 4. Cognitive
- D. Assessment feedback
 1. Relative strengths and weaknesses
 2. Normative strengths and weaknesses
 3. Accommodations related to functional limitation
 4. Resources available
 5. Coping strategies

V. METHODS OF INSTRUCTION:

- A. Lecture
- B. Group Assessment
- C. Individual Assessment
- D. Class Discussions
- E. Multi-media

VI. TYPICAL ASSIGNMENTS:

- A. An Intake Interview is required as homework.
- B. An Academic Achievement Survey is required as homework.

VII. EVALUATION:

- A. Methods of Evaluation
 - 1. Class Participation
 - 2. Completion of individualized assessment process
 - a. Wide Range Achievement Test
 - b. Wechsler Individual Achievement Test
 - c. Woodcock-Johnson Test of Academic Achievement
 - d. Nelson-Denny Reading Test
 - 3. Intake interview
- B. Frequency of Evaluation
 - 1. Weekly assessments
 - 2. Final review of feedback
 - Sample final review questions:
 - 1. Give two reasons why a learning disability causes math-learning problems.
 - 2. How are accommodations determined for students with learning disabilities?
 - 3. What is the legal definition of a learning disability?
 - 4. Describe your understanding of the Americans with Disabilities Act.

VIII. TYPICAL TEXT(S):

Cobb, J. Learning How to Learn: Getting into and Surviving College When You Have a Learning Disability. CWLA Press, 2003.

Dolber, R. College and Career Success for Students with Learning Disabilities. VGM Career Horizons, 1996.

Assessment Instruments

Academic Attribute Survey-II (AAS-II), 1993.

Measured Achievement:

Wide Range Achievement Test-Revised (WRAT3), 1993.

Woodcock-Johnson Psycho-Educational Battery-Revised Tests of Achievement (WJ III ACH), 2001.

Measured Ability:

Wechsler Adult Intelligence Scale-Third Edition (WAIS-III), 1997.

Woodcock-Johnson Psycho-Educational Battery-Revised: Tests of Cognitive Ability (WJ III COG), 2001.

IX. OTHER SUPPLIES REQUIRED OF STUDENTS: None