

EDU 6637-030 (WRS 7-12 PRACTICUM)
WORKING WITH STUDENTS WITH SEVERE READING DIFFICULTIES:
AN ADVANCED INTERVENTION PRACTICUM

Instructors:

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Logistics:

- 3 university credits
- may apply toward degree with advisor's permission
- contact your trainer or Ms. Linda Jensen (linda.jensen@utah.edu) to register
- presentation of university transcript to USOE earns 54 re-licensure points

Course Description and Expectations

This credit/no credit continuing education graduate course is made possible through the Eccles Foundation and the University of Utah Reading Clinic. It is designed to help educators develop advanced theoretical and practical knowledge of effective, research-based intervention for students with severe reading difficulties.

When environmental factors are ruled out, severe reading difficulties usually stem from phonological deficits, but may also result from deficits in processing speed and/or short term memory capability. Researchers estimate that these students may account for 2-10% of the school-age population. Students with severe reading difficulties typically require long-term, intensive intervention that focuses on developing phonemic awareness, word recognition automaticity, strategic knowledge for reading and spelling unfamiliar words, and the ability to use this knowledge while constructing meaning for text.

Participants will extend their knowledge of the following topics—especially as they relate to students with moderate to severe reading difficulties: using ongoing assessment as a guide for pacing instruction, grasping the alphabetic principle, word identification development, phonological awareness development, automaticity, oral reading accuracy, oral reading rate, fluency, English syllable structure, and instructional techniques for teaching decoding, encoding, and phonological awareness.

Specific instructional techniques used in this practicum are grounded in cognitive research on the development of the ability to read words and research on effective practice for students with severe reading difficulties. Participants will receive extensive mentoring as they apply these techniques in a 1:1 tutorial setting.

Textbooks & Materials

****Recommended****

Blachman, B. (1997). *Foundations of reading acquisition and dyslexia: Implications for early intervention*. Mahwah, NJ: Erlbaum.

****Required****

Wilson Steps 7-12 practicum materials: available at <http://www.wilsonlanguage.com/store>

WRS Steps 7-12 Practicum Requirements

- Deliver 50 practicum lessons (at a minimum) starting at Substep 7.1 in accordance with the Steps 7-12 Practicum study guide.
- Practicum Student must reach Substep 10.3 of the program

WRS Steps 7-12 Practicum Observation and feedback

- Two videotaped lessons must be submitted to trainer for review and feedback (trainer may request additional videos). Each block of the lesson should be no longer than 30 min.
- **Video 1** must show:
 - o A lesson taught between substeps 7.1 and 9.7
 - o Demonstrate all 10 parts of the lesson plan
 - o Demonstrate correct spelling option procedures with an accuracy emphasis
 - o Demonstrate correct instruction of introducing one new high frequency/sight word for spelling
- **Video 2** must show:
 - o A lesson taught at substep 10.3 or above.
 - o Demonstrate all 10 parts of the lesson plan
 - o Demonstrate adding suffixes and changing baseword procedures with an accuracy emphasis
 - o Demonstrate correct instruction of introducing one new vocabulary word
- With each videotape submission, include the Steps 7-12 Checklist for Videotape Submissions with all listed items, including student work and progress monitoring.
- For more detailed information, please refer to the WRS 7-12 Practicum booklet and study guide.

Course Schedule

Please be aware that coaching session attendance is required of all Wilson level 2 participants including those taking the group mastery practicum. Therefore, coaching sessions will address both WRS 7-12 and Group Mastery practicum concepts

UURC Coaching Session 1 – Intervention Framework

- model and practice a 1.4 accuracy focus lesson execution/procedures
- lesson materials
- discuss intro/accuracy/fluency focus
- review Wilson/UURC policy requirements
- review the Wilson Study Guide
- review Wilson Group Mastery requirements booklet
- review Wilson Group Mastery and 7-12 practicum study guides
- college credit options

UURC Coaching Session 2

- spelling option procedure for one-syllable and multisyllabic words
- model, practice & discuss:
 - 7.1 c:e,l,y and g:e,l,y.
 - 7.2 -dge and 7.3 -tch: not spelling options because they follow rules.
 - 7.4 -tion and -sion
- pacing guided by charting in part 4 of the lesson.

UURC Coaching Session 3

- enriched vs. decodable text
- accuracy vs. fluency focus in parts 9 and 10 of the lesson
- vocabulary: tiers 1, 2, & 3 (Beck.& McKeown)
- comprehension S.O.S. procedures

UURC Coaching Session 4

- syllable division rules
- model and practice 3.1 lesson focus on 2 syllable words
- part 3: fat stack, current concept, vocabulary words, high frequency/sight words
- sentence reading, questioning for orthographic concept &/or vocabulary/comprehension

UURC Coaching Session 5

- model, practice, & discuss:
 - 8.1 , r-controlled syllables
 - 8.3 "ər" (two syllable words with a closed syllable & er rule)
 - 8.4 r-controlled exceptions
 - 12.3 or says /er/
 - double vowel syllables
- review/practice multisyllabic sound option procedures for parts 7&8 of lesson
- error correction options

UURC Coaching Session 6

- model, practice, & discuss:
 - 10.1 v-e syllable exceptions (ice, ace, age, ate, ite, ile, ine)
 - 10.2 adding suffixes to basewords ending in silent “e”
 - 10.3 1.1.1 rule
 - 10.4 doubling rule in multisyllabic words
- proficiency test Q&A

Course Credit & Wilson Level II Certification

To receive university credit and to meet requirements for the Steps 7-12 portion of a Wilson Level II practicum, participants must satisfactorily meet each criterion outlined below:

- ✓ satisfactorily complete all Wilson Level II Steps 7-12 requirements, and,
- ✓ submit completed pre-testing, post-testing, and practicum student reports to Wilson trainer.