



## *The Hebrew University of Jerusalem*

### *Syllabus*

## *Working with Learning Disabilities - Teaching practice and workshop - 34063*

*Last update 19-09-2024*

*HU Credits: 4*

*Degree/Cycle: 2nd degree (Master)*

*Responsible Department: Teaching Training - Diploma*

*Academic year: 0*

*Semester: 1st Semester*

*Teaching Languages: Hebrew*

*Campus: Mt. Scopus*

*Course/Module Coordinator: Cohen Miki*

*Coordinator Email: [mikico24@gmail.com](mailto:mikico24@gmail.com)*

*Coordinator Office Hours: By appointment*

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Teaching Staff:

Dr. Miki Cohen

Course/Module description:

*In every classroom there's a student with some kind of learning disability (LD), at least to some extent. In order to improve their learning and our teaching experience, we should understand what they are dealing with, and to acquire skills to help and advance them.*

*This course will discuss learning disabilities and intervention methods. It has a theoretical part, and a practical one, as a workshop in which we will practice working and teaching students who have LD or difficulties of that sort.*

Course/Module aims:

*To have a concept about learning disabilities and AD(H)D - definitions, diagnosis and intervention methods, emotional aspects, the Ministry of Education's ways of intervention. In addition - practicing teaching students with learning disabilities or other difficulties of that sort.*

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

*The students will get to know the main learning disabilities, their definitions, characteristics, and intervention methods. They will practice building individual lesson plans and teaching them, teaching specific learning skills and coping with the emotional experiences.*

Attendance requirements(%):

80%

*Teaching arrangement and method of instruction: lectures and workshop*

Course/Module Content:

*Learning disabilities - definitions, characteristics, diagnosis and intervention methods*

*Emotional aspects of LD - of the student and his/her environment*

*Ministry of Education - Academic Accommodations and intervention ways*

*Building adapted lesson plans - a practical workshop according to specific subjects.*

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Building lesson plans, teaching specific learning skills, while getting individual and group feedback.

Required Reading:  
to be updated

Additional Reading Material:

- Curr, W. M., Gourlay., N. (2011). An experimental evaluation of remedial education, *The British Journal of Educational Psychology*, 23(1), 45-55.
- Cook, A. E., & Guéraud, S. (2005). What have we been missing? The role of general world knowledge in discourse processing. *Discourse Processes*, 39, 265-278.
- Denton, C. A., Tolar, T. D., Fletcher, J. M., Barth, A. E., Vaughn, S., & Francis, D. J. (2013). Effects of tier 3 intervention for students with persistent reading difficulties and characteristics of inadequate responders. *Journal of educational psychology*, 105(3), 633.
- Bowers, P. N., Kirby, J. R., & Deacon, S. H. (2010). The Effects of Morphological Instruction on Literacy Skills A Systematic Review of the Literature. *Review of Educational Research*, 80(2), 144-179.
- Lesaux, N. K., & Kieffer, M. J. (2010). Exploring sources of reading comprehension difficulties among language minority learners and their classmates in early adolescence. *American Educational Research Journal*, 47(3), 596-632.
- Lawrence, J. F., White, C., & Snow, C. E. (2010). The words students need. *Educational Leadership*, 68(2), 22-26.
- Lervåg, A., & Aukrust, V. G. (2010). Vocabulary knowledge is a critical determinant of the difference in reading comprehension growth between first and second language learners. *Journal of Child Psychology and Psychiatry*, 51(5), 612-620
- Schmitt, N., Jiang, X., & Grabe, W. (2011). The percentage of words known in a text and reading comprehension. *The Modern Language Journal*, 95(1), 26-43.
- Cain, K. (2007). Syntactic awareness and reading ability: Is there any evidence for a special relationship? *Applied Psycholinguistics*, 28, 679-694.
- Tunmer, W. E., Nesdale, A. R., & Wright, A. D. (2011). Syntactic awareness and reading acquisition. *British Journal of Developmental Psychology*, 5(1), 25-34..
- O'Reilly, T., Weeks, J., Sabatini, J., Halderman, L., & Steinberg, J. (2014). Designing reading comprehension assessments for reading interventions: how a theoretically motivated assessment can serve as an outcome measure. *Educational Psychology Review*, 26(3), 403-424.
- Dymock, S., & Nicholson, T. (2010). "High 5!" Strategies to Enhance Comprehension of Expository Text. *The Reading Teacher*, 64(3), 166-178.
- Lapp, D., Fisher, D., & Johnson, K. (2010). Text Mapping Plus: Improving Comprehension Through Supported Retellings. *Journal of Adolescent & Adult*

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- Literacy*, 53(5), 423-426.
- Vörös, Z., Rouet, J. F., & Pléh, C. (2011). Effect of high-level content organizers on hypertext learning. *Computers in Human Behavior*, 27(5), 2047-2055.
- Narvaez, D., van den Broek, P., & Ruiz, A. B. (1999). The influence of reading purpose on inference generation and comprehension in reading. *Journal of Educational Psychology*, 91, 488-496.
- Singer, M., Harkness, D., & Stewart, S.T. (1997). Constructing inferences in expository text comprehension. *Discourse Processes*, 24, 199-228.
- Connor, C. M., Spencer, M., Day, S. L., Giuliani, S., Ingebrand, S. W., McLean, L., & Morrison, F. J. (2014). Capturing the complexity: Content, type, and amount of instruction and quality of the classroom learning environment synergistically predict third graders' vocabulary and reading comprehension outcomes. *Journal of educational psychology*, 106(3), 762.
- Achievement goals and academic performance: The mediating role of achievement and self-regulated emotions. Baneshi, A., Samadieh, H., Ejei, J. *Journal of Psychology*, Vol 18(4), 2015, 381-392.
- McGee, A., & Johnson, H. (2003). The effect of inference training on skilled and less skilled comprehenders. *Educational Psychology*, 23, 49-59.
- McMaster, K. L., et al. (2012). Making the right connections: Differential effects of reading intervention for subgroups of comprehenders. *Learning and Individual Differences*, 22, 100-111
- McNamara, D.S. (2004). SERT: Self-explanation reading training. *Discourse Processes*, 38, 1-30.
- Paris, A.H., & Paris, S.G. (2007). Teaching narrative comprehension strategies to first graders. *Cognition and Instruction*, 25, 1-44.
- Rapp, D. N., Van den Broek, P., McMaster, K. L., Kendeou, P., & Espin, C. A. (2007). Higher-order comprehension processes in struggling readers: A perspective for research and intervention. *Scientific studies of reading*, 11, 289-312.

Grading Scheme:

Other 100 %

Additional information: