WILLIAM PATERNSON UNIVERSITY  
College of Education  
Department of Special Education and Counseling  

COURSE OF STUDY  

Theme: Preparing Inquiring Educators: Knowledge, Understanding and Application  

A. Course Title: SPED 644 Correction of Learning Disabilities  
Credits: 3  

B. Course Description: Researched-based methods for the correction of deficits in reading, writing, math, and study skills are presented in the classroom and practiced in the clinic. Students use informal assessment and diagnostic findings to develop and teach lessons aligned with the NJ Core Curriculum Content Standards to children and adolescents in a clinical setting. The emphasis is upon the generalization and maintenance of skills to school settings.  

C. Prerequisites, Co-Requisites and Restrictions:  
- SPED 542 Educational Services  
- SPED 543 Diagnosis of Learning Disabilities  
- SPED ___ Accommodations and Modifications  

D. Course Objectives: Students will . . .  
1. design an educational plan for a student with learning problems that is based upon an understanding of the student’s cultural, linguistic, and family background, learning style, sources of motivation and interests  
2. develop and conduct informal assessments and inventories of students to identify strengths and weaknesses in academic skills, starting points of instruction, and goals and objectives aligned with the New Jersey Core Curriculum Content Standards and the general education curriculum  
3. interpret and implement the recommendations of a diagnostic evaluation.  
4. implement research-based strategies and methods to address deficits in skills, and comprehension in reading, written language, math, and the content areas.  
5. adapt commercial teaching materials to facilitate learning and practice  
6. recommend/utilize technology to enhance learning  
7. select and teach appropriate study skills  
8. utilize teaching strategies that focus on critical thinking, self-advocacy and the maintenance, generalization, and transfer of skills  
9. assess progress and make recommendations for further remediation
of skills and accommodations within the classroom
10. explain the relationship between the student’s learning ability and performance on educational tasks.
11. develop the ability to do a task analysis based upon the strengths and weaknesses of the student
12. communicate goals, methods, and progress in written and oral form to parents/guardians
13. collaborate with parents to extend the learning during clinic to the home

E. **Student Learning Outcomes**: The student will . . .
   1. demonstrate the ability to apply their understanding of remediation through the development and implementation of an education plan that includes pre- and post-assessment, goals and objectives aligned with the NJ CCCS, and appropriate instructional methods, for a child or adolescent with learning problems

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>CEC</th>
<th>NJ PTS</th>
<th>NJ CCCS</th>
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<tr>
<td>Educational Plan</td>
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F. **Course Content**: 
1. Assessment
   a. The relationship between diagnostic information and teaching
   b. Interest inventories
   c. Parent interviews
   d. Functional assessment
2. Elements of Planning
   a. Task analysis
   b. Cultural and language differences that impact teaching and learning
   c. Adapting materials
   d. Multi-sensory instruction – kinesthetic and visual learning
   e. Technology
   f. Development of goals and objectives aligned with the NJ CCCS
   g. Generalization, maintenance and transfer of skills
3. Use of research-based strategies for the remediation of academic deficits in the following areas:
   a. Reading readiness
   b. Phonemic awareness
   c. Letter-sound relationships
   d. Reading for comprehension
   e. Spelling
   f. Language mechanics
   g. Sentence construction
   h. Expository writing
   i. Writing as a process
j. Math readiness and numeration skills
k. Whole number, fraction, decimal operations
l. Word problems

4. Study Skills
   a. Memorization
   b. Notetaking
   c. Testtaking

G. Teaching/Learning Methods:
   - Lecture and discussion
   - Assigned readings
   - Small group projects
   - Case studies
   - Clinical practice
   - Audio-visual materials
   - Reflective writing and sharing

H. Performance-Based Assessment:
   1. Education Plan, as assessed by a rubric
   2. Other assessments as designated by the instructor

I. Recommended Text/Readings:

J. Preparer’s Name: Peter Griswold, Ed. D.

K. Department Approval Date:

L. Current Revision: Susan Kuveke

M. Current Department: Approval Date: 7/00

N. Selected Bibliography:
