

Subject Description Form

Subject Code	APSS 5681														
Subject Title	Assessment and Instructional Strategies for Children and Youth with Specific Learning Disabilities														
Credit Value	3														
Level	5														
Pre-requisite / Co-requisite/ Exclusion	Nil														
Assessment Methods	<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. Group Project 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"> The final grade is calculated according to the percentage assigned for each assessment component. Successful completion and submission of all component assignments is required for passing the subject. 			100% Continuous Assessment	Individual Assessment	Group Assessment	1. Individual term paper	50%	--	2. Group Project Presentation	--	40%	3. Seminar participation	10%	--
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Objectives	<p>The subject aims to enable students:</p> <ol style="list-style-type: none"> 1. To examine conceptual, historical and research aspects of specific learning disabilities 2. To examine subtypes, cognitive processes, dynamic aspects of assessments in specific learning disabilities 3. To interpret assessments and read psychology and clinical assessment reports 4. To identify assessment and instructional strategies in specific learning disabilities 5. To evaluate the assessment outcomes of individual education and counseling plan of specific learning disabilities 6. To acquire the knowledge and skills in assessment and instructional strategies in teaching pupils from culturally and linguistically diverse backgrounds 														

Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a) assess the individual 's strengths and weaknesses in term of their specific learning disabilities b) implement and evaluate the learning outcomes of the individual's educational/instructional or counseling plan for their specific learning disabilities
Subject Synopsis/ Indicative Syllabus	<ol style="list-style-type: none"> 1. An overview of Specific Learning Disabilities (SpLD) <ul style="list-style-type: none"> • An historical and conceptual overview • Typology of specific learning disabilities • A lifespan approach to specific learning disabilities 2. Assessments & Instructional Strategies of Specific Learning Disabilities <ul style="list-style-type: none"> • Introduction & curriculum-based approaches • Assessments in schools & understanding tests • Decision making with data • Assessment & instruction of developmental coordination disorder • Assessment & instruction of SpLD in reading & writing • Assessment & instruction of speech and language impairments • Assessment & instruction of SpLD in mathematics • Socio-emotional competence of students with SpLD • Universal Design for Learning (UDL) in supporting students with specific learning disabilities • Assessment and intervention technologies • Assessing students from culturally and linguistically diverse backgrounds
Teaching/Learning Methodology	<p>Lectures & Presentations</p> <p>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>Seminars</p> <p>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	<table border="1" data-bbox="464 483 1453 1014"> <thead> <tr> <th data-bbox="464 483 812 696" rowspan="2">Specific assessment methods/tasks</th> <th data-bbox="812 483 970 696" rowspan="2">% weighting</th> <th colspan="2" data-bbox="970 483 1453 624">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th data-bbox="970 624 1230 696">a</th> <th data-bbox="1230 624 1453 696">b</th> </tr> </thead> <tbody> <tr> <td data-bbox="464 696 812 768">1. Individual term paper</td> <td data-bbox="812 696 970 768">50</td> <td data-bbox="970 696 1230 768">✓</td> <td data-bbox="1230 696 1453 768">✓</td> </tr> <tr> <td data-bbox="464 768 812 875">2. Group Project Presentation</td> <td data-bbox="812 768 970 875">40</td> <td data-bbox="970 768 1230 875">✓</td> <td data-bbox="1230 768 1453 875">✓</td> </tr> <tr> <td data-bbox="464 875 812 947">3. Seminar participation</td> <td data-bbox="812 875 970 947">10</td> <td data-bbox="970 875 1230 947"></td> <td data-bbox="1230 875 1453 947">✓</td> </tr> <tr> <td data-bbox="464 947 812 1014">Total</td> <td data-bbox="812 947 970 1014">100 %</td> <td data-bbox="970 947 1230 1014"></td> <td data-bbox="1230 947 1453 1014"></td> </tr> </tbody> </table> <p data-bbox="432 1032 1445 1104">Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <ol data-bbox="453 1122 1485 1706" style="list-style-type: none"> 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. 			Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)		a	b	1. Individual term paper	50	✓	✓	2. Group Project Presentation	40	✓	✓	3. Seminar participation	10		✓	Total	100 %		
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Total	100 %																								
Student Study Effort Expected	Class contact:																								
	▪ Lecture		27 Hrs.																						
	▪ Seminar		12 Hrs.																						

	(Seminar will include sessions of around 8 hours conducted by invited professionals from other disciplines such as RS, CBS, SO and SW.)	
	Other student study effort:	
	▪ Self Study	50 Hrs.
	▪ Assignment	40 Hrs.
	Total student study effort	129 Hrs.
Reading List and References	<p><u>Essential</u></p> <p>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.), <i>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</i> (pp. 39-60, Chapter x, 209 Pages).</p> <p>Bucher, R.D. (2011). <i>Diversity consciousness: opening our minds to people, cultures, and opportunities</i>. (3rd edition). Upper Saddle River, NJ: Prentice Hall.</p> <p>Dreyer, L., Mostert, Y., & Gow, M. A. (2020). The promise of equal education not kept : specific learning disabilities – the invisible disability. <i>African Journal of Disability</i>, 9(1), 1–10. https://doi.org/10.4102/ajod.v9i0.647</p> <p>Galkiene, A., & Monkeviciene, O. (2021). <i>Improving inclusive education through universal design for learning</i>. Springer International Publishing AG.</p> <p>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.), <i>Reading Development and Difficulties in Monolingual and Bilingual Chinese Children Literacy Studies 8</i> (pp.103-124). Netherlands: Springer.</p> <p>Salvia, Ysseldyke, Bolt, Ysseldyke, James E., & Bolt, Sara. (2017). <i>Assessment in special and inclusive education</i> (13th ed.). Boston, MA: Cengage Learning.</p> <p>Novak, K. (2023). <i>In support of students : a leader’s guide to equitable MTSS</i>. Jossey-Bass.</p>	

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.

Supplementary

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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/s11145-011-9303-1Lai, 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.

Silliman, E. R., Bahr, R. H., Danzak, R. L., & Brea-Spahn, M. R. (2024). Coordinating Multiple Language Levels in Writing: Finding Strengths in Students with Specific Learning Disabilities. *Topics in Language Disorders*, 44(2), 111–130. <https://doi.org/10.1097/TLD.0000000000000339>

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.

Swanson, H. L., Arizmendi, G. D., & Li, J. T. (2024). Mathematical Problem Solving in Emergent Bilingual Children: Is Growth Related to the Navigation Between Two Working Memory Systems? *Journal of Educational Psychology*. <https://doi.org/10.1037/edu0000869>

Swanson, H. L., Kong, J. E., & Lussier, C. M. (2024). Cognitive processes that underlie mathematically gifted emergent bilinguals. *Journal of Experimental Child Psychology*, 240, 105833–105833. <https://doi.org/10.1016/j.jecp.2023.105833>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.

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