

Fall 2021
Literacy Instruction for Students with Disabilities
05:300:480:90
3 Credits

Instructor: David Antunes, MA, LDTC	Email: dantunes@gse.rutgers.edu
Office Hours: by appointment Mondays: 5:00pm-8:00pm	Prerequisites or other limitations: 05:300:200 AND 05:300:383
Mode of Instruction: <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Hybrid <input type="checkbox"/> Online <input type="checkbox"/> Other	Permission required: <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes Directions about where to get permission numbers: Call GSE Office of Student & Academic Services at 848-932-3232

Office of Disability Services:

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

Learning goals:

These course objectives address portions of **NJPST Standard 4: Instructional Planning and Strategies & Revised Standard 7: Special Needs**.

Standard 4: Instructional Planning and Strategies. Teachers shall understand instructional planning, design long- and short-term plans based upon knowledge of subject matter, students, community, and curriculum goals, and shall employ a variety of developmentally appropriate strategies in order to promote critical thinking, problem solving and the performance skills of all learners.

Standard 7: Special Needs. Teachers shall adapt and modify instruction to accommodate the special learning needs of all students.

Course Objectives from Standards 4 and 7:

Teachers will know and understand:

- How to access information regarding applicable laws, rules, regulations and procedural safeguards regarding planning and implementing the individual education program (NJPST 7.1)
- How to plan and design instruction based on students' prior knowledge, strengths and needs, and developmental progress (NJPST 4.1)
- Available and appropriate resources and materials for instructional planning and techniques for modifying methods and materials to help all students learn (NJPST 4.2, 4.3)

Teachers value and are committed to:

- The belief that children and adolescents with special needs can learn at high levels and achieve success (NJPST 7.4)
- The development of students' critical thinking, independent problem-solving and performance capabilities (NJPST 4.5)

Teachers will engage in activities to:

- Apply knowledge of students' abilities/disabilities, experiences, talents and prior learning as well as language, culture, economics, family and community values to positively impact student learning (NJPST 7.5)
- Employ appropriate diagnostic measures and interpret the results to implement strategies that influence learning (NJPST 7.6)

Course description:

This course focuses on instructional practices in special education. It explores special education approaches to teaching literacy to students with disabilities and/or at-risk learners. Procedures covered in this course are applicable to inclusive, as well as more restrictive settings, and address the needs of students from a broad array of cultural, linguistic, and economic backgrounds. This course is taken in conjunction with a field placement, where students apply specific procedures and strategies from class.

Topical coverage includes the following:

- lesson planning and instruction in multiple learning environments
- characteristics of students with mild disabilities in literacy
- research-based instructional strategies, modifications, & materials for teaching students with disabilities
- New Jersey Student Learning Standards (NJSLS)
- New Jersey Professional Standards for Teachers (NJPST)

Class materials/ Textbooks:

1. *Reading Instruction for Students Who Are At-risk or Have Disabilities* by William Bursuck and Mary Damer. Allyn & Bacon Publishers ISBN# 13: 978013705781-8 **(RECOMMENDED)**
2. *Phonics, Phonemic Awareness, and Word Analysis for Teachers: An Interactive Tutorial*, Leu & Kinzer, 10th edition. ISBN- 13 978-0134169781 **(Required)**

Supplemental Reading/Sites: SR/S

3. *Reading Strategies for Students with Mild Disabilities* by Joseph R. Boyle. Available on class website. Download and print out for class.
4. National Reading Panel website download *Put Reading First: The Research Building Blocks for Teaching Children to Read 2003*
<https://lincs.ed.gov/publications/pdf/PRFbooklet.pdf>

The report can be accessed online at:

<https://www1.nichd.nih.gov/publications/pubs/nrp/documents/report.pdf>

Caution: There are two **Putting Reading First** publications. Be sure that you read the correct publication – *The Research Building Blocks for Teaching Children to Read*.

5. The state department of NJ – Achieve NJ – presents everything you need to know about Student Growth Objectives.
<http://www.state.nj.us/education/AchieveNJ/teacher/objectives.shtml> - SGOs
6. Special Education Scenarios - <https://www.danielsongroup.org/special-education/>
This site provides examples of implementation of the Danielson principals for special education students with examples that range from Unsatisfactory to Distinguished.
7. Charlotte Danielson Training videos for a structured observation.
<https://www.danielsongroup.org/videos/>
Select Framework for Teaching Elementary School - Kindergarten
8. Videos from Teachers College reading and writing project.
<https://readingandwritingproject.org/resources/danielson-framework-for-teaching>

Course Structure:

This course combines required readings, learning activities, discussion boards and a research-synthesis paper.

Grading policy:

How You Earn Your Grade:

Evaluation of your performance in this course is based on the percentage of total points that you earn in the course. Course assignments have been assigned a point value and the total number of points will be used to calculate the final grade. Late assignments will only be accepted with the permission of the instructor prior to the due date and will lose 5% of the grade for each day they are late. Included in the class participation component is the score received on group assignments completed in class. Group work is based on assigned readings; as a result, it is important that students keep up-to-date on their reading to be good group members. Students should notify the instructor by e-mail or in writing when they are absent.

Course Grades:

Number grades will be converted to letter grades as follows:

92 – 100%	= A
87-91%	= B+
82-86%	= B
77-81%	= C+
70-76%	= C
Under 70	= F

Requirements

Participation (56 points)

- **Participation:** Participation will be graded through your weekly attendance and participation.

Online Quiz (25 points)

- **Putting Reading First.** Read the document and take a 10 point quiz based upon the document. You may use the document *Putting Reading First: The Research Building Blocks for Teaching Children to Read* while you take the quiz.

PLC Assignment (40 points)

Each student will select a topic with relation to teaching literacy to students with disabilities and with consultation with the course instructor. Each student will 1.) research the focus question/area topic; synthesizing the research literature.

- The research synthesis paper should present a review and summarize the body of literature for a strategy or intervention for teaching reading to students with disabilities.

• Limit the intervention articles to a specific age range (primary, elementary, secondary, etc.)

- The 6-8 page paper should include:
 - A rationale for why this strategy for teaching literacy will be helpful for colleagues to know and use.
 - Literature review (minimum of 6 journal articles/chapters/reports) which summarizes the general theme of the articles, as they relate to the topic.
 - Discussion of implications for teaching practices and future research needs.
 - A reference sheet listing the journal articles/chapters/reports (not included in page count)
 - APA formatting

Each student will 2.) create a PowerPoint presentation with the intended audience of colleagues to be used as a presentation at a Professional Learning Community (PLC), to teach them about what the research says about the chosen strategy (refer to research) and how this can be used in their classroom.

Students will also:

1. Create a survey to obtain feedback from participants is required to be used for a final reflection piece to determine if the objective was met.
2. Video their presentation, share it with 5 adults (in the profession or not), present viewers with the survey. You will post your video in a discussion.
3. Write a 1 page reflection based on the results of the survey (not part of the research paper).

Three Literacy Lesson Plans for Students (30 points total/ 10 each lesson+ 5 points per reflection) (45 points in total)

Directions for all lesson plans:

- Develop each lesson plan around one of the five National Reading Panel skill areas. Access the NJ Core Curriculum Content Standards website and choose core content standards that will align with your topics and review The Framework for Teaching Domains 1 & 3. You will develop lesson plans that teach the CCCS through an activity.
- In addition, in each lesson describe at least three possible accommodations that might be appropriate for students with disabilities. Use Danielson folder documents for meeting the needs of students with disabilities using the Danielson Framework.
- Try to select original activities for your instruction and accommodations. Design the lesson plans so that they can be taught to an individual or a small group.
- The websites <http://www.readingrockets.org/helping/target/phonologicalphonemic> or <http://www.readwritethink.org/> are sources for ideas. The phonics book also has many sources for lesson plan development.
- Use the EdTPA lesson plan format found on the class Canvas site for all lesson plans. You will use materials from Reading A-Z for your lessons.
- **First lesson** must be on phonological awareness or phonics.
- **Second lesson** should be a Fluency Lesson.
- **Third lesson** should be a Comprehension Lesson.

Recorded Class Presentation: Lesson Presentations (4 points) and Reflections (5 points each)

You will sign up to develop a lesson following the general directions that matches the topic on the schedule. You will **teach** your lessons by recording it and posting it on Canvas. Your presentation should demonstrate your ability to be creative when teaching and meeting the needs of diverse learners and should illustrate your understanding of The Framework for Teaching Domain and the strategies at the end of the first chapter.

Reflection Questions:

- Do you think your lesson was successful, why or why not?
- Was your lesson plan objective met, why or why not?
- What worked and what didn't work, and why do you think?
- What could you have done differently to improve the success of this lesson?
- What will you change before teaching this lesson again?

Interpreting Scores and Planning Instruction Based on Test Results (20 points)

- You will be provided with a case study from a running record. Interpret the results and then plan a lesson to meet the student's needs.
- Summarize the student's assessment results.
- Provide instructional recommendations including the teaching formats that you would use.
- Design a reading lesson for the student that addresses one fluency skill and one comprehension skill the student scored low in
- How will you monitor the student's progress on an ongoing basis?

Assessments (30 points)

- One final online assessment based on concepts from the course, specifically the *Phonics, Phonemic Awareness and Word Analysis for Teachers* text.

Assignment Policy:

- Academic Integrity: I expect that you will comply with standards of academic integrity in this course. If you need assistance in understanding an assignment or course content, please seek assistance from other appropriate resources or me. Assignments, however, should be your own work, except in cases where I have required a group product. The consequence for violating policies of academic integrity and other elements of the student code of conduct are serious and can have a tremendous negative impact on your academic progress and future career. You should not turn in the same work in two separate classes without the specific written approval of the faculty members involved. Leaving work until the last minute can increase the temptation to plagiarize work from journals or "borrow" friends' work. You can avoid problems by getting your work done early. Exams are also your own work. Please familiarize yourself with the university policy on academic integrity (<http://academicintegrity.rutgers.edu/policy-on-academic-integrity>).

- Additional information/assignments will be posted on Canvas with due dates.
- Terminology: Under no circumstances should terms such as *retarded* or *learning disabled* be used as a noun. Prepositional constructions such as “students with learning disabilities” or “individuals who have mental retardation” are preferred over adjectival constructions such as “mentally retarded people.” Because *normal* has multiple meanings and may inappropriately imply abnormal where it is not applied, this word should not be used. Instead, more operationally descriptive terms such as “intellectually average students” or “students without learning disabilities” should be used. See the APA Manual for more information on person-first terminology.
- All assignments should be typed, double spaced, and neat. *Edit your work before handing it in*, as attention to grammar, spelling, and organization count. Please use 12point font in a traditional/professional font (e.g., Times New Roman). All assignments must be completed using APA Format (7th Edition). In particular, references should be noted in the body of your work.
- You must demonstrate better than satisfactory writing skill. If you are planning to teach students with disabilities (or any students) you must model mastery of the subjects you teach.
- Page recommendations refer to the *actual text* of the paper (not including title page, references, or attachments).

Academic Integrity Policy:

The Office of Student Conduct supervises issues related to violations of academic integrity (see <http://academicintegrity.rutgers.edu>). Please familiarize yourself with the university policy on academic integrity at https://slwordpress.rutgers.edu/academicintegrity/wpcontent/uploads/sites/41/2014/11/AI_Policy_2013.pdf

Course Schedule: Modules begin on Wednesdays and end on Tuesdays

DQ: Discussion Board Post

PPA: *Phonics, Phonemic Awareness and Word Analysis for Teachers Text*

Week of	Topic	Reading /Assignments
1 9/13	Reading Problems & Students w/ Disabilities & RTI	<i>Introduction to the Course- Review Syllabus</i> DQ: All About ME PPA: Preface page xi Using this Text Section; Chapter 1
2 9/20	Danielson Framework, Writing G&O, SGOs	<i>Danielson Framework, Writing Goals and Objectives, Writing SGO's</i> DQ: Teacher Accountability and Literacy Instruction PPA: Chapter 2 PLC Assignment Assigned
3 9/27	Overview of Reading, National Reading Panel Overview of EdTPA Lesson Plan Format	<i>-National Reading Panel- Put Reading First</i> DQ: Post: Menzies, H., Mahdavi, J., & Lewis, J. (2008). Early intervention in reading. <i>Remedial and Special Education, 29</i> , 66-77. NRP Online Quiz Due Phonics Lesson Plan Assigned
4 10/04	Systematic Reading Instruction	<i>-Introduction to Systematic, Explicit Reading Instruction</i> -Ryder, J. Tunmer, W. & Greaney, K. (2008). Explicit instruction in phonemic awareness and phonemically based decoding skills as an intervention strategy for struggling readers in whole language classrooms. <i>Reading and Writing: An Interdisciplinary Journal, 21</i> , 349–369. -DQ: Whole Language vs Explicit Instruction -PPA Chapter 3
5 10/11	Phonemic Awareness	<i>-Phonemic Awareness</i> -Santi, K., Menchetti, B., & Edwards, B. (2004). A comparison of eight kindergarten phonemic awareness programs based on empirically validated principles. <i>Remedial and Special Education, 25</i> , 189-196 -DQ: Don't Stray Away from the Script -PPA: Chapter 4

<p>Week 6 10/18</p>	<p>Beginning Reading</p>	<p>-<i>Beginning Reading</i> -Video: Multisensory Reading Instruction https://www.nj.gov/education/specialed/dyslexia/multisensory/ -DQ: Reaction to MRI Webinar -PPA: Chapter 5</p>
<p>Week 7 10/25</p>	<p>Phonics Lesson</p>	<p>-Phonics Lesson Plan Due -DQ: Phonics Lesson Plan Video -Reading Fluency Lesson Assigned -PPA Chapter 6</p>
<p>8 11/1</p>	<p>Advanced Word Reading and Spelling</p>	<p>-<i>Advanced Word Reading and Spelling</i> -DQ: Repeated Reading Repeated Reading -Vadsay, P., & Sanders, E. (2010). Benefits of repeated reading intervention for low-achieving fourth- and fifth-grade students. <i>Remedial and Special Education, 29</i>, 235-249 -PPA: Chapter 7 Phonics Lesson Reflection Due</p>
<p>9 11/8</p>	<p>Reading Fluency</p>	<p>-<i>Reading Fluency</i> -Wexler, J., Vaughn, S., Edmonds, M., & Reutebuch, C. K. (2008). A synthesis of fluency interventions for secondary struggling readers. <i>Reading & Writing, 21</i>, 317-347. -PPA: Chapter 8 Reading Fluency Lesson Due DQ: Reading Fluency Lesson Posted Reading Comprehension Lesson Assigned</p>
<p>Week 10 11/15</p>	<p>Vocabulary and Word Knowledge</p>	<p>-<i>Vocabulary and Word Knowledge</i> DQ: Vocabulary Instruction -Bryant, D., Goodwin, M., & Bryant, B. (2003). Vocabulary instruction for students with learning disabilities: A review of the research. <i>Learning Disability Quarterly, 26</i>, 117-128. OR -Scruggs, T. & Mastropieri, M. (2000). The effectiveness of mnemonic instruction for students with learning and behavior problems: An update and research synthesis. <i>Journal of Behavioral Education, 10</i>, 163-173. -PPA: Chapter 9 -Reading Fluency Reflection Due</p>

<p>11 11/22</p>	<p>Reading Comprehension</p>	<p><i>-Reading Comprehension</i> -Berkeley, S., Mastropieri, M., & Scruggs, T. (2010). Reading comprehension instruction for students with LD: A meta-analysis. <i>Remedial & Special Education, 31</i>, 423-436. OR -Fritschmann, N., Deshler, D., & Schumaker, J. (2007). The effects of instruction on an inference strategy on the reading comprehension skills of adolescents with disabilities. <i>Learning Disability Quarterly, 30</i>, 245-262. -PPA: Chapter 10</p> <p>Post Reading Comprehension Video Reading Comprehension Lesson Due</p>
<p>12 11/29</p>	<p>No Class</p>	<p>Wednesday Class Schedule-No Class Reading Comprehension Reflection Due</p>
<p>13 12/06</p>	<p>Formative Assessment in Reading</p>	<p><i>-Developmental Reading Assessment</i> <i>-Informal Reading Inventory</i> -Romain, M., Millner, K., Moss, V., & Held, M. (2007). The effectiveness of classroom-based instructional assessments for progress monitoring purposes in Texas Reading First schools. <i>Reading & Writing, 20</i>, 619–641. OR -Maslin, P. (2007). Comparison of readability and decodability levels across five first grade basal programs. <i>Reading Improvement, 44</i>, 59-75. -DQ: Video: Fluency and Comprehension https://www.nj.gov/education/specialed/dyslexia/fluency/ Interpreting Scores and Planning Instruction Due PLC Strategy Paper Due PLC PowerPoint Due</p>
<p>14 12/13</p>	<p>Dyslexia & Professional Learning Community</p>	<p>-NJ Department of Education: Dyslexia Handbook -Ritchey, K. & Goeke, J. (2006). Orton- Gillingham and Orton-Gillingham- based reading instruction. <i>Journal of Special Education, 40</i>, 171-183. -DQ: Video: Dyslexia and Other Reading Difficulties https://www.nj.gov/education/specialed/dyslexia/overview/ -PPA: Posttest DQ: PLC Video Posted</p>
<p>15 12/20</p>	<p>Final Exam</p>	<p>Final Assessment Due 12/20</p>

*Dates of assignments due and lectures subject to change with appropriate notice.

