



The Hebrew University of Jerusalem

Syllabus

LEARNING DISABILITIES - 34968

Last update 10-08-2014

HU Credits: 2

Degree/Cycle: 2nd degree (Master)

Responsible Department: Education

Academic year: 1

Semester: 1st Semester

Teaching Languages: Hebrew

Campus: Mt. Scopus

Course/Module Coordinator: Gila Amitay

Coordinator Email: gila.amitay@mail.huji.ac.il

Coordinator Office Hours: Wed, 13:00-14:00

Teaching Staff:

Dr. Gila Amitay

Course/Module description:

We will review the historical origins and progression of the term of Learning Disabilities. During the semester we will examine the academic, emotional-behavioral, and social characteristics of children and adolescents with LDs, who experience specific difficulties in perception, processing and expression processes and in addition experience specific difficulties in processes of writing, reading and mathematics. We will review theories, research and data regarding these themes. We will analyze the legislation and the policy in Israel regarding the diagnosis, intervention and the inclusion of students with LDs and also the changes required in teachers' training in order to achieve appropriate intervention with students with LDs.

We will examine critically the concept of LDs as a social constructed concept and its consequences on the social construction of LDs.

As this course is special education oriented, we will focus on the child's world and on the copings that education personnel can provide, and not on the neurological or psychological aspects of the learning disabilities.

Course/Module aims:

Critical acquaintance with policy of special education and inclusion of LDs in Israel

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

Analysis of policy, analysis of student situation with LDs from different perspectives

Attendance requirements(%):

70

Teaching arrangement and method of instruction: Frontal

Course/Module Content:

Definitions of LDs
Characteristics of LDs
Comorbidity
Diagnosis
Legislation and policy

Required Reading:

ברזניץ, צ. וימין ר. (2008, עורכות). אבחון, מדידה והערכה, גן-ב: תמונת מצב והמלצות, ירושלים: האקדמיה הלאומית הישראלית למדעים.

הבר, ד., (1990). לא הואב לקרוא, תל-אביב: רמות.

הד החינוך, גליון יוני 2011, שמוקדש לליקויי למידה, הוצ' הסתדרות המורים.

חוק החינוך המיוחד (התשמ"ח - 1988), תיקון מס' 7 לחוק חינוך מיוחד (2001) - "חוק השילוב"

מרגלית, מ' וטור-כספא, ח' (1999). ליקויי למידה: מודל נורו-התפתחותי רב-ממדי ט' היימן (עורכת), ליקויי למידה, עמ' 7-19. תל-אביב: האוניברסיטה הפתוחה.

נאון, ד., מילשטיין, א., מרום, מ., (2011). שילוב ילדים עם צרכים מיוחדים בבתי ספר יסודיים: מעקב אחר יישום "פרק השילוב" בחוק חינוך מיוחד. ירושלים: מאירס-ג'וינט מכון ברוקדייל. להורדת הדוח המלא: [http://il.org.jdc.brookdalehebrew.org/ArticleID&156;eq&CategoryID?/](http://il.org.jdc.brookdalehebrew.org/jdc.brookdalehebrew.org/ArticleID&156;eq&CategoryID?/il.org.jdc.brookdalehebrew.org/ArticleID&156;eq&CategoryID?/)

רייטר, ש., לייזר, י., אבישר, ג., (עורכים) (2007). שילובים: לומדים עם מוגבלויות במערכת החינוך. חיפה: אחווה.

Anyon, Y. (2009). Sociological theories of learning disabilities: understanding racial disproportionality in special education. *Journal of Human Behavior in Social Environment*, 19(1), 44-57.

Brownell, M.T., Ross, D.D., Colón, E.P., McCallum, C.L., (2005) Critical features of special education teacher preparation: A comparison with general teacher education. *The Journal of Special Education*, 38(4)242-253

Burns, M. K., Jacob, S., & Wagner, A. R., (2008) Ethical and legal issues associated with using response-to-intervention to assess learning disabilities. *Journal of School Psychology*, 46, 263-279.

Destefano, L., Shriner, J.G., Lloyd, C.A. (2001) Teacher Decision Making in Participation of Students with Disabilities in Large-Scale Assessment. *Exceptional Children*, 68(1)7-22

Fletcher, J. M., Stuebing, K. K., Morris, R. D., & Lyon, G. R., (2013). Classification and definition of learning disabilities: a hybrid model. In: Swanson, H. L., Harris, K. R., & Graham, S., (Eds.). *Handbook of Learning Disabilities*, 2nd ed. New-York: The Guilford Press, 33-50.

Fuchs, D., Mock, D., Morgan, P. L., & Young, C. L. (2003). Responsiveness-to-Intervention: definitions, evidence, and implications for the learning disabilities construct. *Learning Disabilities Research & Practice*, 18(3), 157-171

Gumpel, T., & Sharoni, V., (2007). Current best practices in learning disabilities in Israel. *Learning Disabilities Research & Practice*, 22(3), 202-209.

Hammill, D. D., (1990). On defining learning disabilities: an emerging consensus. *Journal of Learning Disabilities*, 23(2), pp. 74-84.

Lackaye, T., Margalit, M., Ziv, O., & Ziman, T. (2006). Comparisons of self-efficacy, mood, effort, and hope between students with learning disabilities and their non-I/d-matched peers. *Learning Disabilities Research & Practice*, 21(2), 111-121.

Roer-Strier, D. (2002). University students with learning disabilities advocating for change. *Disability and Rehabilitation*, 24(17), 914-924.

Rourke, B. P. (2005). Neuropsychology of learning disabilities: Past and future. *Learning Disability Quarterly*, 28(3), 111-114.

Additional Reading Material:

Swanson, L., Harris, K. R., & Graham, S. (2013). *Handbook of Learning Disabilities*, 2nd ed. NY: Guilford Press

Course/Module evaluation:

End of year written/oral examination 70 %

Presentation 0 %

Participation in Tutorials 0 %

Project work 0 %

Assignments 0 %

Reports 0 %

Research project 30 %

Quizzes 0 %

Other 0 %

Additional information:

An integrative home test