

INSTITUTE OF SPECIAL EDUCATION
University of the Punjab, Lahore

BS Special Education

Intervention and Assessment of Learning Disabilities

Course Code: SEBS-340

Fifth Semester
(3 Credit Hours)

Pre-requisite course requirements/Skills

| Course Code | Course Title |
|--------------------|-----------------------------------|
| SEBS- 148 | Etiology of Learning Disabilities |

Learning Outcomes

After the completion this course the learners will be able to:

1. Utilize different assessment instruments
2. Interpret the data from assessment and develop treatment plans
3. Maintain records and progress notes for later preferences

Contents

Unit-1: Introduction to Assessment

- 1.1 Concept of Assessment
- 1.2 Multidisciplinary Evaluation and Assessment
- 1.4 Assessment Needs for a Assistive Devices

Unit-2: Procedures of Assessment

- 2.1 Observation of Children in the Classroom
- 2.2 Screening of Learning Disability
- 2.3 Measuring Student Progress before Intervention
- 2.4 Recording
- 2.5 Classifying and Placing Students

Unit-3: Types of Assessment

- 3.1 Formative Assessment
- 3.2 Summative Assessment

- 3.3 Norm –Referenced Assessment
- a. Criterion –Referenced Assessment

Unit-4: Skills and Techniques of Assessment

- 4.1 Test Administration
- 4.2 Test Scoring
- 4.3 Test Interpretation and
- 4.3 Reporting Writing

Unit-5: Case History

- 5.1 Importance of Case History and Developmental Assessment
- 5.2 Areas of Case History
- 5.3 Gathering Information for Case History
- 5.4 Interpreting the Case History Performa

Unit-6: Assessment of Different Areas

- 6.1 Perception and Motor Proficiency
- 6.2 Language in Bilingual Population
- 6.3 Behaviour and Adaptive Behaviour
- 6.4 Vision and Hearing
- 6.5 Intelligence of Children
- 6.6 Functional Skills

Unit-7: Assessment of Academic Areas

- 7.1 Pre-Academic Skills
- 7.2 Reading
- 7.3 Mathematics
- 7.4 Written Language
- 7.5 Career and Vocational Skills

Teaching-learning Strategies

Lecturing, text book reading, group discussion, question answer sessions.

Assignment- Types and Number with Calendar

Classroom presentation, quiz, oral and written test, classroom projects. 2 before mid-term and 2 after mid-term paper will be given.

Assessment and Examinations:

| Sr. No. | Elements | | Details |
|---------|----------------------|--|--|
| 1. | Midterm Assessment | | Written test at the mid-point of the semester. |
| 2. | Formative Assessment | | It is continuous assessment. It includes: classroom participation, attendance, assignment and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc. |
| 3. | Final Assessment | | Written test at the end of the semester. |

Suggested Readings

Emerson, J. (2010). *The dyscalculia assessment*. London: Continuum International.

Mather, N. (2009). *Writing assessment and instruction for students with learning disability* (2nd ed.). Sanfrancisco: Jossey-Bass.

Hallahan, D.P. (1996). *Introduction to learning disability*. Boston: Allyn & Bacon.

Gargiulo, R.M. (2006). *Special education in contemporary society: An introduction to exceptionality*. Austria: Thomsan.

Smith, D.D (1998). *Introduction to special education*. Boston: Allyn & Bacon.

Farrel, M. (2008). *Educating special children*. Newyork: Routledge.

Wilmshurst, L. (2010). *The complete guide to special education* (2nd ed.). San Francisco: Jersey Bass.

Sahu, B.K. (2002). *Education of exceptionalities children*. Ludhiana: Kalyani Publisher.