

The Hebrew University of Jerusalem

Syllabus

Teaching Students with Learning Disabilities and Attention Disorders Workshop and Practical Experi - 10106

Last update 03-08-2020

HU Credits: 2

Degree/Cycle: 1st degree (Bachelor)

Responsible Department: Revivim Judaism & Jewish Education

Academic year: 0

Semester: 2nd Semester

Teaching Languages: Hebrew

Campus: Mt. Scopus

Course/Module Coordinator: Moran Farhi

Coordinator Email: moransitbon@gmail.com

Coordinator Office Hours: By appointment

Teaching Staff:

Dr. Moran Farhi

Course/Module description:

The course will deal with the principles of teaching to students with learning disabilities and/or attention deficit disorder.

During the course, we acquire knowledge and research-based tools for effective intervention in order to improve the comprehension, written expression, and organizational abilities among adolescents with learning disabilities and/or ADHD, and even take 5 individual instruction sessions with a student. We will also learn how to evaluate the student's abilities, how to write a report with the appropriate goals, how to write a lesson set that integrates content alongside a learning strategy, and how to write a summary report of a tailored individual instruction.

Course/Module aims:

Exposure to the types of learning disabilities and definition of ADHD,

Exposure to non-formal evaluation tools,

Experience with teaching methods to students with learning disabilities and/or ADHD, while emphasizing strategies in the field of reading comprehension, written expression and organization

Learning outcomes - On successful completion of this module, students should be able to:

Familiarize with the definitions of learning disabilities and ADHD.

To build and perform an evaluation in the field of literacy in middle school students,

Build and implement a work plan for a student with learning disabilities/ADHD in literacy

Attendance requirements(%):

100

Teaching arrangement and method of instruction: Discussions, workshops, lectures, learning colleagues, practical experience

Course/Module Content:

Principles in adapted teaching to students with learning disabilities and/or ADHD

Assessment of learning functions

Writing a work plan

Implementation of a work plan

Required Reading:

Gersten, R., Fuchs, L. S., Williams, J. P., Baker, S., Gersten, R., Fuchs, L. S., Baker, S. (2001). Teaching Reading Comprehension Strategies to Students with Learning Disabilities : A Review of Research. Review of Educational Research, 71(2), 279-320.

שלו- מבורך, ל' ופרחי, מ' (2011). "הפרעת קשב וריכוז". בתוך נ' מור, י' מאירס, צ' מרום, וא' גלבוש-שכטמן (עורכים), טיפול קוגניטיבי-התנהגותי בילדים: עקרונות טיפוליים (עמ' 267-286). תל אביב: דיונון.

מלכה, מ. (2014). לקויות למידה: מודל נורו- התפתחותי - לאחר 15 שנים. מפגש לעבודה חינוכית-סוציאלית, 39, 15-34.

Additional Reading Material:

מליץ, ע. מליץ, צ. (1995) אסטרטגיות למידה - תיאוריה ומעשה, הוצאת מכון לשיפור הישגים לימודיים בע"מ, ב"ש

משולם, צ. (1997). לומדים להצליח. "טלניר" הוצאה לאור, יהוד

Course/Module evaluation:

End of year written/oral examination 0 %

Presentation 20 %

Participation in Tutorials 20 %

Project work 0 %

Assignments 30 %

Reports 30 %

Research project 0 %

Quizzes 0 %

Other 0 %

Additional information: