Course: SPED 423  
*Teaching Reading to Individuals with Mild to Moderate Disabilities.*

Phone: 227-3290

Texts:
Multisensory Teaching of Basic Language Skills, Second Edition
Edited by Judith R. Birsh, Ed.D.
Multisensory Teaching of Basic Language Skills Activity Book
By Suzanne Carreker & Judith R. Birsh, Ed.D.

Course Topics/Outline

<table>
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<tr>
<th>Session</th>
<th>Readings/Assignment*</th>
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| Day 1 (4/2) | Course Overview/Direct Instruction/Reading Gillingham Direct Instruction/Unison Response  
**Simulation:** DI lesson incorporating unison response  
Informal reading assessments |
| Day 2 (4/3) | Simulation: reading assessment  
Lesson Plan components/ Phonemic Awareness/Readings |
| Day 3 (4/4) | Teaching Simulation: phonemic awareness lesson  
Visual and Auditory Drills, Review and Reinforcement, New Information |
| Day 4 (4/7) | Teaching Simulation: OG lesson Level One; Syllable types |
| Day 5 (4/8) | Teaching Simulations: OG lesson on syllable types |
| Day 6 (4/9) | Teaching Simulation: Level One Skill, comprehension strategies  
Teaching Simulation: Language Generalizations; review fluency,  
Teaching Simulation: OG lesson Level One and generalizations |
| Day 7 (4/10) | Teaching Simulation: OG lesson on generalizations; review multiple sounds; quiz multiple sounds |
| Day 8 (4/11) | Chapter presentations (group) |
| Day 9 | Take home final |
| Day 10 (4/17) | wrap up |

Course Objectives
- Demonstrate ability to assess individual students’ to include a summary of the students reading performance level and assessment of the students’ phonemic awareness skills, letter-sound association skills, word identification skills, sight word reading skills, reading fluency, vocabulary and reading comprehension.
• Demonstrate ability to effectively plan and teach a comprehensive series of daily lessons which include explicit instructional procedures, activities and materials for teaching phonemic awareness skills, letter-sound association skills, word identification skills, sight word reading skills, reading fluency, vocabulary and reading comprehension and monitoring students’ progress in the development of reading skills.

• Demonstrate ability to assess through curriculum based assessment individual students writing ability to include a summary of writing performance and assessment of fine motor skills and the mechanics of writing.

• Demonstrate ability to plan and teach aspects of written language through explicit, multisensory teaching strategies.

• Demonstrate ability to assess individual students’ spelling abilities and effectively plan and teach a comprehensive series of daily lessons which include explicit instructional procedures on the rules of spelling.

**Conceptual Framework Statement:** The professional education program at Western Carolina University fulfills its mission by creating and nourishing a community of learners guided by knowledge, values, and experiences. The guiding principles of this community include: 1) the belief that the best educational decisions are made after adequate reflection and with careful consideration of the interests, experiences, and welfare of the persons affected by the decisions; 2) appreciation of and respect for diversity; 3) and the fostering of the responsible use of technology. This course focuses on employing empirically validated reading strategies to address the diverse needs of individuals with significant reading difficulties.

**Diversity Statement:** Students should be aware of the conflicts and varying expectations that different cultural mores can create and the impact of those conflicts on working with young children and families with cultural differences. Students should learn how perception of individual, family, and community values and behavior could be affected by cultural biases that may create environmental and instructional barriers. This course will focus primarily on diversity as it relates to exceptionalities, in particular reading and writing.

**Technology Requirements:** Student will use Web CT to access discussion groups and post assignments when asked.

**Grading:**

1. Lesson Plans/Teaching Simulations: (lesson plans and lesson simulations x 15pts =105 points). Students will develop 7 lesson plans (format presented in class) on reading/spelling/writing skills presented in class and present these lessons within a simulated small group lesson situation to their peers. Points are awarded on the inclusion of all essential elements on the lesson plan. A lesson plan format will be provided with all the essential elements to follow.

2. Simulation Feedback: (7 simulation feedback reports x 5 points = 35 points). Students will provide feedback to their peers on 10 simulation teaching exercises. Format for feedback will be presented in class. A simulation format will be
provided to student with which to observe their peers teaching simulation lessons. Points will be awarded as 1, 3, or 5 points dependent on completeness of feedback.

3. Test: 75 points (take home)
4. Assessment report: 25 points
5. Chapter Reflections: (100 pts) Read any 5 chapters in the Birsh text. Two page reflection on the content of the chapter and how it can be incorporated into your students learning. In addition, participation with like chapter readers in leading class discussion on the chapters you have read and reflected upon. At least one chapter should have been read and one reflection completed on that chapter prior to the first class meeting.

Scale:

A  (93%) outstanding
A- (90%) excellent
B+ (87%)
B  (83%) good
B- (80%)
C+ (77%)
C  (70%) adequate
D  (60%)
F  (less than 60%)