

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 9 – 15	Module 1: Learning Disabilities and Related Disabilities: Characteristics and Current Directions	Text, Chapter 1	Introduce Yourself Zoom Office Hours: Welcome to the course, meet and group		Complete your Introduction by Friday January 20, 2023	Ungraded
Week 2 January 16 – 22	Module 2: Assessment and the IEP Process	Text, Chapter 2				
Week 3 January 23 – 29	Module 3: Specialized Instruction, Technology, Educational Settings, and the Role of the Family	Text, Chapters 3 and 4	Quiz 1: Includes Text, Chapters 1 & 2 and Modules 1 & 2	Monday, January 23, 2023 at 13:00 (1:00 PM)	Tuesday, January 24, 2023 at 13:00 (1:00 PM)	14%
			Zoom Office Hours: Chat		Meeting times and links to be posted in Learn	

time

Announcement

Week 4

**January 30 –
February 5**

[Module
4: Theories of
Learning](#)

Text,
Chapter 5

Week 5

February 6 – 12

[Module
5: Social,
Emotional, and
Behavioural
Challenges](#)

Text,
Chapter 6

[Quiz 2:](#)

Includes **Text, Monday, Tuesday,
Chapters 3, 4 February 6, February 7,
& 5 and 2023 at 13:00 2023 at 13:00
Modules 3 & (1:00 PM) (1:00 PM)**
4

14%

Zoom Office
Hours: Chat
time

Meeting times
and links to be
posted in Learn
Announcement

Week 6

February 13 – 17

[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
(feedback will
be provided
with your
grade
sometime
after March 3)

Friday,
February 17,
2023 at 13:00
(1:00 PM)

40%

Zoom Office
Hours: Chat
time

Meeting times
and links to be
posted in Learn
Announcement

Reading week (Saturday, February 18, 2023 to Sunday, February 26, 2023)

<p>Week 7 February 27 – March 5</p>	<p>Module 7: Young Children with Disabilities</p>	<p>Text, Chapter 8</p>	<p>Paper: Second due date option if you want extra time (no written feedback provided)</p>	<p>Friday, March 3, 2023 at 13:00 (1:00 PM)</p>	<p>40%</p>
<p>Week 8 March 6 – 12</p>	<p>Module 8: Adolescents and Adults With Learning Disabilities and Related Disabilities</p>	<p>Text, Chapter 9</p>	<p>Quiz 3: Includes Text, Chapters 6, 7 & 8 and Modules 5, 6 & 7</p>	<p>Monday, March 6, 2023 at 13:00 (1:00 PM) Tuesday, March 7, 2023 at 13:00 (1:00 PM)</p>	<p>14%</p>
<p>Week 9 March 13 – 19</p>	<p>Module 9: Spoken Language Difficulties and Disorders and Module 10: Reading Difficulties</p>	<p>Text, Chapters 11 and 12</p>	<p>Zoom Office Hours: Chat time</p>	<p>Meeting times and links to be posted in Learn Announcement</p>	
<p>Week 10 March 20 – 26</p>	<p>Module 11: Written Language: Written Expression, Spelling, and Handwriting</p>	<p>Text, Chapter 13</p>	<p>Quiz 4: Includes Text, Chapters 9, 11 & 12 and Modules 8, 9 & 10</p>	<p>Monday, March 20, 2023 at 13:00 (1:00 PM) Tuesday, March 21, 2023 at 13:00 (1:00 PM)</p>	<p>14%</p>

Week 11	Module 12: Mathematics Difficulties	Text, Chapter 14	General Reflection Discussion	Monday, March 27, 2023 at 8:00 AM	Tuesday, April 4, 2023 at 13:00 (1:00 PM)	4%	
March 27 – April 2							
Week 12			Quiz 5:	Includes Text, Chapters 13 & 14 and Modules 11 & 12	Monday, April 3, 2023 at 13:00 (1:00 PM)	Tuesday, April 4, 2023 at 13:00 (1:00 PM)	14%
April 3 – 9			Zoom Office Hours: Chat time	Meeting times and links to be posted in Learn Announcement			

There is no final examination for this course

CONTACT INFORMATION

ANNOUNCEMENTS



You are expected to check **Announcements** on the **Course Home** page on a regular basis. To ensure you are viewing the complete list of announcements, you may need to click **Show All Announcements**.

DISCUSSIONS



Discussion topics can be accessed by clicking **Connect** and then **Discussions** on the course navigation bar above. An [Ask Your Peers](#) discussion topic has been made available to allow you to communicate with your peers in this course. Your instructor may drop in at this discussion topic.

CONTACT US



Who and Why

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

Technical Support,
Centre for Extended Learning

Contact Details

Post your course-related questions to the [Ask the Instructor](#) 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 TA.

Instructor: Dr. Maureen Drysdale
mdrysdal@uwaterloo.ca

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

TA: Sarah Callaghan
scallaghan@uwaterloo.ca

Your instructor checks email and the [Ask the Instructor](#) discussion topic frequently and will make every effort to reply to your questions within 24–48 hours, Monday to Friday.

learnhelp@uwaterloo.ca

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](#)

extendedlearning@uwaterloo.ca

Learner Support Services,
Centre for Extended Learning

- General inquiries
- Examination information

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

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 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 students during school-to-school and school-to-work transitions. The research in the lab examines self-efficacy, learning strategies, work ethic, motivation, 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](#)





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Margaret McBeath is a PhD student in the School of Public Health and Health Systems at the University of Waterloo. She completed her Bachelor's degree in Psychology and Master of Science in Health Studies also at Waterloo. Her research interests include: student mental health and well-being, the impact of sense of belonging and peer support, and the role of social media use for emerging adults. She has been involved in numerous research projects examining school-to-work transitions and mental health in emerging adults and is also a researcher and the lab manager for the Well-Link Research Lab at St. Jerome's University.

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. Margaret has had extensive experience working closely with psychologists, therapists, teachers, and school administrators. Her intimate understanding of the diagnostic process for learning disabilities, complexity of navigating treatment and school programs, and of the long-term effects of learning disabilities brings an important and highly relevant perspective to this course.

UW Scholar Website: [Margaret McBeath](#)





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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 recently received an MEd from the University of Ottawa in Counselling Psychology and is working to become a psychotherapist.

Sarah is also a Researcher 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 the hardcover or looseleaf version of the required text. The 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	4%
Quizzes (best 4 of 5 quizzes at 14% each)	$4 \times 14\% = \mathbf{56\%}$

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), 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

University Policies

Submission Times

Please be aware that the University of Waterloo is located in the **Eastern Time Zone** (GMT or UTC-5 during standard time and UTC-4 during daylight saving time) and, as such, the time that your activities and/or assignments are due is based on this zone. If you are outside the Eastern Time Zone and require assistance with converting your time, please try the [Ontario, Canada Time Converter](#).

Accommodation Due to Illness

If your instructor has provided specific procedures for you to follow if you miss assignment due dates, term tests, or a final examination, adhere to those instructions. Otherwise:

SELF-DECLARED ABSENCES FOR UNDERGRADUATE STUDENTS

Undergraduate students have the option to self-declare a short-term absence during the formal lecture period by following the [Undergraduate student short-term absences](#) process outlined by the Registrar's Office.

MISSED ASSIGNMENTS/TESTS/QUIZZES

Contact the instructor as soon as you realize there will be a problem, and preferably within 48 hours, but no more than 72 hours, have a medical practitioner complete a [Verification of Illness Form](#).

Email a scanned copy of the Verification of Illness Form to your instructor. In your email to the instructor, provide your name, student ID number, and exactly what course activity you missed.

Further information regarding Management of Requests for Accommodation Due to Illness can be found on the [Accommodation due to illness](#) page.

MISSED FINAL EXAMINATIONS

Contact your instructor as soon as possible if you are unable to fulfill academic requirements due to illness or other extenuating circumstances.

Further information about Examination [Accommodations](#) is available in the Undergraduate Calendar.

Academic Integrity

In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect, and responsibility. **If you have not already completed the online tutorial regarding academic integrity you should do so as soon as possible.**

Undergraduate students should see the [Academic Integrity Tutorial](#) and graduate students should see the [Graduate Students and Academic Integrity](#) website.

Proper citations are part of academic integrity. Citations in CEL course materials usually follow CEL style, which is based on APA style. Your course may follow a different style. If you are uncertain which style to use for an assignment, please confirm with your instructor or TA.

For further information on academic integrity, please visit the [Office of Academic Integrity](#).

Turnitin

Turnitin.com: Text matching software (Turnitin®) may be used to screen assignments in this course. Turnitin® is used to verify that all materials and sources in assignments are documented. Students' submissions are stored on a U.S. server, therefore students must be given an alternative (e.g., scaffolded assignment or annotated bibliography), if they are concerned about their privacy and/or security. Students will be given due notice, in the first week of the term and/or at the time assignment details are provided, about arrangements and alternatives for the use of Turnitin® in this course.

It is the responsibility of the student to notify the instructor if they, in the first week of term or at the time assignment details are provided, wish to submit the alternate assignment.

[Turnitin® at Waterloo](#)

Discipline

A student is expected to know what constitutes [academic integrity](#) to avoid committing an academic offence, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about "rules" for group work/collaboration, should seek guidance from the course instructor, academic advisor, or the undergraduate Associate Dean. For information on categories of offences and types of penalties, students should refer to [Policy 71 - Student Discipline](#). For typical penalties, check [Guidelines for the Assessment of Penalties](#).

Appeals

A decision made or penalty imposed under [Policy 70 - Student Petitions and Grievances](#), (other than a petition) or [Policy 71 - Student Discipline](#), may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to [Policy 72 - Student Appeals](#).

Grievance

A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70 - Student Petitions and](#)

[Grievances](#), Section 4. When in doubt please be certain to contact the department's administrative assistant who will provide further assistance.

Final Grades

In accordance with [Policy 46 - Information Management](#), Appendix A - Access to and Release of Student Information, the Centre for Extended Learning does not release final examination grades or final course grades to students. Students must go to [Quest](#) to see all final grades. Any grades posted in Waterloo LEARN are unofficial.

AccessAbility Services

[AccessAbility Services](#), located in Needles Hall, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodation to lessen the impact of your disability, please register with AccessAbility Services at the beginning of each academic term and for each course.

Accessibility Statement

The Centre for Extended Learning strives to meet the needs of all our online learners. Our ongoing efforts to become aligned with the [Accessibility for Ontarians with Disabilities Act \(AODA\)](#) are guided by University of Waterloo accessibility [Legislation](#) and policy and the [World Wide Web Consortium's \(W3C\) Web Content Accessibility Guidelines \(WCAG\) 2.0](#). The majority of our online courses are currently delivered via the Desire2Learn Learning Environment. Learn more about [Desire2Learn's Accessibility Standards Compliance](#).

Use of Computing and Network Resources

Please see the [Guidelines on Use of Waterloo Computing and Network Resources](#).

Copyright Information

UWaterloo's Web Pages

All rights, including copyright, images, slides, audio, and video components, of the content of this course are owned by the course author and the University of Waterloo, unless otherwise stated. By accessing this course, you agree that you may only download the content for your own personal, non-commercial use. You are not permitted to copy, broadcast, download, store (in any medium), transmit, show or play in public, adapt, or change in any way the content of these web pages for any other purpose whatsoever without the prior written permission of the course author and the University of Waterloo, Centre for Extended Learning.

Other Sources

Respect the copyright of others and abide by all copyright notices and regulations when using the computing facilities provided for your course of study by the University of Waterloo. No material on the Internet or World Wide Web may be reproduced or distributed in any material form or in any medium, without permission from copyright holders or their assignees. To support your course of study, the University of Waterloo has provided hypertext links to relevant websites, resources, and services on the web. These resources must be used in accordance with any registration requirements or conditions which may be specified. You must be aware that in providing such hypertext links, the University of Waterloo has not authorized any acts (including reproduction or distribution) which, if undertaken without permission of copyright owners or their assignees, may be infringement of copyright. Permission for such acts can only be granted by copyright owners or their assignees.

If there are any questions about this notice, please contact the University of Waterloo, Centre for Extended Learning, Waterloo, Ontario, Canada, N2L 3G1 or extendedlearning@uwaterloo.ca.