

**Department of Psychology, University of Guelph**

**PSYC-6010: Learning Disorders: Research and Clinical Practice**

**Fall 2015**

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<b>Class Time:</b> Mondays: 2:30-5:20	<b>Room:</b> MCKN 305

**Learning Objectives:**

After completing this course, students should be able to demonstrate:

- appreciation for a broad range of theoretical approaches to understanding learning and disorders of learning
- understanding of the controversy surrounding how learning disorders are defined and diagnosed
- knowledge of current research findings in the area of learning disorders
- ability to integrate theory and empirical findings in order to plan assessments
- emerging ability to integrate findings from several test batteries and other sources to write a clear and concise report
- knowledge of appropriate and empirically supported recommendations for children's academic programs based on their cognitive profiles
- understanding of social-emotional correlates of children with neurodevelopmental disorders
- appreciation for issues of diversity with relevance to assessment and intervention.

**Course Content:**

The course will present various theoretical perspectives on learning disorders as well as current research findings. We will also address other neurodevelopmental disorders that have important implications for learning such as Attention Deficit-Hyperactivity Disorder and Autistic Spectrum Disorder.

The course also covers methods of assessing learning as well as standardized academic measures and measures of cognitive processing and how to write an integrative assessment report. Various assignments will be completed to facilitate this integration and to further prepare students for later clinical work and academic studies.

Course material will span preschool through adulthood, second language learners, and different cultural groups. Students will be encouraged to relate research and theory to practice. Practical and ethical issues in working with the learning disabled population will be discussed.

### **Format:**

Classes meet weekly September 14<sup>th</sup> through November 30<sup>th</sup>. Each class will include lecture and discussion regarding research and theory, clinical practice considerations, and student presentations or discussion. Each week a set of common readings are to be completed by all students.

### **Readings:**

Articles from journals and books listed on a reading list are required readings as seed material for class discussions. These articles are grouped as common readings for all students, and unique readings for some students. Articles are typically available via the library online journals.

### **Assignments:**

1. **Contributions to the weekly seminars: (10% of final mark).** This includes preparation for class, participation in discussions, and integrating the material of one's own unique reading and experience to class discussions. As part of their preparation for class, students will make a discussion post on the course website. The posting should be fairly brief but should highlight questions or issues that they would like to see discussed in the class to follow. This posting should be made by Sunday at noon so that I have time to incorporate the feedback into the class discussion on Monday.

### **2. Critical review of an assessment measure and class presentation (20% of final mark)**

Preparing the written test review. Reviews should follow the format shown on the accompanying Test Review Form (see attached). In preparing your review, pay close attention to queries concerning what the tests/subtests/items "purportedly vs. actually" assess. You will also be expected to address the theoretical rationale underlying the test. Do not rely solely on test manuals or test reviewers to supply such information nor should you assume that test labels accurately reflect what is assessed. Think through the test yourself. In doing so, three strategies are suggested:

1. Take the test yourself and reflect on what you are doing as you respond.
2. Put yourself in the position of teaching or showing someone what they have to do to perform well on an item.
3. Try to hypothesize about where someone would have gone wrong if they had performed poorly on the item.

Finally, after reviewing a test, you should be competent to administer the instrument and score it. If not, you should be able to explain why. You are advised to bring a copy of the instrument.

### Class presentation of test review.

In presenting your review in class you should NOT simply read everything on your completed Test Review Form. Printed copies of the completed forms should be made for distribution to the class on the day of your presentation. In addition, you should prepare a short (15-20 minute) talk that summarizes (or highlights) points in your completed written review. Your talk should place special emphasis on what in your opinion the test assesses. Following the oral synopsis, there will be time allowed for the student to demonstrate selected test items and answer questions about the test.

**4. LD assessment case report. (35% of final mark)** Students will be given assigned an assessment case with academic difficulties as a major concern. You will prepare a case report including background information, interpretation of a number of assessment measures and case formulation and recommendations. This assignment is designed to help you develop interpretive and report writing skills, learn about new tests, and relate research and theory to clinical work. You will have an opportunity to hand in portions of the report as you progress through the term. The first section should be handed in on **October 26th (worth 20%)**. **This will include the sections up to the overall formulation/summary and recommendations section.** You will receive feedback and have the opportunity to improve your next draft and incorporate feedback for a revision and full assessment report due on **November 16th (worth 15%)**.

**5. Research into evidence-based recommendations for specific diagnoses/learning profiles (35% of final mark).** This project involves students developing an in depth knowledge of a diagnostic category or learning profile and the research regarding appropriate accommodations/interventions/etc. Specific topics will be decided in consultation with course instructor. Students will develop a list of recommendations and as well as a summary of the research supporting that recommendation. Method of presentation will not be a traditional research paper, but will be in a format that would be accessible to fellow clinicians and potentially others in the education community.

### **E-mail Communication:**

As per university regulations, all students are required to check their <uoguelph.ca> e-mail account regularly: e-mail is the official route of communication between the University and its students.

### **Academic Misconduct:**

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection. The [Academic Misconduct Policy](#) is detailed in the Graduate Calendar:

[http://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/sec\\_d0e1687.shtml](http://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/sec_d0e1687.shtml)

**Resources:**

The [Graduate Calendar](http://www.uoguelph.ca/registrars/calendars/graduate/current/) is the source of information about the University of Guelph’s procedures, policies and regulations which apply to graduate programs:

<http://www.uoguelph.ca/registrars/calendars/graduate/current/>

**Learning Disabilities  
Class Schedule\***

Class Date	Topic
Sept 14	Introduction, organization, and definitional Issues
Sept 21	Perspectives on LD and assessment Reading Disorder #1
Sept 28	Communication Disorders and Phonological Processing (test review); report-writing workshop #1
Oct 5	Specific Learning Disorder: Reading (test review)
Oct 12	*****No Class*****
Oct 19	Specific Learning Disorder: Reading, part 2; report writing workshop #2
Oct 26	Specific Learning Disorder: Writing (test review) – <b>LD Report draft 1 due</b>
Nov 2	Specific Learning Disorder: Mathematics (test review)
Nov 9	Attention Deficit Hyperactivity Disorder & LD; LD in older ages (test review)
Nov 16	Autistic Spectrum Disorder/NLVD/ motor disorders <b>LD report final due</b>
Nov 23	Implications of learning disorders for emotional well-being, self-perception and social relationships
Nov 30	Diversity Issues – <b>Essay on intervention due today</b>

Please understand that topics and dates may need to be altered to accommodate for student interest and discussion. A schedule of readings will be given out during the first class meeting.

**Test review form:**

Reviewer: \_\_\_\_\_ Year of Review \_\_\_\_\_

Area of Concern \_\_\_\_\_

Test Name \_\_\_\_\_

Authors \_\_\_\_\_ Year of Publication \_\_\_\_\_

Publisher \_\_\_\_\_

Ages for which test is appropriate \_\_\_\_\_

Purpose of Test \_\_\_\_\_

Time for Administration \_\_\_\_\_

Amount of training required

Format/organization of test (e.g., subtests, materials provided)

Scoring procedure and scores provided by test

Prerequisite skills for individual examined (e.g., fine motor skills, visual, auditory)

Reliability of various kinds

Validity of various kinds

Standardization sample

Generalizability (applicability) of norms

Overall evaluation of test

Advantages/Limitations

## READING LIST

PSYC\*6010: LEARNING DISORDERS: Fall 2015

(Arlene Young, Ph.D., C. Psych)

### SEPTEMBER 14      **Introduction to the course; historical context and exploring definitions of LD**

Learning Disabilities Association of Canada (January, 2002). National definition of learning disabilities.

<http://www.ldac-acta.ca/learn-more/ld-defined/official-definition-of-learning-disabilities>

Young & Beitchman, (2014). Specific learning disorder. In G. O. Gabbard (Ed.), *Treatments of Psychiatric Disorders: DSM-5 Edition*. Washington, DC: American Psychiatric Publishing

<http://psychiatryonline.org/doi/full/10.1176/appi.books.9781585625048.gg05>

### SEPTEMBER 21:      **Perspectives on LD and assessment; review of cognitive processing**

#### Reading for all:

Scanlon, D. (2013). Specific Learning Disability and its newest definition: Which is comprehensive? And which is insufficient, *Journal of Learning Disabilities, 46*, 26-33

Fletcher, J. M., Stuebing, K. K., Morris, R. D., & Lyon, G. R. (2013). Classification and Definition of Learning Disabilities: A hybrid model. In Swanson, Harris & Graham (Eds.), *Handbook of Learning Disabilities, 2<sup>nd</sup> Edition*. New York, NY: The Guilford Press. (available on line through library – Chapter 3)

#### Reading for some:

Cavendish, W. (2013). Identification of learning disabilities: implications of proposed DSM-5 criteria for school-based assessment. *Journal of learning disabilities, 46*, 52-57.

Pennington, B.F. (2006). From single to multiple deficit models of developmental disorders. *Cognition, 101*, 385-413.

Moreno-De-Luca, A., Myers, S.M., Challman, T.D., Moreno-De-Luca, D., Evans, D., & Ledbetter, D.H. (2013). Developmental brain dysfunction: revival and expansion of old concepts based on new genetic evidence. *Lancet, 12*, 406-14. *For this article, do not get bogged down in the genetics terms, it is the general idea I would like you to understand.*

Reynolds, C. R. & Shaywitz, S. E. (2009). Response to intervention: ready or not: Or, From Wait-to fail to Watch them fail. *School Psychology Quarterly*, 24, 130-145.(pdf)

Lovett, B. J. Lewandowski, L. J (2006). Gifted students with learning disabilities: Who Are they? *Journal of Learning Disabilities*. 39(6), 515-527.(pdf)

Fuchs, L.S., & Vaughn, S. (2012). Responsiveness- to-intervention: A decade later. *Journal of Learning Disabilities*, 45(3), 195-203.

#### **General Achievement Tests:**

Canadian Adult Achievement Test,  
Wechsler Individual Achievement Test-III  
Peabody Individual Achievement Test-R  
Woodcock Johnson Achievement Battery--III  
Diagnostic Achievement Battery-3  
Wide Range Achievement Test-IV  
Kaufman Test of Educational Achievement

### **September 28: Communication Disorders, phonological processing, report-writing workshop #1**

**Reading for all:** Melby-Lervåg, M., Solveig-Alma,H., & Hulme, C. (2012). Phonological skills and their role in learning to read: a meta-analytic review. *Psychological bulletin* 138,2.

Bishop, D. V. & Snowling, M. J. (2004). Developmental dyslexia and specific language impairment: Same or different? *Psychological Bulletin*, 130, 858-886. (pdf)

Henry, L.A., Messer, D.J., & Nash, G. (2012). Executive functioning in children with specific language impairment. *Journal of Child Psychology and Psychiatry*, 53, 37–45.

**Reading for some:** Gibson, J., Adams, C., Lockton, E. and Green, J. (2013). Social communication disorder outside autism? A diagnostic classification approach to delineating pragmatic language impairment, high functioning autism and specific language impairment. *Journal of Child Psychology and Psychiatry*. doi: 10.1111/jcpp.12079

Hayiou-Thomas, M. (2008). Genetic and environmental influences on early speech, language and literacy development. *Journal of Communication Disorders, 41*, 397-408. (pdf)

van Kleeck, A. (2013). Guiding Parents From Diverse Cultural Backgrounds to Promote Language Skills in Preschoolers With Language Disorders: Two Challenges and Proposed Solutions for Them. *Perspectives on Language Learning and Education, 20*(3), 78-85.

To, C., Law, and Li, X. (2012). Influence of additional language learning on first language learning in children with language disorders. *International Journal of Language & Communication Disorders, 47*, 208-216.

Brackenbury, T., & Pye, C. (2005). Semantic deficits in children with language impairments: Issues for clinical assessment. *Language, Speech & Hearing Services in the Schools, 36*, 5-16. (pdf)

**Language Tests:**

Comprehensive Receptive and Expressive Vocabulary Test (2002)

Test of Language Development P3

Test of Adolescent Language-3

Clinical Evaluation of Language Fundamentals-4

Illinois Test of Psycholinguistic Ability-3

Expanded Test of Language Competence

Fullerton Language Tests for Adolescents

Expressive One Word Vocabulary Test

## **October 5 Specific Learning Disorder: Reading**

**Reading for All:** Siegel, L. S., & Mazabel, S. (2013). Basic cognitive processes and reading disabilities. Chapter 11: In H. Lee Swanson, Karen R. Harris, Steve Graham (Eds), *Handbook of Learning Disabilities*, pp. 186-213. New York: Guilford Press.

Sattler, J. M. (2014). *Specific Learning Disabilities: Assessment and Intervention*. In *Foundations of Behavioral, Social, and Clinical Assessment of Children*, 6<sup>th</sup> Edition. Pp. 493-537. San Diego: Jerome M. Sattler, Publisher, Inc. (will be provided).

**Reading for Some:** Fuchs, D. & Young, C.L. (2006). On the irrelevance of intelligence in predicting responsiveness to reading instruction. *Exceptional Children, 73*, 8-30.

Swanson, H.L., & Zheng, X. (2013). Memory difficulties in children and adults with learning disabilities. In H. Lee Swanson, Karen R. Harris, Steve Graham (Eds), *Handbook of Learning Disabilities*, pp 214-238. New York: Guilford Press



Shaywitz, S., E., Morris, & Shaywitz, B. A. (2008). The education of dyslexic children from childhood to young adulthood. *Annual Review of Psychology*, 59, 451-475. (pdf)

Georgiou, G., Parilla, R., Kirby, J. R & Stephenson, K. (2008). Rapid naming components and their relationship with phonological awareness, orthographic knowledge, speed of processing, and different reading outcomes. *Scientific Studies of Reading*, 12, 325-350. (pdf)

Rvachew, S. & Grawburg, M. (2006). Correlates of phonological awareness in preschoolers with speech sound disorders. *Journal of Speech, Language, and Hearing Research*, 49, 74-87. (pdf)

**Assessment tools:**

Wepman Test of Auditory Discrimination (1987)

Rosner Auditory Analysis Test

Lindamood Auditory Conceptualization Test-3 (2004)

Test of Phonological Awareness (1994)

Test of Phonological Awareness Skills, (2003)

Woodcock Johnson Psychoeducational Battery-III

Phonological Abilities Test (1997)

Pre-reading Inventory of Phonological Awareness (2000)

Comprehensive Test of Phonological Processing (1999)

**October 19:                    Specific Learning Disorder: Reading part 2**

**Reading for all:** Stern, S. K., & Morris, M. K. (2013). Discrimination of ADHD and Reading Disability in Adults Using the D-KEFS. *Archives of clinical neuropsychology*, 28(2), 125-134.

Fagella-Luby, M. N.& Deshler, D. (2008). Reading comprehension in adolescents with LD: What we know; what we need to learn. *Learning Disabilities Research and Practice*, 23, 70-78. (pdf)

Shaywitz, S. E & Shaywitz, B. A. (2008) Paying attention to reading; the neurobiology of reading and dyslexia. *Development and Psychopathology*, 20, 1329-1349. (pdf)

**Reading for Some:** Ehri, L., Dreyer, L. G., Flugman, B., & Gross, A. (2007). Reading rescue: an effective tutoring model of language minority students who are struggling in first grade. *American Educational Research Journal*, 44, 414-448.(pdf)

Gersten, R., Fuchs, L. S., Williams, J. P. & Baker, S. (2001). Teaching reading comprehension strategies to students with learning disabilities: A review of research. *Review of Educational Research*, 71, 279-320. (pdf)

Therrien, W. (2004). Fluency and comprehension gains as a result of repeated reading; A meta-analysis. *Remedial and Special Education*, 25(4), 252- 260 (pdf)

Browder, D. M. & Xin, Y. P. (1998). A meta-analysis and review of sight word research and its implications for teaching functional reading to individuals with moderate and severe disabilities. *Journal of Special Education*, 32, 130-153. (pdf)

**Tests of Reading:**

Gray Oral Reading Tests 4th ed (2001)

Gray Diagnostic Oral Reading Test -2 (2004)

Test of Word Reading Efficiency (1999)

Test of Reading Comprehension

Nelson Denny Reading Test

Spache Diagnostic Reading Scales

Woodcock Reading Mastery Test-R

Test of Early Reading Ability-2 (2001)

**October 26:**

**Specific Learning Disorder: Writing**

**Reading for All:**

Dockrell, J. K., Lindsay, G. & Connelly, V. (2009). The impact of specific language impairment on adolescents' written text. *Exceptional Children*, 4, 427-446. (pdf)

Fletcher, J.M., Lyon, G.R., Fuchs, L.S., & Barnes, M.A. (2007). *Learning Disabilities: From Identification to Intervention*. New York: Guildford Press (Written Expression Disabilities)

Beirne-Smith, M., & Riley, T. (2009). Spelling assessment of students with disabilities: Formal and informal procedures. *Assessment for Effective Intervention*, 34, 170-177. (pdf)

**Reading for Some:**

Bhattacharya, A., & Ehri, L. (2004). Graphosymbollic analysis helps adolescent struggling readers read and spell words. *Journal of Learning Disabilities*, 37(4), 331- 348 (pdf)

Saddler, B., Behforooz, B., & Asaro, K. (2008). The effects of sentence-combining instruction on the writing of fourth-grade students with writing difficulties. *Journal of Special education, 42*, 79-90.

Berninger, V. W., Vaughan, K., Graham S., Abbott, R. D., Brooks, A., Reed, E. (1998). Early intervention for spelling problems: teaching functional spelling units of varying size with a multiple-connections framework. *Journal of Educational Psychology, 90*(4) 87-105. (pdf)

Wanzek, J., Vaughn, S., Wexler, J., Swanson, E. A., Edmonds, M., & Kim, A-H. (2006). A synthesis of spelling and reading interventions and their effects on spelling outcomes of students with LD. *Journal of Learning Disabilities, 39* 528-543. (pdf)

Berninger, V. A., Graham, S., Vaughan, K., Abbot, R. D., Begay, K., Coleman, K. B., Curtin, G., & Hawkins, J. M. (2002). Teaching spelling and composition alone and together: Implications for the simple view of writing. *Journal of Educational Psychology, 94*, 291-304. (pdf)

**Tests of writing /spelling:**

Test of Written Language (TOWL-II)

Oral Language and Written Expression (OWLS-II)

Wechsler Individual Achievement Test (2001)

Process Assessment of the Learner: Reading and Writing (2001)

**November 2:**

**Specific LD: Mathematics**

Fletcher, J., Lyon, G.R., Fuchs, L.S., & Barnes, M. (2007). Mathematics Disabilities (provided).

Butterworth, B., Varma, S., Laurillard, D. (2011). Dyscalculia: from brain to education. *Science, 332* (6033), 1049-1053.

Willcutt, E. G., Petrill, S. A., Wu, S., Boada, R., DeFries, J. C., Olson, R. K., & Pennington, B. F. (2013). Comorbidity Between Reading Disability and Math Disability: Concurrent Psychopathology, Functional Impairment, and Neuropsychological Functioning. *Journal of Learning Disabilities*. doi: 10.1177/0022219413477476

Compton, D.L., Fuchs, L.S., Fuchs, D., Lambert, W., & Hamlett, C. (2012). The cognitive and academic profiles of reading and mathematics learning disabilities. *Journal of Learning Disabilities, 45* (1), 79-95.

**Reading for Some:**

Butterworth, B. (2005). The development of arithmetical abilities. *Journal of Child Psychology and Psychiatry*, 46, 3-18. (pdf)

Miller S.P. & Hudson, P. J. (2007). Using evidence-based practices to build mathematics competence related to conceptual, procedural and declarative knowledge. *Learning Disabilities Research & Practice*, 22, 47-57. (pdf)

Xin, Y. P., Wiles, B., & Lin, Y. (2008). Teaching conceptual model based word problem story grammar to enhance mathematics problem solving. *Journal of Special Education*, 42, 163-178. (Pdf)

Maccini, P., Mulcahy, C. A. & Wilson, M. G. (2007). A follow-up of mathematics interventions for secondary students with learning disabilities. *Learning Disabilities Research & Practice*, 22, 58-74. (pdf)

Montague, M., Warger, C., & Morgan, T. H. (2000). Solve it! Strategy instruction to improve mathematical problem solving. *Learning Disabilities Research and Practice* 15(2), 110-116. (pdf)

Gersten, R. Jordan, N. C. & Flojo, J. R. (2005). Early identification and interventions for students with mathematics difficulties. *Journal of Learning Disabilities*, 4, 293-304. (pdf)

**Mathematics tests:**

Key Math Diagnostic Test

Diagnostic Tests of Arithmetic Strategies

(And achievement batteries)

**November 9:****Attention Deficit-Hyperactivity Disorder from a learning perspective; LD at older ages****Readings for All:**

Gyenes, J., & Siegel, L. S. (2014). A Canada-Wide Examination of the Criteria Employed for Learning Disability Documentation in English Speaking Postsecondary Institutions. *Canadian Journal of School Psychology*, 29(4), 279-295.

DuPaul, G. J., Gormley, M. J., & Laracy, S. D. (2013). Comorbidity of LD and ADHD Implications of DSM-5 for Assessment and Treatment. *Journal of learning disabilities*, 46(1), 43-51.

Taymans, J. M. (2012). Legal and definitional issues affecting the identification and education of adults with specific learning disabilities in adult education programs. *Journal of Learning Disabilities*, 45(1), 5-16.

- Readings for Some:** Quinn, P. O. (2005). Treating adolescent girls and women with ADHD. *Journal of Clinical Psychology, 61*, 579-587.(pdf)
- Larsson, H., Anckarsater, H., Råstam, M., Chang, Z., & Lichtenstein, P. (2012). Childhood attention-deficit hyperactivity disorder as an extreme of a continuous trait: a quantitative genetic study of 8,500 twin pairs. *Journal of Child Psychology and Psychiatry, 53*, 73–80.
- Schatz, D.B. (2006). ADHD with comorbid anxiety: A review of the current literature. *Journal of Attention Disorders, 10*, 141-149.
- Alloway, T. P., Elliott, J. & Place, M. (2010). Investigating the relationship between attention and working memory in clinical and community samples. *Child Neuropsychology, 16*, 242-254.
- Derks, E. M., Hudziak, J. J., & Boomsma, D. I. (2007). Why more boys than girls with ADHD receive treatment: A study of Dutch twins. *Twin Research and Human Genetics, 10*, 765-770.(pdf)
- Singh, I. (2008). ADHD, culture, and education. *Early Childhood Development and Care, 178*, 347-361.(pdf)

**Memory Assessment instruments:**

- Wide Range Assessment of Memory and Learning-2nd ed.
- Subtests of Detroit Tests of Learning Aptitude-4th ed.
- Children’s Memory Scale
- Swanson Tests of Cognitive Processing (1998)
- Wechsler Memory Scales-Revised
- Subtests of Kaufman ABC
- Visual-Aural Digit Span Test
- Test of Everyday Attention-Children
- Dellis-Kaplan Executive function System
- NEPSY (Word Generation, Animal Sorting, Auditory Attention, Inhibition, Design Fluency, Clocks)

**November 16: Autistic Spectrum Disorder/ Motor Disorders/NVLD/Visual Spatial Processing**

**Reading for all:** DSM 5 ASD and motor disorders

Ozonoff, S. (2012). Editorial Perspective: Autism Spectrum Disorders in DSM-5—An historical perspective and the need for change. *Journal of Child Psychology and Psychiatry, 53*(10), 1092-1094.

Booth, R., & Happé, F. (2010). "Hunting with a knife and... fork": Examining central coherence in autism, attention deficit/hyperactivity disorder, and typical development with a linguistic task. *Journal of experimental child psychology*, 107(4), 377-393.

Spreen, O. (2011). Nonverbal learning disabilities: A critical review. *Child Neuropsychology*, 2011, 17(5), 418-443.

Jongmans, M., Bouwien, C., Smits-Engelsman, M., & Schoemaker, M.M. (2003). Consequences of comorbidity of developmental coordination disorders and learning disabilities for severity and pattern of perceptual-motor dysfunction *Journal of Learning Disabilities*, 36(6) 528- 537 (pdf)

**Reading for some:**

Georgiades, S., Szatmari, P., Boyle, M., Hanna, S., Duku, E., Zwaigenbaum, L., ... & Thompson, A. (2013). Investigating phenotypic heterogeneity in children with autism spectrum disorder: a factor mixture modeling approach. *Journal of Child Psychology and Psychiatry*, 54(2), 206-215.

Pellicano, E. (2010). Individual differences in executive function and central coherence predict developmental changes in theory of mind in autism. *Developmental Psychology*, 46(2), 530.

Semrud-Clikemen, M., Walkowiak, J., Wilkinson, A., & Minne, E. P. Direct and indirect measures of social perception, behavior, and emotional functioning in children with Asperger's disorder, nonverbal learning disability, or ADHD. *Journal of Abnormal Child Psychology*, 38, 509-519 (pdf).

Forrest, B. J. (2004). The utility of math difficulties, internalized psychopathology, and visual-spatial deficits to identify children with the nonverbal learning disability syndrome: evidence for a visual spatial disability. *Child Neuropsychology*, 10, 129-146. (pdf)

**Tests of visual-motor functioning/visual processing:**

Bender Visual Motor Gestalt Test-2 (2003)

Developmental Test of Visual Motor Integration (2004)

Developmental Test of Visual Perception-A (Adolescent & Adult) (2002)

Motor Free Visual Perception Test (2003)

Test of Visual Perceptual Skills (1982)

Test of Visual Motor Skills Upper Level-Revised (1992)

Wide Range Assessment of Visual Motor Abilities

Oseretsky Scales of Motor Proficiency

**November 23rd      Implications of learning disorders for emotional well-being, self - perception, and social relationships**

**Reading for All:** Dale, P. (1996). Language and Emotion: A developmental perspective Language, Learning, and Behavior Disorders. Editors: J. Beitchman, Nancy J. Cohen, M.M. Konstantareas, and R.Tannock

Wong, B.Y. (2003). General and specific issues for researchers' consideration in applying the risk and resilience framework to the social domain of learning disabilities. *Learning Disabilities Research and Practice*, 18(2), 68-76. (pdf)

Musser, E. D., Backs, R. W., Schmitt, C. F., Ablow, J. C., Measelle, J. R., & Nigg, J. T. (2011). Emotion regulation via the autonomic nervous system in children with attention-deficit/hyperactivity disorder (ADHD). *Journal of abnormal child psychology*, 39(6), 841-852.

**Reading for Some:** Burden, R. (2008). Is dyslexia necessarily associated with negative feelings of self-worth? A review and implications for future research. *Dyslexia*, 14, 199-196.(pdf)

Klassen, R. M., Krawchuk, L. L., Lynch, S. L., & Rajani, S. (2008). Procrastination and motivation of undergraduates with learning disabilities; A mixed methods inquiry. *Learning Disabilities Research and Practice*. 23. 137-147. (pdf)

Wadman, R., Durkin, K., & Conti-Ramsden, G. (2008). Self-esteem, shyness and sociability in adolescents with specific language impairment (SLI). *Journal of Speech, Language and Hearing research*, 51, 938-952.(pdf)

Al-Yagon, M., & Mikilincer, M. (2004). Socioemotional and academic adjustment among children with learning disorders. The mediational role of attachment-based factors. *Journal of Special Education*, 38(2), 111-123. (pdf)

Wanzek, J., Kim. A-H., & Cavanaugh, C. L. (2006). The effects of reading interventions on social outcomes for elementary students with reading difficulties: A synthesis. *Reading & Writing Quarterly*, 22, 121-138.

Raskind, M., Margalit, M., & Higgins, E. L. (2006). My LD: children's voices on the internet. *Learning Disability Quarterly*, 29, 553-268.(pdf)

Estell, D. B., Jones, M. H., ; Pearl, R.; Van Acker, R., Farmer, T. W., Rodkin, P. C. (2008). Peer groups, popularity, and social preference: *Journal of Learning Disabilities; 41*

## **November 30:                    DIVERSITY ISSUES**

**Each student to take one of the following topics:**

### **Second Language**

#### **Learners:**

Bedore, L. M., & Pena, E. D. (2008). Assessment of bilingual children for identification of language impairment. *International Journal of Bilingual Education and Bilingualism, 11*, 1-29. (pdf)

Genesee, F., & Jared, D. (2008). Literacy development in early French Immersion programs. *Canadian Psychology, 49*, 140-147.(pdf)

Swanson, H., Saez, L., Gerber, M., & Leafstedt, J. (2004). Literacy and cognitive functioning in bilingual and nonbilingual children at or not at risk for reading disabilities. *Journal of Educational Psychology, 96*, 3-18. (pdf)

Pellerin, M. (2013). E-inclusion in Early French Immersion Classrooms: Using Technologies to Support Inclusive Practices That Meet the Needs of All Learners. *Canadian Journal of Education/Revue canadienne de l'éducation, 36(1)*, 44-70.

### **Hearing/vision Impaired**

#### **Learners:**

Goldwin-Meadow, S., & Mayberry, R. (2001). How do profoundly deaf children learn to read? *Learning Disabilities Research & Practice, 16*, 222-229. (pdf)

Gilbertson, D., & Ferre, S. (2008). Considerations in the identification, assessment and intervention process for deaf and hard of hearing students with reading difficulties. *Psychology in the Schools, 45*, 104-120. (pdf)

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