

SPLH 854 Reading Disorders

Fall 2011, TR 9:30 – 11:10

Dole 3049

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864-0646

Course Description

This seminar addresses the perceptual, linguistic, and cognitive processes involved in reading and reading disorders. Current theories of reading development are discussed and considered in the context of practice in reading instruction/intervention. Whereas acquired reading disorders are addressed briefly, the primary focus of the course is on developmental reading disabilities. Issues concerning the nature and cause of these disorders as well as their early identification are discussed. Attention is given to the cognitive and linguistic bases of reading problems and implications. Consideration is also devoted to the assessment and remediation of reading disorders. A model of individual differences in reading is introduced and its implications for clinical/educational practice are discussed. Throughout this course, we consider the role that speech-language pathologists (and other professionals) can play in the intervention of reading disorders.

Course Objectives

This course meets the requirements of ASHA Knowledge Standards III-B Normal Processes, III-C Communication Disorders, III-D Clinical Application in the areas of Receptive/Expressive Language and Cognition. Upon completion of this course, students will be able to demonstrate knowledge in the following areas.

1. Psychological processes involved in reading and the development of reading including linguistic, cognitive, and metacognitive processes.
2. Behavioral, neurological, and genetic bases of reading disabilities
3. Overlap between spoken and written language disorders
4. Early identification of children at risk for reading disabilities
5. Assessment procedures for evaluating reading abilities including analysis, interpretation, and diagnosis.
6. Intervention approaches for facilitating word recognition and comprehension
7. Issues concerning the collaboration of SLPs with other professions in the treatment of reading disabilities

Course Text

Kamhi, A. & Catts, H. (2012). *Language and reading disabilities*. Needham Hts: Allyn & Bacon

Supplemental Reading List

Readings except the Hirsch and Willingham articles are posted on Blackboard in the Course Documents Folder under "Supplemental Readings" or under the "Review folder"

Hirsch, E.D. (2006). Building knowledge: The case for bringing content into the language arts block and for a knowledge-rich curriculum core for all children. *American Educator*, Spring 2006. Found online at: http://www.aft.org/pubs-reports/american_educator/issues/spring06/hirsch.htm.

Catts, H., Fey, M. E., Zhang, X., & Tomblin, J. B. (2001). Estimating the risk of future reading difficulties in kindergarten children: A research-based model and its clinical implications. *LSHSS*, 32, 38-50.

Graner, P., Faggella-Luby, M., & Frischmann, N. (2005). An overview of responsiveness to intervention. *Topics in Language Disorders*, 25, 93-105.

Kamhi, A. (2009) The case for the narrow view of reading. *Language Speech and Hearing Services in Schools*, 40, 174-177.

Lovett, M. et al. (2000). Putting struggling readers on the PHAST track. *Journal of Learning Disabilities*, 33, 458-477.

Nation, K. (2005). Connections between language and reading in children with poor Comprehension in H. Catts & A. Kamhi (Eds.) *Connections between language and reading disabilities*. Mahwah, NJ: Erlbaum.

Scarborough, H. (2005). Developmental relationships between language and reading: reconciling a beautiful hypothesis with some ugly facts in H. Catts & A. Kamhi (Eds.) *Connections between language and reading disabilities*. Mahwah, NJ: Erlbaum.

Silver, L. (2001) Controversial therapies, *Perspectives*, Vol 27, 3.

Simos, P, Fletcher, J, Sarkari, S., Billingsley-Marshall, R., et al, (2007). Intensive instruction affects brain magnetic activity associated with oral word reading in children with persistent reading disability. *Journal of Learning Disabilities*, 40, 37-48.

Snowling, M. (2005) Literacy outcomes for children with oral language impairments: Developmental interactions between language skills and learning to read in H. Catts & A. Kamhi (Eds.) *Connections between language and reading disabilities*. Mahwah, NJ: Erlbaum.

Tria, G. (2005). Responsiveness to intervention: Roles of SLPs in the prevention and identification of learning disabilities, *Topics in Language Disorders*, 25, 106-119.

Forum Articles: For Review

- Bashir, A., & Hood, P. E. (2009). Fluency: A key link between word identification and comprehension. *Language Speech and Hearing Services in Schools, 40*, 196-200.
- Catts, H. (2009) The narrow view of reading promotes a broad view of comprehension. *Language Speech and Hearing Services in Schools, 40*, 178-183.
- Ehren, B. J. (2009) Looking through an adolescent literacy lens at the narrow view of reading. *Language Speech and Hearing Services in Schools, 40*, 174-177.
- Kamhi, A. (2009). Epilogue: Solving the reading crisis-Take 2: The case for differential assessment. *Language Speech and Hearing Services in Schools, 40*, 212-215.
- Scott, C. M. (2009) A case for the sentence in reading comprehension. *Language Speech and Hearing Services in Schools, 40*, 184-191.
- Wallach, G., Charlton, S., & Christie, J. (2009). Making a broader case for the narrow view: Where to begin. *Language Speech and Hearing Services in Schools, 40*, 201-211.
- Willingham, D. (2006). How knowledge helps: It speeds and strengthens reading comprehension, learning –and thinking. *American Educator, 30*, 1-12:
<http://www.aft.org/newspubs/periodicals/ae/spring2006/willingham.cfm>.

Course Requirements

1. *Course readings & participation – 10 points*; Students are expected to complete readings prior to class and be prepared to participate in class. Participation includes asking relevant questions and commenting on or discussing appropriate issues.
2. Reflection paper – 25 points; Each student will be assigned one of the six forum articles from Vol. 40 in *Language Speech and Hearing Services in Schools, 2009*, on the narrow view of reading **or** to the Willingham article on *How Knowledge Helps*. Each article will have 3-4 students assigned and these students will lead a 5-7 minute class discussion of their article. Each student will individually write a two page reflection/review paper. Due date: **Sept. 6th**. Papers can be sent to instructor via e-mail and are due by class time on the due date (9:30). A grading rubric will be used (see below).
2. *In class exam – 50 points*; This exam assesses mastery of topics from the class readings and lectures/discussion. It consists of multiple choice and short answer questions and will be administered on **September 22nd**.

3. *Final take-home project-- 90 points* This project will assess basic knowledge of reading disabilities and the application of this information to clinical practice (case study). Students will be divided into groups and each group will be assigned a case study and will be asked to interpret the raw scores provided from the assessments described and then you will develop an intervention or treatment plan including goals and strategies. Next, a sample session plan outlining activities for one session addressing the goals will be completed. Finally, you will provide elaboration of one activity to be used in the session. A grading rubric is included to help you complete the assignment. This project is to be completed by the students outside of class using readings, class notes, and other materials. It is due on **October 17th** .

Office Hours: By appt. Office is 2103 Haworth

Grading

The final grade for this course will be assigned following:

- A 163-175 points
- A- 158-162 points
- B+ 152-157 points
- B 146-151 points
- B- 140-145 points
- C+ 135-140 points
- C 129-135 points
- C- 123-128 points
- D+ 118-123 points
- D 110-117 points
- D- 105-109 points
- Below 105 = F

Attainment of the ASHA Knowledge Standards will be demonstrated by a grade of B- or higher for course grade.

The exam will not be available to be placed in a student's portfolio. If the project and/or reflection are to be placed in a student's portfolio, please notify instructor so that grading can be done electronically.

Intellectual Property

Course materials prepared by the instructor, together with the content of all lectures (PowerPoint slides) and review sessions presented by the instructor are the property of the instructor. Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. On request, the instructor will usually grant permission for students to audio tape lectures, on the condition that these audio tapes

are only used as a study aid by the individual making the recording. Unless explicit permission is obtained from the instructor, class materials including recordings of lectures and review sessions may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.

Academic Misconduct

Students are expected to observe all University guidelines pertaining to academic misconduct. As stated in the University Senate Rules and Regulations (2.6.1):

“Academic misconduct by a student shall include, but not be limited to, disruption of classes; threatening an instructor or fellow student in an academic setting; giving or receiving of unauthorized aid on examinations or in the preparation of notebooks, themes, reports or other assignments; knowingly misrepresenting the source of any academic work; unauthorized changing of grades; unauthorized use of University approvals or forging of signatures; falsification of research results; plagiarizing of another’s work; violation of regulations or ethical codes for treatment of human and animal subjects; or otherwise acting dishonestly in research.” Academic misconduct will not be tolerated and will be dealt with in accordance with all University rules and regulations.

Accommodations

The staff of Services for Students with Disabilities (SSD), 135 Strong, 785-864-2620 (v/tty), coordinates accommodations and services for KU courses. If you have a disability for which you may request accommodation in KU classes and have not contacted them, please do so as soon as possible. Please also notify the instructor in writing (e-mail is acceptable) within one week of receiving this syllabus so that appropriate accommodations for this course can be discussed.

If a scheduled requirement is in conflict with a mandated religious observance, you must notify the instructor in writing (e-mail is acceptable) within one week of receiving this syllabus so that an alternative arrangement can be made in advance of the scheduled requirement.

Cell Phones

All cell phones should be turn off or on mute during class time. Use of computers is for class work only.

Course Topics

<u>Class</u>	<u>Topics</u>	<u>Readings</u>
8/23	Psychology of reading: Comprehension	Ch. 1 Kamhi, 2009 Hirsch
8/25	Psychology of reading: Word recognition	Ch.1
8/30	Reading development	Ch. 2
9/1	Developmental RDs History, definitions,	Ch. 3 Graner et al.
9/6	Reflection paper Due	Classroom discussion Prevalence, specificity, response to intervention
9/8	Reading problems: Neurologic/Genetic/Language Bases	Ch.3 Troia
9/13	Subgroups	Ch. 4
9/13		Scarborough Snowling
9/15	Early identification	Catts et al. Chapter 5
9/20	Assessment	Nation Chapter 5-7
9/22	Exam	
9/27	Principles of intervention Controversial interventions	Silver
9/29	Early Intervention	Ch. 5
10/4	Intervention: Word recognition	Ch. 6 Lovett et al Simos, et al
10/6 & 10/13	Intervention: Comprehension & Spelling &	Ch. 7, 8, 9
10/17 (Monday)	Project Due	

Reading Disorder SPLH 854

Rubric for written reflection of article review

	0	2	4	5
Quick summary of authors point of view or position	Does not provide summary	Provides summary but omits important details	Provides adequate summary, including at least one important detail to describe author's point of view	Provides accurate summary, clearly portraying author's point of view/perspective
Effect of this point of view on practice/intervention	Does not discuss effect on practice	Provides general information on effect	Provides details on one effect on practice or intervention	Provides details of two or more effects on practice and intervention
Agree/Disagree and Why?	Does not provide opinion	Provides a general opinion	Provides support for opinion including one specific reason	Provides detailed support for opinion including at least two reasons
Writing Conventions	More than 3 errors	3 errors	1-2 errors	No errors
APA format	Does not use	Uses one element	Uses more than one element but not all	Uses APA format

SPLH 854 Final Exam Grading Rubric

Area	Novice	Minimal Level	Moderate Level	Advanced Level
Assessment Summary 35 points	Summary is missing important elements.	Summary is partially complete but still missing important components	Summary provides good description of testing information and synthesizes some of the information leading to diagnosis and recommendations.	Summary provides excellent description of testing information and synthesis is well-developed and supported by current theory. Diagnosis and recommendations are consistent with testing information.
Intervention plan 35 points	No intervention plan is provided or intervention plan is inconstant with the assessment results	Intervention plan is at least partially consistent with assessment results but is missing key components	Intervention plan (including goals) is consistent with assessment results and addresses the needs of the client. Teaching strategies are provided and some ways to monitor progress is provided	Intervention plan is complete and fully addresses the needs of the client. Teaching strategies are appropriate and are supported by research//theory. Progress monitoring is described.
Example lesson plan 15 points	Does not provide a lesson plan	Lesson plan is incomplete or is not consistent with overall intervention plan	Lesson plan is a good example of the overall intervention plan. Most goals are addressed. Sample activity is provided. Some explanation of lesson plan is provided.	Lesson plan is well developed and presented as an integrated component of the overall intervention plan. Sample activity is appropriate and addresses goals. Narrative description of plan indicates reasoning for choice of activities.
Writing skill 5 points	Makes 3 or more grammatical errors or errors of inappropriate word usage	Makes 1-3 grammatical errors or errors of inappropriate word usage	Makes no grammatical errors or errors of inappropriate word usage. Writing style is acceptable.	Written in a professional manner with appropriate grammar and word usage