Literacy Intervention Block

Intervention for Language & Learning Disabilities (3 credits)

**Reading Assessment & Intervention for Students with Disabilities (3 credits)**

**Practicum in Dyslexia (3 credits)**

**Course #**

**Semester Year**

**Instructor:**

**Department:**

**Office:**

**Phone:**

**Email Address:**

**Office Hours:**

**Prerequisite:** Students in this block of courses should have prior coursework on typical literacy development and evidence-based methods for reading instruction.

**Course Description**

These courses 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 Intervention for Language & Learning Disabilities, 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 Reading Assessment & Intervention for Students with Disabilities, 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 Practicum in Dyslexia, 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 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**

**Textbooks**

Diamond, L., & Thorsnes, B. J. (2018). *CORE: Assessing Reading Multiple Measures* (revised 2nd ed.). Novato, CA: Arena.

Hasbrouck, J. (2020). *Conquering Dyslexia: A Guide to Early Detection and Intervention*. New Rochelle, NY: Benchmark.

Honig, B., Diamond, L. & Gutlohn, L. (2018). *CORE Teaching Reading Sourcebook* (3rd edition). Novato, CA: Arena.

Lane, H. B. (2020). *UFLI-Intensive: Tutor Handbook*. Gainesville: University of Florida Literacy Institute.

Moats, L. C. (2020). *Speech to Print: Language Essentials for Teachers* (3rd edition). Baltimore: Brookes.

Moats, L. C., & Rosow, B. L. (2020). *Speech to Print: Language Exercises for Teachers Workbook* (3rd edition). Baltimore: Brookes.

Guided notes are available at Target Copy on University Avenue (https://target-copy.com/).

**Articles and other readings:**

Adlof, S. M., & Hogan, T. P. (2018). Understanding dyslexia in the context of developmental language disorders. *Language, Speech, and Hearing Services in Schools*, *49*(4), 762–773.

Archer, A. L., & Hughes, C. A. (2011). Exploring the foundations of explicit instruction. In *Explicit instruction: Effective and efficient teaching* (pp. 1–22). Guilford Press.

Cabell, S. Q., & Hwang, H. (2020). Building content knowledge to boost comprehension in the primary grades. *Reading Research Quarterly*, 55, S99-S107.

Dawson, K., Antonenko, P., Lane, H., & Zhu, J. (2019). Assistive technologies to support students with dyslexia. *Teaching Exceptional Children, 51*(3), 226-239.

Ehri, L. C. (2020). The science of learning to read words: A case for systematic phonics instruction. *Reading Research Quarterly*, 55, S45-S60.

Filderman, M. J., & Toste, J. R. (2017). Decisions, decisions, decisions: Using data to make instructional decisions for struggling readers. *TEACHING Exceptional Children*, *50*(3), 130–140.

Graham, S. (2010). Want to improve children's writing? Don't neglect their handwriting. *American Educator*, 20–40.

Hirsch, E. D. (2003). Reading comprehension requires knowledge—of words and of the world: Scientific Insights into the fourth-grade slump and the nation’s stagnant comprehension scores. *American Educator*, 10-29.

Hudson, R. F., Lane, H. B., & Pullen, P. C. (2005). Reading fluency assessment and instruction: What, why, and how? *The Reading Teacher*, *58*(8), 702–714.

Joshi, R. M., Treiman, R., Carreker, S., & Moats, L. C. (2009). How words cast their spell: Spelling is an integral part of learning the language, not a matter of memorization. *American Educator*, 6-43.

Kearns, D. M., & Whaley, V. M. (2018). Helping students with dyslexia read long words: Using syllables and morphemes. *TEACHING Exceptional Children*, *51*(3), 212–225.

Kearns, D. M., Hancock, R., Hoeft, F., Pugh, K., & Frost, S. (2019). The neurobiology of dyslexia. *TEACHING Exceptional Children*, *51*(3), 175–188.

Moats, L. (2019). Teaching spelling: An opportunity to unveil the logic of language. *Perspectives on Language and Literacy*, 45.

Moats, L. C. (2020). *Teaching reading is rocket science, 2020*. Retrieved November 30, 2021, from https://www.readingrockets.org/sites/default/files/teaching-reading-is-rocket-science-2020.pdf.

Odegard, T. N. (2020). Structured literacy is exemplified by an explicit approach to teaching. *Perspectives on Language and Literacy*, 46, 13-16.

Petscher, Y., Cabell, S. Q., Catts, H. W., Compton, D. L., Foorman, B. R., Hart, S. A., ... & Wagner, R. K. (2020). How the science of reading informs 21st‐century education. *Reading Research Quarterly*, 55, S267-S282.

Pullen, P. C., Lane, H. B., Ashworth, K. A., & Lovelace, S. P. (2017). Learning disabilities. In J. M. Kauffman et al. (Eds.). *The handbook of special education* (pp. 286-299). New York: Routledge.

Pullen, P., & Lane, H. B. (2016). Hands-on decoding: Guidelines for using manipulative letters. *Learning Disabilities: A Multidisciplinary Journal*, *21*(1).

Robertson, K., & Ford, K. (2020, February 18). *Language acquisition: An overview*. Colorín Colorado. from https://www.colorincolorado.org/article/language-acquisition-overview.

Sayeski, K. L., Earle, G. A., Davis, R., & Calamari, J. (2019). Orton Gillingham: Who, what, and how. *Teaching Exceptional Children*, 51(3), 240-249.

Shaywitz, B. A., & Shaywitz, S. E. (2020). The American experience: Towards a 21st century definition of dyslexia. *Oxford Review of Education, 46*(4), 454-471.

Snowling, M. J., Hulme, C., & Nation, K. (2020). Defining and understanding dyslexia: past, present and future. *Oxford Review of Education*, 46(4), 501-513.

Snowling, M. J., Hayiou‐Thomas, M. E., Nash, H. M., & Hulme, C. (2020). Dyslexia and Developmental Language Disorder: Comorbid disorders with distinct effects on reading comprehension. *Journal of Child Psychology and Psychiatry*, 61(6), 672-680.

Solari, E., Petscher, Y., & Hall, C. (2021). What Does Science Say About Orton-Gillingham Interventions? An Explanation and Commentary on the Stevens et al. (2021) Meta-Analysis. *The Reading League Journal.*

Stevens, E. A., Austin, C., Moore, C., Scammacca, N., Boucher, A. N., & Vaughn, S. (2021). Current state of the evidence: Examining the effects of Orton-Gillingham reading interventions for students with or at risk for word-level reading disabilities. *Exceptional Children*.

Trunkenmiller, A. J., Yohannan, J., & Cho, E. (2020). Linking reading assessment data to instructional planning: A component skills approach. *National Association of School Psychologists*, *48*(7), 15–18.

Willingham, E. D. (2007). The usefulness of brief instruction in reading comprehension strategies. *American Educator*, 39-50.

**Course Requirements and Assignments**

**Participation:** Online Discussions and Synchronous Meetings. You will be expected to participate actively in weekly synchronous Zoom meetings. 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 synchronous Zoom meetings, be on time, stay for the entire session, 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 complete online Discussions forums in Canvas, as assigned.

**Quizzes.** Quizzes will measure your understanding of basic concepts and skills related to language and literacy assessment and intervention. There will be five quizzes, which will cover readings and class content from the corresponding Module.

**Sounds Videos.** You will create and submit two videos to demonstrate your skills in sound pronunciation and your knowledge about speech production. Sounds Video 1 will demonstrate your ability to pronounce a blendable sound for each letter of the alphabet. Sounds Video 2 will demonstrate your knowledge of the place and manner of articulation for all 44 phonemes.

**Intervention and Assessment Demonstrations of Learning (DOLs).** For some Modules, you will demonstrate your learning by applying the content in a meaningful way. In some cases, you will be asked to video record yourself practicing intervention strategies or administering assessments. In other cases, you will submit structured plans for instruction.

**Literacy Assessment Report (LAR).** You will conduct a comprehensive diagnostic literacy assessment on a student with reading difficulties and develop a professional report based on your assessment data. A template for this report, along with more detailed assignment information, will be provided. In addition to the assessment report, you will submit raw data from assessments.

**IMPORTANT:** The literacy assessment report will be sent to your student’s guardians. It is, therefore, very important that you carefully proofread all sections of the report before submitting. Proofreading should address issues with spelling, punctuation, grammar, formatting, and professional language. 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.

**Intensive Tutoring Project.** You will conduct 20 one-hour, one-on-one tutoring sessions (plus assessment sessions) with a student with significant reading difficulties using the tutoring procedures you learn in class. You will submit video of every session. At least five tutoring sessions will be reviewed by your supervisor or course intructor using GoReact. One of your recorded tutoring sessions will be observed by a peer. You will conduct one observation of a peer’s recorded session and provide constructive feedback. Guidelines for observation and feedback will be provided. You will also conduct a self-analysis of two of your recorded tutoring sessions. You will submit the following:

1. intervention plan that you develop based on your student’s pre-assessment data;
2. 20 lesson plans with post-lesson, progress monitoring observations (using template provided);
3. recorded tutoring sessions;
4. two self-analysis reflections of your own recorded tutoring sessions; and
5. one peer observation on a recorded tutoring session.

**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 to design intervention sessions that address your student’s specific needs. You will turn in the following:

1. intervention plan that you develop based on your student’s pre-assessment data;
2. an explanation of your intervention routine that includes a brief description of each of the methods you chose to use and a rationale for your choices;
3. 20 session notes with post-lesson observations (using template provided); and
4. five recorded sessions (one per week);
5. 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. The Small-Group Intervention Project will include a daily record of each lesson plan, with reflections on each lesson’s strengths and weaknesses. You will submit the following:

1. assessment data for the students in your small group;
2. lesson plans with post-lesson observations (using template provided);
3. five recorded small group sessions (one per week);
4. a brief (~1-page) summary of your students’ progress.

**Self-Assessment Project.** You will use all available data sources (e.g., weekly reflections, videotaped tutoring sessions, observation feedback from your teacher, supervisor, and peers) to assess your own development as a reading interventionist—in both your knowledge and your practice. The self-assessment report will be approximately two pages and include the following:

1. reflections 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;
2. a summary of your evidence-based impressions of your own instructional strengths and areas in need of continued improvement.

**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 extended essay format, and the questions will be provided in advance.

**Grading**

Intervention for Language & Learning Disabilities (500 pts total)

100 points Class Participation (Canvas Discussions and Synchronous Meetings)

200 points Quizzes

100 points Sounds Videos

100 points Final Exam

Reading Assessment & Intervention for Students with Disabilities (500 pts total)

200 points Quizzes

300 points Demonstrations of Learning (DOLs)

Practicum in Dyslexia (500 pts total)

 50 points Professionalism

100 points Literacy Assessment Report (LAR)

125 points UFLI Intensive Tutoring Project

125 points Small-Group Intervention Project

 75 points Individualized Tutoring Project

 25 points Self-Assessment Project

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| 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 450 - 469 = A- 440 - 449 = B+ 420 - 439 = B 400 - 419 = B-  | 390 - 399 = C+ 370 - 389 = C 320 - 369 = D Below 320 = E  |

**Tentative Course Schedule**

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| **Module** | **Topics and Readings** | **Assignments\*** |
| **Week 1** | **Lesson 1: Introduction to Reading: FRI Conceptual Framework & Theories of Reading**Amplify PrimersTeaching Reading IS Rocket ScienceCORE SB p. 1-18 Hanford podcasts (optional)**Lesson 2: Learning Disabilities & Communication Disorders** Pullen et al. (2017)Sunderland (2004)**Lesson 3: Dyslexia**Hasbrouck Ch. 1 & 2Kearns et al. (2019)Adlof & Hogan (2018) Big Picture Video (optional)**Lesson 4: Text for Assessment & Intervention**Shanahan blog: Which Texts for Teaching Reading? | Youth Protection Training completion certificate Discussion PostQuiz Module 1 |
| **Week 2** | **Lesson 1: Structure of English—Intro & Origins**Moats Ch. 1 & 4Workbook Ch. 4**Lesson 2: Structure of English—Morphology, Syntax, Semantics, & Pragmatics** Moats Ch. 5, 6, & 7Workbook Ch. 5, 6, & 7**Lesson 3: Structure of English—Phonology & Phonetics**Moats Ch. 2 & 3Workbook Ch. 2 & 3CORE SB p. 22-47**Lesson 4: Language Acquisition and Development** Colorin Colorado: Language Acquisition | Sounds Video 1 (Blendable Sounds)Discussion PostQuiz Module 2  |
| **Week 3** | **Lesson 1: Fundamentals of Literacy Assessment**CORE Assess p. 5-15, A18-A22Hasbrouck Ch. 3**Lesson 2: IRIs, Assessing Comprehension and Vocabulary**CORE Assess p. 118-183CORE SB p. 405-418, 609-632 **Lesson 3: Assessing PA, AK, HW, PC**CORE Assess p. 19-40CORE SB p. 69-158 New SB Assessment**Lesson 4: Assessing Decoding & Spelling**CORE Assess p. 41-62CORE SB p. 161-318 DIBELS NWF DirectionsTOWRE Directions**Lesson 5: Assessing Fluency**CORE Assess p. 63-117CORE SB p. 321-358 DIBELS ORF Directions | DOL: PA Assessment DOL: CORE Phonics Survey DOL: DIBELS Nonsense Word Fluency (NWF) DOL: TOWRE DOL: DIBELS Oral Reading Fluency (ORF) Discussion PostQuiz Module 3 |
| **Week 4** | **Lesson 1: Effective Instruction & Intervention Overview**Archer & Hughes (2011)Hasbrouck Ch. 4 & 5 Instructional Hierarchy**Lesson 2: AK, PC, HW, PA Intervention**Graham (2009) CORE SB p. 69-158 **Lesson 3: Decoding & Encoding Intervention** CORE SB p. 170-239 Pullen & Lane (2016)Moats (2005/6)Joshi et al. (2008/9)**Lesson 4: Intervention in Irregular & Multisyllabic Words**CORE SB p. 242-318 Kearns & Whaley (2019) | DOL: Grapheme-Phoneme Introduction DOL: Elkonin Boxes DOL: Word Chains and Manipulative Letters Sounds Video 2Discussion PostQuiz Module 4 |
| **Week 5** | **Lesson 1: Fluency Intervention**Hudson et al. (2005)CORE SB p. 360-404 **Lesson 2: Vocabulary Intervention**Lane & Allen (2010) CORE SB p. 415-606 **Lesson 3: Comprehension Intervention**Hirsch (2003)Willingham (2006/7)CORE SB p. 609-742 **Lesson 4: Reading Aloud** Lane & Wright (2007)**Lesson 5: Data-Based Decision Making**Truckenmiller et al. (2020)Filderman & Toste (2017) | DOL: Text-Level Fluency Intervention DOL: Text Talk LAR Submission #1 Discussion PostQuiz Module 5 |
| **Week 6** | **Foundational Skills Instruction (Review)****Scope & Sequence****UFLI Intensive Intervention** UFLI Intensive ManualUFLI Intensive Lesson Plan Template | DOLs: UFLI Intensive Assessment Data ChatUFLI-Intensive Intervention PlanLAR Submission #2 |
| **Week 7** | **Practicum Monday-Thursday****Class/Debrief on Friday** | Lesson Plans and RecordingsSmall Group Pre-Assessment Data & SummaryIndividualized Tutoring Plan & RoutineFeedback Session Discussion Post |
| **Week 8** | **Practicum Monday-Thursday****Class/Debrief on Friday** | Lesson Plans and RecordingsFeedback Session Discussion Post |
| **Week 9** | **Practicum Tuesday-Thursday****Class/Debrief on Friday** | Lesson Plans and RecordingsLAR Submission #3Feedback Session Discussion Post |

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| **Week 10** | **Practicum Monday-Thursday****Class/Debrief on Friday** | Lesson Plans and RecordingsFeedback Session Discussion Post |
| **Week 11** | **Practicum Monday-Thursday****Class/Debrief on Friday** | Lesson Plans and RecordingsLAR Submission #4Feedback Session Discussion Post |
| **Week 12** | **Lesson 1: Planning for Differentiation** Foorman & Torgesen (2001)Colorin Colorado: Reading 101 for ELLs **Lesson 2: Assistive Technology**Dawson et al. (2019)**Lesson 3: The MTSS Framework****Lesson 4: Organizing Your Reading Block****Lesson 5: Wrap Up** Weaver video Castles, Rastle, & Nation (2018)  | Discussion PostFinal ExamLAR Submission #5 |
| **Week 13** | **No Class Sessions****Final Projects Due** | Small Group Post-Assessments & Progress SummaryIndividualized Tutoring Project Progress SummarySelf-Assessment Project |

\*See **course calendar** for specific deadlines.