“The School of Education prepares knowledgeable, reflective, and caring school executives and teachers who demonstrate leadership in their schools and classrooms, use research to inform practice, communicate effectively with all students and parents, and work diligently to prepare students to live and work in a diverse, global, and technologically advanced society.”

<table>
<thead>
<tr>
<th>Course Number &amp; Name:</th>
<th>Math/Write Skill-Student Disab - 6462- SPED 418 - D1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor:</td>
<td>Dr. Cynthia Shamberger</td>
</tr>
<tr>
<td>Phone Number:</td>
<td>910-672-2464</td>
</tr>
<tr>
<td>Email Address:</td>
<td><a href="mailto:cshamber@uncfsu.edu">cshamber@uncfsu.edu</a></td>
</tr>
<tr>
<td>Semester:</td>
<td>Fall 2014</td>
</tr>
<tr>
<td>Course Location:</td>
<td>ONLINE</td>
</tr>
<tr>
<td>Meeting Day &amp; Time:</td>
<td>N/A</td>
</tr>
<tr>
<td>Office Hours:</td>
<td>Tues. 10:00 AM – noon &amp; 1:00 PM - 3:30 PM ; Thur. noon - 3:30 PM</td>
</tr>
<tr>
<td>Course Credit Hours:</td>
<td>3.00</td>
</tr>
</tbody>
</table>
Course Description

This course will examine content of the subjects of mathematics and written language, the difficulties of students with mild to moderate disabilities in the two content areas, and research-based best practices for teaching students with disabilities in mathematics and written language.

Textbook


Student Learning Outcomes

- **Degree Program**
  - Undergraduate [http://catalog.uncfsu.edu/ug/ED/MSSS/index.htm](http://catalog.uncfsu.edu/ug/ED/MSSS/index.htm)
  - Graduate [http://catalog.uncfsu.edu/g/ED/MSSS/index.htm](http://catalog.uncfsu.edu/g/ED/MSSS/index.htm)

- **University College Core**

  1. Inquiry Skills: Students will formulate effective questions based on a need; organize, sort, evaluate, and retrieve academic information to address the need; cite sources appropriately for their context. Students will contribute to a question bank that will be set up on Blackboard. The questions will be related to identifying and serving the needs of students with disabilities, their families and those who serve them participate in providing their education. The question bank will be evaluated at midterm and at the end of the course.

- **Course Objectives or Learning Outcomes**

  1. Gain background knowledge of the field of mathematics and learning disabilities in mathematics (Knowledge).
  2. Identify common mathematics deficits, and basic characteristics related to students who have been determined to have learning disabilities in mathematics (Foundational knowledge).
  3. Explore current trends and topics in the field of mathematics, i.e., common core content standards, number sense, and mathematics literacy (Foundational knowledge).
  4. Identify effective strategies for delivering instruction and improving outcomes for students who struggle in math (Application).
Emerging Level SLO’s
(Content Project)

<table>
<thead>
<tr>
<th></th>
<th>Developing Level SLO’s</th>
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<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>explains, in writing,</td>
<td>discusses at an in-depth</td>
</tr>
<tr>
<td>the basic content</td>
<td>level the content</td>
</tr>
<tr>
<td>appropriate to their</td>
<td>knowledge in the</td>
</tr>
<tr>
<td>teaching specialty</td>
<td>teaching specialty area</td>
</tr>
<tr>
<td>identifies 21st</td>
<td>demonstrates understanding</td>
</tr>
<tr>
<td>century skills and</td>
<td>of 21st century skills</td>
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<tr>
<td>content as specified</td>
<td>and content as specified</td>
</tr>
<tr>
<td>in the Framework for</td>
<td>in the Framework for</td>
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<tr>
<td>21st Century Learning</td>
<td>21st Century Learning</td>
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<tr>
<td>and Critical Elements</td>
<td>and Critical Elements</td>
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<tr>
<td>for 21st Century Skills</td>
<td>for 21st Century Skills</td>
</tr>
<tr>
<td>reformulates a</td>
<td>considers new directions</td>
</tr>
<tr>
<td>collection of available</td>
<td>or approaches; experiments</td>
</tr>
<tr>
<td>ideas</td>
<td>with creating a novel or</td>
</tr>
<tr>
<td></td>
<td>unique idea, question,</td>
</tr>
<tr>
<td></td>
<td>format, or product</td>
</tr>
<tr>
<td>communicates information from relevant sources</td>
<td>organizes information from sources</td>
</tr>
<tr>
<td>lists evidence/findings</td>
<td>organizes evidence, reveals important patterns, differences or similarities</td>
</tr>
<tr>
<td>describes own performances with general descriptors of success and failure</td>
<td>articulates strengths and challenges (within specific performances or events) to increase effectiveness in different contexts (through increased self awareness)</td>
</tr>
</tbody>
</table>

- **North Carolina Department of Public Instruction (NCDPI) Professional Teaching Standards**
  (Undergraduate)
  The North Carolina Professional Teaching Standards, developed by NCDPI, are aligned to the expectations and requirements of the course. The standards are identified below and will be posted on Blackboard in their entirety.
  - Teachers establish a respectful environment for a diverse population of students
  - Teachers know the content they teach
  - Teachers facilitate learning for their students
  - Teachers reflect on their practice

- **North Carolina Professional Teaching Standards for Graduate Programs**
  1: Teacher Leadership
  2: Respectful Educational Environments
  3: Content and Curriculum Expertise
  4: Student Learning
  5: Reflection

**Fayetteville State University School of Education Conceptual Framework**
The vision of the School of Education at Fayetteville State University is predicated upon the belief that we prepare knowledgeable, reflective, and caring professionals for teaching and leadership roles in a global society. Our candidates leave their programs of study knowledgeable about their subject matter, experienced in the teaching process, and prepared to use their knowledge, skills, and abilities to help students succeed academically, as well as to improve family support of education in a technological and global society. The knowledge base represents and is organized around the philosophical and theoretical underpinnings of the seven key tenets of the conceptual framework (caring dispositions and ethical responsibility; communication;
knowledgeable and reflective professionals; research and leadership; respect for diversity and individual worth; technological competence and educational applications; and working with families and communities).

The conceptual framework, explicated by a philosophy that is grounded in knowledge, has been a guiding force for program development, review, and assessment for over a decade. The conceptual framework embodies the standards by which programs unit-wide are developed, evaluated, and revised. It represents our system of beliefs, our values, and practices that determine how we instruct and interact with candidates, P-12 educators, students, and families. The conceptual framework builds on the unit’s vision and mission statements.

Through our philosophy, the conceptual framework provides direction for our curriculum and programs. It clearly identifies the knowledge base that undergirds our curriculum and programs, what the unit will teach (based on state and national standards); explains how the unit will teach (based on our knowledge base and sound research practices); why it teaches as it does and why these strategies will yield the required results for your knowledgeable, reflective, and caring professionals. It reiterates its commitments to diversity, research, leadership, and technology and delineates the dispositions, attitudes, and values we believe that our candidates should demonstrate.

The unit’s philosophy helps shape our conceptual framework themes and the knowledge base on which the candidates’ proficiencies, assessments, and evaluations measures are based. The conceptual framework is linked to our beliefs, values, and philosophy about teaching and learning. All facets of the conceptual framework are interrelated, interdependent, and interactive. Our themes are caring dispositions and ethical responsibility; communication; knowledgeable and reflective professionals; research and leadership; respect for diversity and individual worth; technological competence and educational applications; and working with families and communities. The candidate proficiencies, which are an outgrowth of the conceptual framework themes, are accomplished through teaching, research, and service.

The conceptual framework themes help to strengthen the unit’s and institution’s mission and vision of a caring candidate who has in-depth knowledge of teaching, students, and their families and who will be prepared for a diverse, technological, and global society today and in the future. The conceptual framework underscores the importance of assuring that our candidates understand the contemporary family and use that knowledge to help students learn, achieve, and succeed in life. The program helps our education professionals to develop sensitivity to all types of diversity and to practice responsive pedagogy. Candidates understand that technology is a tool to learn with and know how to utilize technology to enhance instruction, learning, research, and data management. The program produces teachers who become leaders in their schools, communities, and professional organizations. The unit graduates teachers and school executives who collect and analyze data and use research effectively to improve teaching and learning for all students. Caring teachers are committed to working with all learners, culturally diverse families, and in promoting the success of all students. In short, our conceptual framework was collaboratively developed, has been shared with all stakeholders, and is coherent, knowledge based, and consistently evaluated and updated.

<table>
<thead>
<tr>
<th>Conceptual Framework Themes</th>
<th>School of Education Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caring Dispositions and Ethical Responsibility (1)</td>
<td>Candidates completing these programs are caring and ethically responsible teachers and school executives who are committed to working with all learners, diverse families, and promoting the success of all students.</td>
</tr>
<tr>
<td>Communication (2)</td>
<td>Candidates understand the importance of world languages and communicate effectively and proficiently with all students, parents, peers, and administrators.</td>
</tr>
</tbody>
</table>
Knowledgeable and Reflective (3)

Candidates should be knowledgeable about their subject matter and the teaching process, and they should use this knowledge to help students succeed academically, and to improve family support of education in a technological and global society.

Research and Leadership (4)

Candidates completing these programs combine theory and practice in preparation to assume the roles of teacher leaders and school, district, and higher education executives. Candidates work to improve the profession and contribute to the establishment of positive working conditions. Candidates are taught to use research to expand their knowledge base and make evidence-based decisions.

Respect for Diversity and Individual Worth (5)

Candidates completing our programs develop sensitivity to all types of diversity and practice responsive pedagogy.

Technological Competence and Applications for Student Learning (6)

Candidates understand that technology is a tool that supports learning. Candidates incorporate technologies appropriately to enhance instruction, learning, research, and data management.

Working with Families and Communities (7)

Candidates understand and are able to identify the characteristics of diverse families and communities. Candidates will use that knowledge to help students learn, achieve, and succeed in life.

Course Outline/Schedule/Calendar/Requirements

*This syllabus & assignment due dates are subject to change. Notice of changes will be sent by the instructor.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic/Chapter Readings for Each Week</th>
<th>Assignments to do this week</th>
<th>Due Dates (all assignments are due by 11:59 PM unless otherwise stated.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Course Overview &amp; Introductions Get ahead - Start reading Chapter 1</td>
<td>(Study for SOE Framework /APA Quiz) Read “Every Teacher is a Teacher of Mathematics”</td>
<td>Due 8/19: -Complete and submit Ethics Code Agreement  -DB1 Introduce yourself &amp; tell why you’re in this course &amp; what you hope to learn.  -Give your reaction to the article  -What is your PMA?</td>
</tr>
<tr>
<td>Week</td>
<td>Topic</td>
<td>Instructions</td>
<td>Due Dates</td>
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<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>4</td>
<td>Money and Time</td>
<td>Use your text, CCSS and the following link to inform your paper. (<a href="http://www.p21.org/overview/skills-framework">http://www.p21.org/overview/skills-framework</a>) Read article on Number Sense.</td>
<td>Due 8/29: Math Content draft</td>
</tr>
<tr>
<td>5</td>
<td>Number Sense</td>
<td></td>
<td>Due 9/3: PowerPoint Presentation on your math chapter strategies and CBA</td>
</tr>
<tr>
<td>6</td>
<td>Concepts/Computation of Whole Numbers</td>
<td>Math Learning Journal 3</td>
<td>Due 9/8 Learning Journal 3 - Solve/check math problem(s) - Discuss how you worked the math problem and what you would need to review or teach SWD in math in order for them to solve it.</td>
</tr>
<tr>
<td>7</td>
<td>Rational Numbers, Fractions &amp; Decimals</td>
<td><em>(Collect a student writing sample to assess &amp; analyze in the last half of the course.)</em></td>
<td>Due 9/17: Final Math Paper</td>
</tr>
<tr>
<td>8</td>
<td>Mid Term Approaching!</td>
<td></td>
<td>Due 9/22: Submit Math Question Bank (10 questions) - DB3 Discuss with your peers any changes in your thoughts about learning/teaching math to SWD and how you plan to apply what you have learned.</td>
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<tr>
<td>9</td>
<td></td>
<td></td>
<td>Due 10/9: Math Teaching Unit</td>
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<tr>
<td>10</td>
<td>Power of Writing</td>
<td>Weekly writing journal 1 on DB: Set a timer for 5 minutes and write until time is up on any topic you choose. Reflect on the experience. Read Chapters 1-2 in Graham &amp; Harris</td>
<td>Due 10/17: Writing DB1CCSS Post student writing sample Due by 10/19: Peer responses</td>
</tr>
<tr>
<td>11</td>
<td>Broadly Applied Writing Strategies</td>
<td>Read Chapter 3 in Graham &amp; Harris. Set a timer and write for 7 minutes non-stop, on the season of fall/autumn. Reflect on your experience in the weekly online learning journal 2.</td>
<td>Due 10/22: Explain &amp; apply SRSD DB2. Due 10/24: Peer responses by</td>
</tr>
<tr>
<td>12</td>
<td>Broadly Applied Writing Strategies (cont’d)</td>
<td>Writing Analysis Read pp 39-62 &amp; review online</td>
<td>Due 10/27: Reflect on writing</td>
</tr>
</tbody>
</table>
resources.

Analysis/Instruction resources for DB3. Due 10/31: Peer responses

<table>
<thead>
<tr>
<th></th>
<th>Specific Writing Strategies</th>
<th>Read pp 63-80 Writing Analysis: Select two strategies from the textbook to describe fully in planning writing instruction.</th>
<th>Due 11/3: Draft of writing analysis</th>
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</thead>
<tbody>
<tr>
<td>13</td>
<td></td>
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<tr>
<td></td>
<td>Self-Regulating &amp; the Writing Process</td>
<td>Read pp 81-132 Writing learning journal 3. Watch the slide presentation, Writing Better. Reflect on how you would apply information in the presentation in your own writing instruction.</td>
<td>Due 11/14: Post Final Writing Analysis &amp; Instruction</td>
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<tr>
<td>14</td>
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<td>15</td>
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<tr>
<td></td>
<td>Review Learning Journals</td>
<td>Course Evaluations</td>
<td>Final Responses due 12/2.</td>
</tr>
<tr>
<td>16</td>
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</tbody>
</table>

**Assessment and Evaluation Criteria**

This course has 2 Units:
Unit 1 Assessing and Teaching Mathematics for Students with Disabilities
Unit 2 Assessing and Teaching Written Expression for Students with Disabilities.
Each unit has 7 lessons (total 14 lessons).

**Grading Policy (The FSU grading policy, as per the University Catalog applies to this course.)**

1. Failure to comply with the class assignment schedule will be detrimental to your grade.

2. Late submission of any course activities or tasks is not recommended. Assignments that are not submitted to Blackboard within 3 days past the due date, will receive a grade of 0, unless they are accompanied by an “official” excuse. The assignment will be considered late if received after midnight of the due date. Please double-check to make sure you have your name and the assignment name on each paper.

3. Failure to perform any activities or tasks assigned will result in a grade of “0”.

4. Other: **Any student missing three or more on-line assignments or e-mail communications will receive an X grade.**

5. Your work will be graded and feedback will be provided, as appropriate. Feedback is made available through the Assignment Tab on Blackboard, via email or over-the-phone. You may also schedule a face-to-face meeting or stop by during regular office hours for specific questions or assistance. Work that is submitted before the due date will be graded on or after the due date, and not before. This is the grading approach for the course, as students often submit work early and then re-submit a “corrected” version before the due date. I will grade the latest version of the assignment on or after the due date. I do not want to discourage you from submitting early,
but I do not want students to expect a grade until AFTER the due date of each assignment. Please let me know if you questions about this guideline.

6. Grades will be assigned on an accumulated point basis according to student’s performance on assignments. Points are assigned based upon comparison with established rubrics for success. Rubrics are available in Blackboard, and should be used as a guide for unit plans, scholarly writing/papers.

This course is graded on a Points Accumulated basis. Points are awarded for activities within each unit. Final grades are assigned based on the number of accumulated points:

**Grading Scale**

**Unit 1 Points (100)**

Math learning Journal =15 (3@ 5 pts ea)
Conceptual Framework/APA Style Quiz = 10
Discussion Board Responses and Replies = 9 points (3@ 3 pts ea)
Question Bank = 6 points
Strategy Chapter Presentation = 10 points
Math Content Paper = 20 (draft = 5) (final =15)
Math Teaching Unit = 30

**Unit 2 Points (100)**

Writing Instruction Learning Journal = 15
Discussion Board Responses and Replies (3 X 3 each) = 9 points
Question Bank = 6
Writing Sample & Analysis Draft = 10
Writing Analysis Final Draft = 15
Writing Strategy Presentation = 10
Final Draft Writing Expression Unit = 30
Final Reflection Questions = 5

A=92%-100% of total points
B=83%-91% of total points
C=74%-82% of total points
F=Below 74% of total points

*The Code of Ethics Agreement must be submitted by the due date as your first assignment.

**The instructor reserves the right to adjust course points based on availability of assignment links. TOTAL POINTS FOR COURSE = 200

**NOTE:** Students who cannot complete the course requirements in a timely manner are expected to withdraw themselves according to the dates in the University calendar. Failure to do so may result in an F grade assignment (and removal from graduate school if applicable). *No Incomplete grades will be given. Failure to complete
requirements throughout the semester does not constitute an emergency and requires withdrawal.

INSTITUTIONAL GUIDELINES

Academic Integrity: Dishonesty in Academic Affairs
Acts of dishonesty in any work constitute academic misconduct. Such acts include cheating, plagiarism, misrepresentation, fabrication of information, and abetting any of the above. Plagiarism in particular presents pitfalls to be avoided: failure to document any words, ideas, or other contributions that do not originate with the author constitutes plagiarism. Widespread use of the World Wide Web (Internet) requires particular attention to proper documentation practices. Individual course syllabi offer additional clarification about requirements for proper documentation. Actions outlined in the Fayetteville State University Student Handbook under Disciplinary System and Procedures will be followed for incidents of academic misconduct. The handbook may be obtained from the Office of Student Affairs located in the Collins Administration Building. Fayetteville State University Undergraduate Catalog pg. 85

Class Attendance
Students are expected to complete all assigned course and Blackboard activities within the assigned window of time. When students must miss class(es) for unavoidable reasons, i.e., illness, family emergencies, or participation in official university sponsored activities – they are responsible for informing faculty of the reasons for the absences, in advance if possible, and completing all missed assignments.

During the first half of the semester/term, faculty will assign an interim grade of “EA,” Excessive Absences, for students whose class absences exceed 10% of the total contact hours for the class. Since this is an online course, I assign EA grades for lack of online course activity and course participation. It is not beneficial to allow long gaps in course participation. Students must keep up with the assignments and turn in good quality work on time. I reserve the right to deduct points for late work. Students who receive EA interim grades must either withdraw from the class or resume attendance. Students who resume attendance must consult with the instructor about completion of missed assignments. The EA is not a final grade, so students who are assigned an interim grade of EA, but do not withdraw from the class, will receive a final grade based on the evaluation criteria for the class.

Students shall be allowed a minimum of two (2) excused absences each academic year for religious observances required by the faith of the student. Such absences must be requested in accordance with the procedures in this Policy.

The minimum of two (2) excused absences from classes for religious observances shall not be counted against any mandatory attendance requirements; however beyond the minimum stated in this Policy, instructors shall maintain authority to establish and enforce the attendance policy for the courses they are teaching.

Students shall be given the opportunity to make up tests and other work missed due to an excused absence for a religious observance. Students shall not be relieved of their responsibility for any part of the course work required during their period of absence. Instructors may appropriately respond if a student fails to satisfactorily complete any alternative assignment or examination.

Requesting an Absence due to Religious Observance
A. At least ten (10) calendar days prior to the date of the observance, a student shall complete the Request for Class Absence Due to Required Religious Observance form and submit it to the Center for Personal Development.
B. If the student has provided the *Request for Class Absence Due to Required Religious Observance* form to the Center for Personal Development in the time prescribed, the student shall be granted the excused absence as prescribed by this *Policy*. The Center for Personal Development shall be responsible for notifying the student’s instructors of the student’s approved absence.

C. The Center for Personal Development shall also be responsible for denying a student’s request should the student have exceeded the student’s two (2) excused absences, as allowed by this Policy. In such instances, the student should make a request for an excused absence due to a religious observance directly to the student’s instructors. The instructor will evaluate the student’s request according to the guidelines in the course syllabus regarding excused absences. If the student’s request is approved, the student shall be responsible for completing all make-up assignments.

**Grade of Incomplete**

A grade of incomplete will only be assigned upon mutual agreement between instructor and student and in the case of extremely extenuating circumstances. Extenuating circumstances might include significant health issues or death in the immediate family. A contract will be developed between student and instructor outlining a plan for course completion and deadline for work to be submitted.

*(Note: It is my policy to NOT give grades of Incomplete.)*

**Withdrawal from Class**

From August 26, 2014- November 5, 2014, students considering withdrawal from class must complete the form available on the registrar’s website [http://www.uncfsu.edu/registrar/forms.htm](http://www.uncfsu.edu/registrar/forms.htm), obtain signatures from instructor and advisor, then return completed form to Registrar’s office. You will not receive any refund of tuition and fees for withdrawing from a class. You should strive to earn credit for any and all classes you are enrolled in. If you are withdrawing from all the courses in which you are enrolled, even if you are enrolled in only one course, you must withdraw from the university. Excessive withdrawals will jeopardize your financial aid. Ask Financial Aid about the 67% rule. Effective fall 2009 you will be permitted five no-penalty class withdrawals only. After 5 they will be calculated as "F".

**Withdrawal from the University**

From August 26 2014- November 17, 2014, students may withdraw from the University. Withdrawal from University means you are withdrawing from all classes for the semester due to circumstances that prevent you from being able to complete classes. Locate the deadlines for the drop/add period and withdrawal at the Office of the Registrar’s website: [http://www.uncfsu.edu/registrar/index.htm](http://www.uncfsu.edu/registrar/index.htm). Also, in addition to your instructor, contact the Center for Personal Development at (910) 672 1203/1222 for additional support and information regarding special circumstances that prevent you from being able to complete classes.

**Disabled Student Services**

In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ADA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910 672 – 1203.

**FSU Policy on Electronic Mail**

Fayetteville State University provides to each student, free of charge, an electronic mail account (username@uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to
access electronic mail. Rules and regulations governing the use of FSU email may be found at
http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf

Inclement Weather
We will follow the Fayetteville State University inclement weather schedule. Consult the university webpage,
local radio and television statements for announcements. While the university may be closed, online courses
may continue as scheduled.

Register your phone for emergency text alerts (optional). FSU has a state-of-the-art emergency alert system.
One part of that system allows students to register a cell phone to receive text alerts about emergency
situations on campus (e.g., closure due to inclement weather). To register a phone,

Go to the FSU Bronco Alert Emergency Message Sign-Up page.
Enter your Banner ID.
Enter your cell phone number, then enter it again to verify.
Click Submit.

Useful References

secondary special and general educators. Exceptional Children, 72(2), 217-234.
Meyen, E., & Greer, D. (2009). The role of instructional planning in math instruction for students with learning
disabilities. Focus on Exceptional Children, 41(5), 1-12.
Souroulla, A., Panayiotou, G., & Kokkinos, C. (2009). The role of the teacher in identifying learning disabilities:
A study using the McCarney Learning Disability Evaluation Scale (LDES). Journal of Learning
Disabilities, 42(6), 483-93.