



**EDU 3241 Multisensory Teaching of Reading and Writing to Students with Disabilities
Spring 2011**

Meeting Time	Tuesdays/Thursdays 3:30-5:30
Credit Hours	4
Instructor	Name: Office: Telephone: Email: Office Hours: T/W/Th 12-2pm, Mon/Fri by appointment
Conceptual Framework	<i>The teacher as leader for learners in a global world</i> reflects an intention to create a learning environment in which teacher candidates become reflective practitioners who collaborate and lead in their classrooms and schools for the purpose of preparing students to meet the challenges of a global society. The teacher education programs at High Point University seek to prepare teacher candidates in the 21 st century who possess knowledge of the learner which in turn leads to the facilitation of the 21 st century skills needed by P-12 students to critically think, problem solve, utilize technology, communicate, and collaborate.
Course Description	This course is designed to provide detailed instruction in the teaching of reading and writing to students with persistent academic difficulties. Based on Council of Exceptional Children and North Carolina Department of Public Instruction Standard Course of Study (K-12), this course will provide candidates with in-depth study of reading and written language using direct instruction with multisensory strategies as well as assessment techniques (including standardized, non-standardized, and alternative formats) to effectively assess reading and writing skills.
Text/References	<p>Readings: Mercer, C., & Mercer, A. (2005). Teaching students with learning problems. Bursuck, W. D., & Damer, M. (2011) Teaching reading to students who are at risk or have disabilities. Moats, L.C. (1999). Teaching reading Is rocket science: What expert teachers of reading should know and be able to do. National Reading Panel (2000). Teaching Children to Read. Armbruster, B. B., Lehr, F., Osborn, J., Adler, C. R., & Noonis, L. T. (2006). Put reading first: The research building blocks for teaching children to read. National Institute for Literacy and The Partnership for Reading.</p> <p>Assigned Journal Articles: Pikulski, J. J., & Chard, D. J. (2005). Fluency: Bridge between decoding and reading comprehension, <i>The Reading Teacher</i>, 58 (6) 510-519. Klinger, J.K., Urbach, J., Golos, D., Brownell, M., Menon, S. (2010). 21st century: A glimpse of how special education teachers promote reading comprehension. <i>Learning Disability Quarterly</i>, 33, 59-74.</p>

	<p>McCurdy, M., Skinner, C., Watson, S., Shriver, M. (2008). Examining the effects of a comprehensive writing program on the writing performance of middle school students with learning disabilities in written expression. <i>School Psychology Quarterly</i>, 23(4), 571–586.</p> <p>Reference Websites: Reading Rockets (http://www.readingrockets.org/) Big Ideas in Beginning Reading (http://reading.uoregon.edu/) Dynamic Measurement Group (DIBELS) (http://dibels.org/next.html)</p>
Pre-Requisite	Admission into Teacher Education Program or minor in Special Education
Co-Requisite	EDU 3242 Practicum in the Special Education Classroom, EDU 3210 Technology Integration for Teachers I
Learning Objectives	<p>The following objectives are designed to achieve these goals and are based on the North Carolina Professional Teaching Standards (2008) and the Standards for Special Education Teacher Candidates approved by the SBE (2009):</p> <ol style="list-style-type: none"> 1. To demonstrate the knowledge and skills to use a variety of assessment techniques to plan and implement instruction, monitor student progress and document learning. 2. To develop the skills needed to collaborate and consult with families, general education teachers, and other professionals. 3. To demonstrate the knowledge of the policies, process, and procedures for providing special education services. 4. To demonstrate a broad working knowledge of instructional and behavioral strategies to facilitate learning across the curriculum for K-12 students. 5. To demonstrate the knowledge and skills to use multi-sensory methods to teach communication skills, reading, written expression and mathematics. 6. To develop the skills needed to use both formative and summative assessment data to monitor, evaluate, and inform instruction. 7. Evaluate reliability, validity, and the technical soundness to select measures in assessing students for eligibility, instructional decisions, and progress monitoring. 8. Demonstrate instructional decisions using grade-level benchmarks, CBM, and progress monitoring data in a tiered model for differentiation of instruction. 9. Assess students' reading performance by obtaining measures of phonemic awareness, letter-sound association skills, word identification skills, fluency, vocabulary, and comprehension. 10. Assess students' written language of performance by gaining measures of fine motor skills, mechanics of writing, writing fluency and written expression. 11. Know research-validated cognitive learning strategies. 12. Know research-validated meta-cognitive learning strategies. 13. Understand essential components of the English language (phonetics and phonology, sound production, morphology and orthography, semantics and syntax and pragmatics) and the impact of language on learning. 14. Understand the critical components of comprehensive reading instruction (phonemic awareness, letter-sound associations, word identification,

	spelling, reading fluency, vocabulary, reading comprehension). 15. Understand and provide instruction in the essential components of written language instruction (composition and conventions).		
Attendance	Class attendance is extremely important and will be monitored. Students may be placed on probation after three absences. Students who are absent for a fourth class may be dropped from the course. The student should make every effort to contact the professor if an absence should occur.		
Disabilities	Students with diagnosed disabilities should contact the professor in the Academic Services Center (Smith Library, Lower Level) to make arrangements for accommodations. The professor can be reached at [redacted] or [redacted]. "Accommodations are not retroactive."		
Schedule	Date	Topic	Assignment Due
	1/11/11	-Introduction to Course -Prerequisite Knowledge test -Reading Skills in the 21 st Century -National Reading Panel Report (2000)	
	1/13/11	Big Ideas in Beginning Reading Activity Moats, L.C. (1999). Teaching reading is rocket science: What expert teachers of reading should know and be able to do. Armbruster, B. B., Lehr, F., Osborn, J., Adler, C. R., & Noonis, L. T. (2006). Put reading first: The research building blocks for teaching children to read. National Institute for Literacy and The Partnership for Reading.	Readings
	1/18/11	Systematic and Explicit Reading Instruction in the Big Ideas	
	1/20/11	Assessment and Progress Monitoring of Reading Skills Standardized Testing: Woodcock-Reading Mastery Test-Revised Using Informal Reading Inventories	
	1/25/11	Phonemic Awareness—assessments DIBELS—FSF, PSF Informal tests Response to Intervention/Progress Monitoring	
	1/27/11	Teaching Phonemic Awareness Skills Vowel and consonant sounds	
	2/1/11	Teaching Phonemic Awareness Skills using systematic and explicit instruction	

	2/3/11	Teaching Phonemic Awareness Skills using systematic and explicit instruction	
	2/8/11	Alphabetic Principle—assessments DIBELS—Letter Recognition, NWF Informal Tests Response to Intervention/Progress Monitoring	Phonemic Awareness Lessons
	2/10/11	Fluency Assessment DIBELS Oral Reading Fluency Informal Tests Response to Intervention/Progress Monitoring	
	2/15/11	Teaching Fluency Reading Selection: Pikulski, J. J., & Chard, D. J. (2005). Fluency: Bridge between decoding and reading comprehension, <i>The Reading Teacher</i> , 58 (6) 510-519.	Reading
	2/17/11	Introduction to Corrective Reading as explicit and systematic instruction	
	2/22/11	Corrective Reading—Level A Beginning with Phonemic Awareness and Phonics	
	2/24/11	Corrective Reading—Levels B1 and B2—Advanced Word Reading	
	3/1/11	Practice with Corrective Reading	Ebook—phonics and fluency
	3/3/11	Midterm Exam	
	3/8-3/10/11	Spring Break	
	3/15/11	Vocabulary Assessment and Instruction	
	3/17/11	Comprehension Reading Selection Klinger, J.K., Urbach, J., Golos, D., Brownell, M., Menon, S. (2010). 21 st century: A glimpse of how special education teachers promote reading comprehension. <i>Learning Disability Quarterly</i> , 33, 59-74.	Reading
	3/22/11	Assessing Comprehension Skills Informal Reading Inventory	
	3/24/11	Teaching Comprehension Skills	
	3/29/11	Teaching Comprehension Skills	
	3/31/11	Assessing/Teaching Writing to Elementary	Teacher's Guide for vocabulary and comprehension
	4/5/11	Teaching Writing to Elementary	
	4/7/11	Secondary Reading Strategies	
	4/12/11	Secondary Writing Strategies	Reading

		Required Reading McCurdy, M., Skinner, C., Watson, S., Shriver, M. (2008). Examining the effects of a comprehensive writing program on the writing performance of middle school students with learning disabilities in written expression. <i>School Psychology Quarterly</i> , 23(4), 571–586.	
	4/14/11	Secondary Writing Strategies	
	4/19/11	EOG/ EOC/Progress Monitoring/ ClassScape and Data Analysis	
	4/21/11	EOG/EOC/Progress Monitoring/ClassScape	Secondary Reading Comprehension Strategies
	4/26/11	Accommodating for Reading and Writing Difficulties in the General Education Classroom: Strategies for Success	
	4/28/11	Reading Day	
	5/4/11	Final Exam 1:30-4:30	Progress Monitoring
Requirements	<p>Standardized Testing Administration and Data Interpretation: You will be asked to administer the reading portion of the Woodcock-Johnson Tests of Achievement-Revised or the Woodcock-Reading Mastery Tests-Revised to one school-aged student (parent permission required). Provide a 1-2 page report of the test results (standard scores, age-equivalents, percentiles) and your recommendations (if any) regarding strengths, weaknesses, and recommendations.</p> <p>Phonemic Awareness Lessons You will choose a simple children's book to create 4 brief phonemic awareness lessons. Your lessons must include blending and segmenting. Then you must choose at least 2 other phonemic awareness lessons to include. Choose from the following list of phonemic awareness activities:</p> <ul style="list-style-type: none"> a) rhyming b) phoneme deletion c) word to word matching d) sound isolation e) phoneme counting f) deleting phonemes g) odd word out h) sound to word matching <p>E-book PowerPoint Book: This book should focus on decodable words. These are regular words that can be decoded following the base patterns of VC, CV (where the vowel</p>		

sound is long), CVC, CCVC, CCVCC, and VCe (where the vowel sound is long). You may use 6 exception words. You may use one vowel digraph.

You must provide an outline of the consonants, vowels, blends, digraphs, and exception words used in the book.

1. There must be a lively page(s) that reviews the exception words before the student reads the story. Recordings of correct pronunciations must be included.
2. There should be a title page and at least 15 pages of text.
3. The book should have one line of text per page. Each page should have an option for the student to listen to the sentence.
4. If clipart or photos are used, they should appear AFTER the student has read the sentence. An even better solution would be a chance to read the story with pictures AFTER the decoding portion of the book (just an idea).
5. In addition to the inclusion of the above components, the book should be attractive, with all recordings working.

Elementary/ Teacher's Guide

Using an elementary novel from a list provided by the professor, students will complete a reading skills "unit" including vocabulary and comprehension skills for each chapter. Also included will be a culminating test written with question stems similar to those found on End-of Grade tests in North Carolina. More information will be provided in class and on Blackboard.

The following comprehension skills should be included:

1. prediction of outcomes
2. summarizing
3. cause/effect
4. making inferences
5. author's purpose

Secondary Reading Comprehension

Using a middle/secondary chapter from a US History book provided by the instructor, students will organize information to assist students with disabilities to learn the material. Advanced/content organizers, supplemental materials, technology enhancements should be provided. Students will be encouraged to use flipcharts designed for the Promethean Board.

Progress Monitoring

Students are required to monitor the reading progress of at least one student by administering sections of DIBELS, an Informal Reading Inventory, and an informal writing assessment. The data for this monitoring will be handled in Microsoft Excel. A brief report on the progress monitoring will be submitted along with the Excel file. Students will give the assessments, report the findings, write long and short term objectives, and find at least 3 effective teaching strategies that fit the student's

	<p>needs. More information and the rubric will be made available on Bb.</p> <p>Midterm Exam A written in class midterm exam will be given. It may include matching, multiple choice and short answer.</p> <p>Final Exam There will be an integrated final exam with EDU 3210. Presentation of the Progress Monitoring Assignment from EDU 3241 will be required along with the WebQuest assignment from EDU 3210.</p>																																	
Honor Code	Every student is honor-bound to refrain from conduct which is unbecoming of a High Point University student and which brings discredit to the student and/or the University. All students are expected to know and follow the University Honor Code and Uniform Conduct Code. The Codes of Conduct can be found on the High Point University website as well as in the Undergraduate and Graduate Handbooks.																																	
Evaluation and Grading	<p style="text-align: center;">Grading</p> <table><tr><th>Assignments</th><th>Percentage</th></tr><tr><td>Standardized Reading Assessment and Report</td><td>10</td></tr><tr><td>Phonemic Awareness Lessons</td><td>10</td></tr><tr><td>E-book</td><td>10</td></tr><tr><td>Teacher’s Guide</td><td>10</td></tr><tr><td>Middle/Secondary Focused Unit</td><td>10</td></tr><tr><td>Progress Monitoring Assignment</td><td>10</td></tr><tr><td>Midterm Exam</td><td>20</td></tr><tr><td>Final Exam- Presentation</td><td>20</td></tr></table> <table border="1"><tr><th colspan="5">Grading Scale</th></tr><tr><td>A+/A/ A-</td><td>B+/B/ B-</td><td>C+/C/ C-</td><td>D+/D/ D-</td><td>F</td></tr><tr><td>90-100</td><td>80-89</td><td>70-79</td><td>60-69</td><td>0-59</td></tr></table> <p>Students must maintain a cumulative GPA of 2.50 to continue in the Teacher Education Program. A grade of C- or lower in any education course will require the student to repeat that course if he/she plans to continue in teacher education.</p>	Assignments	Percentage	Standardized Reading Assessment and Report	10	Phonemic Awareness Lessons	10	E-book	10	Teacher’s Guide	10	Middle/Secondary Focused Unit	10	Progress Monitoring Assignment	10	Midterm Exam	20	Final Exam- Presentation	20	Grading Scale					A+/A/ A-	B+/B/ B-	C+/C/ C-	D+/D/ D-	F	90-100	80-89	70-79	60-69	0-59
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