

Spring 2017
Remediation of Learning Disabilities
15:293:527 (Section 01)

3

Thursday, 4:50-7:30 PM, & FH-B2

Instructor Name: Zulejka Baharev, Ed. D.. LDTC, NCED	Email address: zulejka.baharev@gse.rutgers.edu
Phone Number: 908-642-6747	611 George Street, Frelinghuysen Hall Rm B2
Office Hours: By appointment/arrangement	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 2014 New Jersey 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 # 1, 2, 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 ongoing professional development and 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 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:

15:293:527 Remediation of Learning Disabilities (3): This course will provide an in-depth analysis of instructional strategies for teaching diverse students in inclusive classrooms. It will focus on assessment, instructional methods and materials, management procedures and adaptations of the classroom and educational process.

Class materials/ Textbooks:

Dawson, P. & Guare, R. (2010). *Executive skills in children and adolescents: A practical guide to assessment and intervention (2nd ed.)*. New York, NY: The Guilford Press.

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.

Articles posted 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. In-depth analysis and evaluation of assessment and corresponding evidenced-based practices in each academic area (e.g., reading, writing, mathematics), content knowledge, and behavioral needs 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 behavioral needs of all learners.

Grading policy:

Course Grades: (out of 130 possible points)

Grade	Percent	Points
A	93.00 – 100.0 %	Point totals will be converted to percentages. N.B. A grade of 86.99 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+	87.00 – 92.99 %	
B	81.00 – 86.99 %	
C+	77.00 – 80.99 %	
C	70.00 – 76.99 %	
F	Under 70 %	

Course grading plan:

Assignment	Points	Due Date
Attendance	1 point x 15 = 15	Weekly
Participation	1 point x 15 = 15	Weekly
Student-Led Presentation	15	As per sign-up sheet
Case Studies	3 x 15 = 45	2/23, 3/9, & 3/30/17
Research Synthesis	40	4/27/17
Total	130	

Assignments:

Attendance & Participation (30 points):

Please refer to attendance and participation requirements below. 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.

Student-Led Presentation/Discussion (15 points):

One student will present during class on a selected reading (selected strategy or journal article) . Following a brief introduction (2 minutes), the main part of the presentation will last about 8 minutes, to be followed by 5 minutes of facilitated (by the presenter) discussion (or, discussion can be embedded throughout the presentation), and a 1-minute summary/closure. Students will sign up for topics during session. The presentation should cover the main concepts and informational points from the selected reading. The student must prepare one of the things to accompany the presentation and discussion questions for the class: (a) a brief PowerPoint slide show for the presentation, (b) copies of the presentation or detailed handout for class members containing summary information.

Problem Solving with Case Studies (15 Points):

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. (Be sure to refer to data from the vignette. Analyze the findings, focus on the individual and the environment.)
2. Identify solutions, (evidence-based interventions, accommodations, etc.) allowing for many different solutions.
3. Vote and select best solution or solutions. (Develop SMART goal for student.)
4. Develop implementation plan with specific steps for carrying it out.
5. Develop progress monitoring plan (measure and criteria for success), making it objective and measurable. (Draw from readings and class discussion.)

Each student needs to submit a 3-page paper. If developed with another person or group, the paper that you submit can be identical as your group member or partner, but should be different from other groups.

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 of 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 (<https://sakai.rutgers.edu/portal>)

Academic Integrity Policy:

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

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 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:

All assignments must be submitted on time. Late assignments may be subject to a grade reduction, a flat reduction in grade equivalent to 10% of the total possible assignment grade per day late. Students with bona fide emergencies should contact the instructor as soon as possible to discuss special arrangements in order to avoid grade penalties. Late assignments will only be accepted on a case-by-case basis. The instructor will work constructively and collaboratively with students who communicate early regarding special problems completing assignments on time, with no grade penalties in special situations where advance communication takes place and the circumstances are deemed reasonable, but will not be supportive of last minute requests for extensions on assignment due dates.

Professional Discourse:

As current and future teaching and allied field professionals, students are expected to

present themselves and participate in discussions as they would in a professional meeting in the school district where they work.

Students are expected to be respectful of divergent beliefs and opinions that may be voiced in class discussions, offering constructive questioning and feedback as appropriate.

Students are expected to use *person-first* language when speaking of students with disabilities (e.g., *student with a learning disability*, NOT, *LD student*), and never use outdated and inappropriate terms such as *retarded*.

Communication:

Please regularly check Sakai website 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.)

Questions and/or Concerns:

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.

Course Schedule

Week & Date	Lecture Topic	Assignments & Readings
#1 1/19/17	Welcome: Introduction, Gathering Prior Knowledge & Experience Course & Syllabus Overview Structure of Multi-Tiered Instructional Models	Hoover Chapter 1
#2 1/26/17	Process of Multi-Tiered Instructional Models	Hoover Chapter 2
#3 2/2/17	Collaboration to Implement Instructional Adjustments Executive Skills Interventions within a Response-to-Intervention Framework	Hoover Chapter 3 Dawson & Guare Chapter 3 (p.45-48) Dawson & Guare Chapter 8
#4 2/9/17	Evidence Based Reading Practices: Phonemic Awareness, Decoding, and Fluency	Hoover Chapter 4 Readings on Sakai

#5 2/16/17	Evidence Based Reading Practices Vocabulary Development and Reading Comprehension	Hoover Chapter 4 Readings on Sakai
#6 2/23/17	Evidence Based Writing Practices Handwriting & Spelling	Hoover Chapter 5 Readings on Sakai DUE Reading Case Study
#7 3/2/17	Evidence Based Writing Practices Composition	Hoover Chapter 5 Readings on Sakai
#8 3/9/17	Evidence Based Mathematics Practices	Hoover Chapter 6 Readings on Sakai DUE Written Expression Case Study
Spring Recess 3/16/17	No Class	No Class
#9 3/23/17	Strategies & Techniques for Content- Area Instruction	Readings on Sakai
#10 3/30/17	Tiered Approach to Classroom Management	Readings on Sakai DUE Case Study
#11 4/6/17	Assessing Executive Skills and linking Assessment to Intervention	Dawson & Guare Chapter 1, 2, & 3
#12 4/13/17	Interventions to Promote Executive Skills	Dawson & Guare Chapter 4
#13 4/20/17	Specific Teaching Routines to Promote Executive Skill Development	Dawson & Guare Chapter 5
#14 4/27/17	Educational Technology to Provide Access, Support, Flexibility, & Practice	Readings on Sakai DUE Research Synthesis Paper
#15 5/4/17	Wrap-Up: Reflective Discussion on the Course	No Readings