

EDUC 6314
Diagnosis and Correction of Reading Disabilities

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Office Hours: 8:00-12:00 Monday, Tuesday & Thursday
Afternoon and Friday hours available by appointment

Required Textbook:

Gillet, J., Temple, C., Temple, C., & Crawford, A. (2012). *Understanding reading problems assessment and instruction*. (8th ed.). Boston: Pearson.

Supplemental Resources:

The Roe & Burns resource can be used for one of your required assignments. You may schedule a time to utilize my text to make copies, or I encourage you to purchase one for yourself if you intend to work in the field of reading. This is a required text for the Reading Practicum (EDUC 7312).

Roe, B. D., & Burns, P. C. (2011). *Informal reading inventory preprimer to twelfth grade* (8th ed.). United States: Wadsworth Cengage Learning.

Shaywitz, S. (2005). *Understanding Dyslexia*. New York: Vintage.
ISBN: 0679781595

Course Description

This course is designed to address the symptoms and causes of reading difficulties and disabilities. Methods of assessment, diagnosis, intervention and remediation techniques will also be covered. Students will learn various assessment techniques which can be applied in the classroom with individual students or with groups of students. This course is an advanced course which presumes graduate students have had introductory reading courses at the graduate level.

Prerequisite EDUC 5308

Course Objectives

Throughout and upon completion of this course, the student will

- identify factors which influence reading achievement
- assess factors which influence reading achievement
- articulate strengths and weaknesses inherent in assessment procedures
- perform assessment procedures
- interpret assessment data
- design reading remediation and/or intervention based on assessment data

Standards

This course addresses the following standards with regard to the Reading Specialist Certification:

Standard I

Components of Reading: The reading specialist applies knowledge of the interrelated components of reading across all developmental stages of oral and written language and has expertise in reading instruction at the levels of early childhood through grade 12.

Standard II

Assessment and Instruction: The reading specialist uses expertise in implementing, modeling, and providing integrated literacy assessment and instruction by utilizing appropriate methods and resources to address the varied learning needs of all students.

Standard III

Strengths and Needs of Individual Students: The reading specialist recognizes how the differing strengths and needs of individual students influence their literacy development, applies knowledge of primary and secondary language acquisition to promote literacy, and applies knowledge of reading difficulties, dyslexia, and reading disabilities to promote literacy.

Standard IV

The reading specialist understands the theoretical foundations of literacy; plans and implements a developmentally appropriate, research-based reading/literacy curriculum for all students; collaborates and communicates with educational stakeholders; and participates and takes a leadership role in designing, implementing, and evaluation professional development programs.

Course Activities

Exams

You will take a series of quizzes throughout the semester. Quizzes will consist of multiple choice questions and written responses and will be posted on Blackboard. Written responses are expected to be in your words. Information copied from the text will not be credited. I strongly encourage students to complete online assessments at the RGC computer labs. If you encounter a problem, OIT staff will be able to assist you. In the event that there is a testing error, OIT staff can alert me and I will reset the test. If you choose to take the quizzes at home, I have no control of the technical issues you may encounter. Quizzes will not be reset for those students taking the quizzes on home computers.

Informal Reading Inventory Assessment Kit

One of the requirements for teachers in the field of reading is the ability to utilize ongoing assessment tools. You will be required to create an assessment kit in which to use to assess a child this semester. The reading practicum requires students to utilize the Roe & Burns Informal Reading Inventory, so I encourage you to use this template for this class as well. If you have another inventory that offers the same information, please submit a request if you'd prefer to use it. Make sure you have reviewed your assessment to ensure it will provide the same data. If you are using the Roe & Burns resource, follow the instructions below to assemble your kit. Prepare your assessment kit by copying the following pages:

- Placement Word List: Student Word List 1
- Placement Word List: Teacher Word List 1
- Placement Word List: Student Word List 2
- Placement Word List: Teacher Word List 2

- Graded Passages: Student Booklet Form A
- Graded Passages: Teacher Booklet Form A
- Graded Passages: Student Booklet Form B
- Graded Passages: Teacher Booklet Form B

Form A of the Graded Passages will be used for the pre-intervention oral reading assessment. Form B of the Graded Passages will be used for the pre-intervention silent reading assessments. . Copies of the pre- intervention Summary of Quantitative Analysis and Summary of Qualitative Analysis forms, and the Worksheet for Word Recognition Miscue Tally Chart forms are to be included. For your convenience in administering the IRI, organize these assessment materials in a 3-ring binder. Consider using plastic document covers or lamination for the Placement Word Lists and the Graded Passages. Collecting information about your student's rate of reading and reading behavior yields helpful information when considering lesson planning and intervention strategies. Include rate of reading information on the Summary of Quantitative Analysis and reading behavior information on the Summary of Qualitative Analysis.

You will use this kit to assess a student of your choice during this course. When choosing a child to work with, please look beyond your own family. Try to work with a child with a possible reading need. Rely on friends or teachers when locating a child and ensure them that you are completing this as part of coursework. You are not diagnosing any specific reading problem; rather, you are practicing with forms of reading assessment. After performing the assessment and analyzing data, you will write a proposed plan of intervention based on the child's needs. Your plan will include a time frame of prescribed intervention. Resources for designing intervention will be discussed. This kit and the data gathered from your interaction with the student will be reviewed at our end of course conference.

Dyslexia Binder

Each student will create a dyslexia binder which will include the following:

- ❖ The Dyslexia Handbook
- ❖ The Dyslexia Brochure (English and Spanish)
- ❖ Completed questions based on the Navigating The Dyslexia Handbook document

Copies of the handbook and brochures can be found in the Course Documents section of Bb. After compiling and reviewing these items, you will complete the Navigating The Dyslexia Handbook task document.

You will also view a PDF audio presentation titled Understanding Dyslexia. This presentation is also located in the Course Documents section of Bb. Please make a copy of the presentation for your final binder.

Your completed binder will be reviewed at our end of course conference.

All written work at the graduate level (assignments and quizzes) is expected to be submitted with proper sentence structure, grammar and usage, and proper formatting. **Please edit your work.**

Course Contribution

Attendance and participation in a web-based course is based on your contribution each week. In addition to the web-based instruction you will be required to attend an end of course conference where we will review your Dyslexia binder and your Assessment Kit.

Correspondence throughout this course will be communicated via email, Blackboard, and our conference. Your personal responsibility for working on your own and exerting the personal discipline necessary to complete the assignments on time is critical to your success. Course credit will reflect progress demonstrated by preparedness, contribution to topic coverage, adhering to deadlines, and assignment completion.

I encourage web classes to check their email daily for updated information, changes to the schedule, or any other pertinent information that needs to be relayed.

Grade Calculations:

IRI Kit	50 points
Dyslexia Binder	50 points
<u>Quizzes 4 @ 50 points each</u>	<u>200 points</u>
Total	300 points

A: 300-270 B: 269-240, C: 239-210, D: 209-195, F :< 195

Take the time to edit your work. As educators in training, it is important to be an effective writer of educational material. Your work should be free of spelling and grammatical errors, and should reflect *your* understanding. You should also be developing the ability to paraphrase information from textbooks and journals. If you must use the author's words verbatim, you need to properly cite their work. Assignments that are submitted with improper sentence structure, grammar and usage issues, and/or improper formatting will not receive credit.

Sul Ross State University – Rio Grande College is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is the student's responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact the Student Support Specialist on their campus.

Academic Integrity:

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct, for which a student is subject to penalty, includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. Plagiarism is unacceptable and, for the purpose of this course, is defined as using in part or in whole any material written or designed by someone other than the student, unless appropriate credit is given to the person or resource material used. This includes, but is not limited to: lesson plans found on the Internet, lessons provided by classroom teachers, materials located in any form of publication (workbooks, magazines, etc.), book reviews, or coursework completed by previous students. Disciplinary action for academic misconduct will first be considered by the faculty member assigned to the course and can result in failure of individual assignments and/or course credit.