

## Subject Description Form

<b>Subject Code</b>	APSS 5681														
<b>Subject Title</b>	Assessment and Instructional Strategies for Children and Youth with Specific Learning Disabilities														
<b>Credit Value</b>	3														
<b>Level</b>	5														
<b>Pre-requisite / Co-requisite/ Exclusion</b>	Nil														
<b>Assessment Methods</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">100% Continuous Assessment</th> <th style="width: 33%;">Individual Assessment</th> <th style="width: 33%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>1. Individual term paper</td> <td style="text-align: center;">50%</td> <td style="text-align: center;">--</td> </tr> <tr> <td>2. Seminar presentation</td> <td style="text-align: center;">--</td> <td style="text-align: center;">40%</td> </tr> <tr> <td>3. Seminar participation</td> <td style="text-align: center;">10%</td> <td style="text-align: center;">--</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>The final grade is calculated according to the percentage assigned for each assessment component.</li> <li>Successful completion and submission of all component assignments is required for passing the subject.</li> </ul>			100% Continuous Assessment	Individual Assessment	Group Assessment	1. Individual term paper	50%	--	2. Seminar presentation	--	40%	3. Seminar participation	10%	--
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<b>Objectives</b>	<p>The subject aims to enable students:</p> <ol style="list-style-type: none"> <li>1. To examine conceptual, historical and research aspects of learning disabilities</li> <li>2. To examine subtypes, cognitive processes, dynamic aspects of assessments in learning disabilities</li> <li>3. To interpret assessments and read psychology and clinical assessment reports</li> <li>4. To identify assessment and instructional strategies in learning disabilities</li> <li>5. To evaluate the assessment outcomes of individual education and counseling plan of learning disabilities</li> <li>6. To acquire the knowledge and skills in assessment and instructional strategies in teaching pupils from culturally and linguistically diverse backgrounds</li> </ol>														
<b>Intended Learning Outcomes</b>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> <li>a) assess the individual's strengths and weaknesses in term of their learning disabilities</li> <li>b) implement and evaluate the learning outcomes of the individual's educational/instructional or counseling plan for their learning disabilities</li> </ol>														

<p><b>Subject Synopsis/ Indicative Syllabus</b></p>	<ol style="list-style-type: none"> <li><b>1. An overview of Specific Learning Disabilities (SpLD)</b> <ul style="list-style-type: none"> <li>• An historical and conceptual overview</li> <li>• Typology of specific learning disabilities</li> <li>• A lifespan approach to specific learning disabilities</li> </ul> </li>   <li><b>2. Assessments &amp; Instructional Strategies of Specific Learning Disabilities</b> <ul style="list-style-type: none"> <li>• Introduction &amp; curriculum-based approaches</li> <li>• Assessments in schools &amp; understanding tests</li> <li>• Decision making with data</li> <li>• Assessment &amp; instruction of developmental coordination disorder</li> <li>• Assessment &amp; instruction of SpLD in reading &amp; writing</li> <li>• Assessment &amp; instruction of speech and language impairments</li> <li>• Assessment &amp; instruction of SpLD in mathematics</li> <li>• Socio-emotional Competence of students with SpLD</li> <li>• Universal Design for Learning (UDL) in supporting students with Specific Learning Disabilities</li> <li>• Assessment and intervention technologies</li> <li>• Assessing students from culturally and linguistically diverse backgrounds</li> </ul> </li> </ol>
<p><b>Teaching/Learning Methodology</b></p>	<p><b>Lectures &amp; Presentations</b>  The lectures and seminars are designed to introduce the students to the relevant issues in this subject. They also provide a student forum to discuss these issues. There will be opportunities for small group discussions, assignment, and presentations to explore these issues in greater depth.</p> <p>This subject adopts team teaching in order to operationalize multidisciplinary collaboration in teaching and practice. The curriculum and learning activities will reflect the blending of key learning elements and practices drawn from different disciplines within the department of APSS, and from School of Optometry and Rehabilitation Sciences. Teaching members from different disciplines within FHSS will contribute, to different extent, to the design and delivery of the subject content.</p> <p><b>Seminars</b>  The students will be given opportunities to administer assessments over a series of seminar sessions. Corresponding assessment materials and reports incorporate essential feature of practices from different professional disciplines.</p>

Assessment Methods in Alignment with Intended Learning Outcomes	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)	
			a	b
	1. Individual term paper	50	✓	✓
2. Seminar presentation	40	✓	✓	
3. Seminar participation	10		✓	
Total	100 %			

Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:

1. Students' works will be assessed on the extent to which students can proactively and appropriately incorporate and apply knowledge from different professional disciplines in critical thinking and problem solving processes.
2. Each group will be arranged to present and discuss on some cases or readings about specific learning difficulties in some seminar sessions. Seminar participation will be reflected in terms of students' responses in individual and group exercises that help to motivate in-class participation and exchanges among students. Feedbacks and related supplementary information will be given to enrich the learning experiences.
3. To facilitate students to deeply reflect upon the design and application of the principles or prevailing models of assessment and interventions. Students will be required to write an individual paper of around 3000 words, on an integrative literature review of several academic journal articles or book chapters on a particular topic about the assessment of intervention for students with specific learning difficulties.

Student Study Effort Expected	Class contact:	
	▪ Lecture	27 Hrs.
	▪ Seminar <i>(Seminar will include sessions of around 8 hours conducted by invited professionals from other disciplines such as RS, CBS, SO and SW.)</i>	12 Hrs.
	Other student study effort:	
	▪ Self Study	50 Hrs.
	▪ Assignment	40 Hrs.
	Total student study effort	129 Hrs.

**Reading List and  
References**

**Essential**

Salvia, Ysseldyke, Bolt, Ysseldyke, James E., & Bolt, Sara. (2017). *Assessment in special and inclusive education* (13th ed.). Boston, MA: Cengage Learning.

Verma, I. (2021). Universal design 2021: From special to mainstream solutions (Vol. 282).

Banks, T., Obiakor, F. E., & Algozzine, B. (2017). Preparing leaders to work with students with diverse learning needs. In F. E. Obiakor, T. Banks, A. F. Rotatori & C. Utley (Eds.), *Leadership matters in the education of students with special needs in the 21st century; leadership matters in the education of students with special needs in the 21st century* (pp. 39-60, Chapter x, 209 Pages).

Ho, C. S. H, Wong, H. Y.-K., Lo, C.-M, Chan, D. W., Chung, K. K.-H. and Lo, S. C (2014). Helping Children with Reading Disability in Chinese: The Response to Intervention Approach with Effective Evidence-Based Curriculum. In X. Chen, Q. Wang & Y. C. Luo (Ed.), *Reading Development and Difficulties in Monolingual and Bilingual Chinese Children Literacy Studies 8* (pp.103-124). Netherlands: Springer.

Siegel, L. (2013). *Understanding Dyslexia and other learning disabilities*. Vancouver: Pacific Education Press.

Swanson, H. L. (Eds.) (2013) *Handbook of Learning Disabilities*, The Guilford Press.

Bucher, R.D. (2011). *Diversity consciousness: opening our minds to people, cultures, and opportunities*. (3<sup>rd</sup> edition). Upper Saddle River, NJ: Prentice Hall.

**Supplementary**

Ho, C. S. H., Wong, H. Y.-K., Yeung, P. S., Lo, S. C., Luan, H., Chik, P. P. M., et al. (2011). The Core Components of Reading Instruction in Chinese. *Reading and Writing: An interdisciplinary Journal*. doi: 10.1007/s11145-011-9303-1

Lai, A. C., Li-Tsang, C. W. P., Chan, A. H. L. & Lo, A. G. W. (2013). Writing to dictation and handwriting performance among Chinese children with dyslexia: Relationships with orthographic knowledge and perceptual-motor skill. *Research in developmental disabilities, 34*, 3372-3383.

Siu, C. T. S., Ho, C. S. H., Chan, D. W. O., & Chung, K. K. H. (2016). Development of word order and morpho-syntactic skills in reading comprehension among Chinese elementary school children. *Learning and Individual Differences, 47*, 61-69.

Waesche, J. S. B., Schatschneider, C., Maner, J. K., Ahmed, Y., & Wagner, R. K. (2011). Examining agreement and longitudinal stability among traditional and RTI-based definitions of reading disability using the affected-status agreement statistic. *Journal of Learning Disabilities, 44*(3), 296-307.

Zaslofsky, A. F., & Burns, M. K. (2014). *Synthesis of how conceptual understanding is assessed in mathematics intervention research*. Minneapolis, MN: University of Minnesota.