

RHODE ISLAND COLLEGE
FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT
DEPARTMENT OF SPECIAL EDUCATION

SPED 518 (01)

Reading Instruction for Student with Disabilities

COURSE INFORMATION

Prerequisites

Special education 501 and 505 or equivalent, and ELED 685 or equivalent.

Catalog Description

Students develop strategies for selecting, adapting, implementing, and assessing reading methods and materials for students with mild to moderate disabilities in elementary through secondary levels.

Extended Description

This course builds on the graduate student, special educator's expertise by enhancing knowledge and skills related to developmental and remedial methodology in word identification, fluency and comprehension strategies. Students will apply new knowledge relevant to selection of appropriate methodology to match the unique profile of learner strengths and weaknesses, and cultural and linguistic differences. Additionally, students will plan, implement, and reflect on the application of these techniques to individual students within their professional environments. Lecture, course assignments, class presentations, and discussions are all designed to develop the special education teacher's knowledge and skills to improve outcomes for students..

Relationship to the Professional Program

This course is a required component of the professional sequence of courses within the Department of Special Education for the M.Ed with Concentration in Exceptional Learning Needs.

Relationship to Knowledge Base and FSEHD

This course builds on the foundational knowledge the student has acquired in the prerequisite special education and reading course requirements. The integration of the preintervention assessment process with instructional planning, preparation and execution of programs and lessons for students with disabilities is the heart of the design, implementation, analysis and evaluation of programs and services for all persons, with or without disabilities. Students are required to design appropriate reading strategies, collect preintervention data, implement, collect and reflect on post intervention data, and develop appropriate generalizations. Students enrolled in this course are prepared to utilize a reflective approach in regard to reading instruction of individuals with disabilities in inclusive environments, as evident in the knowledge, pedagogy, diversity, and professionalism within the content of the course. Course participants assess all aspects of a student's reading as a prerequisite to developing a balanced reading program to meet the needs and strengths of the individual student with disabilities.

The relationship to the Knowledge Base is evident in the following ways:

- The student recognizes the central role of understanding, planning, and reflection in the process of modifying instruction in reading to meet the unique, diverse needs of students with disabilities
- The student understands that the actions taken in concert with and on behalf of persons with disabilities arise from a total understanding of the linkage between planning (assessment) and action.

The student actively incorporates the knowledge gained from observation and interpretation of outcomes into their reflections on the ways to initiate and foster improvement in reading.

COURSE TEXT AND MATERIALS

Bos, C., & Vaughn, S. (2006). *Strategies for teaching students with learning and behavior problems*. 6th Ed. Boston: Allyn & Bacon.

COURSE OUTCOMES

As a result of this course students will:

1. Describe and critique the national trends, commissions, and reports, and Rhode Island Reading Policy, and RI Personal Literacy Plan, Framework for Secondary Literacy to identify and develop best practices in literacy instruction for students with mild to moderate disabilities. **(KNOWLEDGE: Domain Specific Knowledge, Metacognitive Knowledge; PRACTICE: Professional Practice)** CEC #9: Professional and Ethical Practice
2. Describe instructional methods and learning techniques which enhance learning for students with mild to moderate disabilities. **(PRACTICE: Professional Practice)** CEC #4: Instructional Strategies
3. Develop strategies to enhance the literacy instruction of a student with mild to moderate disabilities, using critical features of a balanced literacy program, and research based strategies and consideration of the student's specific learning needs and strengths. **(KNOWLEDGE: Domain Specific Knowledge, PRACTICE: Professional Practice)** CEC #4: Instructional Strategies
4. Describe the effect of cultural and linguistic differences on a student's interaction with reading and the instructional environment. **(DIVERSITY: Individual Differences and Cultural Diversity)**
5. Identify specific characteristics and needs of a student with mild to moderate disabilities, and select, implement, and critique an appropriate clinical word recognition method to respond to a student's unique strength and needs and strengths. **(DIVERSITY: Individual Differences and Cultural Diversity)** CEC #3: Individual Learning Differences
6. Identify specific characteristics and needs of a student with mild to moderate disabilities, and select, implement, and critique an appropriate comprehension strategy to meet the students' needs and strengths. **(DIVERSITY: Individual Differences and Cultural Diversity)** CEC #3: Individual Learning Differences
7. Identify essential short term objectives, and collect appropriate pre and post intervention data for assessment of effectiveness of one word recognition method and a comprehension strategy. **(Practice: Professional Practice, Reflective Problem-Solving)** CEC #8: Assessment, CEC #7: Instructional Planning
8. Apply and critique reading fluency technique. **(PRACTICE: Professional Practice)** CEC #4: Instructional Strategies
9. Describe the use of technology in reading instruction and practice, in management, and data collection. **(PRACTICE: Technology Use)** CEC #4: Instructional Strategies
10. Identify the issues related to participation and accommodations in assessments for a student with mild to moderate disabilities as manifested in literacy deficits and differences. **(KNOWLEDGE: Metacognitive Knowledge)** CEC #8: Assessment

COURSE REQUIREMENTS

1. **Readings as assigned.** GC1: S1; GC 4: S1, S2, S5 (Objectives 1-9)

2. **Fluency Assessment and Instruction Reading Assignment:** 10% of Course Grade

This assignment requires the implementation of the repeated reading technique with one student for a minimum of three sessions. Multiple data collection will be required. Information regarding the technique of repeated reading is available in the text, under the topic, fluency. A two page report containing one page, that should include a *rationale* for the student selected, *procedural information*, and a *critique* of the method. Also, a discussion of your expectation regarding how and *why this method may be useful* for other students. On the second page, implementation data will be shown.

KNOWLEDGE: Metacognitive Knowledge; CEC#8: Assessment

3. **Oral presentation : Comprehension Strategy Assignment** 40% of course grade
(Objectives 2,3,4,6,7)

This assignment will require that a comprehension strategy (*new to the student and teacher*), from those described in the text, is selected and used with a student during the semester. An alternate source of comprehension strategy can be used, with permission of instructor. The presentation will involve a **simulated instruction** (not an overview) of the method to the class, followed by a **description and analysis of results of student instruction in the comprehension strategy**, including student description, rationale, pre and post intervention data. Two course members may present on the same method, if it is used with different level, age, etc.. The presentation will be limited to maximum of 15 minutes for one presenter, with two-person presentation limited to 25 minutes per group. (These presenters will provide the class with a joint presentation of strategy instruction, and an individual presentation of student information, rationale, results). Time limitations will be enforced! Sample handout and rubric for assessment will be provided. **Date as assigned: April- 5, 12, 19, 26, May 3**

KNOWLEDGE: Domain Specific Knowledge, CEC #8: Assessment

KNOWLEDGE: Metacognitive Knowledge; CEC #4: Instructional Strategies

PRACTICE: Professional Practice

PRACTICE: Communication and Expression; CEC #9: Professional and Ethical Strategies

4. **Written assignment: Word Identification Strategy** 40% of course grade

This assignment will involve the selection and implementation of a clinical word identification reading method to meet the specific needs of a student with disabilities, and the reporting of relevant information. The written report must provide (1) pre- and post-intervention data; (2) rationale for methodology selection, including profile of learner characteristics which the method matches; (3) analysis and discussion of the effectiveness of the technique with the student, (4) summary and generalizations. The discussion must include student characteristics which interacted positively or negatively with the method. Sample reports and rubric for assessment will be provided.

5. **Class participation** 10% of course grade (Objectives 1-10)

This graduate course will require active participation of students. Participation will be assessed through demonstration of acquisition and reflection on information relevant to readings, course and student handouts, and course notes and additional resources. In addition, student participation will be assessed through relevant contributions by the student of samples, examples, and reflection on his/her professional practice, during class time. Attendance will also be considered in participation points. Students are responsible for any class content missed due to absence *on the class following* the missed class, and to be prepared to participate in class. Quantity and quality of student participation will be assessed by the course instructor, using the indicators described above.

PERFORMANCE ASSESSMENT

Performance	Course Outcomes	CEC Standards	Advanced Competencies
Fluency Assessment and Instruction Reading Assignment	1,2, 8	CEC#8: Assessment	KNOWLEDGE: Metacognitive Knowledge;
Comprehension Strategy Assignment	2,3,4,6,7	CEC #9: Professional and Ethical Strategies; CEC #4: Instructional Strategies CEC #8: Assessment	KNOWLEDGE: Domain Specific Knowledge, KNOWLEDGE: Metacognitive Knowledge PRACTICE: Professional Practice PRACTICE: Communication and Expression;
Word Identification Strategy	2-5,7	CEC #2: Characteristics of Learners CEC #4: Instructional Strategies CEC #8: Assessment	KNOWLEDGE: Domain Specific Knowledge, KNOWLEDGE: Metacognitive Knowledge; PRACTICE: Professional Practice;

COURSE GRADING

Percentage	Grade	Percentage	Grade	Percentage	Grade	Percentage	Grade
100-97	A+	89-87	B+	79-77	C+	69-67	D+
96-94	A	86-84	B	76-74	C	66-64	D
93-90	A-	83-80	B-	73-70	C-	63-60	D-

REFERENCES

- Anderson, V., & Roit, M. (1998). Reading as a gateway to language proficiency for language-minority students in the elementary grades. *Promoting Learning for Culturally and Linguistically Diverse Students: Classroom Applications from Contemporary Research*, Wadsworth.
- Cunningham, P., Allington. (2002). *Classrooms that work: They can all read and write*. 3rd Ed., Allyn & Bacon
- Cunningham, P.M. (1998). "The multisyllabic word dilemma: Helping students build meaning, spell, and read "big" words. *Reading and Writing Quarterly: Overcoming Learning Difficulties*. 14, (2), 189-218.
- Dowhower, S. L. (1998). Supporting a strategic stance in the classroom: A comprehension framework for helping teachers help students to be strategic. *The Reading Teacher*, 52, 672-683.
- Lyon, G. Reid. (1998). "Why reading is not a natural process". *Educational Leadership*, 55, (6), 14-18.
- Rose, D. Learning to read in the computer age. (1998). Cambridge Ma. Brookline.
<http://www.cast.org/publications/books/ltr/index.html>.
- Torgesen, J.K., and Barder, T.A. (1995) Computers as aid in the prevention and remediation of reading disabilities. *Learning Disability Quarterly*, 18, 76-88.
- Vaughn, S., Bos, C., & Schumm, J.S. (1997). *Teaching mainstreamed diverse, and at-risk students in the general education classroom*. Allyn and Bacon: Boston.
- Vaughn, S., Liven-Thompson, D. & Hickman, P. Response to instruction as a means of identifying students with reading/learning disabilities. *Exceptional Children*, 69, (4), 391-407.
- Vaughn, S., Liven-Thompson, D. (2005) Research-based methods of reading instruction, Grades K-3. ASCD.
- Websites of assistance in teaching reading and generating data charts.

<http://www.NationalReadingPanel.org>

<http://www.readbygrade3.com>

<http://www.Readnaturally.com>

<http://www.cec.sped.org/eric/readlist.htm>

<http://www.interdys.org>

<http://www.Idresources.com/readwrite/readingtolearn.html>

<http://www.nclld.org>

<http://www.successforall.net>

<http://www.nrsi.com>

<http://pbskids.org/lions>

<http://www.nationaltechcenter.org/matrix/default.asp>

<http://teacher.scholastic.com/products/read180/>

Special Education 518
Word Identification Report
(40% of course grade)

NAME _____

Grade _____/40 points

Part I. Student Information Summary (CEC #2: Characteristics of Learners) _____/5 points

Quality and description inclusive of student information regarding

- current placement and chronological age
- and word identification program currently being used (if any), prior to intervention
- student's relevant educational history with respect to literacy

Part II. Rationale for Selection of Clinical Word Identification Reading Method _____/7 points
(CEC #4: Instructional Strategies)

Quality and discussion of why this specific method was selected for this **specific student**.

- Clear analysis of key features of method
- Clear discussion of student's characteristic
- Anticipate match/interaction of method to student characteristics
- Use of the Student-Method Matrix in discussion, inclusive of each student variable, with description of student to method match
- Matrix (TABLE 1) is provided with accurate assessment of variables required for the method

Part III. Preintervention data- discussion (CEC #8: Assessment) _____/6 points

a. Quality and inclusion of the relevant information for preintervention data, such as:

- reading material you used when you took the baseline data
- date when you took the baseline data
- accurate analysis of word error types
- sufficient data collected
- Summarization of the data
- Description of strategies used by the student when approaching an unknown word (qualitative description)
- Affective description of student's effort at word ID, etc

b. Inclusion and quality of TABLE 2: Preintervention Data
(additional tables if required)

- Title- clear and accurate
- Percent and ratio (30%, 3/10)
- Word error types (if appropriate, e.g., graphically similar substitution, etc.)
- Dates
- Clearly visible and informative graphics

Part IV. Implementation Information and Discussion _____/5 points
(CEC #4: Instructional Strategies)

Quality of description of implementation

- Number and length of sessions
- Time frame
- Fidelity of implementation
- Or- rationale for variations in method application

Part V. Reflection: Postintervention Data and Discussion _____/6 points
(CEC #8: Assessment)

Discuss the data, inclusive of all items in Part 3 above, including a qualitative and quantitative discussion of data and observation of student

- a. Quality and inclusion of the relevant information for postintervention data, such as:
- reading material you used when you took the baseline data
 - date when you took the baseline data
 - accurate analysis of word error types
 - Summarization of the data
 - Description of strategies used by the student when approaching an unknown word (qualitative description)
 - Affective description - changes student's effort at word ID, etc
- b. Inclusion and quality of TABLE 3: Postintervention Data (additional tables if required)
- Title- clear and accurate
 - Percent and ratio (30%, 3/10)
 - Word error types (if appropriate, e.g., graphically similar substitution, etc.)
 - Dates
 - Clearly visible and informative graphics

TABLE 4: Postintervention Data (see above)

Note: Inclusion of a Pre-Post Table showing data in juxtaposition is often useful. Label appropriately.

Part VI. Reflective Analysis _____/7 points

Quality and accuracy of discussion of reflection including:

- Why the technique was or was not effective
- Consideration of the interaction of the student with the method
- Time used, and other relevant information analyzed.
- Trends detected in the data

Part VII. Summary _____/4 points

Quality of summary of pertinent information

CEC Standard #2:
Characteristics of Learners

CEC Standard 4:
Instructional Strategies

CEC Standard 8:
Assessment

<input type="checkbox"/> Below Standard	<input type="checkbox"/> Approaches Standard	<input type="checkbox"/> Meets Standard	<input type="checkbox"/> Exceeds Standard
<input type="checkbox"/> Below Standard	<input type="checkbox"/> Approaches Standard	<input type="checkbox"/> Meets Standard	<input type="checkbox"/> Exceeds Standard
<input type="checkbox"/> Below Standard	<input type="checkbox"/> Approaches Standard	<input type="checkbox"/> Meets Standard	<input type="checkbox"/> Exceeds Standard