

EDUCATION 6648-040 (GROUP MASTERY PRACTICUM)
WORKING WITH STUDENTS WITH SEVERE READING DIFFICULTIES:
AN ADVANCED INTERVENTION PRACTICUM

Instructors:

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Logistics:

- 3 university graduate credits
- may apply toward degree with advisor's permission
- presentation of university transcript to USOE earns 54 re-licensure points

Course Description and Expectations

This letter-graded 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 <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 meet requirements for the Group portion of Wilson Level II certification, participants must satisfactorily meet each criterion outlined below:

- ✓ complete all Wilson Level II Group practicum requirements,
- ✓ submit completed pre-testing, post-testing, and practicum students report to Wilson trainer,
- ✓ submit case study on student to UURC, and
- ✓ earn an average grade of .7 or better on intervention execution and written case study.

Intervention Execution Grading Rubric: Intervention execution during the practicum will earn pass +, pass -, or fail as UURC staff conduct formal and informal observations as needed.

The criteria are as follows:

Pass + = Satisfactory - strong intervention execution for most of the practicum.

Satisfactory to strong ability to analyze and respond to student performance. Satisfactory - strong preparation and management of intervention materials. Satisfactory - strong ability to integrate trainer feedback into intervention execution. Satisfactory - strong contribution to training and debriefing sessions.

Pass - = Less than satisfactory intervention execution for most of practicum. Less than satisfactory ability to analyze and respond to student performance. Less than satisfactory preparation and management of intervention materials. Less than satisfactory ability to integrate trainer feedback into intervention execution. Less than satisfactory contribution to training and debriefing sessions.

It is important to note that failure to meet a majority of the criteria listed above under Pass + constitutes grounds for a score of Pass -."

Tutoring Grading Conversions: Pass + = 4.0/A

Pass - = 2.0/C

Case Study Guidelines: Intensive Intervention for Students with Severe Difficulties

Choose one of the students from your small group as the subject for a written case study. The case study should include:

1. Summary and analysis of the student's reading abilities at baseline.

This is more than simply "reporting the data." Briefly describe the student's educational history. Then, describe the student's baseline reading abilities in both table and narrative form by drawing on data collected from standardized and performance-based measures: reading achievement (i.e., Woodcock Reading Mastery Test, Woodcock Johnson-R, Woodcock Johnson 3, or Wechsler Individual Achievement Test), accuracy with letter-sound correspondences, word reading for all syllable types, and word reading and spelling for high frequency words (i.e., Wilson Assessment of Decoding & Encoding), and word recognition and phonemic segmentation fluency (i.e., TOWRE). In addition, you must discuss the student's abilities in relation to chronological grade level. Specifically, at baseline, where is this child in relation to where s/he should be? Why?

2. Summary and analysis of the intervention.

Describe the intervention you provided for this child. Briefly describe each component: decoding (accuracy & fluency), encoding (decoding & fluency), vocabulary, high frequency word work, and comprehension work. Did any component seem to offer more difficulty or ease than others? Why? What, if any, adjustments did you make in the intervention?

3. Summary and analysis of the student's reading abilities at posttest.

After administering the posttest and analyzing the data, describe your student's reading abilities at the close of the intervention in both table and narrative form. Discuss your student's posttest performance on the same standardized and performance-based measures administered at baseline. If indicated, make specific recommendations for future intervention.

4. Summary and analysis of your own practice.

As a reading educator, what have you learned from this practicum experience about reading development, assessment, and intervention as they relate to students with severe reading difficulties? How has this knowledge informed your practice? Provide specific examples.

This case study must be typed, double-spaced, and **must** include the following information:

- your full name
- semester and year you registered for the course (e.g., Fall, 2007)
- course name, course number, section number (e.g., Early Steps SPED 6633-030)
- your employing school and district (e.g., Sandy Elementary, Jordan District)

This information may be placed on page 1; a separate cover page is not necessary.

This case study must be typed and double-spaced. It should be no longer than 7-10 pages in length. It must meet APA standards for writing style and mechanics. As such, students are encouraged to have their papers proofread for appropriate grammar, spelling, and punctuation.

Case Study Grading Rubric: The case study will earn pass +, pass, pass -, or fail.

The criteria for grading are as follows:

Pass + = Exceptionally strong summary and analysis of baseline results, intervention, and posttest results. Exceptional analysis of practicum’s impact on own teaching. Superior academic writing style. No mechanical errors.

Pass = Satisfactory summary and analysis of baseline results, intervention, and posttest results. Satisfactory analysis of practicum’s impact on own teaching. Satisfactory academic writing style. Very few, if any, mechanical errors.

Pass - = Less than satisfactory summary and analysis of baseline results, intervention, and posttest results. Less than satisfactory analysis of practicum’s impact on own teaching. Flawed academic writing style. Numerous mechanical errors.

It is important to note that failure to meet any criterion constitutes grounds for an assignment to earn a lower score. For example, a case report that is satisfactory in meeting the first three criteria but evidences numerous mechanical errors may earn “pass -.”

Case Study Grading Conversions: Pass + = 4.0-3.7(A to A-) Pass = 3.3-2.0(B+ to C)
Pass - = 1.7-.7(C- to D-)

Your case study is due by 5pm, one month after completion of your practicum. We encourage you to submit your case study electronically to kathleen.brown@utah.edu. If electronic submission is not possible, you may bring a hard copy to the UURC (attention: Dr. Kathleen Brown), 5242 South College Drive, Suite 100, Murray, UT 84123. If you want your paper returned, please enclose a self-addressed, stamped envelope when you submit the paper. Papers that do not include a self-addressed, stamped envelope will be discarded.

If you miss the deadline for paper submission, you will receive an “I” signifying “incomplete.” After 1 year, the “I” will convert to an “E,” – a final grade of “no credit.”

Be aware that your grade may not post with the registrar until the next semester. We cannot make “special arrangements” to post individual grades early.

Please keep a copy of your case study on file or hard drive until you receive your final grade.