

EDU 5631/6631-030
WORKING WITH STUDENTS WITH SEVERE READING DIFFICULTIES:
AN INTRODUCTION

Instructors:

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Logistics:

- 1 credit/no credit continuing education hour (cost =\$250)
- may apply toward degree with advisor's permission
- contact your trainer or Linda Jensen (linda.jensen@utah.edu) to register
- presentation of university transcript to USOE earns 18 re-licensure points
- lunch is provided each day

Course Description and Expectations

This undergraduate/graduate education course is made possible through the Eccles Foundation and the University of Utah Reading Clinic. It is designed to help educators develop introductory theoretical and practical knowledge of effective, research-based intervention for students with severe reading difficulties. It is also a pre-requisite for the Wilson Level I practicum.

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.

The course is open to educators of any rank and/or experience. Participants may include regular classroom teachers from any grade level, special educators, reading specialists, administrators, paraprofessionals, English-language-learning personnel, long-term school volunteers, and university education students.

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.

Textbooks & Materials

****Recommended****

Wilson Level I Starter Set (cost is approximately \$150; available from Wilson Language Training, call: 1-800-899-8454)

Course Schedule

Day 1:

- history of research on severe reading difficulties
- definition of dyslexia and its common characteristics
- WRS principles of instruction and materials
- language instruction beginning with word structure at phoneme level and progressing to complex levels of language following a systematic scope and sequence that addresses decoding, encoding, oral reading fluency, and comprehension
- WRS word analysis using the 6 syllable types of the English language:
 1. Closed (cat)
 2. Vowel-Consonant-E (bike)
 3. Open (hi)
 4. Consonant-LE (little)
 5. R-Controlled (torn)
 6. Double Vowel (soap)

Day 2 / 3:

- student identification
- progress within program based on learning to mastery through constant repetition and review
- diagnostic decision making aided by ongoing progress monitoring
- lesson parts for Blocks 1, 2, and 3 of the lesson plan
- lesson planning
- practice and role-playing with feedback

Course Credit & Wilson Level I Certification

To receive credit for the course, participants must attend all 3 days of class, each day from start to finish.

Note: Participants who fail to meet the criterion described above will receive neither university credit nor Wilson Introduction certification.