RPSE 465—Language & Reading Instruction for Special Educators  
(1 credit)  

Syllabus  

Instructor  
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Email: hsdahl@wisc.edu  
Office Hours: By appointment.  

Course Information  

This course is designed to prepare future special educators to plan and provide language and reading instruction to a broad range of students with difficulties. The course will focus on interventions designed to improve the reading skills of students with disabilities in the following areas: oral language and communication, phonemic awareness, phonics, fluency, vocabulary, and comprehension. This course will address all aspects of diversity as it pertains to language and reading instruction. The course content will include perspectives and best practices relative to dominant cultural groups and address groups of students who speak English as a second language or those who speak dialects of American English. At the end of this course, it is expected that students will be able to:  

Ø Articulate an understanding of typical and atypical language development and the ways in which exceptional conditions can interact with a student’s experience with and use of language.  

Ø Articulate an understanding of difficulties that a student with a disability might display in the areas of oral language, phonological awareness, phonics, fluency, vocabulary, reading comprehension, and written expression.  

Ø Select and carry out appropriate research-based instructional strategies to improve the reading skills of K-12 students, based on knowledge of a wide range of tools, pedagogies, and assessments.
**Standard Alignment:**  This course content aligns with many Council for Exceptional Children (CEC) standards within the RPSE Teacher Education curriculum, as well as the Essential Skills Evaluation Criteria (ESEC). The following standards are emphasized:

**Standard 1: Learner Development and Individual Learning Differences**
- Characteristics of one’s own culture and use of language and the ways that these can differ from other cultures and uses of language
- Effects of phonological awareness on the reading abilities of individuals with L.D.
- Typical language development and how that may differ for individuals with L.D.
- Impact of language development and listening comprehension on academic and nonacademic learning of individuals with L.D.

**Standard 3: Curricular Content Knowledge**
- Theories and research that form the basis for curriculum development and instructional practice
- Scope and sequence of general and special education curriculum
- National, state or provincial and local curricula standards

**Standard 4: Assessment**
- Basic terminology used in assessment
- Individual strengths, skills and learning styles
- Terminology and procedures used in the assessment of individuals with L.D.

**Standard 5: Instructional Planning & Strategies**
- Evidence-based practices validated for specific characteristics of learners and settings
- Relationships among reading instruction methods and learning disabilities
- Sources of specialized curricula, materials and resources for individuals with L.D.
- Interventions and services for children who may be at risk for L.D.

**Plagiarism and Academic Integrity:** While we do not foresee encountering academic dishonesty in this class, we will address the issue in case it arises. It is expected that students will complete their own original work and will demonstrate academic and personal integrity. The Code of Student Conduct which includes the University of Wisconsin-Madison’s Student Conduct Policies can be found at: [https://www.students.wisc.edu/doso/academic-integrity/](https://www.students.wisc.edu/doso/academic-integrity/). It is expected that all sources will be properly cited and credit given to the appropriate author. The following resource may provide assistance on how to cite accurately or determine whether or not something needs citing: [www.wisc.edu/writing/Handbook/QuotingSources.html](http://www.wisc.edu/writing/Handbook/QuotingSources.html). Please see the instructors if you have specific questions regarding academic integrity and plagiarism. While most incidents are unintentional, they can result in severe penalty. Being pro-active if you are unsure of a situation can help prevent these issues from occurring.
Students With Disabilities: Reasonable accommodations to curriculum, instruction, or assessment are provided to students with special needs who seek assistance through the McBurney Disability Resource Center. The McBurney Disability Resource Center is located at 702 West Johnson Street #2104. Their website provides additional information: http://www.mcburney.wisc.edu.

Late Work: We realize that sometimes there are instances when life gets in the way of completing an assignment in a timely fashion. In this case, please contact the instructor prior to class and arrangements can be made if appropriate.

Course Texts

You will be provided with PDF readings. All readings will be sent through email. Excerpts will be taken from:
Bursuck, William D., and Mary Damer. Reading instruction for students who are at risk or have disabilities. Pearson/Allyn and Bacon.

Grading

Grades will be assigned based on the following distribution. Assignments are described on the following pages of the syllabus.

A  93-100%
AB  88-92%
B  83-87%
BC  78-82%
C  70-77%
D  60-69%
F  0-59%

Topical Schedule
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading &amp; Assignments</th>
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<tbody>
<tr>
<td>September 16</td>
<td>Course Introduction/ Syllabus Review</td>
<td>Read Chapter 1: Bursuck and Damer</td>
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<tr>
<td>8am to 11am</td>
<td>8am to 11am</td>
<td>Review the Syllabus and Case Study Assignment.</td>
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<td>Reviewing the 5 Concepts of Reading</td>
<td>Send questions to the instructor.</td>
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<td>Developing a Lesson Plan</td>
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<td>Educational Enhancements</td>
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<tr>
<td>September 30</td>
<td>Phonemic Awareness and Early Decoding</td>
<td>Read Chapters 2 &amp; 3: Bursuck and Damer</td>
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<tr>
<td>8am to 11am</td>
<td>8am to 11am</td>
<td>Work on your Case Study Paper, Lesson Plan and Case Study Presentation.</td>
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<td>Educational Enhancements</td>
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<tr>
<td>October 7</td>
<td>Advanced Word Reading</td>
<td>Read Chapter 4: Bursuck and Damer</td>
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<tr>
<td>12pm to 2pm</td>
<td>Case Study Work Time/Video Taping/ Peer Feedback</td>
<td>Work on your Case Study Paper, Lesson Plan and Case Study Presentation.</td>
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<td>Educational Enhancements</td>
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| October 14  
8am to 11am | Fluency  
Educational Enhancements | Read Chapter 5: Bursuck and Damer  
Work on your Case Study Paper, Lesson Plan and Case Study Presentation. |
| October 28  
8am to 11am | Vocabulary and Comprehension  
Case Study Presentations | Read Chapters 6 & 7: Bursuck and Damer  
Bring your Case Study presentation to class. |
The purpose of the Case Study assignment is to help you gain an in-depth understanding of the reading needs of a student and develop an appropriate reading instructional plan. You will read a case study of a student who struggles in all five areas of reading (phonemic awareness, phonics/word study, fluency, vocabulary, and comprehension). The data will come from various reading assessment tools presented in class. You will summarize the student’s reading strengths and weaknesses. You will then write up an instructional lesson plan to address the student’s reading needs. You will present your lesson plan based on the Case Study in class on October 28. The Case Study Written Assignment/Lesson Plan is worth 100 points toward your final grade. The Case Study Presentation is worth 10 points.

The completed Case Study assignment must include:

- Approximately 700-1000 words describing the results of the assessments, and a summary of the student’s strengths and weaknesses. You should also include recommendations for future reading instruction based on the case study.
- One (1) full lesson plan targeting the skills identified in the recommendations for future reading instruction based on the case study. The required lesson plan format will be provided in class. The lesson plan is not included in the 700-1000 word Case Study write-up requirement.
- You will present your lesson plan that you developed from reviewing the Case Study in Class on October 28. Your presentation must include a visual aid such as a PowerPoint, Prezi, or similar media.

More information about the Case Study assignment, lesson plan, and presentation requirements will be provided in class.

The Case Study Written Assignment, Lesson Plan, and Presentation should be emailed to hsdahl@wisc.edu by October 28.
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<th>10</th>
<th>15</th>
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<tbody>
<tr>
<td><strong>Assessments</strong></td>
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<td>Student does not address assessments for all five elements ($\leq 3$) of reading and/or interprets them incorrectly.</td>
<td>Student does not address assessments for all five elements ($\leq 4$) of reading and has minor errors in interpretation.</td>
<td>Student addresses assessments in all five elements of reading and has minor errors in interpretation.</td>
<td>Student addresses assessments in all five elements of reading with no errors in interpretation.</td>
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<td><strong>Description of Case</strong></td>
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<td>Description is vague and incomplete and leaves out important descriptive information about the students’ demographics, background, and learning abilities.</td>
<td>Description contains references to 2 of 3 elements of case description (demographics, background, learning abilities), but is missing a discussion of one element.</td>
<td>Description contains references to all 3 elements (demographics, background, and learning abilities), but they are not thorough.</td>
<td>Description contains a thorough description of all 3 elements of the case (demographics, background, and learning abilities) and presents the reader with a clear idea of the student involved.</td>
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<td><strong>Recommendations</strong></td>
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<td>Recommendations and strengths and weaknesses do not appear to be based on assessment results.</td>
<td>Summary is mainly complete; some of the recommendations and strengths and weaknesses appear to be based on assessment results.</td>
<td>Summary is complete and the majority of recommendations and strengths and weaknesses appear to be based on assessment results.</td>
<td>Summary is complete and all of the recommendations and strengths and weaknesses appear to be based on assessment results.</td>
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<td><strong>Lesson Plan</strong></td>
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<td>Lesson plan is incomplete or contains 5-7 formatting errors; lesson does not appear to address reading needs.</td>
<td>Lesson plan is incomplete or contains 3-4 formatting errors; lesson does not appear to address reading needs.</td>
<td>Lesson plan is incomplete or contains 3-4 formatting errors; lesson appears to address reading needs unrelated to the case study.</td>
<td>Lesson plan is complete with no formatting errors; appears to appropriately address all reading needs.</td>
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<td><strong>Mechanics and Style</strong></td>
<td><strong>Language, spelling, and grammatical errors inhibit comprehension.</strong></td>
<td>Paper is written in a relatively clear style, with few grammatical or spelling errors.</td>
<td>Paper is written in a clear style, and there is evidence that student engaged in thorough proofreading.</td>
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<tr>
<td><strong>Total = 100 Points</strong></td>
<td><strong>Paper is written in a clear style and there is evidence that student engaged in thorough proofreading.</strong></td>
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<tr>
<td><strong>Case Study Presentation Rubric</strong></td>
<td><strong>0 Points</strong></td>
<td><strong>5 Points</strong></td>
<td><strong>10 Points</strong></td>
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<td>Presentation does not adequately cover the content of the lesson, is unorganized, does not utilize a visual (e.g. handout, PowerPoint) to aid comprehension and is too short or too long.</td>
<td>Presentation covers some pertinent content of the lesson but is not logically sequenced or presented, visual is not relevant to the content, and presentation is only 1-2 minutes.</td>
<td>Presentation is logically presented, uses a well-planned visual, and is within the specified 4-6 minute time frame (+/- 1 minute).</td>
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**Reading Case Study**
Jon is a happy, energetic child in fifth grade. He has a breadth of knowledge around many subjects. He becomes intensely focused on certain topics and works hard to learn all he can about his topics of interest. Some areas that he is currently interested in include United States history, The Titanic, and antiques. His interest for antiques has resulted in a fascination with the show *Pawn Stars*. Jon lives with his grandmother, his mother and his sister. He was born in Mexico, along with the rest of his family. He moved to the United States when he was three years old. He speaks Spanish at home and English while at school, and began to speak English while attending Head Start preschool at age 4. He moved to his current school half-way through fifth grade after transferring elementary schools 4 times since kindergarten. Jon has an IEP and is served in special education under the label of a specific learning disability in reading and ADHD. Jon’s IEP goals focus on making improvements in reading and writing, but also working on different behavioral goals surrounding focusing and work completion. He is also served by an ESL teacher by consult two times per month at school but will likely test out of these services at the end of the school year.

Jon loves to move around the classroom room and interact with his peers. When he is supported by a teacher and his behavior is positively reinforced he completes work correctly and completely. The issue with his work completion usually arises when he is yelled at or reprimanded. Jon shuts down when he feels as though he has disappointed his teachers and/or peers. He responds to guidance and correction rather than being punished or yelled at without explanation. Unfortunately, Jon’s behavior is usually met with the latter response and subsequently he loses motivation -- and his work goes uncompleted.

Jon is a vocal student. He loves to share his thoughts and opinions even when he is not questioned or prompted. He is a great listener when focused and interested. He sees himself as a
compassionate individual but believes his ADHD label makes it difficult for him to behave in accordance with rigid classroom expectations. As a learner Jon loves when he receives the attention of a teacher and when positively supported knows he can accomplish anything he desires. He is musically inclined and loves to dance and sing along to songs he finds on YouTube. He is very comfortable using electronic devices to search and find songs or other information.

When he is interested in the topic of a lesson, Jon is much more engaged. Although he has a lot of knowledge about certain subjects and usually shows interest in learning, he has made minimal progress in core academic areas, including reading. According to recent assessments, Jon is currently reading at a MONDO level J, which is an early second grade level. His daily reading instruction has been from the Voyager Passport reading intervention program, and he actively participates in reading most school days. The intervention is provided in the general education classroom with 5 other students from Jon’s homeroom class.

Five assessments were used to assess Jon’s reading abilities. The first was the Kirwan Assessment, which evaluated his phonemic awareness skills. The results indicate that Jon needs more practice identifying the final consonant of words. One section of the assessment prompted Jon to say the final sound of a word after hearing the word spoken. Initially after being prompted with a word, he would say a sound that was within the word rather than at the end. For example, for the word *clam*, Jon said /a/. Often he would self-correct his mistakes, but identifying the final sound did not seem to come easily for him. He was proficient in all other areas of the Kirwan assessment.

Jon was given the DIBELS Nonsense Word Fluency Assessment to measure his phonics skills. Jon made some errors in this assessment. Rather than sounding out every letter in the
word, he would see the first one or two letters and guess the rest based off his prior word knowledge. For example, while reading the word *mum*, he said “mut.” When he encountered the word *pum*, he added letter sounds to create a word that he knew: *plump*. Similarly with the word *ut*, he said “wut” because *what* is a word that he is familiar with, whereas *ut* is not. He self-corrected many of the words that he misread after looking more closely at the letters, but he did not correct all of them. After his self-corrections, his score on this assessment was 67/72. Most of the points that were taken off were final consonants that he changed in order to make a real word.

Jon was also administered the DIBELS Oral Reading Fluency assessment. He was given many options to pick from for this assessment. He chose *My Grandpa Snores*, *Riding the Roller Coaster*, and *Meals on Wheels*. Jon’s number of correct words in the passages averaged 43 words and approximately 71% word accuracy. His guess always had the same beginning sound and sometimes shared some of the middle sounds as the correct word. The final sounds of the words were generally what differed. For example, he read “horse” instead of *house* and “adding” instead of *adult*.

Eight vocabulary words that were related to Jon’s current class’s social studies unit on diversity was used to assess Jon’s vocabulary skills. The list included the words prejudice, diverse, culture, ethnic group, value, immigrant, contribute, and identity. The words and their definitions were introduced on flashcards and practiced by matching the term and definition twice daily. He was then assessed one week later. The words were defined in simple sentences because Jon has demonstrated difficulty with deciphering complex sentence structures. Jon was given a word bank that included all eight words and was read one definition at a time. After the words were read, Jon chorally read the words from a word bank with a teacher. He would then
tell the teacher which word was the best match. The teacher read the words with him to ensure
that any incorrect responses were a result of not knowing the vocabulary word rather than his
inability to read the word. Jon’s response was correct for 7 of the 8 vocabulary words. He used
the word *culture* for two of the definitions. It may have been beneficial to cross off the
vocabulary words after they were used to avoid him using words more than once, but that would
also allow him to guess the answers by process of elimination, so that strategy was not used. The
scores from Jon’s previous Peabody Picture Vocabulary Test and Expressive Vocabulary Test, as
shown in his IEP, are within the average range for a child of his age. Jon’s IEP also specifies that
he has difficulty when he is required to provide a synonym for a given word, which is mainly
where he struggles with vocabulary.

The final assessment tested Jon’s comprehension skills. After the teacher read aloud the
2nd grade-level text, he was asked a set of questions orally. Jon was able to verbally answer the
main ideas, such as ‘who, what, where, when and why.’ He showed great comprehension around
complex sentence structures from the reading, especially about a section about chickens, which
is a topic that he has shown interest in lately. He tends to have very high comprehension around
a topic that he is interested in and motivated to learn about. However, the opposite is also true.
When he is uninterested in a topic, he may get off topic or state that he does not understand the
questions. With reminders to slow down or when asked questions orally rather than through use
of a worksheet or computer, he does better with demonstrating his comprehension. For example,
when asked to complete a graphic organizer to demonstrate his comprehension of a MONDO
text about World War III, Jon threw the graphic organizer sheet in the garbage. In response,
Jon’s general education teacher told him to TAB out until he was ready to complete the graphic
organizer independently.
Backwards Design Lesson Plan Guide

Curriculum Area:               Time Frame:
Name of lesson:                Grade level:

1. **Enduring understandings or essential questions:**
   Major concept underpinning the lesson

2. **Standards addressed in this lesson:**
Include common core, state, or district standards. Provide the exact standard, grade level & discipline.

3. Evidence of Understanding /Learning (Student assessment procedures):
Describe how you will determine if the students have mastered the instructional objectives.

4. Lesson Objectives & Outcomes:
At the end of the lesson, what should students know and be able to do? What, if any language, IEP, or behavior interventions and/or goals are addressed in this lesson?

5. Previous knowledge
What have students already done in previous lessons? How will you build upon students’ prior knowledge?

6. Materials
E.g. trade books, handouts, manipulatives, visuals, assistive technology, etc. Consider how you will select or design materials in order to engage all students.

7. What is the Academic language, new vocabulary and concepts that should be previewed or taught in the lesson.
   1. Take into consideration the previous experience of all of your students and specifically students who are English language learners or have disabilities.

Teaching procedure and techniques
Be sure to infuse classroom and individual behavior management strategies in the context of your instructional sequence. Provide estimated time frames for each component of the lesson.
   a. Introduction or anchor activity (Time:  )
b. **Instructional sequence (Time: )**
Include a sequential description of the lesson formats and activities that will be used to engage in the lesson. Describe clearly what you will say and do as the instructor to carry out the lesson. Also include how students will be grouped during these activities.

c. **Closure (Time: )**
Consider how you will help students summarize what has been learned or gained from the experience, provide feedback on classroom management practices and goals, bring a discrete end to the lesson, while letting students know what to expect next in connection to the material learned.

d. **Transition to next activity**
Consider here how students might be directed to organize materials, clean up, move to a different area or be prepared for the next class or learning arrangement. Do you expect them to do this independently, with a minimal number of cues, or with direct guidance?

e. **Extension and enrichment**
1. How will lesson be extended for those who have already mastered the concepts or move through the lesson more quickly than expected? Consider:
   2. - follow-up activities
   3. - alternative activities for actual lesson
- a plan if original activity cannot be completed or falls apart
- individualized activities for students who are ready for the next level of challenge
A. Udvari-Solner, 2015