

SERP 511a BASIC ACADEMIC SKILLS FOR HIGH INCIDENCE DISABILITIES Fall 2013
--

Instructor: Nancy Mather, Ph.D.
 Time: Tuesday 4-6:30pm
 Location: Educ 432
 Office: Educ 409, 621-0943
 Email: nmather@u.arizona.edu
 Office Hours: Monday 2:00-3:45pm
 Tuesday 2:00-3:45pm & by appointment
 Teaching Assistant: Jennifer May Email: jenniferm@email.arizona.edu

COURSE DESCRIPTION

Evidence-based methods and strategies for instruction of basic academic skills in reading, writing, and math for students with high incidence disabilities, K-12.

Prerequisite course: SERP 505 or permission of department.

This course emphasizes the development of competencies required to teach students with learning difficulties in the core academic areas of basic reading skills, handwriting, spelling, and basic math skills. Emphasis will be placed on development and implementation of individualized educational programs and specific evidenced-based instructional methods that may be used with students with various learning difficulties.

PURPOSE

The purpose of this course is to prepare teachers to recommend, plan, and implement instructional programs for students with academic learning difficulties in basic academic skills.

Participants will develop:

1. a conceptual base for understanding language structure
2. knowledge of developmental frameworks to determine children's reading and spelling levels and to establish instructional goals
3. an understanding of the connections among phonology, orthography, and morphology and decoding and spelling development
4. knowledge of instructional methods that are explicit and systematic in design and consistent with current scientific research findings.
5. knowledge of the elements of systematic phonics instruction
6. knowledge of effective handwriting instruction
7. knowledge of instruction in basic math skills

PREREQUISITES

Students should possess knowledge/skills in the areas of:

1. Characteristics and terminology associated with the field of special education and learning disabilities and mental retardation (SERP 400, SERP 405/505).

- Methodology for teaching reading (TTE 323, LRC 507, or LRC 537), math (MATH 301 and TTE 326), language arts (TTE 322 or LRC 527), and science (TTE 324)

COURSE OBJECTIVES

The course objectives are aligned with the Arizona State Teacher Certification Standards and the CEC Standards for cross categorical special education teachers.

Standards referenced below are from

AZ = Arizona Professional Teaching Standards

CEC = CEC Content Standards

CC and GC = CEC Knowledge and skills for students preparing to be special education teachers of students in individualized general curriculum and knowledge for teachers of students with learning disabilities, mental retardation, and other high incidence disabilities.

After completion of the course, the student will demonstrate knowledge and understanding of:

- The definition and general characteristics of students with learning disabilities, mental retardation, and other high incidence disabilities. AZ 8.5, 9.1, CEC 2, CEC 3, CC1K5
- Methods and techniques for modifying and adapting instruction and program content. AZ 1.5, 8.3, 8.4, 9.5, CEC 4, GC4K7
- Ability to plan and implement individualized and small group instruction (e.g., peer tutors and cross-age tutoring, cooperative learning). AZ 1.9, 3.13, 7.4, 8.11
- Strategies for promoting student advocacy. AZ 4.1, CEC 5, GC5K3, CC5S4
- The organization of a systematic individualized instructional program based on the unique learning style of the student. AZ 1.2, 1.3, 9.5, CEC 4, CEC 7
- A variety of strategies and methods for teaching students in language, reading, math, writing, study skills, and content areas. AZ 1.1, 7.2, 7.3, 8.2, 8.8, CEC 4, CEC 9, GC4S11, GC4S13
- Strategies for consulting and collaborating with parents, general education teachers and other professionals and para-educators. AZ 4.4, 5.1, 8.2, 9.6, CEC 5, CEC 10

The student will demonstrate the ability to:

- Identify components of an individual's learning style; analyze performance in a skill area and formulate a specific list of strengths and needs. AZ 1.3, 4.2, 9.5. CEC 4, CEC 7, GC4S11, GC4K4, CC7S6, GC7S2
- Conduct a task analysis of a skill area and pinpoint a student's present performance level in the area. AZ 4.2, 9.5, CEC 8, CC8S10
- Examine and write behavioral objectives for developing the expected competencies for students with learning disabilities, mental retardation, and other high incidence disabilities. AZ 1.4, CEC 7, GC7K3. CC7S2, CC7S5, CC7S6,
- Write an individual education program (IEP) interfacing the student's needs, learning styles, and current levels of functioning with the curriculum. AZ 1.2, 1.3, 1.5, 1.6, 1.8, 3.5, 3.7, 3.10, 3.12, 3.14, 4.5, 8.4, 9.5. CEC 7, GC7S2
- Plan and implement evidence-based instruction for reading decoding and fluency. AZ 1.10, 3.3, 3.4, 3.5, 3.7, 3.9, 3.10, 3.12, 6.1, 7.1a, CEC 4, CEC 7, CEC 10, GC7K3, GC7K4, CEC 9. GC3K1, GC4K1, GCK3, GCK4, CC4S3, GC4S1, GC4S4, GC4S14, GC4S16, GC7S2, CC9K4. GC10S2

6. Plan and implement instruction for spelling and handwriting. AZ 1.10, 3.3, 3.4, 3.5, 3.7, 3.9, 3.10, 3.12, 3.14, 6.1, 7.1a, CEC 4, CEC 6, CC4S3, GC4S1, GC4S15, GC6S2, GC6S3, GC7K3, GC7S2, CC9K4
7. Plan and implement instruction for numeration and computation. AZ 1.10, 3.3, 3.4, 3.5, 3.7, 3.9, 3.10, 3.12, 3.14, 6.1, 7.1a, CEC 4, CEC 7, CEC 9, GC4K6, GC4S5, GC7K3, GC7S2, CC9K4
8. Identify the strengths, limitations and adaptations of various developmental and remedial methods and materials. AZ 1.5, 1.6, 3.8, 7.2, 7.3, 7.4, 8.8, CEC 4, CEC 7, CEC 9, CEC 10, CC7S1, CC9K4, GC4K3, GC10K4
9. Develop data monitoring systems and monitor student learning. AZ 3.15, 4.1, 4.3, 4.4, 4.5, 8.9, CEC 7, CEC 8, CC7S5, CC8S5, CC8S10

The student will demonstrate understanding of:

1. how to select and adapt strategies based upon individual needs (CC4S3)
2. the various interventions and service options available to individuals with LD (LD7K3)
3. specialized curricula, materials, and resources for individuals with LD (LD7K2)
4. how to use evidence-based methods to support academic instruction of individuals with learning difficulties (LD4S1, LD9S2, CC9K4)
5. the relationships among various reading instructional methods (LD7K1)
6. how to select appropriate reading methods for word identification and fluency depending on the nature of the problem (LD4S8, LD4S9, LD4S11)
7. how to use highly structured, specialized methods for teaching basic reading and spelling skills (LD4S2, LDS2)
8. how to modify and adapt the pace of instruction and provide feedback based on individualized needs (LD4S3, LD4S6)
9. how to teach instructional techniques to help students compensate for specific weaknesses in attention or memory (LD4S5)
10. various instructional delivery systems (individualized, small group, large group) LD4K2
11. how to implement methods for math calculations (LD4K3, LD4S12)
12. how to help students improve legibility through increased handwriting and keyboarding skill (LDS3)
13. how to help students monitor and correct errors in written language (LDS4)
14. his or her ethical responsibility to advocate for services for individuals with LD (LD9K1)
15. the various professional organizations that support individuals with LD (LD9K2)

EVALUATION CRITERIA

Points

1. Attendance and Participation	10
2. Articles and Response	10
3. Speech Sound Spelling Analysis	20
4. Developmental Spelling Inventory	20
Midterm	100
5. Instructional Forms	10
6. IRIS Modules	20
7. Application of Instructional Methods	50
8. Application of a Word Identification Method	50
9. Class Presentations	10
Final Examination	100
Total Points	400

TEXTBOOKS

Wendling, B. J. & Mather, N. (2009). *Essentials of Evidence-Based Academic Interventions*. Hoboken, NJ: John Wiley & Sons.(W/M)

Mather, N., & Wendling, B. J. (2012). *Essentials of Dyslexia: Assessment and Intervention*. Hoboken, NJ: John Wiley & Sons.(M/W).

Reading Strategies & Activities Resource Book for Students at Risk for Reading Difficulties, Including Dyslexia (free) (RS) posted on d2l.

Optional:

Mather, N., Wendling, B. J., & Roberts, R. (2010). *Writing assessment and instruction for students with learning disabilities*. New York: Jossey-Bass.

Moats, L. C. (2010). *Speech to print: Language essentials for teachers* (2nd ed.). Baltimore, MD: Paul H. Brookes Publishing Company. (M)

Additional course readings will be posted on the D2l website.

INSTRUCTIONAL METHODS

Course will be primarily interactive lecture format with use of discussion, demonstration teaching, and case studies to highlight the application of teaching methodologies. The handouts for each class will be posted on the class D2l website by Monday afternoon. Each student can download and print copies of the Pdf files.

GRADING PROCEDURE

Grades will be determined on an A, B, C, D, E, or I basis using the following system:

Grading System

370-400	A
340-369	B
310-339	C
280-309	D
>280	E

Students are eligible to receive an incomplete (I) only if the majority of their work is completed. Failing grades cannot receive an I. Students have one year to complete the work under university guidelines before the grade automatically is changed to an E. Timelines of less than one year may be specified by the instructor.

SCHEDULE

Session/Date	Topic	Readings and Assignments Due
8/27	Course overview Introduction to Reading Methods	Moats and Allington articles
9/3	Reading Development and Phonological Awareness	Assignment #2 due
9/10	Understanding Speech Sounds	Wendling/Mather (WM) Chapters 1 & 2 Mather/Wendling (MW) Chapters 1 & 7 Put Reading First: National Reading Panel Summary
9/17	IRIS Module* PAL(choose K-1; 2-6; highschool)	iris.peabody.vanderbilt.edu *no class- complete during class time
9/24	Phonics Programs	(WM) Chapter 3 Assignment #3 due
10/1	Word Identification and Spelling	(M/W) Chapter 8 (WM) Chapter 6 RS 107-141
10/8	Structural Analysis	Assignment #4 due
10/15	Summary of Evidence-based Reading Approaches	(M/W) Chapter 12, Appendix
10/22	MIDTERM	
10/29	Handwriting Editing, and Keyboarding	(W/M) Chapter 7 139-146 Assignment #5
11/5*	RTI Mathematics IRIS Module	(W/M) Chapter 8 *Complete during class time
11/12	Math Computation	Assignments #7 and #8
11/19*	Complete IRIS Modules: (no class) RTI, Part 3: Reading Instruction: RTI, Part 5: A Closer Look at Tier 3	IRIS module website: iris.peabody.vanderbilt.edu * Complete during class time

11/26	Class Presentations	
12/3	Inclusion and Accommodations	Assignments, #6 and #9 due
12/10	Final Exam (4:00 to 6:00)	
12/17	WRAP UP	

COURSE ASSIGNMENTS

Assignment # 1: Attendance

You are expected to come to class. If you have to miss a class, be sure to retrieve the class handouts on the D2L website. All holidays or special events observed by organized religions will be honored for those students who show affiliation with that particular religion. Absences pre-approved by the UA Dean of Students (or Dean's designee) will be honored.

Assignment # 2- Articles and Response

Read the Article by Louisa Moats “Whole Language High Jinx” and the response to this paper by Allington. Write a one-page critique of your thoughts regarding the different orientations. What do you think are valid points? Who do you agree with more and why?

Assignment # 3: Spelling Analysis

Review the Understanding English sounds handout. Then complete an analysis of the three samples of the third-grade child’s writing provided in class. Describe what she can do, as well as her areas of difficulty. Note and discuss specifically the types of spelling errors she makes. Describe some errors that indicate problems in phonological awareness. Write three instructional recommendations. You may work with a partner on this assignment.

Assignment # 4: Developmental Spelling Inventory

Complete the forms distributed in class and attach the two spelling tests to the forms. Write a short list of the instructional needs in spelling for each child.

MIDTERM

Combination of multiple choice, short answer, and application questions from the lectures, readings, and book.

Assignment # 5- Instructional Forms

Gather 10 forms that would be helpful to you in providing instruction in basic skills. These may be informal assessments that lead directly to instruction, word lists, fact charts, graphic organizers, charts to record data, etc. If the form is directly from a source, be sure to identify the authors, year published, name of the book, page, etc. Try to develop or find things that will be useful to you in your teaching, as well as to other class members. The most useful ones will be distributed to other class members.

Assignment # 6- IRIS Modules

Complete the questions on the four IRIS Modules. Keep answers brief.

Assignment # 7 - APPLICATION OF INSTRUCTIONAL METHODS (5 points each; total 50 pts)

Benchmark Assignment

Try 10 different instructional activities with students during the semester (e.g., Fernald, Phonic Reading Lessons, Making Words, Glass Analysis, repeated readings, spelling flow list, etc.). These may be ones presented in class or ones described in your textbook or readings. Include work samples where appropriate. For each of the 10 methods, write a one-page summary that includes: a discussion of the method, your opinion of its effectiveness, and any ways you could modify or adapt the procedure.

Rubric for Application of Instructional Methods (50 points)				
Activity	Method	Effectiveness	Modification	Structure/Mechanics
Total 50 points, 5 per activity.	2= Detailed, specific description	2=Opinion based on specific evidence	1= At least one modification provided	1=Well organized and two or fewer mechanical errors
	1=Limited detail or unclear description	1=Opinion not supported by evidence	0=No modifications provided	0=no evident structure and/or three or more mechanical errors
	0=No description of method	0=No opinion provided		
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

Assignment # 8 - Class Presentation

Make a short presentation (5 minutes) on an activity or game that centers on improving basic skills in reading, spelling, or computation. If appropriate, provide students with copies needed to perform the activity.

Assignment # 9: Application of a Word Identification Method (Benchmark Assignment, 10 weeks)

1. Select a student who needs assistance with phonological awareness, beginning reading or word identification skills.
2. Determine a method for monitoring the progress of a student (e.g., graphs, charts, CBM, DIBELS).
3. Obtain and record baseline data on the student. Tape record the initial reading sample.
4. Based on the assessment data, select a method or methods to use.
5. Write a measurable IEP goal for a 10 week period.
6. Provide instruction to the student for 15-30 minutes 3 times a week (if possible) for 10 weeks.
7. If using CBM probes, collect and plot data weekly for 10 weeks. For the last data point, retape the student reading the initial baseline sample.
8. Prepare a written summary. For the summary:
 - a. write a brief description of the student and his or her reading difficulties. Include any past history that would be relevant to your selection of instructional approaches.
 - b. discuss why you selected the particular method(s) for use with the student.
 - c. include the completed graph or charts documenting improvement.
 - d. discuss the effectiveness of the method with the student.
 - e. make a recommendation for further instruction to build reading skill.
 - f. write a revised IEP goal based on the results.

	Poor	Average	Exceptional
Data Collection 40 points	Data are incomplete, not present, or not relevant to goal.	Data are present and related to goal but is incomplete (e.g., no final baseline) or does not reflect appropriate data for goal.	Data are detailed, specific, and addresses instructional goal.
Written summary 40 points	Summary provides incomplete or inaccurate data in two or more areas, with unclear relationship between data and recommendations.	Summary covers four of five elements completely, with missing or inaccurate information in one area.	Summary clearly describes all elements; recommendations and revised IEP goal are based on evidence from data.
Mechanics and structure 20 points	Significant grammatical and spelling errors. Plan for paper and relationship between elements are unclear.	Three to five grammatical or spelling errors; the plan for paper is apparent but content not consistent.	Fewer than three grammatical or spelling errors and a clear plan that is followed in the paper.

FINAL EXAM (Combination of multiple choice, application questions, and questions from the book and readings)

Special Circumstances

Students with Disabilities:

If you anticipate issues related to the format or requirements of this course, please meet with me. I would like us to discuss ways to ensure your full participation in the course. If you determine that formal, disability-related accommodations are necessary, it is very important that you be registered with Disability Resources (621-3268; drc.arizona.edu) and notify me of your eligibility for reasonable accommodations. We can then plan how best to coordinate your accommodations.

Cell Phone and Computer Use

Cell phones must be turned off during class. E-mailing, Text Messaging, and Web Surfing are inappropriate during class time. Use computers only to take class notes.

Plagiarism

All assignments must be your original work. If questions about this policy, please review: Student Code of Academic Integrity <http://dos.web.arizona.edu/uapolicies>

Course Content

Information contained in this course syllabus may be subject to change with reasonable advance notice by the instructor.