

**GRAND VALLEY STATE UNIVERSITY
SCHOOL OF EDUCATION
FALL 2003**

COURSE: EDS 637: Instructional Practices: Learning Disabilities 1
PROFESSOR: Joseph B. Fisher, Ph.D.
OFFICE: Grand Valley State University
L.V. Eberhard Center, Suite 920
301 W. Fulton
Grand Rapids, MI 49504
ADVISING: By appointment on Wednesdays 3-7pm (call 616.331.6650)
E-MAIL: fisherj@gvsu.edu
WEB PAGE: TBA (University has changes my URL)

Course Description

In this course, students will learn instructional practices for teaching fundamental listening, speaking, reading, and writing skills to children and adolescents with high incidence disabilities. Three Credits.

Methods of Instruction

In this course, the content will be described and modeled by the professor. This content will be discussed in large and small groups. Students will also practice applying and receive positive and corrective feedback on their application. Moreover, to complement this instruction, students will watch videotapes, search world wide web sites, and read course texts and research articles.

Course Rationale

The Grand Valley State University School of Education has as its motto:

Preparing Reflective Practitioners,
Inquiring, Ethical, Collaborative, Decision-Makers,
Creating a Difference in Diverse Communities.

The knowledge and skills taught to students in EDS 637 reflect the themes of this motto.

Course Outcomes

- To develop teachers' knowledge and understanding of students' language and literacy development (Inquiring).
- To enhance teachers' ability to identify a student's language learning difficulties and ability to deduce a reasonable explanation for the student's difficulties (Inquiring, Ethical, Decision-Making).
- To develop teachers' knowledge of research based and research validated instructional strategies and routines designed to improve students' ability to use and understand oral and written language, and to develop teachers' understanding of why and when such instructional practices should be applied (Inquiring, Ethical, Decision-Making).
- To develop teachers' skill in correctly applying known research based and research validated instructional strategies and routines with students with disabilities (Ethical, Collaborative).

Course Objectives

Regarding language and literacy development the teachers will:

- understand the concepts of language and literacy (Inquiring).
- understand the five parameters of language systems: pragmatics, semantics, syntax, morphology, phonology (Inquiring).
- understand typical milestones in students' development of these five parameters (Inquiring).
- understand models of oral, read, and written language based on these parameters (Inquiring).

Regarding oral language the teachers will:

- know a procedure for assessing students' listening comprehension (Inquiring, Ethical).
- know and be able to apply instructional routines for enhancing students with disabilities listening comprehension (Inquiring, Ethical, Decision-Making).
- know a procedure for assessing students' with disabilities vocabularies (Inquiring, Ethical).

- know and be able to apply instructional routines to develop students' with disabilities vocabularies (Inquiring, Ethical, Decision-Making).
- know and be able to apply a procedure for assessing students' with disabilities syntax (Inquiring, Ethical).
- know and be able to apply an instructional routine for teaching students with disabilities to comprehend the five major syntactical structures of the English language (Inquiring, Ethical, Collaborative, Decision-Making).
- know and be able to apply an instructional routine for teaching students with disabilities to speak using the five major syntactical structures of the English language (Inquiring, Ethical, Collaborative, Decision-Making).
- know and be able to apply an instructional routine for teaching students with disabilities to speaking correctly using the verb system of the English language (Inquiring, Ethical, Collaborative, Decision-Making).
- know and be able to apply a procedure for assessing students' with disabilities phonological awareness (Inquiring, Ethical).
- know and be able to apply instructional routines to develop students' with disabilities phonological awareness (Inquiring, Ethical, Decision-Making).

Regarding read language the teachers will:

- know and be able to apply a procedure for assessing students' knowledge of print concepts (Inquiring, Ethical).
- know and be able to apply instructional routines to develop students' with disabilities understanding of basic print concepts (Inquiring, Ethical, Decision-Making).
- know and be able to apply a procedure for assessing students' knowledge of letters and letter sounds (Inquiring, Ethical).
- know and be able to apply an instructional routine to develop students' recognition of letters (Inquiring, Ethical, Decision-Making).
- know and be able to apply instructional routines to develop students' knowledge of sound/symbol relationships (Inquiring, Ethical, Decision-Making).
- know and be able to apply a procedure for assessing students' beginning word recognition skills and reading fluency (Inquiring, Ethical).
- know and be able to apply an instructional routine to develop students' beginning word recognition skills (Inquiring, Ethical, Decision-Making).
- know and be able to apply instructional routines to develop students' reading fluency (Inquiring, Ethical, Decision-Making).

Regarding written language the teachers will:

- know and be able to apply a procedure for assessing students' handwriting skills (Inquiring, Ethical).
- know and be able to apply instructional routines to develop students' with disabilities handwriting skills (Inquiring, Ethical, Decision-Making).
- know and be able to apply a procedure for assessing students' sentence writing skills (Inquiring, Ethical).
- know and be able to apply an instructional routine to develop students' sentence writing skills (Inquiring, Ethical, Decision-Making).

Required Textbooks

Carpenter, C. L. (1990). *Auditory oral patterns: A developmental program for linguistically impaired children*. Newaygo, MI: C J. Publishing.

Schumaker, J. B. with Sheldon, J. (1985). *Fundamentals in Sentence Writing Strategy: Instructor's Manual*. Lawrence, KS: The University of Kansas.

Schumaker, J. B. with Sheldon, J. (1985). *Proficiency in Sentence Writing Strategy: Instructor's Manual*. Lawrence, KS: The University of Kansas.

Sheldon, J. with Schumaker, J. B. (1985). *Proficiency in Sentence Writing Strategy: Student's Lessons*. Lawrence, KS: Edge Enterprise.

Sheldon, J. with Schumaker, J. B. (1985). *Fundamentals in Sentence Writing Strategy: Student's Lessons*. Lawrence, KS: Edge Enterprise.

Recommended Textbooks

Adams M. J. (1990). *Beginning to read: Thinking and learning about print - A Summary*. Urbana-Champaign, IL: University of Illinois.

Adams, M. J., Foorman, B. R., Lundberg, I., & Beeler, T. (1998). *Phonemic awareness in young children*. Baltimore, MD: Paul H. Brookes Publishing.

Beck I. L., McKeown, M. G., & Kucan, L. (2002). *Brining words to life: Robust vocabulary instruction*. New York, NY: Guilford Press.

Blachman, B. A., Ball, E. W., Black, R., & Tangel, D. M. (2000). *Road to the code: A phonological awareness program for young children*. Baltimore, MD: Paul H. Brookes Publishing.

Carpenter, C. L. (1990). *Teaching language and reading to linguistically impaired children: A handbook for teachers*. Newwaygo, MI: C J. Publishing.

Moats, L. C. (2000). *Speech to print: Language essentials for teachers*. Baltimore, MD: Paul H. Brookes Publishing.

Course Requirements

- Quizzes (15 points each / 60 points total) – Every three weeks a quiz on course content will be administered. These quizzes will assess students’ knowledge of content taught in the course and students’ application of the content taught.
- Final Exam (50 points total) – The final exam will cover content from the entire course. The test will have two parts. Part one will assess students’ knowledge of content taught in the course. Part two will assess students’ application of content taught in the course.
- Case Study Report (45 points total) – A case study report will be written. The case study will include the following:
 - Instructional History and Assessment Data (10 points) – You will summarize information concerning the instruction history of each student. Specifically, you will report on the instructional strategies used and the skills taught to each student in the past. Additionally, you will report the assessment data you collected on the students current oral and read language skills.
 - Summary of Assessment Data and Prioritized Needs (20 points) – You will summarize the data reported in the previous section and design a list that prioritizes the student’s language needs.
 - Goals, Activities, and Assessments (15 points) – For each prioritized need, write goals and matching instructional strategies. For example:

 Instructional Goal: TSW use all 5 simple sentence patterns in his/her oral language.
 Instructional Strategy: Auditory Oral Patterns
 Instructional Assessment: Oral Language Samples
- Portfolio or Demo Lessons (10 points each / 70 points total) – Each student will construct a typed portfolio of demo lessons. The portfolio will contain: 2 auditory oral patterns demos, 2 concept diagram demos, 1 concept comparison table demo, 1 frame demo, and 1 lines demo.

Grading Scale

Grade	Total Points	Percentage
A	225-216	96%
A-	215-207	92%
B+	206-198	88%
B	197-189	84%
B-	188-180	80%

Grade	Total Points	Percentage
C+	179-171	76%
C	170-162	72%
C-	161-153	68%
F	152 - 0	

Tentative Course Calendar

Session	Topic	Preparation
Session 1 August 25, 2003	Course Pretest Beginning with the End in Mind: The Futures of Students with Disabilities. Language Devel, Disability, & Outcomes	<ul style="list-style-type: none"> • Read Gripton’s Thesis (Chapter 1)
Session 2 September 8, 2003	Language Devel, Disability, & Outcomes (cont.) Direct Systematic Explicit & Relentless Instruction Basic Read Language	<ul style="list-style-type: none"> • Read Shepard’s & Sinke’s Thesis (Chapter 1)

	<ul style="list-style-type: none"> Phonological Awareness Development, Assessment, & Instruction 	
Session 3 September 15, 2003	Basic Read Language <ul style="list-style-type: none"> Concepts of Print Development, Assessment, & Instruction 	<ul style="list-style-type: none"> Quiz 1 Read Shepard's & Sinke's Thesis (PA Activities)
Session 4 September 22, 2003	Basic Read Language <ul style="list-style-type: none"> Word Recognition Development & Assessment 	<ul style="list-style-type: none"> Read Report of the National Reading Panel
Session 5 September 29, 2003	Basic Read Language <ul style="list-style-type: none"> Word Recognition Instruction 	
Session 6 October 6, 2003	Oral Language <ul style="list-style-type: none"> Listening Comprehension Assessment & Development 	<ul style="list-style-type: none"> Quiz 2
Session 7 October 13, 2003	Oral Language <ul style="list-style-type: none"> Vocabulary Development & Assessment 	
Session 8 October 20, 2003	Oral Language <ul style="list-style-type: none"> Vocabulary Instruction 	<ul style="list-style-type: none"> Frame Demo
Session 9 October 27, 2003	Oral Language <ul style="list-style-type: none"> Vocabulary Instruction 	<ul style="list-style-type: none"> Quiz 3 Concept Diagram Demo 1 & 2
Session 10 November 3, 2003	Oral Language <ul style="list-style-type: none"> Syntax Development & Assessment Syntax Instruction 	<ul style="list-style-type: none"> Concept Comparison Table Demo
Session 11 November 10, 2003	Oral Language <ul style="list-style-type: none"> Syntax Instruction 	<ul style="list-style-type: none"> Lincs Demo
Session 12 November 17, 2003	Basic Written Language <ul style="list-style-type: none"> Handwriting Development and Assessment Handwriting Instruction 	<ul style="list-style-type: none"> Quiz 4 AO Demo 1
Session 13 November 24, 2003	Basic Written Language <ul style="list-style-type: none"> Sentence Writing Development and Assessment Sentence Writing Instruction 	<ul style="list-style-type: none"> AO Demo 2 Case Study (due)
Session 14 December 1, 2003	Written Language <ul style="list-style-type: none"> Sentence Writing Development and Assessment Sentence Writing Instruction 	
Session 15 December 8, 2003	Final Exam	<ul style="list-style-type: none"> Final Exam

Special Considerations

Any student in this course who has a disability that prevents the fullest expression of his/her abilities should contact the professor as soon as possible so that reasonable accommodations can be made.

Attendance Policy

Students are expected to be on time and attend all class sessions for the entire class session. A student cannot gain a full understanding of the content presented if not in attendance. If a student is absent from part of or an entire class session, that student must inform the instructor prior to his/her absence and schedule a make-up meeting during the instructor's advising time. Failure to adhere to this policy may result in grade reduction or an incomplete which can only be changed upon the student's attendance to the missed class session in a subsequent semester.

Course Knowledge Base

- Adams, M. J. (1991). *Beginning to read*. Cambridge, MA: MIT Press.
- Adams, M. J., Foorman, B. R., Lundberg, I., & Beeler, T. (1998). *Phonemic awareness In young children*. Baltimore, MD: Paul H. Brookes Publishing.
- Beck I. L., McKeown, M. G., & Kucan, L. (2002). *Brining words to life: Robust vocabulary instruction*. New York, NY: Guilford Press.
- Blachman, B. A., Ball, E. W., Black, R., & Tangel, D. M. (2000). *Road to the code: A phonological awareness program for young children*. Baltimore, MD: Paul H. Brookes Publishing.
- Bulgren, J. A, Schumaker, J. B., & Deshler, D. D. (1993). *The concept mastery routine*. Lawrence, KS: Edge Enterprises.
- Carnine, D. W., Sibert, J., & Kaneenui, E. (1997). *Direct instruction reading*. Upper Saddle River, NJ: Prentice-Hall.
- Carpenter, C. L. (1988). *Teaching language and reading to linguistically impaired children*. Newwaygo: MI: C. J. Publishing.
- Carpenter, C. L. (1990). *Auditory oral patterns: A developmental program for linguistically impaired children*. Newwaygo, MI: C J. Publishing.
- Catts, H. W. & Kamhi, A. G. (1999). *Reading disabilities: A developmental language perspective*. Needham Heights, MA: Allyn and Bacon.
- Clay, M. M. (1993). *Reading recovery: A guidebook for teachers in training*. Portsmouth, NH: Heinemann.
- Clark, D. B. & Uhry, J. K. (1995) *Dyslexia: Theory and practice of remedial instruction*. Timonium, MD: York Press.
- Deshler, D. D., Ellis, E. S., & Lenz, B. K. (1996). *Teaching adolescents with learning disabilities: Strategies and methods*. Denver, CO: Love Publishing.
- Ellis, E. S. (1992). *LINCS: A starter strategy for vocabulary learning*. Lawrence, KS: Edge Enterprises.
- Ellis, E. S. (1998). *The framing routine*. Lawrence, KS: Edge Enterprises.
- Gerber, A. (1993). *Language-related learning disabilities: Their nature and treatment*. Baltimore, MD: Paul H. Brookes Publishing.
- Moats, L. C. (2000). *Speech to print: Language essentials for teachers*. Baltimore, MD: Paul H. Brookes Publishing.
- Perfetti, C. A. (1985). *Reading ability*. New York, NY: Oxford Press.
- Scanlon, D., Schumaker, J. B., & Deshler, D. D. (1992). *The order strategy: Teaching strategies by osmosis*. Unpublished research manual, University of Kansas - Center for Research on Learning, Lawrence.
- Schumaker, J. B. with Sheldon, J. (1985). *Fundamentals in Sentence Writing Strategy: Instructor's Manual*. Lawrence, KS: The University of Kansas.
- Schumaker, J. B. with Sheldon, J. (1985). *Proficiency in Sentence Writing Strategy: Instructor's Manual*. Lawrence, KS: The University of Kansas.
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