Diagnosis and Correction of Reading Problems

Spring 2023

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Virtual Office hours via Blackboard
Tuesday 4pm-8pm; Thursday 4pm-8pm
Saturday 9am-1pm or by appointment

Course Description:

This course is designed to identify and address the symptoms and causes of reading difficulties and disabilities. Methods of assessment and diagnosis will be addressed through course readings and discussions and will be applied in field opportunities. Intervention and remediation techniques will also be addressed throughout the course. Assessment techniques which can be applied in the classroom with individual students or groups of students will be examined
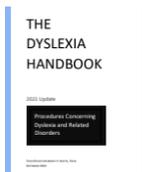
Textbooks

Required Texts:
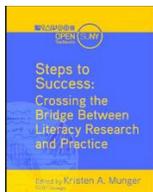
*Munger, K., Crandall, B. R., Cullen, K. A., Duffy, M. A., Dussling, T. M., Lewis, E., ... & Stevens, E. Y. (2016). *Steps to success: Crossing the bridge between literacy research and practice.* Open SUNY Textbooks at the State University of New York College at Geneseo.
Retrieved from:
https://milneopentextbooks.org/steps-to-success/

*Handbook, Dyslexia. "Procedures concerning dyslexia and related disorders." *Texas Education Agency https://tea. texas. gov/academics/dyslexia* (2021).
Retrieved from:
https://tea.texas.gov/sites/default/files/texas-dyslexia-handbook-2021.pdf

Formal Assessment Test on Loan and to be returned to participating district or the University (CTOPP, TOWL, TOWRE, GORT etc.)

Free Resource online

Additional Resources/Suggested Text:

American Psychological Association. (2010). Publication manual of the American Psychological Association (7TH ed.). Washington DC: Author. ISBN: 9781433805615

Course Objectives
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• Demonstrate developmentally appropriate reading curriculum and instruction at the levels of early childhood through grade 12.

• Interpret, create, and give literacy assessments appropriate to the level of early childhood through grade 12.

• Demonstrate the ability to communicate assessment results with all stakeholders.

• Identify characteristics of dyslexia, dysgraphia and other reading disabilities.

• Address reading disabilities to include dyslexia and dysgraphia through a targeted intervention plan that encompasses research-based strategies and resources.

Professional Standards
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This course is part of the Sul Ross State University, Graduate school of Education, Masters in Special Education Program as well as certification as an Educational Diagnostician. This program complies with the standards published by the professional standards set by Texas Education Agency (TEA, 2020). These include:

Competency 1
C. Apply knowledge of risk factors, characteristics of disabilities, and other indications that a student may have a need for specially designed instruction and related services.
E. Demonstrate knowledge of important student information needed (e.g., cognitive, academic, communicative, physical, functional, adaptive, and social/emotional characteristics) from a variety of sources, including information regarding students' educational, developmental, medical, and family histories.
Competency 2
E.   Apply knowledge of targeted individualized assessment strategies to inform instruction (e.g., authentic assessment, contextual assessment, curriculum-based assessment, progress monitoring, teacher observations, and student feedback).
F.   Apply knowledge of methods used for academic and nonacademic assessments (e.g., vocational, developmental, behavioral, assistive technology, motor skills)
G.   Demonstrate understanding of procedures for student screening; prereferral, including Response to Intervention (RtI) and multi-tiered support; referral; and eligibility
Competency 3
E. Apply knowledge of strategies for effectively communicating to parents/guardians, classroom teachers, and other professionals about assessment purposes, assessment methods, and the implications and uses of assessment results.
Competency 4

D. Apply knowledge of making individualized recommendations to assist the Admission, Review, and Dismissal (ARD) committee in developing appropriate and ambitious Individualized Education Programs (IEPs) that target students' individual academic needs and goals.
Competency 6
A.   Demonstrate knowledge of effective culturally responsive consultation and collaboration skills (e.g., knowledge of family systems, parents/guardians supporting student development and educational progress)
Competency 7
A. Demonstrate knowledge of models and theories that provide the basis for special education evaluations and recognize the purpose of evaluation procedures and their relationship to educational programming.

ED 6314 will contribute to the following Student Learning Outcomes (SLOs):

- Identify and administer appropriate screeners, informal assessment and formal assessment for purposes of determining disability criteria for specially designed instruction for students served in the Kindergarten – 12th grade school system.

Program Marketable Skills that this course addresses:

Research Skills and Awareness
- Exhibit knowledge of advances and developments in their field
- Demonstrate knowledge of research in related fields and disciplines
- Analyze and synthesize new and complex information from diverse sources
- Formulate and apply solutions to research problems and effectively interpret research results
- Exercise critical judgement
- Demonstrate problem-solving skills
- Utilize organization and time-management skills for prioritizing workload
- Demonstrate self-management for planning improving personal practice.

Communication Skills
- Demonstrate effective technical writing skills
- Effectively use and decide on appropriate forms and levels of communication
- Communicate and explain analysis to diverse audiences, including both specialists and non-specialists

Ethics and Social Justice
- Apply research and principles of ethical conduct during assessment
- Define consequences of social injustice poverty, racism, inequity, violence, isolation, and economic segregation as it relates to disability
- Advocate for free and appropriate public education in the least restrictive environment
- Utilize ethical judgement for the advocacy of others

General Course Policies

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LMS: This course will be delivered online in an asynchronous format via Blackboard Learning Management System. This course site opens on the first day of classes

Schedule: Because asynchronous courses do not have a "fixed" meeting day, our week will start on Monday, and finish on Sunday. You may work ahead.

Login Frequency: Students must actively check the course Blackboard site and their SRSU email for communications from the instructor, class discussions, and/or access to course materials at least 3 times per week.

Participation: Students are expected to actively engage in all course activities throughout the length of the course which includes viewing all course materials, completing course activities, completing assignments, and participating in course discussions.

Technical Competence: Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.

Technical Issues: Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.

Workload: Please be aware that this course is not self-paced. Students are expected to meet specific deadlines and due dates listed in the Class Schedule section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

Instructor Support: Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

Writing Expectations: A large component of an Educational Diagnostician's workload is professional writing and synthesis of information. Therefore, a large part of the preparation and participation with this course will involve writing. Students will use APA format when writing. Writing should be free from jargon, grammar errors and written mechanics errors. References should be properly cited.

Netiquette: The course environment is a collaborative space. Innocent remarks typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. Be positive in your approach with others and diplomatic in selecting your words. Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

Accommodations: Online learners who require effective accommodations to insure accessibility must be registered with SRSU Disability Services.

Grading Policy: All assignments should be submitted via Blackboard by midnight on the due date. Late work will not be accepted unless arrangements with the instructor have been approved before the original due date. Approval will only be granted under extremely unusual circumstances (e.g. major medical event, bereavement).

Certification Practice: Every student enrolled in courses for certification through Sul Ross State University will be required to purchase and pass an online practice exam. The exam is available through CertifyTeacher.com and scores must be submitted to your major advisor before approval to take the state exam (TExES) is granted. Please see your advisor for more information.

Late Assignment Policy (Life Happens Policy): Course assignments, including discussion boards, exams, and other graded assignments, should be submitted on time. If you are unable to complete an assignment on time, a ONE TIME, one week extension is granted with the exception of the final assignments due at end of course. It is expected that late assignments will be turned in at the next module or week for the next grading cycle. For example, assignments that were missed in week three will be turned in at the due date of week four. Students are not required to contact the professor or provide an excuse. Should students fail to turn in assignment at the next grading cycle a failed grade will be submitted. It is the students responsibility to complete assignments at due date. The policy is implemented upon first late submission and additional extensions will not be granted.

Changes to Syllabus: This syllabus is intended to give the student guidance in what may be covered during the semester and will be followed as closely as possible. However, the professor reserves the right to modify, supplement and make changes as the course needs arise.

Copyright: Many of the materials and readings for this class have copyright protections. They are for your sole educational use and should not be shared, copied or distributed without permission of the instructor or the copyright holder. Please refer to the Student Handbook for details on your responsibilities regarding copyright and penalties for copyright infringement. If you have questions about sharing specific materials outside the course, either with colleagues at Sul Ross State University or on the internet, please ask me.

Digital Literacy Requirement** if you have completed this upon admission this requirement is waived (new students admitted 2021 and later)

- Per TAC §228.30 (c)(8) students seeking initial certification in any certification class, must receive training and instruction in digital literacy skills, specifically, the digital literacy instruction must:
- (1) align with the International Society for Technology in Education's standards,
- (2) provide, effective evidence-based strategies to determine a person's degree of digital literacy,
- (3) include resources to address any deficiencies identified by the digital literacy evaluation.

- To meet this requirement students in a professional certification program will complete assessment and training Digital Literacy through Northstar Digital Literacy during the course ED 5307 – Graduate Research or ED 5332 – Educational Research I.
- In Graduate Research/Educational Research I students will:
- Complete the pre-test assessment through Northstar by Week 4 of the semester. This assessment will identify the strengths and deficiencies of students digital knowledge in:
  - a) Essential Computer Skills
  - b) Essential Software Skills
  - c) Using Technology in Daily Life.
- After completion of the pre-test assessment students will have until Week 12 to complete training modules for areas of digital literacy needing remediation per the Northstar study plan.
- Upon completion of the training modules students will take the post-test in all three skill areas,
  - a) Essential Computer Skills
  - b) Essential Software Skills
  - c) Using Technology in Daily Life.
- Students will submit post-test reports upon completion no later than Week 15.
- How the pre-test and post-test results will be submitted is at the discretion of the professor.

University Policies

Attendance policy: Students are expected to attend all scheduled classes. Students in web classes are expected to login several times each week to the Blackboard course site on the Internet site.

Distance Education Statement: Students enrolled in distance education courses have equal access to the university's academic support services, such as Smarthinking, library resources, such as online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using SRSU email accounts and submit online assignments through Blackboard, which requires secure login information to verify students' identities and to protect students' information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at SRSU are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

ADA Accommodations: The University is committed to equal access compliance with the American with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. The Disability Services Coordinator in Counseling and Student Support Services has the

responsibility to ensure students with disabilities the opportunities for full participation in programs, services and activities. Students seeking disability services need to contact the Disability Services Coordinator (432-837-8203).

Academic Integrity: Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. Examples of academic dishonesty include but are not limited to turning in work as original that was used in whole or part for another course or professor, turning in another person's work as one's own, copying from professional works or internet sites without citation. For examples on citing works, please refer to https://owl.english.purdue.edu/owl/resource/589/02/

Syllabus Change Policy
The syllabus is only a guide for the course and can change with advance notice.

Technical Requirements
To participate in this course, students will need to satisfy the following technical requirements: High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:
https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supportedbrowsers

To get a list of supported operation systems on different devices see:
https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#testeddevices-and-operating-systems

Students must maintain consistent and reliable access to their Sul Ross University email and Blackboard, as these are the official methods of communication for this course.

Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements. The following software plug-ins for PCs and Macs, respectively, are available for free download:
>   Adobe Acrobat Reader: https://get.adobe.com/reader/
>   Windows Media Player: https://support.microsoft.com/en-us/help/14209/get-windows-media-player
>   Apple Quick Time Player: www.apple.com/quicktime/download/

Specific Course Requirements

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Assigned Reading from required text books and journals in Blackboard. All required reading is of no cost

Assignments are listed in grading section

This is a no revision class – given that during the course rotation for Educational Diagnostician students will have experience in ED 5323 with administration and scoring of standardized formal tests, there will be a no revision or retake policy for quizzes or assignments

Grading

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A=100-91%   B=90-81%   C=80-71%   D=70-61%

 Graduate students must maintain a 3.0 GPA to remain in good standing. Grades of **Incomplete (I)** are not given in the Professional Studies Division of Sul Ross State University *except* in the *most extreme* situations

CTOPP analysis	25 points
Reading Fluency Case Study	75 points
Discussion Board EBP	25 points
Yopp Singer Assessment	25 points
DIBELS case study	100 points
IRI upload	50 points
Professional Development Activity	200 points
Dysgraphia Technology Assignment	25 points
Midterm Short Answer	180 points
CTOPP Protocol upload of a student	75 points
Discussion Board ELL learners	25 points
Final	100 points
Dysgraphia narrative	25 points

Course Schedule

Module One: 1. discuss different ways to define literacy and other literacy-related terms, along with reasons why definitions have evolved; 2. explain the role of literacy as a gateway to all learning and why strong literacy skills are essential for functioning in a contemporary, globalized society; 3. discuss the scope of literacy knowledge prior to reading the rest of the textbook, and formulate a plan for how to add to what is known; 4. summarize ways to use this textbook to gain knowledge about literacy teaching and learning.	**Required Reading:** Chapter One Textbook **Activities:** Secure Formal Assessment (see blackboard) Discussion Board Introduction Secure a K-3 child for informal assessment for activities for this class	Due 1/29
Module Two	**Required Reading:** Chapter Two Textbook	Due 2/5

1. describe the difference between empirical and non-empirical research; 2. explain the role of scientifically-based research in evaluating the effectiveness of literacy-based programs and strategies; 3. describe the role of all forms of literacy research for informing literacy practices, including how findings from different types of research build upon one another; 4. discuss characteristics of experimental and non-experimental research, and evaluate how research designs impact the kinds of research questions researchers can address; 5. discuss the rationale for monitoring the progress of students when a specific instructional approach is selected over another, along with how to use this rationale to make educational decisions	**Activities:** Discussion Board: EBP	
Module Three: 1. identify the underlying elements of word recognition; 2. identify research-based instructional activities to teach phonological awareness, decoding, and sight recognition of irregular sight words; 3. discuss how the underlying elements of word recognition lead to successful reading comprehension	**Required Reading**: Chapter 3 textbook Yopp Singer Phonemic Awareness **Activities**: Yopp Singer Assessment upload	Due 2/12
Module 4 1. discuss the importance of knowledge for language comprehension, learning, and memory; 2. explain the underlying elements of language comprehension; 3. identify instructional activities to provide and activate background knowledge, teach vocabulary, and teach language structures;	**Required Reading:** Chapter 4 Textbook Dibels Testing and Administration Book **Activities**: Dibels Case Study	Due 2/19

4. discuss how the underlying elements of language comprehension contribute to successful reading comprehension.		
Module 5 1. explain how testing fits into the larger category of assessment; 2. describe different literacy assessments and how they are commonly used in schools; 3. discuss why assessment findings are judged based on their validity for answering educational questions and making decisions; 4. explain the importance of reliability and validity of test scores and why psychometric properties are important for interpreting certain types of assessment results; 5. critique literacy assessments in terms of how they can be used or misused.	**Required Reading:** Chapter 5 Textbook Michigan Reading Journal **Activities:** Administer IRI Discussion Board IRI upload	Due 2/26
Module 6 1. Describe dyslexia identification 2. Describe at risk characteristics through the grade levels 3. Described the multi-tiered systems of support for the assessment, instruction and progress monitoring of dyslexia	**Required Reading** TEA Dyslexia Handbook pages 1-59 **Activities:** CTOPP administration CTOPP analysis Start testing your student with your formal assessment due week 8	Due 3/5
Module 7 1. Describe observations used to determine fluency 2. Describe use of running records 3. Apply informal techniques to describe issues with fluency	**Required Reading:** Introduction to Running Records Observational Skills How to use a running record **Activities:** Guided Practice Discussion board case study	Due 3/12

	Continue testing your Student with your formal assessment due week 8	
Module 8 Formal Test Administration Midterm	**Activities:** CTOPP or other formal test administration and Protocol Upload Final week to test your student Midterm	Due 3/26
Module 9 1. Define Dysgraphia 2. Define characteristics associated with dysgraphia 3. Describe accommodation and assistive technology to ameliorate issues associated with dysgraphia 4. Describe instructional strategies in consideration of dysgraphia	**Required Readings:** TEA Dyslexia Handbook Pages 60 – 73 **Activities** Dysgraphia AT assignment	Due 4/2
Module 10 1. describe different approaches to writing instruction; 2. explain the benefits of each approach to teaching writing; 3. discuss how educators and researchers have critiqued different ways of teaching writing; 4. analyze the research conducted on different approaches to writing instruction; 5. integrate ideas about effective writing instruction in elementary classrooms.	**Required Reading:** Chapter 6 textbook **Activities:** Dysgraphia Informal Evaluation Return borrowed testing material	Due 4/9
Module 11 1. think critically about children's literature, from the 17th century up to the digital age;	**Required Reading:** Chapter 7 textbook Assorted webinars **Activities:** Discussion Board – Apps	Due 4/16

2. analyze ways children's books are culturally produced and how they influence readers; 3. explain the importance of incorporating literature and literature responses that allow for multiple ways of understanding and communicating, including through audio (sound and music), gesture and space (drama and dance), and visual messages (visual art); 4. discuss and plan arts-based responses to children's literature.		
Module 12 1. discuss how English language learners' prior experiences influence how they learn; 2. explain different types of programs available for English language learners in schools; 3. offer suggestions for helping English language learners succeed academically. 4. sequence the history of reading eras in reference to what has been valued about literacy; 5. explain differences between generalizable literacy strategies instruction and disciplinary- literacy strategies instruction, along with the benefits of each; 6. discuss ways that the valuing and use of students' background knowledge and experiences can facilitate learning; 7. synthesize ways in which discipline specific literacy strategies can be used by content area teachers in culturally responsive ways.	**Required Reading:** Chapter 8 textbook Chapter 12 textbook **Activity:** Discussion Board: ELL learners	Due 4/23
Module 13 Define ADA 504 and disabilities associated Describe differences between K-12 and post-secondary regarding ADA	**Required Reading:** ADA.gov 504 (in Bb) ADA.gov 504 postsecondary (in Bb) **Activities** Discussion Board 504	Due 4/30

Module 14	Required Reading:	Due 5/7
1. define what it means to *presume competence* in the learning potential of students with intellectual and developmental disabilities, and discuss the significance in doing so; 2. identify common barriers to literacy learning that often exist in classroom settings for students with intellectual and developmental disabilities and describe ways to remove these barriers; 3. discuss evidence-based ways to instruct students with intellectual and developmental disabilities in phonemic awareness, phonics, comprehension, vocabulary, and fluency; 4. design instructional reading activities and experiences for students with intellectual and developmental disabilities that effectively meet their needs in skill development while also maintaining their meaningful participation in the inclusive literacy classroom.	Chapter 9 textbook **Activity:** Watch IDA Videos	
Module 15 Final Professional Development Activity	**Activity:** Professional Development Activity Due Final	5/14

Reference:
(1) 19 TAC §228.30(c)(8)
(2) 19 TAC §228.30(b)

This course is based upon the following research based practices (2)

Bean, J. C. (2011). *Engaging ideas: The professor's guide to integrating writing, critical thinking, and active learning in the classroom.* John Wiley & Sons.

Guo, P., Saab, N., Post, L. S., & Admiraal, W. (2020). A review of project-based learning in higher education: Student outcomes and measures. *International Journal of Educational Research*, *102*, 101586.

Stavredes, T. (2011). *Effective online teaching: Foundations and strategies for student success.* John Wiley & Sons.