



**SPED 525 – Intervention Support for Students With Dyslexia and
Other Reading Disabilities
Syllabus**

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Class Location: Online

Instructor's Office Hours: By Appointment

**Note: This document and other class related materials are available at
<https://blackboard.wku.edu>.*

Course Description:

SPED 525. INTERVENTION SUPPORT FOR STUDENTS WITH DYSLEXIA AND OTHER READING DISABILITIES. Characteristics of dyslexia and related learning disabilities with emphasis on assessment and data-driven decision making to design specialized, research-based instruction.

Rationale: The vast majority of students with learning disabilities struggle in the area of reading and language. It is critical that special education teachers have the tools necessary to remediate these areas of difficulty through the use of explicit instruction. It is also imperative that English learners are also provided with the literacy tools necessary to experience success.

Prerequisites: Graduate Status

Learning Outcomes:

Course objectives are part of a comprehensive program to meet both KY Teacher Standards and Council for Exceptional Children Advanced Standards. All course objectives (i.e, learning outcomes) must remain in place for all sections. Faculty may add to but not delete from this base list.

| CEC Advanced Standards (2018) | Learning Outcomes | Assignment |
|-------------------------------|---|---|
| 2, 4 | Understand the etiology of dyslexia and related learning disabilities and how it impacts learning | Electronic Resource Guide Midterm Exam |
| 2, 4 | Demonstrate knowledge of the phonological continuum and components of phonological processing, and remediation for deficit areas | Phun Fonix Assignment Individualized Lessons Midterm Exam |
| 1, 2, 3 | Understand the structure of language and use appropriate scope and sequence to develop effective instruction that is explicit and systematic | Individualized Lessons Midterm Exam |
| 1, 2, 3, 6 | Research and demonstrate knowledge of effective interventions for students with dyslexia and other disabilities in key areas of reading instruction including phonemic awareness, phonics, fluency, vocabulary, and comprehension | Group Project Electronic Resource Guide Student Progress Report |
| 1, 2, 3 | Administer assessments and analyze results to determine strengths and areas of need | Student Progress Report Individualized Lessons Midterm Exam |
| 1, 2, 3 | Deliver instruction, collect and graph data, and use data analysis to refine instruction | Individualized Lessons Student Progress Report |
| 2, 3, 4, 6, 7 | Demonstrate knowledge of how dyslexia and reading disabilities impact learning in the classroom, and determine appropriate accommodations and modifications | Case Study Student Progress Report |
| 3, 5, 6, 7 | Accumulate available resources to share with parents, teachers, and other partners | Electronic Resource Guide |
| 1, 2, 3, 5, 6, 7 | Write goals and objectives for Individualized Education Programs | Student Progress Report Midterm Exam |

Textbooks and Materials:

Blevins, W. (2017). *Phonics from A to Z: A practical guide*. New York, NY: Scholastic.

Moats, L. C. (2020). *Speech to print: Language essentials for teachers (3rd ed.)*. Baltimore, MD: Brooks.

Moats, L. C., & Dakin, K. E. (2008). *Basic facts about dyslexia & other reading problems*. Baltimore, MD: The International Dyslexia Association.

During the course of the semester, students will be asked to use additional resources found online, in research journals, or texts. Additional textbooks may be required.

Electronic Resources from the following sites will be utilized this semester:

McLeskey, J., Barringer, M-D., Billingsley, B., Brownell, M., Jackson, D., Kennedy, M., Lewis, T., Maheady, L., Rodriguez, J., Scheeler, M. C., Winn, J., & Ziegler, D. (2017). *High-leverage practices in special education*. Arlington, VA: Council for Exceptional Children & CEEDAR Center. Retrieved at cedar.education.ufl.edu

Online library resource. <http://www.kyvl.org/>

[WKU Blackboard](#)

[WKU Portal](#)

WKU's Homepage <http://www.wku.edu/>

KY Core Academic Standards- [accessed online](#)

During the course of the semester, students will be asked to use additional resources found online, in research journals, or podcasts.

Major Course Topics:

Course Topics (some, but not all-inclusive of topics that may be covered during the term):

- Characteristics of and explicit instruction for individuals with dyslexia
- Introduction of research in reading instruction for students with disabilities (SWDs) and English Learners (ELs)
- Phonemic awareness and early literacy instruction
- National Reading Panel (2000) recommendations for effective instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension
- Structure of the English language
- Using appropriate scope and sequence for literacy instruction
- Role of patterns to determine strengths and weaknesses for SWDs and ELLs
- Assessing beginning reading in a multi-tier model or Response to Intervention model
- Increasing reading fluency in SWDs and ELs
- Vocabulary building strategies & use of technology to improve reading and writing skills for SWDs and ELs
- Using multiple strategies to maximize student gains in reading comprehension for SWDs and ELs in a multi-tier model or Response to Intervention model
- Behavioral strategies to improve engagement and student motivation
- One-on-one, small group, and whole class literacy instruction
- Using data and student feedback to guide literacy instruction
- High-leverage and evidence-based practices in special education

Description of Course Assignments:

Decodable Readers: Students will create their own decodable readers specifically designed to meet the needs of their student. Readers will be at an appropriate skill level along with special consideration of the student's interests and cultural and linguistic background. A minimum of two decodable readers per student should be added to the class library.

Discussion Board Postings: Throughout the semester, students will be asked to post, and also respond to posts, on the discussion board. Both posts and responses are required to receive full credit.

Electronic Resource Guide: Throughout the semester students will accumulate research articles and materials specific to course content and teaching. Notes and materials on each topic area will be saved in an electronic resource guide designed for use as a reference when teaching. This includes lesson plans, research articles, word lists, and other class materials.

Group Projects: Course content will be applied to specific scenarios through group activities. The case study requires group discussion board participation and the group project results in shared materials all students can add to their electronic resource guide.

Lesson Plans: Students will teach individual lessons in reading using the appropriate scope and sequence, and based on student data. Lesson plans are required for all lessons taught. Lesson plan templates and scoring rubrics are available on Blackboard.

Mid-term Exam: The mid-term exam provides the opportunity to demonstrate mastery of concepts. Information on the exam will pertain to assigned readings, course content, course discussions, assessment materials, and literacy skills.

Phun Phonics Project: Create a small- or whole-group assignment designed to promote phonics skills in a way that is fun and gets students excited about reading and phonics instruction. Include a paragraph explaining the activity and how it meets learning goals. Present your project to the class with whole class participation.

Reading Responses: Materials to reinforce and prioritize readings will be assigned throughout the semester. This may include reading responses, discussion board posts, study guides, or other assignments designed to enhance course content. Points will vary between assignments.

SAFMEDS: One SAFMEDS deck, containing 35 cards, will be completed during the semester. Three official timings are required each week with the expectation of daily practice and self-monitoring and recording. Student graph is required to receive points.

Sounds Cards: Two decks of sounds will be available for students to ensure pronunciation is correct. Once the first deck is mastered, the second deck is available. Both decks should be completed before the semester ends.

Student Progress Report: This is the culmination of the semester working with an individual student in literacy clinic. This report will include pre-/post-testing data, DIBELS progress monitoring, explanation and analysis of semester teaching, and data supporting student learning. Goals reached during the semester along with future goals, based on KAS, will also be included.

Course Grading and Evaluation:

| Assignment Name | Point Value | Due Date |
|------------------------------------|-------------|---------------------|
| Class Meetings/Participation | 30 | See Course Calendar |
| Decodable Readers (10 x 2) | 20 | |
| Discussion Board Postings (15 x 3) | 45 | |
| Electronic Resource Guide | 40 | |
| Group Project | 25 | |
| Lesson Plans (10 x 4) | 40 | |
| Mid-term Exam | 50 | |
| Phun Phonics Assignment | 25 | |
| Reading Responses and Study Guides | 50 | |
| SAFMEDS | 35 | |
| Sound Cards (20 x 2) | 40 | |
| Student Progress Report | 75 | |
| TOTAL | 475 | |

The following represents the grade equivalent for accumulated points:

A = 93-100%
 B = 80-92.9%
 C = 70-79.9%
 D = 60-69.9%
 F = <59.9%

Attendance and Participation Policy:

Timely participation and punctual assignments are important components to successfully completing this course. Any student missing the first week of the course with no log-on to the course materials will be dropped. Peers will interact and collaborate through discussion boards and virtual meetings.

Virtual meetings will be held throughout the semester and student attendance is required. Meeting times will be arranged at the beginning of the semester to allow for maximum attendance.

Due Dates/Late Policy:

Teaching is a profession that requires numerous due dates and strong time-management skills. To better prepare students for effective teaching, due dates will be adhered to. The professor will not pre-view your work but will answer pertinent questions prior to the due dates. Major life crises are always taken into consideration; however, patterns of unpreparedness, neglect or disorganization are not. Assignments are due at 11:59 p.m. on the due date and will be considered late at midnight and subject to a 10% per day penalty with a maximum of three (3)

assignments accepted late. To avoid a point reduction, **TURN IN WORK AHEAD OF THE DUE DATE! All assignments must be submitted by the due date to receive an A in this course.** Assignments can certainly be submitted early.

Instructional Methods and Activities:

May include, but is not limited to: virtual meetings, media presentations, performance tasks/projects, journal postings, lecture, website reviews, writing projects, research, observations and journal reviews. Instructor retains the right to modify work assigned.

Communication Policy:

You are part of a distributed class (i.e., you and your classmates are spread around the US and even the world!) and therefore class participation is required. There will be discussions boards and virtual meetings, along with other opportunities to interact with your peers. Each time you come to class via Blackboard on the web, please check announcements for any current or relevant new information. You must discipline yourself to complete assignments on time. It is strongly suggested that the student notify the instructor in advance of a possible absence for more than a week.

Students' participation grade includes completion of class assignments, reading all assigned materials, maintaining contact with the instructor, use of the Q & A Discussion board to help classmates, and maintaining a positive professional attitude. Your instructor is happy to make an appointment (either in person, by Zoom, or by phone) with any student to help with any assignment or answer questions. However, it is easier for your instructor to respond more quickly to email than regular postal mail or phone messages.

E-Mail Communication

Email communication can cause communication concerns due to the fact that: (a) it is often difficult to correctly interpret the intended tone of an email message/discussion board posting; (b) it is often too easy to quickly zip off a rude communication to someone without first finding out "the whole story" or thinking through the possible consequences of doing so; and (c) people sometimes will communicate things electronically that they would never say in a face-to-face conversation. Therefore, students should take care to be polite, to-the-point, professional, and respectful in all communication in this course. If the student has a doubt that a post may be inappropriate, it is most likely best not to post it. In the case that inappropriate/disrespectful student communication is received by the professor, the professor reserves the right to deduct points, delete it without answering questions or responding in any way, retain copies to be used as evidence in student disciplinary proceedings, or take any other appropriate action she sees fit. Please review the following netiquette website for more information about ethical and considerate online behavior: <http://www.albion.com/netiquette/index.html> <<http://www.albion.com/netiquette/index.html>> .

Formatting:

Some papers and projects submitted in this course will be typed and formatted according to the *Publication Manual of the American Psychological Association* (6th ed.). Formatting information for APA 6th edition is incorporated into this course; however, students are individually responsible for obtaining and following APA style conventions, for part of the grade of each applicable assignment will be based upon the extent and accuracy to which these conventions are

used. APA's Publication Manual is on sale at the campus bookstore, and students may also wish to consult the web for information on citing electronic references:

<http://www.apastyle.org/electref.html>

Technology Management

- All work must be typed unless otherwise noted. Word processing must be done either in Microsoft WORD .doc or .docx format. You have free access to MS Office 365 by using your WKU information. Visit the WKU Microsoft Office 365 website for details.
- Use your WKU email for all correspondence.

Written Work Quality

All submitted work is to be of professional quality. Work that is less than professional will be returned ungraded. A Holistic Writing Rubric will be provided. Student should analyze the rubric and edit work prior to submission. If writing is a weak skill set, please procure an editor/tutor to strengthen this skill.

Please use "people first" language. That means that you always refer to a person first and the disability as secondary. For example, person with autism is correct, autistic student is incorrect. Points will be deducted for misuse of people first language.

As assigned, graduate work should be in 12-point font & double-spaced in APA format.

<http://owl.english.purdue.edu/owl/resource/560/01/>

Writing Center Assistance

The Writing Center is located in Cherry Hall 123 on the Bowling Green campus and also offers online consultations for students who live at a distance or who cannot visit during operating hours. Our writing tutors have been trained to provide helpful feedback to students at all phases of a writing project: they can *help you* brainstorm ideas, structure your essay, clarify your purpose, strengthen your support, and edit for clarity and correctness. But they will not revise or edit the paper *for you*. See instructions of the website www.wku.edu/writingcenter for making online or face-to-face appointments. Or call (270) 745-5719 during our operating hours (also listed on our website) for help scheduling an appointment.

WKU College of Education and Behavioral Science Dispositions:

The Educational Professional Demonstrates the following:

Values Learning as evidenced by:

- Class Participation
- Attendance
- Class Preparation
- Communication

Values Personal Integrity as evidenced by:

- Emotional Control
- Ethical Behavior
- Values Diversity
- Values Collaboration

Values Professionalism as evidenced by:

- Respect for school rules, policies and norms
- Commitment to self-reflection and growth
- Professional Development and Involvement
- Professional Responsibility

Deficiencies in any of these areas may warrant a meeting with the professors. Teaching candidates noted as weak in these areas will find difficulty procuring letters of recommendation for employment.

Professionalism Policy:

One of the most important aspects of becoming a teacher is learning appropriate professional behavior. Professionalism is expected in both the online meetings and your school experience. Professional behavior is expected at all times.

Student Disability Services:

In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at sarc.connect@wku.edu. Please do not request accommodations directly from the professor or instructor without a Faculty Notification Letter (FNL) from The Student Accessibility Resource Center.

Statement of Diversity:

We believe that diversity issues are of major import to student and school success. We fundamentally believe in and support the value of heterogeneous groups and the richness of benefits when students are involved with diverse populations, settings, and opinions. This course is designed on the basic assumption that learning is something we all actively engage in by choice and personal commitment. The format of this class will be a community of scholars, each with their rights and responsibilities of membership. We will not tolerate immoral, illegal, or unethical behavior or communication from one another, and we will respect one another's rights to differing opinions.

Plagiarism:

To represent written work taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of a student must be his/her own. One must give any author credit for source material borrowed from him/her. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage without reference to the source after having changed a few words is also plagiarism. We will work to help students understand what constitutes plagiarism; however, it is up to the students to learn to correctly site their work. Students who commit plagiarism or any other act of academic dishonesty will receive a failing grade for the course and may be subject to dismissal from the program. Student work may be subject to review and checks using plagiarism detection software.

Extra Help

Please seek additional assistance regarding course content or requirements. The instructor is happy to provide guidance and answer questions. Also, students are encouraged to discuss any concerns or special situations with the instructor.

Course Adjustments

The instructor reserves the right to modify the course requirements, schedule, and syllabus. If changes are warranted, proper notice will be given to students. Adjustments made are designed to enhance the learning experience based on student need.

Course Experiences and Assessments Addressing Learned Society (SPA) Standards:

Comparison of Council for Exceptional Children and KY Teacher Standards–See detailed description of standards at the following links:

<http://www.epsb.ky.gov/mod/book/view.php?id=133>

[https://exceptionalchildren.org/sites/default/files/2020-09/Advanced Preparation Standards with Explanation.pdf](https://exceptionalchildren.org/sites/default/files/2020-09/Advanced%20Preparation%20Standards%20with%20Explanation.pdf)

| CEC 2015 Advanced Standards (CEC, 2015) | KY Advanced Teacher Standards (EPSB, 2018) |
|--|---|
| 1 - Assessment | 2 – Designs/Plans Instruction 5 – Assessment 7 – Reflection |
| 2 – Curricular Content Knowledge | 2 – Designs/Plans Instruction 5 – Assessment 7 – Reflection 9 – Professional Development |
| 3 – Programs, Services, and Outcomes | 1 – Content Knowledge 2 – Designs/Plans Instruction 3 – Learning Climate 6 – Technology 10 - Leadership |
| 4 – Research & Inquiry | 3 – Learning Climate 4 – Manages Instruction 10 - Leadership |
| 5 – Leadership and Policy | 3 – Learning Climate 4 – Manages Instruction 10 - Leadership |
| 6 – Professional and Ethical Practice | 3 – Learning Climate 5 – Assessment 9 – Professional Development 10 - Leadership |
| 7 - Collaboration | 8 – Collaboration 10 - Leadership |

