1. Course Title and Credits: ELRL 620 Diagnosis of Reading Difficulties
   3 graduate credits

2. Course Description:
   This course will provide the prospective reading specialist with the background, the knowledge, the strategies, and the skills necessary for diagnosing and prescribing for the remediation of problem readers. Basic to any diagnosis is a thorough understanding of students, their individual differences, the reading processes, and the reasons why children have problems. Prospective specialists will work with students and develop a case study through interviews, observations, reading and writing samples and formal and informal measures. All of the above measures will be utilized to obtain an accurate and objective assessment of the client’s performance. The information gained will be examined and studied for the specific purpose of planning, developing and executing an individual educational, remedial program for the reader with difficulties.

3. Prerequisites: ELRL 601, ELRL 617, ELRL 625, ELRL 633

4. Course Objectives:
   Candidates will know and understand:
   A. How to use informal and formal assessments in order to prepare a case study with specific recommendations for an ongoing individual remedial program. (IRA Standards 3.1, 3.2, 3.3, NJPTS 5, 7, 9, WPUNJ D2, D4)
   B. How to develop, administer, and report the results of an Informal Reading Inventory (IRI). (IRA Standards 3.1, 3.2, NJPTS 5, 7, 9, WPUNJ D1, D2, D4)
   C. How to develop, administer and report results of various informal measures. (IRA Standards 3.1, 3.2, NJPTS 5, 7, 9, WPUNJ D1, D2, D4)
   D. How to administer and report results of formal standardized test measures and informal measures for the purpose of planning remediation sessions. (IRA Standards 3.1, 3.2, NJPTS 5, 7, 9, WPUNJ D1, D2, D4)
   E. How to set positive realistic goals for the disabled reader based on the reader’s abilities, interests, motivation and needs. (IRA Standards 3.2, 3.3, NJPTS 5, 7, 9 WPUNJ C3, D2, D3)
   F. That there are individual differences in students and an appreciation of the rich multi-lingual/multi-cultural differences students bring to school is important. (IRA Standards 3.3, NJPTS 5, 7, 9, WPUNJ C3, D2, D3)
   G. How to prepare and conduct a parent-teacher meeting in order to obtain background information to aid the disabled reader. (IRA Standards 3.4, NJPTS 5, 7, 9, WPUNJ C4, D1, D4)
   H. That reading is a complex process. (IRA Standards 3.1, 3.2, 3.3, NJPTS 5, 7, 9, WPUNJ B1, B2, B3)

5. Student Learning Outcomes:
   Candidates will be able to:
   A. Administer and interpret formal and informal assessments as evidenced by completion of a Diagnostic Case Study (diagnosis/portfolio). (IRA Standards 3.1, 3.2, 3.3, 3.4, NJPTS 5, 7, 9, WPUNJ D2, D4)
   B. Diagnose reading/writing disabilities by completing a Diagnostic Case Study. (IRA Standards 3.1, 3.2, 3.3, 3.4, NJPTS 5, 7, 9, WPUNJ C3, D2, D3)
   C. Plan appropriate assessment sessions based on the diagnostic process as evidenced by the completion of their own Informal Reading Inventory and other measures. (IRA Standards 3.1, 3.2, 3.3, 3.4, NJPTS 5, 7, 9, WPUNJ D4)
   D. Use knowledge, skills and strategies for diagnosing reading disabilities as evidenced by the completion of a Diagnostic Case Study. (IRA Standards 1.4, 3.1, 3.2, 3.3, 3.4, NJPTS 5, 7, 9, WPUNJ B1, B2)
   E. Display positive dispositions related to reading and the teaching of reading by conducting assessments in an ethical and caring manner with respect for the confidentiality of students and their families. (IRA Standards 3.1, 3.2, 3.3, 3.4, 5.1, NJPTS 5, 7, 9, WPUNJ C2, D2)

6. Topical Outline of Course Content:
   A. The Many Sides and Faces of Reading
      1. Importance of reading/literacy in today’s pluralistic society
      2. Historical development of reading through the years
      3. Current theories of reading/literacy: bottom up, top down, etc.
      4. Contributions from various schools of psychology including cognit ive psychologists, psycholinguists, etc.
      5. Reading is a process: complex, interactive, constructive.
      6. Reading for success is important for self, family, citizen and company
      7. Reading is thinking and is an integral part of the language arts
      8. Types of reading programs in today’s schools: authentic reading tasks, also knowledge and pleasure tasks
B. An Overview of Reading

1. Development of language and literacy from birth to kindergarten
2. Emergent literacy
3. Beginning reading
4. Development of wider reading
5. Refinement of reading - reading aloud
6. Reading for life’s learning, pleasure
7. The Five Growth Areas at Different Stages (Word Recognition, Comprehension, Work Study Skills, Rate-Fluency, Interest and Motivation)
8. Influences of culture, language, home, family, etc.

C. What is a Reading Disability?

1. Various definitions in use
2. Terms commonly used: corrective reading; developmental reading; remedial reading; underachiever; slow learner; gifted reader; disabled reader; culturally different; learning disabled; language impaired; dyslexia; “at risk”; etc.
3. How a disability may be identified
4. Different kinds of disabilities - mild disability to severe
5. Clients with multiple disabilities

D. Principles of Diagnosis

1. On-going diagnosis - observations, anecdotes, assessments
2. Purpose and goals of diagnosis is remediation so all can learn
3. Determining strengths and weaknesses of client
4. Patterns evidenced
5. Diagnosis determined by more than one test
6. Interests - finding print material to encourage reading
7. Getting insights from student himself/herself
8. Developing a positive attitude that all readers can learn

E. Correlates of Reading Problems

1. Physical disabilities
2. Emotional and social problems
3. Disruptive thinking
4. Educational deficiencies
5. Language deficiencies
6. Intellectual problems
7. Cultural background
8. Learning styles - modalities
9. Motivation
10. Individual Differences
11. Looking at characteristics of children from urban, suburban and rural areas
12. Social value of reading/writing in family
13. Modeling

F. Assessment Process for Case Study

1. Levels of diagnosis including miscue analysis
2. Formal tests - norm referenced, criterion referenced, minimum competency tests, etc.
3. Group and individual reading diagnostic tests
4. Special diagnostic reading instruments for oral reading, silent reading comprehension, work study skills, etc. Informal measures: observation; inventories; anecdotes; writing samples; cloze procedure; computer games; retelling; protocols; journals; interests; mazes; spelling; rubrics; computer activities; check lists and tape recording
5. Informal Reading Inventory: developed by each student
6. Intelligence test
7. Auditory and visual screening
8. Modality
9. Health and family interview
10. Other relevant materials - hobbies, interests

G. Analyzing and Reporting Data from Informal and Formal/Measures

1. Examining all data for strengths and weaknesses
2. Looking at patterns and miscues
3. Identifying miscues using miscue analysis
4. Using more than one instrument for decisions
5. Determining independent, instructional, frustrational, and listening levels
6. Understanding context of test situation and informal measures
7. Behavior and reactions during activities
8. Input from learner during the diagnostic process - how he/she feels
9. Writing a summary report based on findings
10. Sharing case studies
11. Examining additional model cases
H. Reporting to Professionals and to Parents
   1. Writing official reports to principals and the child study team
   2. Writing reports to parents

I. Encouraging Parent/Family Support Systems
   1. Individual sessions with parents
   2. Specific Parent Course: Visitation to clinic lounge for mutual talk and developing a support system
   3. Developing a literate environment in the home
   4. Encouraging reading aloud and silent reading

J. Keeping Current in the Field of Diagnosis
   1. Read journals, yearbooks of IRA, NCTE, etc.
   2. Participate in local, state and national reading, language arts, literacy organizations
   3. Read current professional publications
   4. Attend demonstrations
   5. Attend in-service training
   6. Attend conferences
   7. Attend distance learning sessions
   8. Read children’s literature books to gain insights about books children will enjoy reading

7. Teaching Methods and Student Learning Activities:
   Lecture, demonstration, small and large group discussions, videotapes, films, modeling, reading specific case studies and portfolios, use of slides, transparencies, computers, tape recorders, reading specific articles for expanding knowledge and currency.

8. Methods of Student Assessment:
   A. Observation of teacher/child sessions
   B. Developing a quantitative/qualitative case study with appropriate materials (see assessment rubric)
   C. Developing an IRI to be used with client, and to be marked, and evaluated
   D. Developing active, varied sessions with client indicating interest, rapport
   E. Presenting oral reports before peers with reflection: articles and case studies
   F. Summary of diagnostic findings of client as part of student case study
   G. Final examination based on text, lectures and discussion


10. Bibliography: (See attached)

11. Preparer’s Name and Date: Marion P. Turkish, Ph. D. – Summer 2003

12. Original Departmental Approval Date: 2000

13. Reviser’s Name and Date: Marion P. Turkish, Ph. D. – Summer 2003

14. Departmental Revision Approval Date: October 29, 2003


Professional Journals

Language Arts Young Child Journal of Literacy Research Reading Research Quarterly Reading Horizon

The Reader Teacher Elementary English
Contemporary Education Psychology Journal of Learning Disabilities Journal of Reading Educational Leadership The Kappan
CIRL 620 Diagnosing Reading Difficulties: A Practicum Assessment Rubric for Diagnostic Case Study

<table>
<thead>
<tr>
<th>4 Exemplary (Above Standard)</th>
<th>3 Effective (At Standard)</th>
<th>2 Moderately Effective (Approaching Standard)</th>
<th>1 Ineffective (Unacceptable - Assignment is not complete and lacks knowledge and understanding)</th>
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<tbody>
<tr>
<td>Demonstrates understanding of formal and informal tools</td>
<td>Adequate understanding of use of a variety of tools used</td>
<td>Demonstrated understanding of some assessment utilized but not adequately provided</td>
<td>Demonstrates some understanding of various tools used</td>
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<tr>
<td>Demonstrates utilization of assessment measures demonstrated in class</td>
<td>Utilization of assessment as demonstrated in class</td>
<td>Moderate use of assessment presented in class</td>
<td>Minimal use of tools presented in class</td>
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<tr>
<td>Assessment of client is thorough, detailed and critical</td>
<td>Assessment is thorough and adequate</td>
<td>Assessment was moderate in describing analyses in determining levels, strengths and weaknesses</td>
<td>Minimal effort is not detailed or critical</td>
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<td>Assessment demonstrates critical analyses, supported by evidence. Detailed data used to demonstrate strategies and weaknesses as well as independent, instructional, and frustration levels</td>
<td>Analyzes reflects evident data used to determine strengths and weaknesses as well as independent, instructional and frustration levels</td>
<td>Moderate assessment of data used. Not specific, too general</td>
<td>Incomplete analyses of tools and data unable to note strengths and weaknesses and various levels of functioning</td>
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<tr>
<td>Recommendations for remediation are analyzed and reflect critical analysis, research, and disabilities, inclusion, ongoing throughout study. Consultation with client(s) and parent or guardian is thorough and ongoing.</td>
<td>Recommendations for remediation reflect thinking and understanding of difficulties obtained from client assessment. Consultation with client(s) and parent or guardian is thorough</td>
<td>Recommendation lacked adequate understanding of reading difficulties observed from assessment. Minimal consultation with client(s), parent or guardian.</td>
<td>Incomplete analysis is lacking in data and specific strengths and weaknesses. No consultation with client(s), parent or guardian.</td>
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M. Turkish, Ph.D., 2003. William Paterson University Candidates who do not achieve target level of At Standard must meet with the professor to develop a plan for improving performance.
Checklist for IRI Project

<table>
<thead>
<tr>
<th>Min – Minimum</th>
<th>M – Moderate</th>
<th>E – Excellent</th>
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<tbody>
<tr>
<td>1. Range P – 6  P – 8  7–12</td>
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<td>2. Two copies of entire project student copy, teacher copy</td>
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<td>3. Word Lists</td>
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<td>4. Two selections for each reading level: oral selection, silent selection</td>
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<td>5. Motivational statement for each paragraph</td>
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<td>6. Questions 8 – 10 for each level which include: literal interpretations, critical evaluative, creative, sequence, vocabulary, cause and effect</td>
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<td>7. Recapitulation score for levels: independent, instructional frustration and capacity, errors noted</td>
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<td>8. Directions for use</td>
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<td>9. Articles collected on IRI</td>
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Oral Presentation – CIRL 620

(name) ___________________________ Topic ___________________________ Date __________

5- Excellent 4-Very Good 3-Fair 2-Below Average 1-Poor

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<tbody>
<tr>
<td>A. Topic</td>
<td>Relates to class subject. Why?</td>
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<td>B. Introduction</td>
<td>Creates interest and is appropriate</td>
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<td>C. Presentation</td>
<td>Voice delivery, eye contact, pace, and gestures</td>
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<td>D. Organization</td>
<td>Logical, sequential, additional sources preparation clear focus concepts</td>
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<tr>
<td>E. Assessment</td>
<td>1. Presenter 2. Audience – class students</td>
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Comments:

Grading:
Case study 30% A = 93-100 C = 73-75 IRI 30% A= 90-92 C= 70-72 Exam 25% B+ = 86-89 D+ = 66-69 Participation and attendance 15% B = 83-85 D = 63-65 B- = 80-82 D- = 60-62

C+ = 76-79 F = 59 and below
Dispositions for the M.Ed in Reading Program

**IRA Standard 5.1 Display positive dispositions related to reading and the teaching of reading**

1. Shares professional readings and reflections on those readings
   - Met
   - Not Met

2. Contributes to class discussions related to reading and the teaching of reading
   - Met
   - Not Met

3. Has high expectations for all children
   - Met
   - Not Met

4. Models enthusiasm for reading and writing
   - Met
   - Not Met

5. Prepares lesson and unit plans that demonstrate respect for cultural and linguistic diversity and students with special learning needs
   - Met
   - Not Met

6. Maintains confidentiality in working with students and their families when collecting and sharing data for diagnostic purposes and sharing
   - Met
   - Not Met

7. Clearly articulates knowledge and findings with colleagues and families while advocating for all aspects of child development.
   - Met
   - Not Met

**IRA Standard 5.2 Continue to pursue the development of professional knowledge and dispositions**

1. Is a current member of a professional literacy organization such as IRA (International Reading Association), NCTE (National Council of Teachers of English), NRC (National Reading Council), NJRA (New Jersey Reading Association), etc.
   - Met
   - Not Met

2. Attends professional development conferences, workshops, etc.
   - Met
   - Not Met

3. Is open-minded and flexible.
   - Met
   - Not Met

4. Follows through on suggestions/recommendations for further study
   - Met
   - Not Met

**IRA Standard 5.3 Work with colleagues to observe, evaluate and provide feedback on each other’s practice**

1. Gives constructive feedback to colleagues during class presentations
   - Met
   - Not Met

2. Seeks and values collaboration and contributes significantly to group projects
   - Met
   - Not Met

3. Engages in reflective pedagogy
   - Met
   - Not Met

4. Conducts research in an ethical manner
   - Met
   - Not Met