



The Hebrew University of Jerusalem

Syllabus

LEARNING DISABILITIES AS A RISK FACTOR - 37822

Last update 11-09-2016

HU Credits: 2

Degree/Cycle: 2nd degree (Master)

Responsible Department: education

Academic year: 0

Semester: 2nd Semester

Teaching Languages: Hebrew

Campus: Mt. Scopus

Course/Module Coordinator: Gila Amitay

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

Coordinator Office Hours: Wed, 18:00-19:00 by appointment

Teaching Staff:

Dr. Gila Amitay

Course/Module description:

We will review the main characteristics of children and youth with LDs and deal with the correlations between LDs, risk and resilience and also social deviance. The course will review typical modes of coping with LDs on the personal, familial and systemic levels, focusing on school years and especially during adolescence. We will learn about LDs consequences and characteristics during the passage from adolescence to adulthood.

We will inquire the processes leading students with LDs to situations and conditions of risk and resilience and the attitudes and social construction of the society and the authorities regarding LDs. We will discuss intervention possibilities in the school and will examine critically the concept of LDs and its contribution to LDs being a risk factor.

Course/Module aims:

acquaintance with nonacademic characteristics of LDs, with the familial coping and with life situations of grownups with LDs

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

Perspective on the complexity of risk factors associated with LDs.
Acquaintance with several methods of understanding, framing and working with LDs

Attendance requirements(%):

80

Teaching arrangement and method of instruction: frontal

Course/Module Content:

Acquaintance with non academic characteristics of LDs, familial coping, adult LDs.
Alternative methods of working with LDs
Critical and social perspectives of LDs

Required Reading:

היימן, ט. (2001). עמידות בקרב הורים לילדים עם צרכים מיוחדים. סוגיות בחינוך מיוחד ובשיקום, 16(2), 47-37.

היימן, ט., אולניק-שמש, ד., ועדן ס. (2014). מעורבות וקרבת ברשת בקרב תלמידים עם הפרעת קשב והיפראקטיביות וללא הפרעה זו והקשר למסוגלות עצמית חברתית, בדידות ותמיכה חברתית. מפגש לעבודה חינוכית-סוציאלית, כרך כ"ב, גליון 39, עמ' 93-112.

זלמנסון, ג. (2000). קידום נוער כמערכת חינוך אלטרנטיבית. מנהל חברה ונוער
<http://noar.education.gov.il>.

חוק החינוך המיוחד (התשמ"ח - 1988)

Angold, A. E., Costello, J., & Erkanli A. J. (1999). Comorbidity. *Child Psychology and Psychiatry*, 40(1), 57-87.

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.

Baumeister, A. L., Storch, E. A., & Geffken, G. R., (2007). Peer victimization in children with learning disabilities. *Children and Adolescence Social Work Journal*, 25(1): 11-23.

Bauminger, N. & Kimhi-Kind, I. (2008). Social information processing, security of attachment, and emotion regulation in children with learning disabilities. *Journal of Learning Disabilities*, 41(3), 315-332.

Bronfenbrenner, U. (1986). Ecology of the family as a context for human development: Research perspectives. *Developmental Psychology*, 22(6), 723-742.

Daniel, S. S., Walsh, A. K., Goldston, D. B., Arnold, E. M., Reboussin, B. A. & Wood, F. B. (2006). Suicidality, school dropout, and reading problems among adolescents. *Journal of Learning Disabilities*, 39(6), 507-514.

Dudley-Marling, C., & Paugh, P. (2010). Confronting the Discourse of Deficiencies, *Disability Studies Quarterly* 30(2).

Dudley-Marling, C. (2004). The social construction of learning disabilities. *Journal of Learning Disabilities*, 37(6), 482-489.

Dyson, L. L., (1996). The experience of families of children with learning disabilities: Parental stress, family functioning and sibling self-concept. *Journal of Learning Disabilities*, 29(3), 180-186.

Fraser, M. W., Richman, J. M., & Galinsky, M. J. (1999). Risk, Protection and Resilience: Toward a conceptual framework for social work practice. *Social Work Research*, 23(3), 131-142.

Handwerk, M. L., & Marshall, R. M., (1998). Behavioral and emotional problems of students with learning disabilities, serious emotional disturbance, or both conditions. *Journal of Learning Disabilities*, 31(4), 327-338.

Katsiyannis, A., Ryan, J., Zhang, D., Spann, A.,(2008). Juvenile delinquency and recidivism: The impact of academic achievement. *Reading & Writing Quarterly*, 24, 177-196.

Klassen, R. (2002). A question of calibration: A review of the self-efficacy beliefs of students with learning disabilities. *Learning Disability Quarterly*, 25, 88-102.

McNamara, J. K., Willoughby, T., & Chalmers, H. (2005). Psychosocial status of adolescents with learning disabilities with and without comorbid attention deficit hyperactive disorder. *Learning Disabilities Research and Practice*, 20(4), 234-244.

Mishna, F. (2003). Learning disabilities and bullying: double jeopardy. *Journal of Learning Disabilities*, 36(4), 336-347.

Morrison, G. M., & Cosden, M. A. (1997). Risk, resilience and adjustment of individuals with learning disabilities. *Learning Disability Quarterly*, 20, 43-60.

Patterson, J.M. (2002). Understanding family resilience. *Journal of Clinical Psychology*, 58 (3), 233-246.

Reid, D. K., & Valle, J. W., (2004) The discursive practice of learning disability: Implications for instruction and parent school relations. *Journal of Learning Disabilities*, 37(6), 466-481.

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

Rock, E., Fessler, M., & Church, R. (1997). The concomitance of learning disabilities and emotional / behavioral disorders: A conceptual model. *Journal of Learning Disabilities*, 30, 245-263.

Seo, Y., Abbott, R. D., & Hawkins, D. J. (2008). Outcome status of students with learning disabilities at ages 21 and 24. *Journal of Learning Disabilities*, 41(4), 300-314.

Snyder, C. R., Lopez, S. J., Hal S., Shorey, H. S., Rand, K. L., & Feldman, D. B., (2003). Hope Theory, Measurements, and Applications to School Psychology. *School Psychology Quarterly*, 18(2), 122-139.

Stone, A.C., Bradley, K. & Kleiner, J. (2002). Parental understanding of children with language / learning disabilities and its role in the creation of scaffolding opportunities. . In: B. Y. L. Wong & M. Donahue (Eds.), *The Social Dimensions of*

Learning Disabilities, 133-160.

Vallance, D. D., Cummings, R. L., & Humphries, T., (1998). Mediators of the risk for problem behavior in children with language learning disabilities. Journal of Learning Disabilities, 31(2), 160-171.

Additional Reading Material:

קוזמינסקי, ל. (2004). מדברים בעד עצמם: סינגור עצמי של לומדים עם לקויות למידה. מכון מופ"ת, תל-אביב: יסוד הוצאת ספרים

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 0 %

Presentation 0 %

Participation in Tutorials 0 %

Project work 70 %

Assignments 0 %

Reports 0 %

Research project 30 %

Quizzes 0 %

Other 0 %

Additional information:

None