



# Diagnosis and Correction of Reading Problems

Fall 2024

**Karin Leiva Otzoy, M.Ed.**  
Instructor, Program Coordinator  
Educational Diagnostician Program  
Phone: 469-406-3129  
Office: Remote

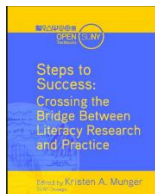
**Virtual Office hours via Blackboard**  
Tuesday 4pm-8pm; Thursday 4pm-8pm  
Saturday 9am-1pm or by appointment

## 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

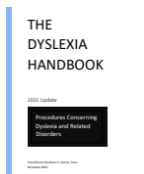
### Required Texts:



\*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 (7<sup>TH</sup> 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

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**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](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](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/](http://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
Running record 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