# Course Title
Introduction to School Learning Problems

# Term/Semester/Year
Fall 2009

# Course Catalog Number
Psychology 7819

# Instructor
Dr. Jamie Zibulsky

## Course Description
The primary goal of this course is to familiarize future school psychologists with key theories and research in the areas of cognitive and academic development, so that they can utilize this knowledge to promote student success through (1) direct intervention with students and (2) the provision of indirect support services regarding instructional practices, classroom management, and strategies for meeting the needs of diverse and struggling learners. Course readings, discussions, and assignments are intended to help develop essential skills that future school psychologists will draw upon to prevent and remediate learning difficulties, as well as to foster school environments where students and teachers are engaged in highly interactive learning experiences.

## Goals and Objectives
After successfully completing this course, it is expected that all future school psychologists will:

- Understand prominent theories and research on children’s cognitive development, as well as their application in the classroom.
- Be familiar with the developmental processes of reading acquisition and mathematical thinking.
- Be able to articulate the relationship between cognitive development and children’s mastery of specific academic skills.
- Have developed skills and tools for informally assessing children’s cognitive and academic development, as well as their learning environment.
- Be familiar with the empirical knowledge base required to implement and oversee effective interventions to remediate academic difficulties.

## Course Topics

1. Defining Development, Learning, and Teaching
   a. Piaget’s Theory of Cognitive Development
   b. Vygotsky’s Theory of Development
   c. Creating a Positive Learning Environment

2. The Process of Reading Acquisition
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<th>III. Developing Mathematical Thinking</th>
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**Text:**

**Required Text:**


All other course readings will be made available electronically or will be distributed at least one week prior to the class session in which they will be discussed. Additional readings may be added throughout the semester as needed or requested.