

SABBATICAL LEAVE REPORT

ACADEMIC YEAR 1983-84

Mt. San Antonio College

October 28, 1984

Judyth A. Corcoran

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I. STATEMENT OF PURPOSE

The purpose of the herein reported sabbatical leave was to pursue full-time study leading to receipt of an M.S. in Special Education with an emphasis in Visual-Motor Development.

The recipient of the sabbatical is the college Learning Disabilities Specialist and an Instructor in the Learning Assistance Center. The Education and training received during this sabbatical year have made the recipient better qualified in both of these positions.

As Learning Disabilities Specialist, she serves as part of an Admissions and Dismissal Team composed of the Handicapped Student Services Director, Speech Pathologist, Educational Psychologist, and the L.D. Specialist: this team evaluates students' eligibility to participate in the L.D. Program, monitors students' progress, and decides when students are ready to exit the program. As Learning Disabilities Specialist, she accepts referrals from other Instructors who suspect that a student may have learning problems, and she determines whether this student should be further evaluated. As Learning Disabilities Specialist, she writes the Individualized Educational Plan for each student accepted into the program, revising the Plan as needed. As Learning Disabilities Spec-

ialist, she instructs special classes in Reading Skills Review, these classes differing from other sections of this course in that the materials and techniques are designed to teach to the students' specific learning disabilities.

As an Instructor in the Learning Assistance Center, she instructs classes in Writing Skills Review, and she is in charge of the center for ten hours a week as Skills Development Review instructor, evaluating students' skills needs and writing programs of study to strengthen skills so that students can succeed in their other classes.

The courses completed by the sabbatical recipient have increased her competence in both of the above positions, and have also provided the College with an in-house source of expertise should her services be required by the College or any part of the campus community: already, the campus nurse has asked her to do an in-service for the Health Center on binocular vision screening, and a request has been received from a local K-12 district for an in-service for elementary teachers on identifying visual-perceptual problems in the early school years.

II. REPORT OF COMPLETED COURSE OF INSTRUCTION

During the academic year 1983-1984, the recipient successfully completed forty quarter units (30 semester units) of coursework leading toward the M.S. in Special Education with an emphasis in Visual-Motor development at National University in Vista, California. She is presently one course short of completing the degree, this course not being offered again until March, 1985, at which time she will complete it. She also completed seven semester units in the diagnosis of learning disabilities at various institutions during the year; although these courses were not part of her coursework leading to the degree, they were valuable educational experiences which filled what she perceived to be a gap in her knowledge of the field.

The following summary, adapted from the National University Catalog, should suggest the instructional content of her coursework and its applicability to her position at the College:

A. NEUROLOGICAL DEVELOPMENT AND THE PHYSIOLOGY OF VISUAL, AUDITORY, AND VESTIBULAR RESPONSES

This is a five quarter-unit course covering the basics of neurological development, differentiations of hemispheric brain functioning, end-organ specialization of all senses, and ear and eye neurology.

B. ANALYSIS OF THE PROCESSES OF READING

This was a five quarter-unit class on the theories of reading, cerebral dominance and laterality in reading, and directionality in visual pursuit and decoding skills.

C. VISUAL, AUDITORY, AND MOTOR TRAINING

This was a five quarter-unit class on the visualization processes, perceptual abnormalities, sequencing sensory-motor experience to facilitate learning, and hand-eye coordination.

D. PRACTICUM ON LEARNING DISABILITIES RELATED TO VISUAL-MOTOR PROBLEMS: DIAGNOSIS AND PRESCRIPTION

This was a ten quarter-unit "practicum" on the Keystone Telebinocular machine, analysis and interpretation; eye movement photography, analysis and interpretation; practical approaches to tachistoscopic and controlled reading ; convergence insufficiency and bilateral development exercise; dominance testing and certification for vision screening; Snellen testing and the modified clinical method; and demonstration of full refraction and its relationship to visual problems in learning.

E. PHILOSOPHY AND ITS FUNCTION IN THE
DEVELOPMENT OF EDUCATIONAL SCIENCE

This was a five quarter-unit class on the major views on the nature of man with emphasis on futuristic, holistic thinking. Implications...for creating new educational systems suitable for modern times will be explored.

F. THEORIES OF HUMAN DEVELOPMENT

This was a five quarter-unit class on the comparative analysis of developmental theories and their implication for a science of education....

G. A HOLISTIC FRAMEWORK FOR CURRICULUM
DEVELOPMENT

This was a ten quarter-unit course on how to generate a curriculum to facilitate the development of learning competence on three different dimensions: psychomotor, perceptual and volitional; then how to generate a curriculum to facilitate learning competence in both the cognitive and affective domains. Students learned to write flow charts and educational objectives.

OTHER COURSEWORK COMPLETED DURING THE SABBATICAL LEAVE*

1.

San Jose State University, Spring, 1984. WOODCOCK-

JOHNSON PSYCHOEDUCATIONAL BATTERY. This was a three-semester unit workshop of two complete weekends of instruction on the use and interpretation of the "Woodcock-Johnson," a testing instrument recently mandated by the State of California as one of the approved instruments for establishing a Learning Disability.

Recipient was certified to administer the test.

2.

Southern California College of Optometry, Spring, 1984

VISION AND LEARNING DISABILITIES. This was a 1 ½ semester unit workshop of a complete weekend of lectures/demonstrations by Dr. Howard Walton, creator of the "Walton Modified Method" of diagnosing learning disabilities. The recipient was taught this method in her coursework at National University, and this workshop strengthened her skills in its use.

*Note: This coursework was not part of the proposal, but is being reported upon as an additional undertaking.

Please also note that the National University coursework reported above differs in part from those courses listed in the proposal; the proposal was erroneously done from a catalog of the wrong date.

3.
University of San Diego, Fall, 1983

SPECIAL EDUCATION DYSLEXIA CONFERENCE Two semester units were granted for submitting a written report on the seminars attended during this three-day conference which included sessions for both educators and physicians, and which featured Dr. Norman Geschwind, among others prominent in the field of learning disabilities.

4.
Cal Poly Pomona, Spring, 1984

A PERSPECTIVE ON ASSESSMENT This was a one semester unit class to introduce a framework permitting the selection of appropriate assessment tools relative to movement programs. Topics included data collection techniques, introduction to gross, fine and perceptual motor, developmental and sensory processing tests. Interpretation and use.

5.
University of San Diego, Spring, 1984 (no credit)

9th Annual Symposium on Behavioral and Learning Disorders
Speakers included Sam Kirk, the man whom President Kennedy chose to initiate PL94-142. Dr. Kirk spoke to the need for a "process oriented curriculum," one which would address students' perceptual needs as well as cognitive information.

III. CONCLUSION

An examination of the instructional content of the coursework completed by this sabbatical leave recipient during the academic year 1983-84 clearly demonstrates the benefits of this coursework to the College and to the community which it serves. Especially when one examines the nature of the College's Learning Disabilities Program -- as described in the flyer "HSS LEARNING DISABILITIES PROGRAM, Mt. San Antonio College," in Appendix C of this report -- these benefits are apparent. The recipient's education and training in visual-motor development and her expertise in diagnosing visual conditions that are associated with learning disabilities serve to round out the "Learning Disabilities Team" described in the flyer: the Mt. S.A.C. program can now serve students whose specific learning disability is visual perceptual in nature. (See the "Auxiliary Services" page in the back of the aforementioned flyer.) Visual Perceptual Training is now a reality in the Program, with the Learning Disabilities Specialist carrying out such training in cooperation with local optometrists and integrating this training into the reading classroom, as well as the skills laboratory.

Furthermore, the Mt. San Antonio College Learning Disabilities Specialist will be well qualified for the new

Community College credential in Learning Disabilities which her participation in professional groups helped to establish; otherwise, she would have been eligible only through the "grand-fathering" clause, since her previous coursework had not been in Special Education. This new credential is being created by the Chancellor's Office in response to various campuses having placed non-qualified personnel in Special Education positions. Now, thanks to the sabbatical leave granted to this recipient, Mt. San Antonio College is not one of those campuses, and it could be truly said that it has one of the best-designed and best-staffed Learning Disabilities Programs in the Community College system.

APPENDIX

APPLICATION FOR SABBATICAL LEAVE

1982 DEC -1 PM 2:05

PERSONNEL OFFICE

Name of Applicant Moreno, Judyth Anne
Last First Middle

Address 105 South El Camino Real San Clemente, Ca. 92672
Street City Zip

Employed at Mt. San Antonio College beginning September 1976
Month Year

Dates of last sabbatical leave:

From n/a To n/a
Month Year Month Year

Department Learning Assistance Services *Division Learning Resources

Length of sabbatical leave requested:

Purpose of sabbatical leave:

One semester _____
Fall XX Spring XX
Two semesters XX
Administrative _____

Study XX Independent Study and Research _____
Travel _____ Combination (specify) XX

Effective dates for proposed sabbatical leave:

From September, 1983 To February, 1984
and (if needed)
From February, 1984 To June, 1984

Attach a comprehensive, written statement of the proposed sabbatical activity(ies) including a description of the nature of the activity(ies), a timeline of the activity(ies), an itinerary, if applicable, the proposed research design and method(s) of investigation, if applicable.

Attach a statement of the anticipated value and benefit of the proposed sabbatical activity(ies) to the applicant, his/her department or service area, and the College.

Any change or modification of the proposed sabbatical activity(ies) as evaluated and approved by the Salary and Leaves Committee must be submitted to the Committee for reconsideration.

Judyth Anne Moreno 11/30/82
Signature of Applicant Date

Applicant's Name Judyth Anne Moreno

The acknowledgment signatures reflect awareness of the sabbatical plan for the purpose of personnel replacement. Comments requested allow for recommendations pertaining to the value of the sabbatical leave plan to the College. Applicants must obtain the signatures of acknowledgment prior to submitting application to the Salary and Leaves Committee.

ACKNOWLEDGMENT BY THE DEPARTMENT/DIVISION

Signature of Department Chairperson Bon Chaur Date 12/1/82
Comments:

Signature of Division Chairperson [Signature] Date 12/1/82
Comments:

ACKNOWLEDGMENT BY THE OFFICE OF INSTRUCTION

Note: Mr. Zagorski was in Sacramento at the time this application was submitted. I will ask for his signature later. im Date _____
Signature of Vice President/Asst. Superintendent Instructional & Student Services JM Zagorski 12-2-82
Comments:

FINAL ACTION BY THE SALARY AND LEAVES COMMITTEE:

- Recommend approval to the Board of Trustees
- Not recommend approval to the Board of Trustees

[Signature] Signature - Chairperson, Salary and Leaves Committee Date 12-3-83

[Signature] Signature - Authorized Agent for the Board Date 11/29/83

I propose that I be granted a one-year sabbatical leave to complete my M.S. in Education, Emphasis in Special Education, at National University in San Diego. The program consists of the following 4-quarter-unit graduate courses. (I plan to complete the degree by August, 1984.)

- Ed. 539 The Psychology of Children with Special Needs
- Ed. 611B Human Development: Pre-Adolescence through Adulthood
- Ed. 639 Developmental Visual Science
- Ed. 636 Nutrition...and Learning Competence
- ~~Ed. 647~~ Communicative Disorders
- Ed. 540 Diagnostic Testing and the I.E.P.
- Ed. 646 Instruction of the Handicapped Learner
- Ed. 648 Structure of Intellect; Testing and Learning Skills Development
- Ed. 631 Neurological Development and the Physiology of Visual, Auditory and Vestibular Responses
- Ed. 632 Analysis of the Process of Reading
- Ed. 633 Visual, Auditory and Motor Training
- Ed. 634A Visual Motor Practicum (minimum of 100 hours at National University's Visual-Motor Development Center).

The specific dates of the courses must remain tentative at this time, but I have been assured that these courses will be offered during the 1983-84 year, and that I can complete the degree by August, 1984.

BENEFIT TO SELF, SERVICE AREA, AND THE COLLEGE

1. Personal Benefit

As co-chair of a professional committee, I helped establish some minimum standards for the certification of post-secondary Learning Disabilities Specialists; ironically, I do not meet ~~the~~ standards myself. And even though I will be "grandfathered in," I would like to pursue my interest in the learning process with ample time and good facilities. (Please see the attached letter re. the minimum standards -- My own M.A. is in English, emphasis Literary Criticism.)

2. Benefit to Service Area

My study should benefit both the Learning Assistance Center and the Handicapped Students Center, both of whom I work with, in the following ways: I will be a better instructor, not only of the Learning Disabled, but of other low achievers; I will be a better writer of the Individualized Educational Plan (I E.P. -- a legal requirement and my responsibility); and I will be better able to assess learning problems and thus provide earlier intervention, a benefit not only to the student but ^{also} to my fellow instructors.

3. Benefit to the College

There are a number of benefits which would accrue to Mt. San Antonio College should this proposal be approved. Among these are a more efficient use of resources when I develop more expertise in teaching and diagnostic techniques. Another benefit will be our continued role as a leader among community colleges as a result of our input into the Chancellor's Office (such as our involvement in the establishment of minimum standards for certification, which was commented upon when Jerry Hayward visited us recently).



CALIFORNIA
ASSOCIATION OF
POST-SECONDARY
EDUCATORS OF
THE DISABLED

Bob Howard
CCC Chancellor's Office
1122 S Street
Sacramento, CA 95814

October 12, 1982

Dear Bob,

I am submitting to you a list of minimum competency standards for learning disabilities specialists working at the postsecondary level. These standards were adopted by the Learning Disabilities Division of CAPED on October 8, 1981 at the CAPED convention at Sunnyvale, California. I urge you to include these standards in the Title V revision.

Thank you,

Laurel Best, Representative
Learning Disabilities Division,
CAPED

LB/k1

cc Ron Dyste
Pat Kerr
Judyth Moreno
Bill Hoanzl
enc.



MT. SAN ANTONIO COLLEGE

1100 NORTH GRAND AVENUE • WALNUT, CALIFORNIA 91789

Telephone: (714) 598-2811 • 594-5611

October 14, 1982

TO: Laurel Best
FROM: Pat Kerr and Judyth Moreno
Northern/Southern Chairpersons, CAPED L.D. Certification Committee
RE: Minimum Standards for Certification of L.D. Specialists

In CCJCA's Position Paper of May, 1981, the flow chart cites as an initial step the identification of competencies and training requirements.

CAPED worked on the identification of these competencies by use of questionnaires, and in October, 1981 at the L.D. Division meeting at the CAPED convention in Sunnyvale, voted to adopt the following minimum competencies:

- I. Academic Background
 - A. Masters degree in one of the following areas or a program with related or equivalent coursework:
 1. Learning Disabilities
 2. Speech Pathology
 3. Psychology
 4. Reading
 5. Special Education
 6. Educational Psychology
 - B. Three graduate units from each of the following areas:
 1. Introduction to Learning Handicaps
 2. Diagnosis and Prescription of the Learning Disabled
 3. Counseling the Learning Disabled Adult
 4. Intervention and Remediation of Learning Disabilities
 5. Language Structure and Function
- II. Experience
 - A. Nine months of full-time experience with adults in the following areas:
 1. Assessment
 2. Interpretation of diagnostic and assessment results
 3. Identification
 4. Development of an IEP
 5. Providing academic therapy and intervention
 6. Acting as liaison between student-faculty and student-community

We offer these minimum standards as a first step in the establishment of training requirements and the subsequent establishment of credential requirements. We are requesting that you submit this to the Board of Governors for approval and inclusion in Title V.

cc. Bill Hoanzel

Pat Kerr (ym) *Judyth Moreno*
Pat Kerr
Judyth Moreno

CERTIFICATION OF COMPLETION OF COURSEWORK

June 4, 1984

Personnel Department
Mt. San Antonio College
Pomona, CA 91766

Gentlemen:

Mrs. Judith Corcoran has been enrolled at National University as a full time student from September 1983 through June 1984 in our Master of Science in Education program, with an emphasis in Visual-Motor Development. The time requirement for the practicum (internship) is more than double the normal course requirements. It was completed in a clinic in La Jolla at rather inconvenient scheduling for our students because of the demand on private client appointment schedules.

Judith has completed 40 quarter semester hours and will complete the Masters degree with one more course covering Communicative Disorders.

Respectfully,

E. Robert Ackerman

E. Robert Ackerman
Chairperson in
Special Education Credential
Program

ERA/a

NATIONAL UNIVERSITY
School of Education

Degree Programs -

Masters of Science in Education

Seven emphases areas:

- Administration
- Computers and Education (Certificate also)
- Curriculum Development and Instruction
- Instructional Technology
- Nutrition, Behavior and Learning
- Reading
- Special Education

Programs leading to six credentials are also offered:

- Multiple Subjects Teaching
- Single Subject Teaching
- Administrative Services
- Special Education Specialist/Learning Handicapped
- Reading Specialist
- Early Childhood Specialist

NATIONAL UNIVERSITY IS FULLY ACCREDITED AND APPROVED:

- Western Association of Schools and Colleges
- California Commission on Teacher Credentialing
- Department of Education

SCHOOL OF EDUCATION SCHOLARSHIP (\$500) IS AVAILABLE !!!

Campus Locations: Vista, San Diego, Mira Mar, Sacramento, Los Angeles, and Palm Springs.

For More Information:

- Dr Azordegan, Dean School of Ed, 941-6212
- Dr Jim Brown, Director CED, 941-6203

ELECTIVE EMPHASIS COURSES IN VISUAL-MOTOR DEVELOPMENT

AN HOLISTIC APPROACH TO TEACHING (ED 623)

Comprehensive theory of teaching that shows how teacher, environment, curriculum, and pupils can interact to accomplish educational objectives.

NEUROLOGICAL DEVELOPMENT AND THE PHYSIOLOGY OF VISUAL, AUDITORY, AND VESTIBULAR RESPONSES (ED 631)

Covers basics of neurological development, differentiations of hemispheric brain functioning, end-organ specialization of all senses, and ear and eye neurology.

ANALYSIS OF THE PROCESSES OF READING (ED 632)

Theories of reading, physiological aspects of reading, cerebral dominance and laterality in reading, and directionality in visual pursuit and decoding skills.

VISUAL, AUDITORY, AND MOTOR TRAINING (ED 633)

Visualization processes, perceptual abnormalities, sequencing sensory-motor experience to facilitate learning, and hand-eye coordination.

PRACTICUM ON LEARNING DISABILITIES RELATED TO VISUAL-MOTOR PROBLEMS: DIAGNOSIS AND PRESCRIPTION (10 QUARTER UNITS) (ED 634)

Eye movement photography, analysis, and interpretation; practical approaches to tachistoscopic and controlled reading; convergence insufficiency and bilateral development exercise; dominance testing and certification for vision screening; Snellen testing and the modified clinical method; and demonstration of full refraction and its relationship to visual problems in learning.

MASTER OF SCIENCE IN EDUCATION CORE COURSES

PHILOSOPHY AND ITS FUNCTION IN THE DEVELOPMENT OF EDUCATIONAL SCIENCE (ED 610)

Major views on the nature of man with emphasis on futuristic, holistic thinking will be discussed. Implications for developing a science of education and creating new educational systems suitable for modern times will be explored.

THEORIES OF HUMAN DEVELOPMENT (ED 611)

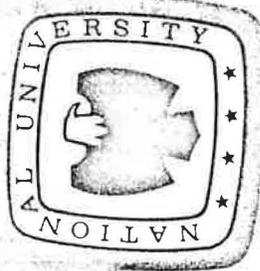
Comparative analysis of developmental theories and their implication for a science of education. Course culminates in discussion of comprehensive theory of development based on holistic philosophy.

A HOLISTIC FRAMEWORK FOR CURRICULUM DEVELOPMENT I (ED 621)

How to generate a curriculum to facilitate the development of learning competence on three different dimensions: psychomotor, perceptual, and volitional.

A HOLISTIC FRAMEWORK FOR CURRICULUM DEVELOPMENT II (ED 622)

How to generate a curriculum to facilitate the development of learning competence on two dimensions: cognitive and affective.



**MASTER OF SCIENCE
IN EDUCATION
DEGREE
PROGRAM**

**ELECTIVE
EMPHASIS**

in

**VISUAL-MOTOR
COORDINATION**

ADDITIONAL COURSEWORK & CONFERENCES

NAME MORENO JUDYTH ANNE

SSN: 557561163

MAJOR

COURSE	UNITS ATTEMPTED	GRADE	GRADE POINTS	CEU'S:
FD SE 410 WJ-PSYCHOED ASSMNT CURRENT SEMESTER	3.0	CP		3.0 3.0

SEMESTER
SPR. SPE. 84
FINAL
GRADE REPORT



SEE REVERSE SIDE
FOR EXPLANATION OF
GRADING SYSTEM.

CUMULATIVE AT SJSU				CURRENT SEMESTER						SJSU CEU'S
SJSU GPA	SJSU UNITS ATTEMPTED	OVERALL UNITS COMPLETED	SJSU GRADE POINTS	GPA	UNITS ATTEMPTED	UNITS COMPLETED	GRADE POINTS	PROGRESS POINTS	CLASS LEVEL	SJSU CEU'S
6.00	.0	.0	.0	0.00	.0	.0	.0		1	6.0

PROBATION/DISQUALIFICATION STATUS

MORENO JUDYTH ANNE
105 S EL CAMINO REAL
SAN CLEMENTE CA 92672

San Jose State University
SAN JOSE, CALIFORNIA 95192

A & P - 0800-D - EV 03-79

CERTIFICATE OF RECORD

SOUTHERN CALIFORNIA COLLEGE OF OPTOMETRY
CONTINUING OPTOMETRIC EDUCATION

TITLE OF COURSE	HOURS	UNITS	GRADE	INSTRUCTOR
Vision & Learning Disabilities	15	1 1/2	A	Howard Walton, O.D.

Spring Quarter, 1984

This is an official certificate of record when signature and College seal are affixed.

OFFICE OF THE REGISTRAR

Lorraine Voorhes, O.D.
Per

GRADES: A, Excellent; B, Good; C, Fair; D, Passing; F, Failure; E, Incomplete; W, Withdrawal; WF, Withdrawal Failure; P, Pass; AS, Advanced Standing; Aud., Audit. no credit.

CJ 15M-7/83

UNIVERSITY OF SAN DIEGO
EXTENSION

Alcala Park / San Diego, California 92110

PERMANENT RECORD

Name: MORENO, JUDYTH A. Soc. Sec. No. 552-56-1163
Address: 112 AVE CORNELIO, EAST, SAN CLEMENTE, CA 92672
Enrollment Date: 10/1/41 Place:

Dept.	Course Number	Descriptive Title	Sem. Units	Gr.	Pts.
DUC	X227	SPECIAL EDUCATION DYSLEXIA CONFERENCE FALL 1983	2	P	

Dept.	Course Number	Descriptive Title	Sem. Units	Gr.

Memoranda:

I certify that this is a true copy of the permanent record.

Nicholas M. Detoni Registrar NOV 28 1983 Da

Not an official transcript without signature and official college seal
 Grades and grade points: A-4, B-3, C-2, D-1, F-0, CR- Credit;
 I- Incomplete; W-Withdrawal; WP-Withdrawal Passing; WF-
 Withdrawal Failing. Course numbers: 1-99 lower division;
 100-199 upper division; 200 and higher graduate.

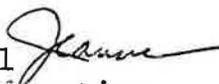
THE USE OF THIS TRANSCRIPT HAS A BLUE BACKGROUND - NOT A WHITE BACKGROUND

UNIVERSITY OF SAN DIEGO EXTENSION ALCALA PARK SAN DIEGO CALIFORNIA 92110

March 12, 1984

M E M O R A N D U M

TO: Participants

FROM: Jeanne Schell 
Continuing Education

RE: Ninth Annual Symposium on Behavioral & Learning Disorders
April 13 - 14, 1984
University of San Diego

Thank you for your registration and payment for the Symposium and/or Pre-Symposium which will be held here at the University of San Diego. Enclosed you will find an appropriate receipt for your payment.

The Pre-Symposium Workshop (April 13) will be held in the Manchester Conference Center beginning at 4:00pm. Registration will be held in the Manchester Lobby prior to 4:00pm. The Symposium (April 14) will take place also in the Manchester Conference Center. Registration will begin at 8:00am in the Main Lobby of the Manchester Conference Center. The Keynote Address will begin at 9:00am in the same building.

Once again thank you for your interest and support in the our programs.

THE DIVISION OF SPECIAL AND GIFTED EDUCATION
University of San Diego

announces

NINTH ANNUAL SYMPOSIUM
ON BEHAVIORAL AND LEARNING DISORDERS

Saturday, April 14, 1984
Douglas F. Manchester Executive Conference Center
University of San Diego, San Diego, California



PRELIMINARY PROGRAM

FOCUS: RETURNING TO EXCELLENCE:

**Quality Instruction for the Learning Disabled and Behaviorally
Disordered Child**

Keynote Theme: Future Planning and Future Programs for the Learning Handicapped

WORKSHOP TOPICS

- I. Reading for the Child with learning Disorders
- II. The Impact of Substance Abuse on the Behaviorally Disordered Child
- III. Using Microcomputers with Special Learning Students
- IV. Counseling the Gifted Child with Emotional Problems
- V. New Strategies: Approaching the Child through Right-Brain Intervention
- VI. Hospital/Residential Programs for Severely Behaviorally Disordered Children
- VII. Using LOGO with Learning Handicapped Children
- VIII. Funding Special Programs: Where does the Money Go?
- IX. Teaching Mathematics to Children with Special Learning Problems
- X. Specialized Assistance for the Learning Disabled Child in the Regular Classroom
- XI. Using Interactive Video Discs as a New Technology
- XII. Teacher Stress: A Continuing Problem in Special Education

PRE-SYMPOSIUM WORKSHOP, Friday, April 13, 1984, 4:00 p.m. - 10:00 p.m.

*CREATING DISCIPLINE STRATEGIES, OPTIONS, AND ALTERNATIVES
TO MAKE LIFE EASIER ON BOTH SIDES OF THE DESK*

The Pre-Conference Symposium will feature a hands-on "action packed" workshop designed to expand the participants' ability to successfully meet the discipline challenges in their classroom. Rather than presenting yet another fadish discipline system, this workshop will explore the common elements that are crucial to any workable system and provide numerous practical examples of how to improve the system in your classroom. The focus will be on preventative strategies to allow teachers to stop the discipline problems before they start. Workshop participants will be involved with lecture-discussion, small group work, role playing, and home movies!

Under the direction of R. Kevin Feldman, M.A. Special Education, Learning Disabilities, Program Specialist for the Riverside County Schools and a teacher trainer at the University of California Riverside, and W. John Abramson, M.A. in Education, Program Director at Advocate Schools in Riverside and a teacher trainer at the University of California Riverside. These dynamic presenters are returning for the second year to the Annual Symposium on Behavioral Learning Disorders with expanded presentations at the request of many attendees of last year's conference.

C, PERTINENT FLYERS AND PAMPHLETS

ADDENDUM IN RESPONSE TO SALARY AND LEAVE COMMITTEE'S REQUEST
FOR ADDITIONAL INFORMATION TO SABBATICAL LEAVE REPORT:

I welcome the opportunity to share with the committee the practical value of my sabbatical activities to me and to the College, which to me includes my colleagues, my own students, both present and future, other students, and the Administration and Board of Trustees.

I served for two years (1980-1981) as the chairperson of a CAPEd (CALIFORNIA ASSOCIATION FOR POST-SECONDARY EDUCATION OF THE DISABLED) committee which was evaluating the teacher preparation programs of California universities and colleges with respect to programs of practical benefit to Community College Learning Disabilities Specialists. We foresaw the Chancellor's Office's establishment of new, more specialized credentials for college level personnel involved in special education, and we were drawing up guidelines as to what we thought the requirements should be. (That credential is just now being finalized, and our input was, indeed, used by the Chancellor's Office.) In interviewing National University's Robert Ackerman, I was impressed by the

practical nature of the program: this was the first truly "process oriented" curriculum I had found. That is, instead of concentrating on educational theory and on the kinds of remedial materials to be used with the learning disabled (a "task oriented curriculum"), this curriculum taught the neurophysiological basis of learning and prepared the learning disabilities specialist to understand learning in general and, in particular, how the disabled's processes might differ and how weaknesses in the learning process might be strengthened while, at the same time, the student's areas of strength could be capitalized upon .

National University claims it is "changing the course of education": in this particular case, that may or may not be true, but if not, it ought to be. By that I mean that this program reflects the trend of learning research, but at least at the present date, it does not reflect the trend in "education," if by that we speak of teacher preparation programs. But it was the very lack of research-oriented programs that had concerned CAPED; we perceived that the preparation that college level learning disabled specialists had received in education programs did not prepare them for

their positions. We depended upon conferences and our own professional workshops for information that would help us to help others who wanted to "go to college" in spite of specific learning disabilities which prevented them from fulfilling the normal or above potential which a psychoeducational evaluation had diagnosed. And often this information we needed was about the visual and auditory processing systems and about how a weakness in one or both of these systems could be diagnosed and addressed instructionally.

Ability to diagnose and instructionally address weaknesses in the visual processing system is the most practical result of my study last year at National University. Weakness in that program was in the auditory processing area, and the committee will not that I was unable to take a course that I needed because of a personnel change ; even if I had taken that course in a timely manner, however, the program is still weak in that area, or I should say was weak, for that weakness has been complained about by other students, and National has added more emphasis in the auditory area and has revised the one hundred hour practicum requirement to

include not only work in an optometric office but also work in a speech and hearing clinic. (Interview with new Director of Special Education, Dr. Rosalie Rhoads, November, 1984.)

It was because I couldn't get everything I perceived I needed that I took some additional coursework at other institutions last year: and I will continue to do so, for the more I learn, the more I find out what I need to learn! But National's program is showing itself to be of great practical value to me. As a member of Mt. SAC's Learning Disabilities Team, along with the Speech Pathologist, Educational Psychologist, and the Director of Handicapped Student Services, I can now communicate better with the other team members. I can understand their reports better, I can apply their findings to an individualized educational program for each learning disabled student, and I can better decide whether a student is or is not making progress, and thus can communicate to these team members, when we function as the Admissions and Dismissal Committee, whether a student should be retained or dismissed from the Learning Disabilities Program.

Perhaps the most rewarding benefit of the course of study is in my interaction with my students. I can now better diagnose their problems and offer them techniques to become more efficient learners. My ability to diagnose visual processing problems is invaluable, and it "rounds out" the Learning Disabilities Team by giving visual as well as auditory data to be considered when making our decisions. But it is with the individual student that this visual data seems most important: for example, one student who has made little or no progress exhibited unusual visual symptoms which could previously had slipped right by me. Upon questioning the student about these symptoms, I found that she had had Bells' Palsy as a youngster and that she now has little control over her ocular muscles. Had I not had a clinical attitude toward her, I would have concluded that she was simply not trying, since that was the coping mechanism she had developed under stress---she appears to not care, where in reality she cares a great deal, but she is simply not able to process visual information given to her at near point (within sixteen inches). She now has her instructional material projected through a controlled reader

to an eight foot distance until her ocular muscles can be trained to allow her to work closer. Another student has been found this semester to suffer from extreme light sensitivity and exophoria (a turning out of the eyes which prevent him from working for a sustained time at near point). Based on what I learned at National University, I was able to detect these problems and to refer the student for optometric care: the optometrist is making a full report to me, including procedures I can carry out as part of the student's instructional program. I include a copy of that student's self-evaluation in September and in December, and I think you will agree that at least one student has benefitted from my Sabbatical!

I hope to share my information with my colleagues: I have made myself available to the Staff Development Resources Person; I have asked my Department Chairperson to put me on the agenda for a faculty meeting; and I have made myself available to the Director of Handicapped Students Services to speak to the Community Advisory Committee. I have also discussed with the Director of Audio-Visual my plans to make a video tape to be distributed to colleagues and, perhaps

most importantly, to classroom teachers in the District. I have had some requests since I came back to do in-services for teachers to help them spot visual problems in the classroom and to use techniques right in the classroom which would help with visual processing problems. A local optometrist has agreed to do a three part video series discussing visual perceptual problems, demonstrating the visual exam, and giving classroom techniques for screening for and working with such problems.

Finally, to answer to the Committee's question as to why I did not obtain prior approval for taking some different classes from those listed on my original application, I copied the original list from a catalog of the wrong date, and did not realize until I was preparing the sabbatical report that I had done so: my mistake resulted in several courses being different from the list, but the overall degree program is the same as originally applied for.

9-13-84

No real speake thing about me. Just made it though high school, didn't make it though that really. Never went to collage. I think my reading is really in proved ceuse than. I try to read a lot everyday. But my spelling is vary bad and my math.

My goals are if I make it this semester, and if I do that would be something very big for me, is to continue with school. Because I really want to show myself that I can do it. Because I'm a little older then most of everybody here, I think ~~my~~ my spirits will be high though the hell class. I really want to Learn.

12-12-84

Sofar this semester has really shown me a lot about myself. Although my attitude has been up and down. I feel most of the time it has been on the up side and getting higher by the day. Because of this, I finally have goals that I really can shoot for, and it keeps me going at a good pace. Being in these classes shows me that I can achieve more than I thought I can. I am very excited about the color screening, it will be very shocking if it will be that simple, just one more step. I know that I have to take full advantage of things like this. This problem is such a hidden problem, that we need more people like you, Mrs Corwen, to bring it out in the open. I was bitter before I came here that no one was helping. But now I feel I am ready to go further with this, more than I thought I ever would or could.

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