

## **Literacy Intervention Block**

**Summer 2015**

**M-F, May 11-July 14, ~8am-3pm**

EEX 6125: Intervention for Language & Learning Disabilities (3 credits)

EEX 6219: Reading Assessment & Intervention for Students with Disabilities (3 credits)

EEX 6841: Practicum in Special Education (3 credits)

### **Course Description**

EEX 6125, 6219, and 6841 are taken together and serve as an intensive learning experience designed to prepare students to address the needs of students with language- and literacy-related disabilities.

In EEX 6125, students will develop an understanding of language development and disorders and the impact of language on learning. The focus will be on classroom-based strategies for promoting language and literacy development for students with disabilities and other struggling students. In addition, students will learn about current approaches to assistive technology and augmentative communication and their application in the classroom.

In EEX 6219, students will develop an understanding of the reading process and reading disabilities. Emphasis will be on the use of effective practices in the prevention and remediation of reading disabilities. This course will include an examination of current reading theory and research and its implications for assessment, instruction, and intervention for students at risk for or experiencing reading failure.

In EEX 6841, students will apply their literacy intervention knowledge and skills with K-12 students with disabilities or students at risk. The practicum will include one-on-one tutoring as well as small-group and large-group instruction.

### **Course Objectives**

1. Students will demonstrate understanding of the sequence of expressive and receptive language development and the components of language structure.
2. Students will demonstrate understanding of theories of language acquisition and learning, including those of second language learning.
3. Students will demonstrate understanding of the organization and structure of written and spoken English.
4. Students will demonstrate knowledge of communication deficits and select appropriate interventions.
5. Students will demonstrate knowledge of strategies for integrating communication instruction

into educational settings.

6. Students will demonstrate knowledge of effective strategies for language and literacy intervention.
7. Students will demonstrate knowledge of appropriate assistive technology and alternative communication systems to facilitate communication.
8. Students will demonstrate understanding of the reading process and theories of how children learn to read.
9. Students will demonstrate understanding of dyslexia and the problems that many children encounter when learning to read.
10. Students will demonstrate knowledge of current research findings about reading disabilities and effective interventions.
11. Students will demonstrate knowledge and skills in effective assessment for diagnosis and instructional planning for children with reading disabilities.
12. Students will demonstrate knowledge and skills in effective instruction in reading, including individual and small-group interventions for children with reading disabilities.
13. Students will demonstrate knowledge of how current research findings about reading disabilities may be applied in classroom reading instruction.
14. Students will apply their knowledge and skills related to assessment of reading disabilities.
15. Students will apply their knowledge and skills related to remediation of reading disabilities.

## Readings

### **Required:**

Birsh, J. (2011). *Multisensory teaching of basic language skills* (3<sup>rd</sup> ed.). Baltimore, MD: Brookes.

Diamond, L., & Thorsnes, B. J. (2008). *CORE: Assessing reading multiple measures* (2nd ed.). Novato, CA: Arena.

Leslie, L. & Caldwell, J. (2010). *Qualitative Reading Inventory 5th Edition*. Boston: Allyn & Bacon.

Honig, B., Diamond, L. & Gutlohn, L. (2012). *CORE Teaching Reading Sourcebook* (updated 2<sup>nd</sup> edition). Novato, CA: Arena.

*Learnable Linguistics* handbook, available at Target Copy.

Other articles and readings will be available online or in the library.

### **Recommended:**

Felton, R. H., Hook, P. E., & Lowell, S. C. (2013). *Basic facts about assessment of dyslexia*. Baltimore: International Dyslexia Association.

Moats, L. C., & Dakin, K. E. (2008). *Basic facts about dyslexia and other reading problems*. Baltimore: International Dyslexia Association.

## Course Requirements and Assignments

- **Online Training.** You must complete an online training to be able to participate in the practicum portion of this course. This training must be completed by May 22, and you must print out your certificate and turn it in.
- **Professionalism.** You will also be expected to exhibit professionalism throughout these courses, but especially during the practicum. Professionalism includes (but is not limited to)

adherence to the professional code of ethics; adherence to school policies; appropriate interactions with teachers, parents, students, peers, and supervisors; positive attitude and demeanor; thorough, conscientious, and timely completion of all teaching responsibilities; mature response to constructive feedback; and professional appearance, including modest attire.

- **Participation.** You will be expected to participate actively in class activities. You will need to complete assigned readings to participate fully and fruitfully. To receive full participation credit, it is expected that you will be well prepared, attend all class sessions, be on time, stay for the entire class, remain focused on class topics and activities, engage actively in discussions, and adhere to class “ground rules,” which will be established at the beginning of the semester. You will also be assigned to a discussion group for in-class discussions related to the assigned readings. You will report results of discussion group sessions in class and complete peer evaluations at the end of the semester.
- **Quizzes.** Quizzes will measure students’ understanding of basic concepts and skills related to language and literacy assessment and intervention. Four quizzes will cover readings and class content. One quiz will be administered individually to assess sound pronunciation and knowledge.
- **Final Exam.** The final exam for the literacy intervention block will be cumulative and will cover content from both courses and the practicum. The exam will be in an essay format, and the questions will be provided in advance.
- **Technology Project.** You will work individually or with a partner to evaluate a form of assistive technology or augmentative communication or a technology-based language or literacy intervention tool, determine the characteristics of students for whom it is appropriate, and identify how it is most effectively implemented. You will share your findings in class live or via video presentation, and you will provide a one-page handout for your classmates.
- **Diagnostic Literacy Assessment Report.** You will conduct a comprehensive diagnostic literacy assessment on a student with reading difficulties and develop a professional report based on your assessment data. The report will include the following information:
  - (a) summary of student background information, synthesis of prior assessment data, and information from parent interview
  - (b) results of formal assessments and interpretations of those results
  - (c) summary of tutoring, including anecdotal records from daily tutoring session notes, analysis of progress monitoring data, and overall conclusions about the student’s needs for intervention.
  - (d) parent and teacher recommendations for follow-up

A template for this report, along with more detailed assignment information, will be available on the course web page. In addition to the assessment report, you will submit raw data from assessments.

**Please note:** The diagnostic literacy assessment report will be sent to your student’s parents. It is, therefore, very important that you carefully proofread all sections of the report before submitting. If there are errors, the report will be returned to you for corrections, and your final grade for the course cannot be entered until all corrections are made.

- **O-G Tutoring Project.** You will conduct 16 one-hour, one-on-one, tutoring sessions (plus assessment sessions) with a struggling reader. In this tutoring session, you will use Orton-Gillingham (O-G) methods. You will be observed by a supervisor at least four times and by an instructor at least once. You will also be observed by your peers, and you will conduct at least five peer observations. You will submit the following:
  - (a) daily tutoring lesson plans with post-lesson observations (using template provided);
  - (b) your student’s progress monitoring data; and
  - (c) observation notes from at least five peers’ tutoring sessions (these observation notes are submitted as they are conducted).
  
- **Individualized Tutoring Project.** You will also conduct daily 30-minute, one-on-one tutoring sessions with a second struggling reader. In this tutoring session, you will use any combination of intervention methods you have learned (e.g., UFLI Tutoring, O-G, SIPPS, Great Leaps) to design intervention sessions that address your student’s specific needs. You will turn in the following:
  - (a) An explanation of your intervention routine that includes a brief description of each the methods you chose to use and a rationale for your choices;
  - (b) Your tutoring log and session notes with post-lesson observations (using template provided); and
  - (c) A brief (~1-page) summary of your student’s progress.
  
- **Small-Group Intervention Project.** Each student will also conduct daily small-group reading intervention lessons in at least two areas: (a) *reading* words and text (e.g., alphabet knowledge, print concepts, phonological awareness, decoding, fluency), and (b) *understanding* words and text (e.g., oral language, morphology, vocabulary, comprehension). The Small-Group Intervention Project will consist of a daily record of each lesson plan with reflections on each lesson’s strengths and weaknesses. You will also observe peer lessons on a daily basis and provide written feedback. You will submit the following:
  - (a) Daily lesson plans with post-lesson observations (using template provided);
  - (b) A brief (~1-page) summary of your students’ progress in “reading words and text”;
  - (c) A brief (~1-page) summary of your students’ progress in “understanding words and text”; and
  - (d) observation notes from peers’ lessons (these observation notes are submitted daily).
  
- **Self-Assessment Project.** You will use all available data sources to assess your own development as a reading interventionist. The self-assessment report will include the following:
  - (a) daily Professional Learning Journal entries that include new insights and new questions about your own pedagogy, the reading acquisition process, and the needs of struggling readers gleaned from one-on-one tutoring and small-group intervention sessions;
  - (b) weekly video “storytelling”—each week, you will record a brief (i.e., 5-10 minutes) video of extemporaneous commentary about how the week has gone, including successes, frustrations, questions, and insights;
  - (c) a videotaped one-on-one (O-G) tutoring session with self-analysis of the lesson;
  - (d) records of supervisor and peer observation feedback; and
  - (e) a summary of your *evidence-based* impressions of your own instructional strengths and areas in need of continued improvement.

- **Intervention Notebook.** Each student will develop a personal resource notebook for reading intervention using class handouts, class notes, and other resources. This notebook will serve as a resource for future classroom reference. Your grade for the Intervention Notebook will be based on its organization and the ease with which you can find particular resources.

## Grading

<b>EEX 6125</b>	<b>500 pts</b>
50 points	Class participation
100 points	Technology Project
200 points	Quizzes: 4 @ 50 points
100 points	Sound Quiz
50 points	Final exam
<b>EEX 6219</b>	<b>500 pts</b>
50 points	Class participation
150 points	Diagnostic literacy assessment report
200 points	Quizzes: 4 @ 50 points
100 points	Final exam
<b>Practicum</b>	<b>500 pts</b>
100 points	Professionalism
100 points	O-G Tutoring Project
50 points	Individualized Tutoring Project
100 points	Small-Group Intervention Project
125 points	Self-Assessment Project
25 points	Intervention Notebook

Grades are computed by totaling the number of points received on each assignment. Letter grades are assigned based on the total number of points received. Late assignments are worth a maximum of half the total points available.	470 - 500 = A	390 - 399 = C+
	450 - 469 = A-	370 - 389 = C
	440 - 449 = B+	320 - 369 = D
	420 - 439 = B	Below 320 = E
	400 - 419 = B-	

## Other Important Course Information

### Technology Problems

Portions of the Literacy Intervention Block will be accessed and completed online. Students have the responsibility to obtain/maintain the technology necessary to access course information on the website. If you encounter problems with any aspect of technology (accessing the website, submitting assignments, viewing video clips), please do not contact the instructor. Problems should be directed to technical support. There is a link to the College of Education student help center that has basic information about accessing and using the course website.

### Tentative Course Schedule

Date	Topic	Assignments/Readings Due
5/11	Reading Block Overview Overview of Reading Disabilities & Dyslexia	CORE SB p. 1-18
5/12	Dyslexia (continued) The Human Brain	Online: Dyslexia Podcast Birsh Ch. 1-2 Hudson et al. (2007)
5/13	Learning Disabilities Language Acquisition and Development Structure of the English Language	Pullen et al. (2011) Spinelli (2002) CORE SB p. 22-47
5/14	Structure of the English Language (continued) Speech production	Online: Sounds video Birsh Ch. 3-4
5/15	Speech production (continued) Communication Disorders Assistive Technology	Online: Technology module Birsh Ch. 22 Sunderland (2004)
5/18	Introduction to Reading Assessment Curriculum-Based Measurement Informal Reading Inventories	<b>Quiz</b> Online: Assessment Podcast Birsh Ch. 14 CORE Assess p. 5-15, A22-A31
5/19	Informal Reading Inventories (continued) Text for Assessment & Intervention	QRI-5 p. 1-98 Strachan (2014)
5/20	Vocabulary & Comprehension Assessment	Carlisle (2003) CORE Assess p. 120-149; 150-180 CORE SB p. 405-606
5/21	Vocabulary Intervention	Birsh Ch. 11 Kieffer & LeSeaux (2007) Lane & Allen (2010) Either (1) Dalton & Grisham (2011) OR (2) Wolsey et al. (2015)
5/22	Comprehension Intervention	Birsh Ch. 12 Lane & Wright (2007) Hirsch (2003) Willingham (2006/7) CORE SB p. 609-742

5/25	No Class: Memorial Day Holiday	---
5/26	Fluency Assessment	Quiz Birsh Ch. 10 CORE Assess p. 63-119, A18-A21 CORE SB p. 321-358
5/27	Fluency Intervention Great Leaps Training	Hudson et al. (2005) CORE Assess p. 63-119, A18-A21 CORE SB p. 360-404
5/29	Phonological Awareness Assessment & Intervention	Birsh Ch. 5 Lane et al. (2002) CORE Assess p. 19-40 CORE SB p. 116-158
5/28	Alphabet Knowledge, Print Concepts Decoding Assessment & Intervention	Birsh Ch. 6 CORE Assess p. 41-62 CORE SB p. 69-113
6/1	Decoding Intervention SIPPS Training	Quiz Birsh Ch. 8 Ehri & Snowling (2004) CORE SB p. 161-257
6/2	Decoding Intervention Small-Group UFLI Training	Birsh Ch. 16 Bloodgood & Pacifici (2004) CORE SB p. 260-318
6/3	Decoding Intervention Writing Assessment & Intervention: Spelling, Handwriting	Birsh Ch. 7, 9 Joshi et al. (2008/9) Moats (2005/6) Gentry & Graham (2010)
6/4	Writing Assessment & Intervention: Written Expression Sentence-Writing Strategy	Birsh Ch. 13 Graham & Hebert (2010) Graham, Harris, & MacArthur (2006)
6/5	Classroom-Based Intervention Grouping RTI/MTSS Preparing for Practicum	Birsh Ch. 15 Foorman & Torgesen (2001) CORE SB p. 744-754

6/8	Learnable Linguistics training	Quiz
6/9	Learnable Linguistics training	LL Manual
6/10	Learnable Linguistics training	LL Manual
6/11	Learnable Linguistics training	LL Manual
6/12	Learnable Linguistics training	LL Manual
6/15	Application	Planning & Session Notes
6/16	Application	Planning & Session Notes
6/17	Application	Planning & Session Notes
6/18	Application	Planning & Session Notes
6/19	Evidence-based curricula Data Checks	
6/22	Application	Planning & Session Notes
6/23	Application	Planning & Session Notes
6/24	Application	Planning & Session Notes
6/25	Application	Planning & Session Notes
6/26	Diagnostic Assessment Reports Developing Recommendations for Intervention	
6/29	Application	Planning & Session Notes
6/30	Application	Planning & Session Notes Parent Night: 5:30-7:00 pm
7/1	Application	Planning & Session Notes
7/2	Application	Planning & Session Notes
7/3	No Class: Independence Day Holiday	---
7/6	Application	Planning & Session Notes
7/7	Application	Planning & Session Notes
7/8	Application	Planning & Session Notes
7/9	Application	Planning & Session Notes



7/10	ELA Standards Pulling it all together	
7/13	Technology Projects	<b>Presentations due</b>
7/14	Report Development (individual assistance, as needed)	<b>Final Exam Intervention Notebook due</b>
7/22	No class	<b>Projects &amp; Reports due by 5pm</b>