

Course Schedule

Important: ALL TIMES EASTERN - Please see the [University Policies](#) section of your Course Outline for details

| Week | Module | Readings | Activities and Assessments | Start Date | Due Date | Weight (%) |
|-----------------------------------|--|------------------------|--|---|---|------------|
| Week 1 January 5 - 14 | Module 1: Learning Disabilities and Related Disabilities: Characteristics and Current Directions | Text, Chapter 1 | Introduce Yourself - see Discussion Board | | Complete your Introduction by Friday January 21, 2022 | Ungraded |
| Week 2 January 17- 21 | Module 2: Assessment and the IEP Process | Text, Chapter 2 | | | | |
| Week 3 January 24 - 28 | Module 3: Specialized Instruction, Technology, Educational Settings, and the Role of the Family | Text, Chapters 3 and 4 | Quiz 1 on Modules 1 & 2 and Chapters 1 & 2 | Monday, January 24, 2022 at 13:00 (1:00 PM) | Tuesday, January 25, 2022 at 13:00 (1:00 PM) | 14% |
| Week 4 January 31 - February 4 | Module 4: Theories of Learning | Text, Chapter 5 | | | | |
| Week 5 February 7 - 11 | Module 5: Social, Emotional, and Behavioural Challenges | Text, Chapter 6 | Quiz 2 on Modules 3 & 4 and Chapters 3, 4 & 5 | Monday, February 7, 2022 at 13:00 (1:00 PM) | Tuesday, February 8, 2022 at 13:00 (1:00 PM) | 14% |
| Week 6 February 14 - 18 | Module 6: Autism Spectrum Disorders (ASD) and Attention Deficit Hyperactivity Disorder (ADHD) | Text, Chapter 7 | Paper Due Date if you want written feedback on your paper. Note - feedback will be provided with your grade sometime after March 4 | | Friday, February 18, 2022 at 13:00 (1:00 PM) | 40% |

Week 7 - Reading week (Saturday, February 19, 2022 to Sunday, February 27, 2022)

| | | | | | |
|---|--|-----------------------------|--|---|------------|
| Week 8 February 28 - March 4 | Module 7: Young Children with Disabilities | Text, Chapter 8 | Paper Due - second option for due date if you want extra time. No written feedback provided. | Friday, March 4, 2022 at 13:00 (1:00 PM) | 40% |
| Week 9 March 7 - 11 | Module 8: Adolescents and Adults With Learning Disabilities and Related Disabilities | Text, Chapter 9 | Quiz 3 on Modules 5, 6 & 7 and Chapters 6, 7 & 8 | Monday, March 7, 2022 at 13:00 (1:00 PM) Tuesday, March 8, 2022 at 13:00 (1:00 PM) | 14% |
| Week 10 March 14 - 18 | Module 9: Spoken Language Difficulties and Disorders and Module 10: Reading Difficulties | Text, Chapters 11 and 12 | | | |
| Week 11 March 21 - 25 | Module 11: Written Language: Written Expression, Spelling, and Handwriting | Text, Chapter 13 | Quiz 4 on Modules 8, 9, & 10 and Chapters 9, 11, & 12 | Monday, March 21, 2022 at 13:00 (1:00 PM) Tuesday, March 22, 2022 at 13:00 (1:00 PM) | 14% |
| Week 12 March 28 - April 1 | Module 12: Mathematics Difficulties | Text, Chapter 14 | General Reflection Discussion | Monday, March 28, 2022 at 8:00 AM Tuesday, April 5, 2022 at 13:00 (1:00 PM) | 4% |
| Week 13 April 4 & 5 | | | Quiz 5 on Modules 11 & 12 and Chapters 13 & 14 | Monday, April 4, 2022 at 13:00 (1:00 PM) Tuesday, April 5, 2022 at 13:00 (1:00 PM) | 14% |

Contact Information

Announcements

Your instructor and TAs uses the **Announcements** widget on the **Course Home** page during the term to communicate new or changing information regarding due dates, instructor absence, etc., as needed.

You are expected to read the announcements on a regular basis.

To ensure you are viewing the complete list of announcements, you may need to click **Show All Announcements**.

Discussions

A [General Discussion](#) topic* has also been made available to allow students to communicate with peers in the course. Your instructor and/or TAs may drop in at this discussion topic.

Contact Us

Who and Why

Contact Details

Post your course-related questions to the [Ask Dr. D, Sarah, Areesha, and Karen](#) discussion topic*. This allows other students to benefit from your question as well.

Questions of a personal nature can be directed to your instructor or TAs.

Instructor and TAs

- Course-related questions (e.g., course content, deadlines, assignments, etc.)
 - Note that all deadline extensions for quizzes, discussions, and/or assignments must be **directed to and approved** by the Instructor
- Questions of a personal nature

Instructor: Dr. Maureen Drysdale

mdrysdal@uwaterloo.ca

Virtual office hours (apart from those pre-arranged the [Course Schedule](#)): By appointment only.

TA: Sarah Callaghan

scallaghan@uwaterloo.ca

TA: Areesha Satti

ajsatti@uwaterloo.ca

TA: Karen Kumar

k46kumar@uwaterloo.ca

Your instructor and TAs check the [Ask Dr. D, Sarah, Areesha, and Karen](#) discussion topic* frequently and will make every effort to reply to your questions within 24–48 hours, Monday to Friday.

learnhelp@uwaterloo.ca

Technical Support,
Centre for Extended Learning

Include your full name, WatIAM user ID, student number, and course name and number.

- Technical problems with Waterloo LEARN Technical support is available during regular business hours, Monday to Friday, 8:30 AM to 4:30 PM (Eastern Time).

[IST Knowledge Base: For Students](#)

[Student Resources](#)

Learner Support Services,
Centre for Extended Learning

extendedlearning@uwaterloo.ca

- General inquiries
- Examination information

Include your full name, WatIAM user ID, student number, and course name and number.

*Discussions can be accessed by clicking **Connect** and then **Discussions** on the course navigation bar above.

Course Description and Learning Outcomes

Course Description

This course presents a critical examination of learning disabilities and other related disabilities such as Attention Deficit Hyperactivity Disorder (ADHD) and Autism. Both the theoretical and empirical research will be presented as well as the role played by memory and attention in the development of learning problems. Types of assessment and interventions will be provided as well as a repertoire of successful teaching strategies that can be used to enhance learning and ensure that all students can reach their potential.

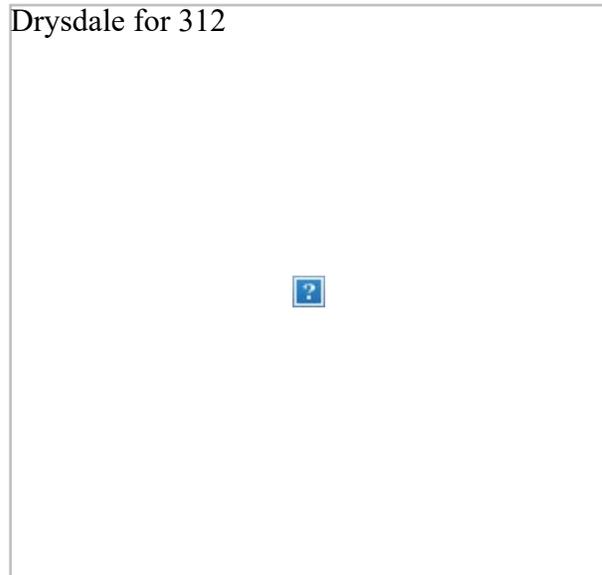
Learning Outcomes

Upon completion of this course, students should be able to:

- Explain the historical and theoretical perspectives related to learning disabilities and related disabilities
- Explain and critique the definitions, characteristics, categories, and current directions of learning disabilities and related disabilities
- Critically examine the contributing factors of learning disabilities and related disabilities
- Compare and contrast learning disabilities and related disabilities
- Describe identification techniques, different assessment tools, and the IEP process
- Evaluate classroom behavioural management strategies
- Describe the ABC pathway and Functional Behavioural Assessment
- Evaluate critically the current landscape in special education and inclusive education
- Describe the responsibilities of the Ontario government with respect to educating students with learning disabilities and related disabilities
- Discuss the impact of learning disabilities across the course of child and adolescent development
- Describe the social, emotional, and behavioural challenges associated with learning disabilities and related disabilities
- Discuss the roles played by various medical and educational models
- Establish a repertoire of learning and instructional strategies for success

About the Course Instructor and Authors

Course Author and Instructor— Dr. Maureen T. B. Drysdale



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Dr. Maureen Drysdale is Professor of Psychology at St. Jerome's University and Adjunct Professor in the School of Public Health and Health Systems at the University of Waterloo. She received a BSc in Geological Sciences and Psychology, a BEd in Secondary Physical Sciences, an MSc in Educational Psychology, followed by a PhD in Applied Psychology and Educational Research from the University of Calgary. In addition to Learning Disabilities, Dr. Drysdale teaches courses in Educational Psychology, Adolescence and Emerging Adulthood, Child and Adolescent Psychopathology, Statistics, and advanced Seminars in Educational Psychology and Adolescent Psychopathology.

Prior to joining St. Jerome's University and the University of Waterloo, Dr. Drysdale taught in the Department of Psychology and the Faculty of Education at the University of Calgary where she taught Basic Multivariate Statistics & Psychometrics, Classroom Measurement & Evaluation, and supervised student teachers in the BEd program. She also spent considerable time working in the schools conducting psychological assessments of children with mental health and learning problems.

Dr. Drysdale is the Director of the Well-Link Research Lab at St. Jerome's University where she leads a large research team of undergraduate interns, graduate research assistants, and collaborators from institutions around the globe who are dedicated to enhancing the mental health and wellbeing of university students during school-to-school and school-to-work transitions. The research in the lab examines psychological attributes, sense of belonging, peer support, social support, anxiety, depression, and other mental health and wellbeing constructs. Dr. Drysdale has a particular interest in vulnerable populations, students with exceptionalities, and experiential education.

UW Scholar Website: [Dr Maureen T B Drysdale](#)

Course Contributor — Margaret McBeath

McBeath for 312



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Margaret McBeath is a PhD student in the School of Public Health Sciences at the University of Waterloo. She completed her Bachelor's degree in Psychology and Master of Science in Health Studies also at Waterloo.

As a researcher, Margaret is acutely aware of the impact of learning disabilities on developmental and mental health outcomes for individuals. Additionally, Margaret's interest and expertise in the field of learning disabilities has been shaped by her lived experience as a parent of children with learning disabilities.

Course Contributor — Sarah Callaghan

Sarah Callaghan



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Sarah graduated from the University of Waterloo in 2018 with an Honours BA in Psychology and a minor in Sexuality, Marriage, and Family Studies. She has an MEd from the University of Ottawa in Counselling Psychology and is a Mental Health and Addictions Counsellor, and working to become a psychotherapist.

Sarah is also a Researcher and the Lab Manager in the [Well-Link Lab](#). Her undergraduate thesis project focused on the wellbeing of self-identified gifted university students, and it was completed in the lab. Her research interests are focused on trauma and mental health and wellbeing, such as resiliency and hope among students. She is also interested in mental health literacy and how it can be integrated into education.

Sarah has been a teaching assistant at the University of Waterloo since 2017 and has supported students in multiple psychology courses

Materials and Resources

Textbook

Required

Lerner, J. W., & Johns, B. H. (2015). *Learning disabilities and related disabilities: Strategies for success (13 ed.)*. Cengage Learning.

Note: Students may choose hardcover or looseleaf version of required text - Mindtap code (with looseleaf option) is not used in class, and is not supported by instructor. Please do not purchase Mindtap, as it will not be used.

For textbook ordering information, please contact the [W Store | Course Materials + Supplies](#) 

For your convenience, you can compile a list of required and optional course materials through [BookLook](#)  using your Quest userID and password. If you are having difficulties ordering online and wish to call the Waterloo Bookstore, their phone number is +1 519-888-4673 or toll-free at +1 866-330-7933. Please be aware that textbook orders **CANNOT** be taken over the phone.

Resources

- Library services for [Co-op students on work term and students taking online courses](#) 

Grade Breakdown

The following table represents the grade breakdown of this course.

| Activities and Assessments | Weight |
|--------------------------------------|----------------------|
| Paper | 40% |
| General Reflection Discussion | 1 x 4% = 4% |
| Quizzes (4 of 5 quizzes at 14% each) | 4 x 14% = 56% |

Official Grades and Course Access

Official Grades and Academic Standings are available through [Quest](#).

Course Policies

Course Policies

Late Additions to the Course

If you enroll in this course after any of the due dates have passed, but before the add period ends, contact your instructor directly to make alternate arrangements. See the [Course Schedule](#) for due dates. See the [Contact Information](#) page for how to get in touch with your instructor.

Correspondence

- All correspondence and announcements will be posted on Learn.
- Students using the telephone to contact the professor **must** include their first and last names, student number, and course in which they are enrolled. All emails should be respectful, polite, professional, and structured with a salutation/greeting (e.g., Dear/Hello Dr. Drysdale or Dear/Hello TA Sarah/Ava), a purpose, and a closing signature (e.g., regards, kind regards, sincerely). If emails are not structured correctly, we will not respond.
- Do not email or telephone asking for grades. All grades will be posted on Learn.

Assessment Deadlines and Grades

- Deadline dates, grades, and weightings are **final**. Please do not request changes to the weighting of any assessments, or deadline dates, or times (medical exceptions - see policy for deferrals below - and late additions excluded).

Release of Grades

- When assessments are graded, the results will be posted on Learn. Grades are not released over email or telephone. Do not send an email to the Instructor or TAs regarding “when will the grades be posted?”. We endeavour to complete the grading as quickly as possible and normally grades are posted within a week of the assessment.

Regarding Cheating

Cheating is strongly discouraged for the quizzes and other assessments. You can maximize your learning by completing the readings and assignments and taking responsibility for studying. We encourage all students to complete the quizzes and other assessments with integrity.

Extensions and Deferrals Policy for All Assessments

- **Extensions for the quizzes, the reflection discussion, and the paper will not be granted unless serious extenuating circumstances exists.**
- **For serious extenuating circumstances, Dr. Drysdale's policy must be followed.**
- **A change of due date or change of date will be refused if the Instructor's policy is not followed.** If a student completes a quiz while ill, the grade stands.
- Only on the documented basis of illness or other extreme circumstance will students be permitted to an extension for a quiz, discussion, or the paper assignment.
- **In all cases (e.g., death in the family, illness) *it is the student's responsibility to inform the Instructor BEFORE the due date.*** Failure to contact the Instructor before the due date forfeits a right to an extension or

make-up. The voice mail stamps the date and time of telephone calls.

- **In the case of illness, the student must provide an official “*Verification of Illness Form*” (VIF) from the University of Waterloo (available online at the [Student Medical Clinic](#)) - which states that, due to medical (physical and/or mental health) reasons, it was IMPOSSIBLE (i.e., severe illness) for the student to complete the quiz, discussion, and/or paper by the due date.**
- **The verification of illness form must be completed, endorsed, and stamped by a licensed medical practitioner BEFORE OR ON THE SAME DAY as the due date. Once the student has been seen by a licensed medical practitioner and the VIF has been completed, the student must inform the Instructor by email or phone ASAP. A form completed after the day and time of the due date WILL NOT BE ACCEPTED. The completed form must be submitted to the Instructor within 24 hours of the due date – a photo of the VIF can be emailed as soon as it is received from the licensed medical practitioner (see below for submitting the hard copy). Doctors’ notes created by a physician or clinic, or notes scribbled on a prescription pad are *NOT* acceptable medical certificates.**
- **In the case of an immediate family members’ illness or hospitalization, documentation from the hospital or attending physician is required. Deferrals and extensions will only be granted for immediate family member illnesses. An immediate family member is defined as (and limited to) a student’s: spouse/common-law partner, child, parent, grandparent, sibling, mother-in-law, father-in-law, brother-in-law, and sister-in-law.**
- **In the case of a death in the family, documentation must be provided indicating your relationship to the deceased, the date and time of the funeral service, and an official letter or certificate from the funeral home or organization handling the arrangements. Deferrals will only be granted for a partner’s death or an immediate family member’s death.**
- **Failure to follow the above requirements will forfeit your right to an EXTENSION OR make-up. *If you are ill and you contact the Instructor after the due date, you will NOT be permitted to complete the quiz, discussion, and/or paper assignment.*** You will receive a ‘0’ on the assessments. Exception: if you are involved in an accident and/or hospitalized during the week of the quiz, discussion, or paper assignment (documentation required) and as a result you are not able to call the day of the due date, then the Instructor must be notified and a request for an extension or deferral must be received no later than *24 hours after the due date*. If you are extremely incapacitated or severely ill (physical or mental health) and hospitalized, or have had an unexpected death in the family within 24 hrs prior to the due date, then have a friend or family member call ASAP and *no later than 48 hours after the due date*.
- To confirm you've read this, please email a photo of a flower to Dr. D and the TAs.
- Any student missing a quiz, discussion, and/or the paper assignment with a valid reason and having followed policy must complete the quiz, discussion, or paper assignment that was missed unless they choose on their own to forfeit the grade.. The format of the quiz, or paper assignment may differ.
- Please note that the following are NOT valid reasons for rescheduling or requesting an extension:
 - Travel (varsity athletic, other sports teams, or personal – family or friend weddings included)
 - Work overload
 - Full-time or part-time work schedules that conflict with academic work
 - Forgetting you had a due date or exam

