

**Spring 2016**  
**Remediation of Learning Disabilities**  
**15:293:527:01**  
**3 credits**  
**Thursday, 4:50-7:30 PM, ED 347**

Instructor Name: Zulejka Baharev	Email address: zbaharev@scarletmail.rutgers.edu
Phone Number: 908-642-6747	611 George Street, Frelinghuysen Hall -B2
Office Hours: By appointment only	Prerequisites or other limitations: 15:293:526
Mode of Instruction: <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Hybrid <input type="checkbox"/> Online <input type="checkbox"/> Other	Permission required: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes Directions about where to get permission numbers: N/A

### Learning Goals

Course learning objectives are aligned with the NJ Professional Teaching Standards (NJPTS).

Upon completion of this course, students can expect to:

- Identify and describe the key components of the multi-tiered instructional model and how to best implement it in the classroom setting (NJPTS # 2, 3, 7)
- Identify and describe methods to assess and evaluate student needs in different academic areas and social-emotional functioning (NJPTS # 1, 2, 4, 6)
- Understand the importance of progress-monitoring, providing varying levels of instructional adjustments and supports, and instructional fidelity to meet the needs of all students (NJPTS # 2, 3, 4, 6, 7, 8)
- Develop and demonstrate knowledge in interpreting and linking data with appropriate evidence-based interventions (NJ PTS # 6, 7, 8)
- Develop and demonstrate knowledge in selecting and implementing evidence-based interventions in different academic areas (NJPTS # 4, 5, 7, 8)
- Understand the importance of collaboration with other professionals, parents, and community in the implementation of high-quality instruction (NJPTS # 10)

### Special Education Masters Program Goals

Learning Goal 1: Attain mastery of the essential aspects of practice and research in the field of special education.

Learning Goal 2: Attain in-depth understanding of Council for Exceptional Children (CEC) professional standards and code of ethics for special education professionals.

Learning Goal 3: Further develop critical professional dispositions that help education professionals promote improvement in the lives of their students (commitment to ongoing professional development, using data informed approaches, collaborative approaches, developing cultural competencies, etc.).

Learning Goal 4: Prepare to be professionals in special education or closely allied professional fields or to further advance in their professional work.

**Course Catalog Description:**

This course will provide an in-depth analysis of instructional strategies for teaching diverse students in inclusive classrooms. It will focus on assessment, methods, materials, management procedures and adaptations of the classroom and educational process.

**Class materials/ Textbooks:**

Hoover, J.J. (2013). *Linking assessment to instruction in multi-tiered models: A teacher’s guide to selecting reading, writing, and mathematics interventions*. Upper Saddle River, NJ: Pearson Education, Inc.

Journal articles on Sakai

**Other description of course purposes, context, methods, etc:**

This course is designed to provide an overview for teachers how to plan and deliver instruction based on screening, progress monitoring, and diagnostic achievement scores in a multi-tiered instructional model. Emphasis is placed on interpreting achievement data, implementing targeted differentiation, evidence-based interventions, and alternate curricula in general and/or special educational settings. Assessment and corresponding evidenced-based practices in each academic area (e.g., reading, mathematics, spelling, and writing) and content knowledge will provide a model consistent with both classroom practices and empirical support. Finally, students are encouraged to explore different ways to collect achievement data, select, implement, and evaluate evidence-based practices to meet the academic and social-emotional needs of all learners.

**Grading policy:** Course Grades: (out of 100 possible points)

Grade	Percent	Points
A	92.00 – 100.0 %	Point totals will be converted to percentages. N.B. A grade of 85.99 earns a B, not a B+ Any mid-course modification of course assignments that result in changes to possible point totals will be reflected accurately as percentage of total possible points earned.
B+	86.00 – 91.99 %	
B	80.00 – 85.99 %	
C+	76.00 – 79.99 %	
C	70.00 – 75.99 %	
F	Under 70 %	

Assignment	Points	Due Date
Attendance	15	Weekly
Participation	15	Weekly
Tier 2 or 3 Review & Presentation	20 Review 10 Presentation	3/17/16
Literature Review	40	4/28/16
Total	100	

### Course Guidelines

#### Attendance:

Attendance at all regularly scheduled classes is required in accordance with the university's attendance policy. More than one absence and/or excessive tardiness will result in lowering the student's final grade by the equivalent of one full letter grade (e.g., from B+ to C+) for each additional absence beyond one (except for documented emergencies/illness). Bona fide emergencies should be discussed with the instructor to explore the possibility of special accommodations and/or arrangements. Excused absences include illness requiring medical attention, curricular or extracurricular activities approved by the faculty, personal obligations claimed by the student and recognized as valid, recognized religious holidays, and severe inclement weather causing dangerous traveling conditions. No points earned when absent, except in cases of serious, documented emergencies/illness.

#### Missed Classes:

It is your responsibility to arrange to get any course content including announcements, notes, from another student if you must miss class.

#### Policy on Late Assignments:

Assignments must be submitted on time. Late assignments will only be accepted on a case-by-case basis. Late assignments may be subject to a grade reduction.

#### Participation:

The success of this class depends on thoughtful, engaged participation of all class members. You should be well prepared to discuss all assigned readings. Because classroom discussions are most productive when a variety of voices shape the dialogue, I ask you to come ready to participate as both a speaker and listener. It is the responsibility of all class members to make room for, and to learn from, individuals with different views and different ways of engaging in public conversation. This means honoring the participation of others by respecting, critiquing, and building on ideas of those who have spoken before you. Therefore, students are expected to come to class having completed all assigned readings for that week in advance and to participate in class discussions, offering informed ideas and opinions.

## Communication:

Please regularly check Sakai and your Rutgers e-mail for course announcements and updates. I can be reached by email or by phone - please allow 24 hours for a response, or 48 hours over the weekend. (To reach me, you will be most successful via e-mail.)

Students are encouraged to discuss questions or concerns about class content or assignments with the instructor at any time throughout the course. Instructor can also be approached for questions at the end of each class as well. If you have suggestions, comments, questions, or concerns about the class or the assignments, please contact or see the instructor. Saving your suggestions for the evaluation at the end of the term helps the next group of students, but not you. Please also feel free to make an appointment to discuss any questions or concerns—the earlier we can address a concern, the better.

## **Assignments<sup>1</sup>:**

### Attendance & Participation (30 points)

Please refer to attendance and participation requirements above. 1 point for attendance and active attention each week. 1 point for active participation (class discussion participation, presenting or co-presenting articles in class and/or providing summary of problem solving case study) each week.

### Problem Solving with Case Studies

Students will be provided with case study scenarios. The case study will allow students to connect theory with practice. Students will work with others to discuss their perspective of the problem or issue, come up with a collaborative solution, and look for ways to apply multiple solutions to a problem. Students are encouraged to use the collaborative problem solving process (CPS).

1. Define the problem by using objective and measurable terms.
2. Identify solutions, allowing for many different solutions.
3. Vote and select best solution or solutions.
4. Develop implementation plan with specific steps for carrying it out.
5. Develop progress monitoring measure and criteria for success, making it objective and measurable.

### Tier 2 or 3 Intervention Review & Presentation (30 points)

Students will work in small groups or individually to select and review a Tier 3 or Tier 2 intensive intervention. The task has two components. One of the components is an approximately 5-page review paper. The review will include: (a) description, (b) evidence-based evaluation, by examining relevant research literature, and (c) your assessment of benefits and limitations for use. All individuals will submit an independently authored review, though the sharing of resources is permitted. The second component is a class presentation of the program or intervention. All group members should participate.

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<sup>1</sup> Including exams, papers etc.

## Independent Research Synthesis Paper (40 points)

Each student will select a topic with a focus area in consultation with the instructor. Each student will research the focus question/area topic, synthesizing the research literature. The research synthesis paper should present a review and summarize the body of literature of a strategy or intervention for a specific academic or social/behavioral skill/area. Limit the intervention articles to a specific age range (elementary, secondary, etc.) Students should include (a) a rationale for why this type of intervention is necessary, (b) review the literature, and (c) discuss implications for teaching practices and future research needs. Students will need to work with a minimum of 10 journal articles/chapters/reports, developing a 10-page paper (summary of the general theme o these articles as they pertain to the topic in APA format. Also, a reference sheet, listing the articles should be included (this does not count toward your page limit).

**Web site:** sakai.rutgers.edu

## Academic Integrity Policy:

Students are expected to adhere to the University Code of Conduct. Any violation of academic honesty is a serious offense and is therefore subject to an appropriate penalty. The Office of Student Conduct supervises issues related to violations of academic integrity (see <http://academicintegrity.rutgers.edu>). Please familiarize yourself with the university policy on academic integrity at [http://academicintegrity.rutgers.edu/files/documents/AI\\_Policy\\_2013.pdf](http://academicintegrity.rutgers.edu/files/documents/AI_Policy_2013.pdf)

## Office of Disability Services:

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

## **Course Schedule**

Changes to syllabus and schedule might occur during the semester. All changes will be announced ahead of time by the instructor.

Week	Lecture Topic	Assignments & Readings
	Please Note	All readings are to be completed before the corresponding date.

#1 1/21/16	Welcome: Introduction, Gathering Prior Knowledge & Experience Course Overview Structure of Multi-Tiered Instructional Models	Hoover Chapter 1
#2 1/28/16	Process of Multi-Tiered Instructional Models	Hoover Chapter 2
#3 2/4/16	Collaboration to Implement Instructional Adjustments	Hoover Chapter 3 Readings on Sakai
#4 2/11/16	Evidence Based Reading Practices (Assessment, Interventions & Progress Monitoring) Decoding & Fluency	Hoover Chapter 4 Readings on Sakai
#5 2/18/16	Evidence Based Reading Practices Vocabulary & Reading Comprehension	Hoover Chapter 4 Readings on Sakai
#6 2/25/16	Evidenced Based Writing Practices (Assessment, Interventions & Progress Monitoring) Handwriting & Spelling	Hoover Chapter 5 Readings on Sakai
#7 3/3/16	Evidenced Based Writing Practices Composition	Hoover Chapter 5 Readings on Sakai
#8 3/10/16	Research Based Curriculum Presentations (Tier 1,2, or 3)	No Readings <b>Tier 2,3 Review &amp; Presentation Due</b>
3/17/16	Spring Break	No Class
#9 3/24/16	Research Based Curriculum Presentations (Tier 1,2, or 3)	No Readings
#10 3/31/16	Evidence Based Mathematics Practices (Assessment, Interventions & Progress Monitoring)	Hoover Chapter 6 Readings on Sakai
#11 4/7/16	Strategies & Techniques for Content-Area Instruction	Readings on Sakai
#12 4/14/16	Tiered Approach to Classroom Management	Readings on Sakai
#13 4/21/16	Video Modeling Visually Based Interventions	Readings on Sakai
#14 4/28/16	Educational Technology to Provide Access, Support, Flexibility, & Practice (Chromebooks, Google Tools, iPads and apps)	Readings on Sakai <b>Literature Review Due</b>
#15 5/5/16	Sharing of Literature Reviews Review Game Wrap-Up: Reflective Discussion on the Course	No Readings

