

ED 571 DIAGNOSIS AND TREATMENT OF READING DISABILITIES

4 credit hours

Catalog Description:

Identification of reading problems as related to the reading process; examination of diagnostic procedures for use with groups and individuals; examination and use of specific diagnostic instruments; consideration of corrective and remedial procedures.

Objectives:

The overall goal of the course is to develop among participants an understanding of the various causes/correlates of reading difficulties, as well as knowledge of, and practice in applying, specific, practical, diagnostic-instructional techniques for assisting reading-disabled individuals. Principles for diagnosis and instruction of reading disabled individuals addressed in this course are based on an interactive model of the reading process. Suggested techniques have been drawn from the best in both traditional and contemporary approaches and consistent with the interactive view. The entire course reflects an emphasis on comprehension, both in the manner in which assessment is carried out and in the nature of the suggested interventions. Participants apply course content through a clinical field experience.

This course is intended for K-12 educators. This is a required course for the following graduate programs which have been approved by the Michigan Department of Education.

Master of Arts: Reading K-8 (BT endorsement)

Master of Arts: Reading Specialist (BR endorsement)

Master of Arts: Learning Disabilities

The course meets the Michigan requirement (Public ACT 0032 of 2007) that at least a 3 credit course of study with appropriate field experiences in the diagnosis and remediation of reading disabilities and differentiated instruction be taken before renewal of the certificate. The State of Michigan has approved this course at Northern Michigan University as one which meets the PA 32 requirements. This four credit course goes beyond the minimum three credit hour requirement. The objectives below are aligned with the Northern Michigan University's School of Education NCATE Assessment Plan based on International Reading Association Standards for Reading Professionals (IRA), the Michigan Certification Standards for the Reading Specialist Endorsement (BR), and the Michigan Required Advanced Reading Course of Study for All

Provisionally Certified Teachers Standards.

Participants in ED 571 will:

IRA Standards

MI BR

Standards

Participants in ED 571 will:

Demonstrate knowledge of the major components of reading (phonemic awareness, visual and auditory discrimination, language expressing and screening, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, spelling and writing, and motivation) and how they are integrated in fluent reading.*

Develop an understanding of the various factors related to reading disability.*

Use a wide range of assessment tools and practices that range from individual and group standardized tests to individual and group informal classroom assessment strategies, including technology-based assessment tools.*

Place students along a developmental continuum and identify students' proficiencies and difficulties.*

Use assessment information to plan, evaluate, and revise effective instruction that meets the needs of all students including those at different developmental stages and those from diverse cultural and linguistic backgrounds.*

Communicate results of assessments to specific individuals, (students, parents, caregivers, colleagues, administrators, policymakers, policy officials, community, etc.).*

If you have a need for disability-related accommodations or services, please inform the Coordinator of Disability Services in the Disability Services Office at 405 Cohodas (227-1550). Reasonable and effective accommodations and services will be provided to students if requests are made in a timely manner, with appropriate documentation, in accordance with federal, state, and University guidelines.

Required Texts:

Bader, L. (2005). Bader Reading and Language Inventory. Pearson.

Reutzel, D. R. & Cooter, R. B. (2007). *Strategies for Reading Assessment and Instruction: Helping Every Child Succeed*. Pearson.

Wormeli, Rick. (2007). *Differentiation: From Planning to Practice, Grades 6-12*. Stenhouse. Available in its entirety for online reading at HYPERLINK "<http://www.stenhouse.com/0708.asp>" www.stenhouse.com/0708.asp. (Since this text is available online, I have not ordered it at the bookstore. Your purchase is optional since the text is online, but you will be assigned chapters for reading.)