

**EDU 6648-030 (GROUP MASTERY PRACTICUM)**  
**WORKING WITH STUDENTS WITH SEVERE READING DIFFICULTIES:**  
**AN ADVANCED INTERVENTION PRACTICUM**

**Instructors:**

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**Logistics:**

- 3 credit/no credit continuing education graduate hours
- may apply toward degree with advisor's permission
- contact your trainer or Ms. Linda Jensen ([linda.jensen@utah.edu](mailto: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 small group setting.

## **Textbooks & Materials**

**\*\*Recommended\*\***

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

**\*\*Required\*\***

Steps 1-6 practicum materials for each group member: available at [www.wilsonlanguage.com/store](http://www.wilsonlanguage.com/store).

## **Wilson Group Mastery Practicum Requirements**

- Deliver 50 practicum lessons (at a minimum) in accordance with the Group Mastery Practicum Study Guide.
- Practicum students must reach Substep 3.1 (or above) of the program

## **Wilson Observations 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 45 minutes.
- **Video 1** must show:
  - o A lesson taught within the first 20 practicum lessons
  - o Demonstrate all 10 parts of the lesson plan
  - o Demonstrate lesson procedures with an emphasis on accuracy
  - o Demonstrate review words and concepts with a fluency emphasis
  - o Demonstrate correct instruction of introducing one new high frequency/sight word for spelling
- **Video 2** must show:
  - o Show a lesson taught at substep 3.1 or above
  - o Demonstrate all 10 parts of the lesson plan
  - o Demonstrate lesson procedures with an emphasis on accuracy
  - o Demonstrate review words and concepts with a fluency emphasis
  - o Demonstrate correct instruction of introducing one new vocabulary word
  - o Demonstrate correct use of syllable cards in lesson parts 2 and 7
- With each videotape submission, include the Group Mastery Checklist for Videotape Submissions and with all listed items, including lesson plans, student work, and progress monitoring
- For more detailed information, please refer to the Wilson Group Mastery 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

### Wilson Group Seminar (2 days)

- RTI & factors for student success
- overview of performance-based and standardized measures required for practicum student identification
- group implementation in blocks 1, 2, & 3 of the lesson
- overview of Wilson/UURC practicum requirements

### 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 7-12 practicum study guide
- 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 requirements, and,
- ✓ submit completed pre-testing, post-testing, and practicum student reports to Wilson trainer.