



**College of Education and Human Development
Division of Special Education and disAbility Research**

Fall 2016

EDSE 562 635: Foundations of Reading Instruction for Students with Specific
Learning Disabilities

CRN: 82905, 3 - Credits

Instructor: Dr. Judith Fontana, Dr. Harolynn Wiley, & Dr. Katherine Nutt	Meeting Dates: 08/31/16 – 11/02/16
Phone: 703-993-4496, email preferred	Meeting Day(s): Wednesdays
E-Mail: jfontan1@gmu.edu ; knutt@gmu.edu ; hwiley@gmu.edu	Meeting Time(s): 4:30pm – 8:30pm
Office Hours: by appointment, please email to schedule face to face or phone conference	Meeting Location: Fauquier County

***Note:** This syllabus may change according to class needs. Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.*

Course Description

Examines the characteristics of students with specific learning disabilities who demonstrate severe deficits in reading and written language. Addresses language development from an anatomical, physiological, and social perspective. Provides essential knowledge in language development. Examines the legislation that addresses the rights of students with disabilities.

Prerequisite(s): None

Co-requisite(s): None

Advising Contact Information

Please make sure that you are being advised on a regular basis as to your status and progress through your program. Mason M.Ed. and Certificate students should contact the Special Education Advising Office at (703) 993-3670 for assistance. All other students should refer to their faculty advisor.

Advising Tip:

Do you need to take Praxis Core and/or VCLA? For students pursuing a special education teacher licensure program, the Praxis Core or a VDOE-approved substitute test should be submitted to Mason as soon as possible. Tests should be taken as early as possible since most scores must be on file when students apply for internship. Check your program plan or talk with your advisor if you are unsure what tests you need or when you will need to take them.

Nature of Course Delivery:

Learning activities include the following:

1. Class lecture and discussion
2. Application activities
3. Small group activities and assignments
4. Video and other media supports
5. Research and presentation activities
6. Electronic supplements and activities via Blackboard

Learner Outcomes (Aligned with International Dyslexia Society Knowledge and Practice Standards for Teachers of Reading)

Upon completion of this course, students will be able to:

1. Understand and explain the language processing requirements of proficient reading and writing.
2. Understand and explain other aspects of cognition and behavior that affect reading and writing.
3. Define and identify environmental, cultural, and social factors that contribute to literacy development.
4. Know and identify phases in the typical development progression of skills related to reading.
5. Understand and explain the known causal relationship among components of reading.
6. Know and explain how the relationships among the major components of literacy development change with reading development.
7. Know reasonable goals and expectations for learners at various stages of reading and writing development.
8. Understand the most common intrinsic differences between good and poor readers.
9. Recognize the tenets of the NICHD/IDA definition of dyslexia
10. Recognize that dyslexia and other reading difficulties exist on a continuum of severity.
11. Identify the distinguishing characteristics of dyslexia and related reading and learning disabilities.
12. Identify how symptoms of reading difficulty may change over time.

13. Understand federal and state laws that pertain to learning disabilities.

Required Textbooks

Mather, N., & Wendling B. J. (2012). *Essentials of Dyslexia assessment and intervention*. Wiley: Hoboken, NJ.

Moats, L. C. (2010). *Speech to print: Language essentials for teachers*. Baltimore, MD: Brookes.

National Research Council: Preventing Reading Failure in Young Children (1998).

<http://www.nap.edu/read/6023/chapter/1> You may download a pdf version of this book at no cost. (retrieved 7/27/16)

National Reading Panel Report (2000).

<http://www.nichd.nih.gov/publications/pubs/nrp/documents/report.pdf> You may download a pdf version of this book at no cost. (retrieved 7/27/16)

Recommended Textbooks and Resources

American Psychological Association (2009). *Publication Manual of the American Psychological Association* (6th edition) (2009). Washington, DC: American Psychological Association

Dyslexia Toolkit (2012) This guide for parents provides basic information about dyslexia, common warning signs, and information on how to support your child with dyslexia at home and at school, using audio books and digital books, and accommodating students with dyslexia. (National Center for Learning Disabilities). <http://www.readingrockets.org/guides/dyslexia-toolkit> (retrieved 7/27/16)

The IDA Knowledge and Practice Standards for Teachers of Reading define what all teachers of reading need to know and be able to do to teach all students to read proficiently. The IDA Standards were written for two main audiences: classroom educators and dyslexia specialists. IDA has written separate narratives for each audience <https://app.box.com/s/ex1psv12zdg61vz7j4b6rsln7zsgtxii> Teachers of Reading with Commentary for Dyslexia specialists. (retrieved 8/4/16).

Additional Readings

Readings not in required textbooks will be noted in the class schedule and available via link or text on Blackboard

Course Relationships to Program Goals and Professional Organizations

This course is part of the George Mason University, Graduate School of Education (GSE), intensive program in Reading Disabilities. This program complies with the standards for teachers of reading established by the International Dyslexia Association. The standards addressed in this

course include those related to A: Foundation Concepts about Oral and Written Language and C: Knowledge of Dyslexia and Other Learning Disorders.

GMU Policies and Resources for Students:

a. Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/the-mason-honor-code/>].

b. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].

c. Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.

d. The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].

e. Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services and inform their instructor, in writing, as soon as possible. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor. [See <http://ods.gmu.edu/>].

f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

g. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times.

Core Values Commitment

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. [See <http://cehd.gmu.edu/values/>]

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>]

Course Policies & Expectations

Attendance.

Attendance and Participation (10 points): Attendance is critical and class time will provide opportunities for (a) demonstration, (b) hands-on activities, (c) reflection on readings, class activities and assignments, and (d) applications or extensions related to assigned readings. Active participation in all activities is expected and will be evaluated. In-class activities will build upon readings. Occasionally student products will be generated and used to document participation. There will be no opportunity to make up points awarded for student products generated during class time.

Each student is allowed one absence with no deductions. Two tardy/early departures are equal to 1 absence. Beyond that, one point will be deducted for each absence, up to a total of 10 points. Please communicate with your instructor as soon as possible prior to any/all tardiness and absences.

Class Participation Rubric:

Excellent: 9-10 points The student actively questions, observes and reflects on readings and discussions They participate actively in class or in online small group activities.

Competent: 7-8 points The student occasionally questions, observes and reflects on readings and discussions. They infrequently participate in class or in online small group activities.

Minimal: 5-6 points The Student seldom questions, observes and reflects on readings and discussions. They seldom if ever participate actively in class or online small group activities.

Late Work.

Assignments are due on the date indicated in the syllabus. Rubrics indicate deductions for tardy assignments. If your instructor changes the due date for reasons related to inclement weather, student need in the course, the change will be discussed in class, posted on the Blackboard site, and confirmed in an email to all students.

Tk20 Performance-Based Assessment Submission Requirement

Every student registered for any Special Education course with a required performance-based assessment is required to submit the *Student Case Study Analysis* to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a onetime course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester.

Grading Scale

A	95-100
A-	90-94
B+	86-89
B	80-85
C	70-79
F	below 70

A grade of A or A- indicates that a student has performed at an exemplary level. The A range student participates actively and thoughtfully in class discussions and activities; completes all course readings and assignments in a timely and professional way; shows coherence and thoroughness in planning; writes well-organized papers; consistently demonstrates the ability to make connections between theory and practice; meets the general requirements and guidelines of the course, as listed below. The instructor reserves the right to award an A+ to students who consistently exceed basic requirements of the course.

Details including grading rubrics are located in the Appendix. They will also be posted on Blackboard.

Assignments

Performance-based Assessment (Tk20 submission required).

1. Student Case Study Analysis 30 points

Given case study material, students will:

- a. Match student responses and learning behavior to phases in language and literacy development.
- b. Explain how a weakness in identified component skills may affect other related skills and process across time.
- c. Explain why the student is/is not meeting goals and expectations in reading or writing for his or her age/grade.
- d. Identify the most salient instructional needs of the student.

Performance-based Common Assignments (No Tk20 submission required).

Not Applicable to this course

Other Assignments.

- 2. Jigsaw activity-** Understanding dyslexia: Characteristics of dyslexia and other learning disabilities related to literacy. **25 points**

- 3. Legislative Protections** brochure or pamphlet that explains the most fundamental provisions of federal and state laws pertaining to students with disabilities. The target audience should be families. **15 points**

4. **Essay** - Identify and describe the domains of language and their importance to proficient reading and writing. Describe the components of a comprehensive reading program. Explain how each component is reliant upon and supports the other components. **20 points**

Schedule

Class #	Topics/Module	Readings & Resources	Due this session
1 LO 13 August 31	<ul style="list-style-type: none"> • Team Building • Syllabus review • Mindset/Neuro-plasticity and implications for instruction • Learning disabilities and legislation. State and Federal Laws pertaining to students with disabilities (pertains to assignment 3) 	<ul style="list-style-type: none"> • Mindset/Neuro-plasticity and implication for instruction Lecture, video(s) and guided Instruction Ticket out. • USDOE policy statement on dyslexia Provided in class http://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/guidance-on-dyslexia-10-2015.pdf 	N/A
2 LO 1,2 Sept.7	<ul style="list-style-type: none"> • Language Development: Anatomical and physiological basis of speech and language, reading and writing (LO: 1,2) • Language processing prerequisites for reading and writing (LO:1, IDA A 1) 	Moats (2010) Chapter 1 Why Study Language? Available on Blackboard <ul style="list-style-type: none"> • Wolf (2008) • Polloway, Smith and Miller (2004) Chapter 2: Language Development from Infancy Through Adolescence. P. 15-53. 	N/A
3 LO 1,2 ,4 Sept. 14	<ul style="list-style-type: none"> • Language Development: Typical and atypical language; Environmental, social, cultural influences • Phases in typical developmental progression of skills related to reading 	Available on Blackboard <ul style="list-style-type: none"> • Readings in Hart & Risley (1999) • Additional articles on atypical language development 	Due: Legislative Protections for students with disabilities pamphlet/broc hure due.

Class #	Topics/Module	Readings & Resources	Due this session
4 /5 JIG Saw: LO 8,9,10,11,12 Online collaboration sessions Sept 21 & 28	<ul style="list-style-type: none"> • Characteristics of students with severe literacy disabilities • Societal ramifications of severe reading disorders and/or dyslexia • Dyslexia and Math 	<p>Jigsaw: Articles on multiple topics will be reviewed analyzed and shared. Assignment details and Articles are on BB</p> <p>Excerpts for Dyslexia and Math on Blackboard</p>	<p>Due: Jigsaw: Part 1 (steps 1 & 2) Due Sept. 21</p> <p>Part 2 (step 3) Due Sept 28 Peer Review form Sept. 28</p> <p>Part 2 steps 4 & 5 Due Oct. 3</p>
6 LO 3,4,5 Oct. 5	Social, environmental and cultural factors that contribute to literacy development	Preventing Reading Failure (1998) American Academy of Sciences Chapters 3,4,& 5	
7 LO 5,6,7 Oct. 12	<ul style="list-style-type: none"> • Literacy Instruction in the US: Overview The Reading Wars, Whole Language • Comprehensive Literacy Instruction 	<p>Examining the Historical Context for Teaching Reading. Pages 8-25 20th century + (pages 1-8 optional) http://ptgmedia.pearsoncmg.com/images/9780137055395/downloads/Vogt_Shearer_Ch_1.pdf</p> <p>National Reading Panel Report : Executive Summary https://www.nichd.nih.gov/publications/pubs/nrp/documents/report.pdf</p> <p>Preventing Reading Failure (1998) American Academy of Sciences Part 1: Intro. To Reading</p> <ul style="list-style-type: none"> • 1 Introduction • 2 Process of Learning to Read. <p>Optional: Brief overview: Note-there are 3 pages (History of Reading, Instruction, other linguistic models of Eng. Spelling.) http://www.k12academics.com/reading-education-united-states/history-reading-education-us#.VumNC0Aegex</p>	
8 LO:8,9,10,11,12 Oct. 19	<ul style="list-style-type: none"> • Understanding Dyslexia: <ul style="list-style-type: none"> ○ Historical perspective ○ Define ○ Prevalence ○ Diagnosis • The impact on literacy across other content areas 	<p>Read Chapters 1-4 in Mather & Wendling (2012).</p> <p>Available on Blackboard:</p> <ul style="list-style-type: none"> • Moats & Dakin (2008) <i>Basic Facts about Dyslexia</i> p 9-24 <p><i>*Readings apply to 2 classes</i></p>	<p>Due: Essay on the components of a comprehensive reading program.</p>

Class #	Topics/Module	Readings & Resources	Due this session
9 LO 8,9,10,11,12 Oct 26	<ul style="list-style-type: none"> Common intrinsic differences between proficient and struggling readers. Definition and severity continuum of dyslexia <ul style="list-style-type: none"> Including Dyslexia and SLD Readers changing instructional needs 	Review: Chapters 1-4 in Mather & Wendling (2012). Available on Blackboard: <ul style="list-style-type: none"> Moats & Dakin <i>Basic Facts about Dyslexia</i> 9-24 	
10 LO Nov. 11	Round- up	Bring to share and discuss: Your Brochure/pamphlet on Legislative Protections for students with disabilities High points or AHA! moments of your PBA	PBA due

Appendix: Assignment details and Rubrics

*DESIGNATED PERFORMANCE-BASED ASSESSMENT

Case Study Analysis Rubric

	EXCEEDS EXPECTATION	MEETS EXPECTATION	DOES NOT MEET EXPECTATION
	3	2	1
Match student responses and learning behavior to phases in language and literacy development. (IDA, A4)	Candidate identifies accurate one to one match between student responses and learning behavior and development in areas of phonology, phonics and word recognition, fluency, vocabulary, comprehension, and written language and provides rationale.	Candidate identifies accurate one to one match between student responses and learning behavior and development in areas of phonology, phonics and word recognition, fluency, vocabulary, comprehension, and written language.	Candidate does not identify any accurate one to one matches between student responses and learning behavior and development in areas of phonology, phonics and word recognition, fluency, vocabulary, comprehension, and written language OR does not identify matches in all areas.
Explain how a weakness in identified component skills may affect other related skills and process across time. (IDA, A5)	Candidate explains the impact of weaknesses in every identified component skill on related literacy and language skills. AND provides evidence of how	Candidate explains the impact of weaknesses in every identified component skill on related literacy and language skills.	Candidate DOES NOT explain the impact of weaknesses OR does not explain the impact of weaknesses in every identified component skill on related literacy and language skills.

	these impacts will affect school performance.		
Explain why the student is/is not meeting goals and expectations in reading or writing for his or her age/grade. (IDA A7)	Candidate provides accurate explanation for meeting/not meeting student goals that includes evidence from case study and links to research findings.	Candidate provides accurate explanation for meeting/not meeting student goals that includes evidence from case study.	Candidate DOES NOT provide accurate explanation for meeting/not meeting student goals that includes evidence from case study OR does not include evidence.
Identify the most salient instructional needs of the student. (IDA A6)	Candidate accurately identifies and describes instructional needs of student, using evidence from the case study AND articulates the appropriate level of intensity of instruction needed.	Candidate accurately identifies and describes instructional needs of student, using evidence from the case study.	Candidate DOES NOT identify and describe instructional needs of student OR identified instructional needs are not appropriate for case study student.

2. Structured Jigsaw Activity (25 points)

Learner Outcomes #8,9,10,11, and 12 (IDA C 1-5, E 2.5)

For this Article Review activity, you will work in small groups of four (4) to become acquainted with key readings on Dyslexia. Articles and/or links will be provided.

Assignment overview:

In Part I of this activity (Steps 1 and 2), which span the first week, each student will select and read one of the assigned articles and post a written summary to the **Small Group Blog**. Steps 1 & 2 Due: Sept. 21

In Part II of this activity (Steps 3, 4, and 5), which span the second week, each student will collaborate within her/his small groups to prepare a summary of all readings to be shared with the other small groups via the **Class Discussion Board**.

Finally, each student will interact with at least 4 other student posts from different groups to reflect on new understandings and implications as a result of their respective summaries of the readings. These responses are due _____ .

Part I

Step 1. Each student within each small group selects one of the assigned articles listed below to read, summarize, and present to their small group.

Make sure each group member selects a different article to ensure all articles are covered by the group.

Step 2. Each student creates a short presentation (required items listed below) to share with his/her group members via the Small Group Blog by

Required items include:

Title of article, author name, and year published

Brief description of author and contribution to literacy/reading disabilities/ dyslexia

Key concepts presented in article (bulleted lists are fine)

Limitations of the theory/concepts described

Post your entry to your **Small Group Blog**

This can be in the form of PowerPoint slides (roughly 5 slides), a video post, or text, etc., but remember, these summaries will be seen only by only your fellow group members and the instructor. Your contribution is to help the development of your group's summary of all five articles to the rest of the class and you will be reviewed by your peers in this regard

Part II

Step 3. Within your small group, you will discuss all five articles, reviewing the key items required of each article summary.

You will then collaborate as a group to prepare and post a summary of the articles to the **Class Discussion Board** by Sept. 28. The required items on the summary post include:

- Description of common themes that emerged across articles
- Description of contrasting observations or findings that emerged across reading
- New understandings and insights from the readings
- Implications

Step 4. Each student reviews other small group summary posts to the **Class Discussion Board** and posts responses to at least three other students from other groups to discuss/question/critique (constructively) their article synthesis

Step 5. each student will interact with at least 4 other student posts from different groups to reflect on new understandings and implications as a result of their respective summaries of the readings. These responses are due Oct 3.

Jigsaw Activity Group Assignment - Peer Review Form

Team Member Name: _____ Group No.: _____

Instructions: Please circle the number that best represents the team member's participation and contribution to the jigsaw activity. This feedback will be considered as part of the course participation points (see rubric) **Make sure to complete a separate form for each team member.**

1. Team member participated in the concept of the project.

Strongly Disagree 1 Disagree 2 Perhaps 3 Agree 4 Strongly Agree 5

Explain:

2. Team member participated in the design of the project.

Strongly Disagree 1 Disagree 2 Perhaps 3 Agree 4 Strongly Agree 5

Explain:

3. Team member was cooperative and was available to the rest of the team.

Strongly Disagree 1 Disagree 2 Perhaps 3 Agree 4 Strongly Agree 5

Explain:

4. Team member stayed in touch with the group and kept everyone informed as to their progress.

Strongly Disagree 1 Disagree 2 Perhaps 3 Agree 4 Strongly Agree 5

Explain:

5. Team member was willing to go above and beyond to get the job done.

Strongly Disagree 1 Disagree 2 Perhaps 3 Agree 4 Strongly Agree 5

Explain:

6. Team member left a positive impression and I would work with them again,

Strongly Disagree 1 Disagree 2 Perhaps 3 Agree 4 Strongly Agree 5

Explain:

Rate this team member. 1 - Low 10 - High _____

Other Comments:

Rubric: Structured Jigsaw Activity (25 points) The grading rubric focuses on content and timeliness. It should be understood that Steps 3-5 are to be written clearly with correct spelling, grammar and within APA guidelines Learner Outcomes #8,9,10,11,and 12 (IDA C 1-5, E 2.5)

For this Article Review activity, you will work in small groups of four (4) to become acquainted with key readings on Dyslexia. Articles and/or links will be provided.

Component/total points for the component	Quality of Content definition or description/ points by quality	Quality of Content definition or description/ points by quality	Quality of Content definition or description/ points by quality
Part I (Steps 1 & 2): Within your group 10 points Short presentation (PPT) on the article is posted in the small group blog.	On time All required items are present. <ul style="list-style-type: none"> • Citation • Author description (brief) • Key concepts of the article • Limitations of theory/concepts (critique- not opinion) 10 points	Late (-2) 1 item missing, incomplete or inaccurate (-3) 5 points	Late (-2) 2 or more items missing, incomplete or inaccurate (- 5) 3 points
Part II (Steps 3 & 4): 10 points	On time Group summary contains all required items. <ul style="list-style-type: none"> • Description of common themes that emerged across articles • Description of contrasting observations or findings that emerged across the readings. • New understandings or insights from the readings • Implications for practice. • Reference list 10 points	Late (-2) 1 item missing, incomplete, or inaccurate (-3) 5 points	Late (-2) 2 or more items missing, incomplete or inaccurate (-5) 3 points
Part II (Step 5) 5 points	On time Thoughtful and well written responses to 4 other student posts from different groups to reflecting on new understandings, implications as a result of reading the post. 5 points	Late (-2) Responses to 3 posts Or to 4 with limited or superficial content	Late (-2) Fewer than 3 responses and/or those have limited or superficial content.

Component/total points for the component	Quality of Content definition or description/ points by quality	Quality of Content definition or description/ points by quality	Quality of Content definition or description/ points by quality
Peer review outcomes will be a component of each students' course participation points Means of 2 or below will result in a 1 point deduction from the 10 points allotted for participation.			

**3. or pamphlet of legislative protections for students with disabilities 15 Points
Learner Outcome # 13 (IDA C-6)**

Objective:

Students will demonstrate knowledge of the evolution of federal and state legislation as it pertains to students with specific learning disabilities, reading disabilities and dyslexia.

Directions/description:

Create a well-organized brochure, pamphlet, annotated graphic, or other informational organizer for parents and/or students that provides an overview of the most fundamental provisions of federal and state laws pertaining to students with disabilities to include reading disabilities and dyslexia.

Required Content components include:

- Legislative milestones 1965-2016 (Be aware that the regulations for Every Student Succeeds Act (ESSA) are under construction. Your information will be limited to general changes from IDEA) Address recent recognition by the Federal Government and the Commonwealth of VA of Dyslexia as a specific LD)
- Free and Appropriate Public Education (FAPE)
- Least Restrictive Environment
- Individual Education Plan, 540 Plan , IEP meeting requirements
- Due Process

Your information should be well organized, clear, concise with no errors in spelling or grammar.

Stick to the basics; you are not expected to be exhaustive in the information you provide directly therefore, please provide links to specific resources that provide more details as appropriate.

Please consult the rubric for grading details.

Resources helpful for this assignment:

<https://www.understood.org/en/school-learning/your-childs-rights>

<http://www.edweek.org/ew/articles/2015/12/07/the-every-student-succeeds-act-explained.html?tkn=LMNFxhVusyFKOkYg3WG46aytyuoaGzu4mVBK&print=1>

p 4 “only 1 % of students can be given alternative tests. Note: That is about 10% of students in Special Education

Mastropieri & Scruggs (2007) *The Inclusive Classroom: Strategies for Effective Teaching*. (3rd.Ed.)

Pearson: Prentice Hall Chapter 1 Outlines legislation relative to SPED. (This is an assigned reading)

<http://search.usa.gov/search?utf8=%E2%9C%93&affiliate=vdoe&query=dyslexia&commit=Search>

VDOE: Various Types of Specific Learning Disabilities

<http://search.usa.gov/search?utf8=%E2%9C%93&affiliate=vdoe&query=dyslexia&commit=Search>

Rubric: Brochure/pamphlet of legislative protections for students with disabilities. Learner Outcome #13 (IDA C-6) 15 Points

Create a well-organized brochure, pamphlet, annotated graphic, or other informational organizer for parents and/or students that provides an overview of the most fundamental provisions of federal and state laws pertaining to students with disabilities.

Note:

1. The format you are to use is limited. Please provide links to specific resources that have more details.
2. Embed acronyms (i.e. Free and Appropriate Public Education (FAPE) into text or graphics)

This Assignment is related to Learning Outcome # 13			
Component	Quality of content definition/description	Quality of content definition/description	Quality of content definition/description
Legislative Mile-stones 1965- 2016 (may be an annotated timeline or chart) Total points: 2	2 Points 10-12 Items TIP: Must include Note: 2 Supreme court decisions PL 94-142, ADA IDEA- multiple re-authorizations (note RtI)	1 point 6-9 items Or incorrect information on any item Omission of any noted in col. 1	0 points Fewer than 6 Or errors in information Omission of any noted in col. 1
Free and Appropriate Public Education 2 points	2 points Definition complete, accurate and with example. Link(s)	1 points Incomplete or inaccurate information And no links	0 points missing
Least Restrictive Environment 2 points	2 points Definition complete, accurate and with example. Link(s)	1 points Incomplete or inaccurate information And no links	0 points missing
Individual Educational Plan 504 plan IEP meeting requirements 4 points	4 points Definitions complete, accurate and with example. Link(s)	3 points Incomplete and/or incorrect information on 1 of 3 items No links	2 points Incomplete and/or incorrect information on each item No links

This Assignment is related to Learning Outcome # 13			
Component	Quality of content definition/description	Quality of content definition/description	Quality of content definition/description
Due Process 2 points	2 points a) Notes regulations, b)system for complaints, or hearings for compliance issues Link(s)	1 point a or b missing one incomplete or incorrect	0 points a or b missing or both present but incomplete or incorrect
Presentation 2 points	2 Well organized Clear and concise No errors in spelling or grammar	1 Poorly organized Or overly wordy and unclear. Or errors in spelling or grammar	0 points Poorly organized and any of the following. Wordy Confusing Spelling or grammar errors

4. Essay on the Components of a Comprehensive Reading Program (15 points)

Learner outcomes # 5,6 (IDA A 5,6)

a) Identify and describe each of the 5 components identified by the National Reading Panel in their Report. Explain the known causal relationships among phonological skill, phonics (decoding and spelling), accurate and automatic word recognition, text reading fluency, vocabulary and reading comprehension. Discuss how each component skill may affect the other related skills and processes over time.

b) Create a graphic that illustrates the inter-relations among the components.

Please follow APA Publication Manual 6th edition. Papers with misspelled words, grammatical and or punctuation will be returned for revision prior to grading.

Rubric

20 points: This Assignment is related to Learning Outcome(s) # 5, 6 (IDA A 5, 6) which provides essential knowledge that will be used across the sequence of classes.			
Component	Demonstrates in depth understanding of the topic and the symbiotic relationship among the components	Demonstrates some knowledge of the topic and the symbiotic relationship among the components	Demonstrates little knowledge of the topic and the symbiotic relationships among the components.
Intro: Brief description of the NRP and its mission and identification of the 5 components Possible total: 2 points	Description What? When? Why? Who? Identification (name) of the components 2 points	1-2 elements missing from description or identification 1 points	3 or more elements missing from description or components. 0 points

20 points: This Assignment is related to Learning Outcome(s) # 5, 6 (IDA A 5, 6) which provides essential knowledge that will be used across the sequence of classes.			
Component	Demonstrates in depth understanding of the topic and the symbiotic relationship among the components	Demonstrates some knowledge of the topic and the symbiotic relationship among the components	Demonstrates little knowledge of the topic and the symbiotic relationships among the components.
Description of each component Possible total: 3 points	Presented in the sequence of typically developing skills and knowledge, descriptions are clear and concise. 3 points	1-2 Descriptions are incomplete or incorrect 2 points	3 or more descriptions are incomplete or incorrect 1 points
Narrative: Inter-relationship among the components Possible total: 15 points	Inter-relationship/co-dependency is described in detail. Notes issues related to how a deficiency in one area may impact proficiency another. 15 points	Integration of components in unclear or incomplete 10 points	Components are missing and /or Integration of components in unclear or incomplete. 5 points
Graphic: Inter-relationship among the components Possible total: 5 points	Color Key or labels Notes or illustrates that issues related to deficiency in one area may impact proficiency in the others. 5 points	Integration of components in unclear or incomplete 3 points	Components missing and Integration of included components in unclear or incomplete. 1 point
Comments:			

Papers with misspelled words, grammatical and or punctuation will be returned for revision prior to grading.