Clinical Diagnosis of Reading Variability
LTCY 520

Fall 2014
Dr. Nancy Hulan

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Office hours:
Monday: 10:00 am - 11:30 am and 12:30 pm - 2 pm
Tuesday and Thursday: 10:30 am - 11:00 am and 12:00 pm - 1:30 pm
Wednesday: 4:00 pm - 6:00 pm (electronic)
(Central time)
Please contact me before visiting to be sure that I can meet with you. If these times are not convenient for you, please contact me to set up an appointment.
Email: nancy.hulan@wku.edu
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Clinical Instructor: Mrs. Rachel Leer

Prerequisite: LTCY 519

Course Description: The nature and causes of reading disabilities, and investigation of general and specific principles and approaches to diagnosis. Actual case studies using both group and individual tests in diagnosis.

Course Rationale: This course is designed to present clinicians with an introduction to the field of diagnostic assessment intervention and research while simultaneously extending their knowledge of the literacy process so that their skills are sufficient to make decisions about appropriate tools and strategies for clinical assessment and instruction. To achieve these goals, clinicians will be encouraged to be reflective of current practices and to adapt and/or modify existing tools and methodologies to provide a good instructional match for each learner. Finally, this course will reflect the belief that the most important factor in effective assessment and instruction of literacy is the knowledge base and its application usage by the teacher. Therefore, clinicians will focus on the design and implementation of reading/literacy on-going assessment as needed for elementary, middle or high school, or adult individuals who have been identified as experiencing difficulty with reading and/or literacy skills.

Since this course is based on an interactive view of ability and disability, it offers an alternative to the deficit view that continues to predominate in the books and research in reading and writing disability. Deficit models suggest that the cause of reading or writing difficulties lies entirely within the reader. Instructional programs based on a deficit model focus primarily on what Sarason and Doris (1979) call the "search for pathology" within the reader. In contrast, an interactive view suggests that reading or writing disability is a relative concept, not a static state, and that the problem often lies in the match between the learner and the condition of the learning
situation. A focus on the process of evaluating the existing match and identifying an optimal match between the learner and the instructional context will be used throughout this course.

Discussion of the Kentucky Core Academic Standards for English/Language Arts as they relate to providing a foundation and basis for instructional intervention is interwoven throughout the course when learning about assessments and clinical diagnosis.

**Required Texts**


**Optional Texts**

Bear, Invernizzi, Templeton, & Johnston (multiple years- all are good). *Words their Way.*


**Assigned journal readings**

Readings assigned and provided by the instructor.

**Core Objectives (Core Assessment)**

A. Assessment

1. Ability to administer, score, and interpret both norm-referenced and curriculum-based measures to assess reading achievement (assessment, reports)

2. Interest and Motivation
   - Ability to use interest inventories to assess and plan developmentally appropriate student learning in reading
   - Understanding of effect of motivation on assessment (assessment, reports)

3. Receptive Language
   - Ability to assess expressive and receptive language in reading and writing activities (assessment, reports)

4. Emergent Literacy
   - Ability to administer, score, and interpret both norm-referenced and curriculum-based measures to assess emergent literacy (assessment, reports)

5. Phonological Awareness
   - Ability to assess various levels of phonemic awareness (assessment, reports)

B. Planning

1. Individual Reading Program
   - Knowledge of assessment tools for developing Individual Reading Plans
2. Short-term Objectives
   - Ability to define short-term objectives based on individual assessment

C. Implementation
   1. Parent Conferences
      - Ability to conduct parent conferences as a follow-up to assessment
        (observation, checklists)

D. Evaluation
   1. Progress in deficit areas
      - Understanding of evaluation as an on-going process, not a one-time activity
      - Ability to use interviews, observational and informal assessment procedures to
        plan and monitor developmentally appropriate student learning in literacy
        (assessment, reports)
   2. Instructional Programs
      - Ability to evaluate instructional programs as needed for diagnostic decision
        making (assessment, reports)
   3. Materials, Media, and Equipment
      - Understanding of characteristics, strengths, and weaknesses of various
        assessment instruments (assessment, reports)
   4. Applications to Real-Life Situations
      - Ability to apply principles of test construction and evaluation to development,
        selection, and use of instruments for assessment purposes
      - Ability to cooperate with appropriate allied professionals in assessing and
        planning for students with severe reading deficiencies
      - Ability to follow appropriate procedures for referring severely disable students
        to agencies and professionals for in-depth assessment as appropriate
        (assessment, reports)

E. Language-Related Topics
   1. Linguistics and Linguistic Variations
      - Understanding that language is a symbolic system representing concepts and
        feelings
      - Understanding of the relationship of graphophonemic, morphemic, syntactic, and
        semantic systems of language to the reading process (assessments, reports)
      - Respect of linguistic/dialectal variations in culture (assessment, reports)
   2. Cognitive Bases for Learning
      - Understanding the role of prior knowledge/experience in learning new
        information
      - Understanding the modes of thought (e.g., analytical thinking, critical thinking,
        and divergent thinking) operative in the reading process (assessment, reports)

F. Human Behaviors
   1. Cognition
      - Understanding the role of prior knowledge/experience in learning new
        information
      - Understanding the role of metacognition in reading and learning
      - Understanding the modes of thought (e.g., analytical thinking, critical thinking,
        and divergent thinking) in the reading process (assessments, reports)
2. Individualized Testing
   • Selection and administration of appropriate tools for individualized considerations (assessment, reports)

3. Multiple Causes of Reading/Learning Difficulties
   • Ability to identify patterns of behavior which might indicate physical, social, emotional, or intellectual impediments of progress towards reading maturity (assessment, reports)

5. Intent/Motivation
   • Ability to use interest inventories to assess and plan developmentally appropriate student learning in reading
   • Understanding of effect of motivation on assessment (assessment, reports)

G. Curriculum
1. Diagnostic Teaching
   • Use of sample lessons to determine ability to utilize various reading strategies (e.g., story mapping, QARs, context clues) (assessment, reports)

Kentucky Teacher Standards addressed in this course:

V. Assesses and communicates learning results
   Assessment: reports, journal of assessment, assessment, parent conferences

Framework for Teaching Components addressed in this course:

1F: Designing Student Assessments
   Assessments: reports, journal of assessment

3D: Using Assessment in Instruction
   Assessments: reports journal of assessment

4C: Communicating with Families
   Assessments: parent conferences

InTasc Standards addressed in this course:

6: Assessment- The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.
   Assessments: reports, journal of assessment

10: Leadership and Collaboration- The teacher seeks appropriate leadership roles and opportunities to take responsibility for students learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.
   Assessments: Parent conferences

International Reading Association standards addressed in this course:

3: Assessment and Evaluation
4: Diversity
5: Literate Environment
6: Professional Learning and Leadership

**Topics**

Steps in Conducting a Reading Diagnosis
Factors Impacting Literacy Acquisition
Personal History and Background Information
Parent Forms
Teacher Forms
School Release Form
Parent and Student Interviews
Peabody Picture Vocabulary Test
Informal Reading Inventory
Graded Word Lists
Graded Oral Reading Passages
Graded Silent Reading Passages
Listening Passage
Literacy Concepts
Qualitative Spelling Inventory
Writing Sample
Written Language Expression Checklist
Vision Screening
Auditory Discrimination Test
Sentence Completion Inventory
Report Writing

**Course Requirements and Evaluations**

**Professionalism, Attendance, Participation, Collegiality** (20 points)
Regular attendance and participation are mandatory! This also includes punctuality, participation, collegiality, effort, etc. If you miss a class you are responsible for the work missed.

If the graduate student or her/his clinic student must be absent from a session for any reason, that session must be made up at a time that is convenient for both the graduate student and the clinic student. When making up a session, it is wise to do it as soon as possible rather than attempting to make it up at the end of the semester. Report all rescheduled clinical sessions to the instructor via email. You must complete all the clinical sessions with your assigned student to successfully complete the course.

**Required Readings**
It is expected that you will read and reflect on all required readings prior to each class session on the course calendar. (See the tentative course calendar for listings and dates.)
**Assignments**

It is expected that all assignments will be submitted on their due dates. Late assignments will be penalized 20% of their possible point value if submitted within two consecutive days of their due date. Further penalties will be assessed for assignments turned in beyond that point. This policy is instituted primarily to prevent students from becoming overloaded at the end of the semester.

Note: All assignments will be graded for content and mechanics. All clinic reports and course assignments must be submitted via the “Content” section of Blackboard and meet the criteria given. Submit assignments as .doc, .docx, or .rtf files. When submitting assignments, name all assignments in a uniform manner. Keep assignment names to 15 characters or less and avoid unusual characters. Use lowercase letters. An appropriate name for an assignment might be your last name followed by a period and the assignment name: hulan.critique1. Work that does not meet the criteria will not be accepted.

Keep a copy of all assignments. If an assignment is lost, the burden of proof that you completed the assignment rests with you.

The LTCY 520 Critical Performance assignment must be uploaded in the Electronic Portfolio System (http://edtech2.wku.edu/portfolio/) to receive a final grade for the course. Failure to upload the critical performance will result in an incomplete. (See the university policy below.)

According to the online Catalog of WKU:

A grade of “X” (incomplete) is given only when a relatively small amount of work is not completed because of illness or other reason satisfactory to the instructor. A grade of “X” received by a student will automatically become an “F” unless removed within twelve (12) weeks of the next full term (summer term excluded.) An incomplete must be removed within this twelve-week period regardless of whether the student is registered for additional work in the next term. A grade of “X” received by a graduate student, with the exception of thesis courses or similar projects, will automatically become an “F” unless removed within twelve (12) weeks of the next full term (summer term excluded). A student should work with the instructor who assigned the incomplete on an independent basis in order to complete the necessary assignments. The grade of “X” will continue to appear as the initial grade on the student’s transcript, along with the revised grade. A grade of incomplete is not used under any circumstances as a substitute for “F” or “W.”

The previously-stated policy on late work applies even in circumstances when the student is given an incomplete (“X”) for failure to upload an assignment to the Electronic Portfolio System. Students requesting an incomplete for another reason must contact the instructor to ask for an incomplete, which may or may not be granted, depending on the instructor's judgment regarding the circumstances of the student's request.
**Evaluation and Grade Assignment**
Assessment will include written reports and reflections and performance events, as well as the ability to implement appropriate literacy assessment and analyze data to provide a diagnosis for the implementation of appropriate literacy intervention and instruction. The student must achieve minimum competency, otherwise the course must be repeated.

The final grade for LTCY 520 will be based on a 365 point scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
<td>339-365</td>
</tr>
<tr>
<td>B</td>
<td>85-92%</td>
<td>310-338</td>
</tr>
<tr>
<td>C</td>
<td>77-84%</td>
<td>281-309</td>
</tr>
<tr>
<td>D</td>
<td>70-76%</td>
<td>256-280</td>
</tr>
<tr>
<td>F</td>
<td>69% or below</td>
<td>255 or below</td>
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</tbody>
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**Performance Assessment Portfolio**
Rationale: In order for the university graduate student to develop a performance based understanding of the possible cause and correlations of literacy difficulties; increase their ability to understand the issues relating to the diagnosis of less developed readers and the difficulties that these kinds of readers may encounter; reflectively diagnose the literacy needs of students based on their strengths and challenges, and demonstrate the ability to effectively plan an instructional program based on the needs perceived in the diagnosis, students will develop and maintain a performance assessment portfolio. Students will be expected to submit all assignments electronically in addition to keeping a paper copy of their portfolio. The portfolio folder, due when students turn in the first assignment, should contain four tabbed sections for the following assignments:

(a) Critiques (25 points each, 75 points total)
(b) Diagnostic Report (100 points total)
(c) Journal of Assessment Activity (80 points total)
(d) Strategy Toolkit (60 points total)

1. **Critiques (25 points each; 75 points total)**
Since reading professionals are not necessarily experts on the technical or psychometric properties of formal and informal tests, they should be careful consumers of test information. The rationale of this assignment is to achieve the ability to be careful consumers of tests and assessments that may be used with students. Students will critically evaluate **three types** of assessment instruments from these choices listed for each type of assessment:

A. Achievement test (e.g., CTBS, Peabody Individual Achievement Battery, The GRADE)

B. Diagnostic test (e.g., Stanford, Woodcock Reading Master Test)

C. Informal test (e.g., IRIs, ARIs, QRIs, RMIs, QSI)
In the heading of your paper, identify the assessment area of each critique (e.g., *Achievement test*). These written evaluations should not exceed 5 pages, double-spaced, type-written pages per assessment instruments. Additional criteria guidelines for test evaluations will be provided in class. In addition, students should include reference lists of sources of information on tests and test reviews. (See criteria for evaluation.)

*Buros Mental Measurements* is a key resource for the test critiques. Assessment instruments for this assignment are housed in the WKU Literacy Resource Room and, for onsite clinicians, may be checked out for two weeks at a time. Offsite clinicians will receive assessments to critique via mail. Please consult with the Literacy Clinic GA assisting in the Literacy Clinic and the Literacy Resource Room. The professor is always available for student inquiries. Students are encouraged to email and/or schedule appointments with the instructor if hands-on assistance is needed.

2. **Diagnostic Summary Report (100 points)**

Clinicians will diagnose the reading development of a client and develop a case report based on data collected and synthesized for a coherent perspective of the client in literacy and develop objectives for intervention to be used next semester. The case report will be double-spaced using 12 font type in a formal and professional style which will include observations of the client's strengths and challenges in literacy. (See the Appendix.) The Diagnostic Summary Report is the critical performance for LTCY 520. No grade will be given in the course until this assignment is completed and uploaded in the EPS.

Possible components for evaluation of this case report may include but are not limited to appropriate use of these assessments and their interpretations from informal and formal measures of attitudes, aptitudes, fluency and reading comprehension.

1. Garfield Reading Attitude Survey
2. Student Priorities Checklist
3. Literacy Interest Inventory
4. Running Records
5. Reading Miscue Inventory (RMI)
6. Analytic Reading Inventory (ARI)
7. Informal Reading Inventory (i.e., Graded Word Lists, Oral Reading Passages, Silent Reading Passages, Listening Passages, and Comprehension Questions)
8. Qualitative Reading Inventory
9. Print Awareness Inventory
10. Reading Comprehension Interviews
11. Story Retellings
12. Reading Activity Observations/Anecdotal Records
13. Fry Instant Word List
14. Dolch Word List
15. Writing samples
16. Achievement tests
17. Diagnostic tests
18. Language arts & related area tests
19. Qualitative Spelling Inventory (QSI)
20. Continuous methods of assessment with structured interviews
21. Informal interviews with student or parents (guardians)

3. Journal of Assessment Activity (95 points)
Clinicians will maintain a journal of planned assessment activities for "roaming in the known" with their clients. These journals will provide the following information:

(1) a brief outline of the type of assessments to be used
(2) a schedule for each clinical session with the child (e.g., objective, time line, functional literacy activity, assessment, etc.) and planning and reflection
(3) purpose/rationale and hypotheses being developed related to the strengths and challenges of the client (see criteria for evaluation and appendix)

Clinical sessions #1, 2, 3, 4 are worth 5 points each - total of 20 points; clinical sessions #5-9 are worth 15 points each - total of 75 points.

Following each assessment session, clinicians will record their observations and reflections in their journal of assessment activities. In recording these observations, clinicians should designate patterns they may see in the collected data and compile interpretations to develop diagnostic hypotheses. **The key factor in this section is to seek to identify what the client can do and what the client needs for further literacy development.** It will also be important to note the effect of reader, context and text factors on the client's performance. When planning assessment sessions, clinicians should be sure to consider all previous observations and use the activities in the upcoming session to examine new concerns or re-examine areas of conflicting information.

Onsite clinicians should make the Journal of Assessment Activity easily accessible for the professor during each session. Offsite clinicians should email their Journal of Assessment Activity for that evening’s session to the professor prior to 5:00 p.m. Central time on the day of the session. **Weekly Journal of Assessment entries will be submitted to the professor via the “Content” section of Blackboard each Thursday by 12:00 p.m. (Entries submitted are from the previous Monday evening diagnostic session).** Comments by the professor will be written into this assessment activity journal. These comments will be based on regularly conducted observations to provide feedback for making appropriate diagnostic decisions. Clinicians will use these comments in their professional development as reflective tools in making decisions and changing inappropriate practices or techniques. Failure to heed comments will result in a deduction of points for the assignment, but most importantly, such actions may hinder the success of student services in the WKU Literacy Clinic.

4. Strategy Toolkit (60 points)
You will create a Strategy Toolkit based on your client’s needs to prepare you for the Spring semester. In your Strategy Toolkit, you must identify 7-10 possible strategies to build targeted skills. For each of the strategies, you will do the following:

- Identify the strategy with a brief description and one paragraph explaining research support for the effectiveness of the strategy.
- Step by step instructions for “doing the strategy”.
• What are you looking for in the student’s performance to evaluate their ability or understanding of the concept you are teaching?
• Appendix including actual reproducibles, book list, letter cards, sound boxes, high frequency word lists, etc. (whatever you think you will need to do these strategies).

5. Reflective Discussion and Critique (15 points)
Clinicians will select and respond to current scholarly and professional journal articles relative to the topic of reading assessment. Each member of the class will be responsible for presenting and facilitating a class discussion relative to a research article that focuses on specific aspects of reading assessment. The article must be from a peer reviewed journal. Use the Annotated Bibliography in the Teaching of English (on Blackboard) for ideas. Students will submit a one to two page written reflective critique of the selected article which will be due from each individual in the Student Facilitator Group at the beginning of class on the evening the clinician(s) will be leading the class discussion. Facilitators will email their questions for discussion to the instructor and class members the Friday before the article discussion will take place. The group discussion is not to be an oral presentation stating the content of the article. It is expected that all presenters and clinicians have read the material and reviewed the questions prior to class in order to be actively engaged in the group discussion. All articles should be submitted electronically to the professor who will make them available to the class via Blackboard. During these discussions and in the written critique, clinicians should focus on the following criteria:

A. Provide an essential guiding question(s) for the group discussion.
B. What was useful information in the reading? Why? What key points or concepts presented extend or challenge my understanding of reading assessment? Why?
C. What was unclear or confusing?
D. How were ideas in the reading related to other readings and information?
E. What further concerns or questions do you have which are yet unanswered?
F. How would you connect the theoretical aspects of the reading with instructional practice? How will I implement this in my own instructional situation? Be specific.

There will be no formal midterm or final examination for this course.

Plagiarism Policy
Academic integrity is of paramount importance to this university and the teaching profession. Plagiarism is defined in the Catalog of WKU as follows:

To represent ideas or interpretations taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of students must be their own. Students must give the author(s) credit for any source material used. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage after having changed a few words, even if the source is cited, is also plagiarism.

In other words, do not copy from others and claim credit. Do not simply "cut and paste" from online sources. Cite your sources. If you make a direct quote, use quotation marks.
Plagiarism is a serious issue and will not be taken lightly. The act of plagiarism is unprofessional and will result in the loss of professionalism points and all points for the assignment in which plagiarism occurred. The professor reserves the right to dismiss the student from the course for plagiarism.

**Disability Accommodations Statement**
In compliance with university policy, students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services in DUC A-200 of the Student Success Center in Downing University Center. Please do not request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.

**Mailings and Course materials**
The Literacy Clinic of WKU will loan assessments and other materials to you so that you can complete assignments. Checked out materials are the responsibility of the clinician. If they are lost or damaged, you are financially responsible for the replacement of those items. It is strongly recommended that when you return materials, you get a tracking number and/or insurance on the package. Return materials to:

Dr. Nancy Hulan

1906 College Heights Blvd. #61030

Bowling Green, KY 42101-1030

Information about requesting materials will be provided in class. Your requests must be sent to the clinic graduate assistant by Thursday, September 26th.

Materials must be returned by December 6, 2014.

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**Critique Criteria for Evaluation**
* Appropriate guidelines for test evaluations
* Referenced lists of sources of information on tests and test reviews
* APA style and format
* Grammar/spelling/writing mechanics
* Double-spaced and typed format

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**Assessment Activity Journal Criteria for Evaluation**
* Outlines the types of assessment used each session
* Purposes (rationale) for choosing the types of assessment
* Hypotheses for diagnosis that is being developed
* Strengths and challenges observed and/or documented
* Other observations and reflections of the assessment activities

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**Case Report Criteria for Evaluation**
* Assessments from relevant informal and formal measures of attitudes, surveys, comprehension and skills strategies
* Interpretations from single relevant informal and formal measures of attitudes, surveys, comprehension and skills
* Appropriate synthesis of collected data from multiple types of relevant informal and formal measures of assessments
* Development of objectives for intervention; recommendations for further action
* Grammar/spelling/writing mechanics
* Double-spaced and 12 font typed format

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**Reflective Discussion Criteria for Evaluation**
* Facilitates discussion
* Focus discussion to include the four critical thinking questions listed on course syllabus
* Preparation of hand-outs, overheads, charts, or whatever is necessary to facilitate discussion and involve class members
* One to two page reflective critique

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**Websites (for your resource file)**
Teacher-oriented sites:
Frayer Model for Vocabulary Development:  
http://www.longwood.edu/staff/jonescd/projects/educ530/aboxley/graphicorg/fraym.htm
Literacy Website for Teachers:  http://www.literacy.uconn.edu/index.htm
Kentucky Department of Education:  http://www.kde.state.ky.us
International Reading Association:  http://www.reading.org
Children’s Literature Web Guide:  http://www.ucalgary.ca/~dkbrown
ERIC Clearing on Reading, English & Communication:  
http://www.indiana.edu/~eric_rec/index.html
Booklist (reviews):  http://www.ala.org/booklist/
Child-oriented sites:
Kids on the Web:  http://www.zen.org/~brendan/kids.html
Jan Brett’s Home Page:  http://www.janbrett.com
Supplementary Resources


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**LTCY 520 Appendix**

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All assignments must be typed and double spaced.

Journal of Assessment Format
Clinical Session Planning & Reflection Outline

Diagnostic Clinical Session #_____

Student:                   Grade:                    Age: ___ years and ___ months
Date:                       Clinician:                  

Objective:

Overview of Session Schedule: (Session Agenda and Timeline)

Materials:

Functional Literacy Activity:

Assessment (planning sequence for administration of assessment, implementation, rationale):

Discussion of rationale, observations, hypothesis of student strengths & challenges, assessment results, assertions: (to be completed after the current clinical session)

Follow up plans: (planning reflects rationale and initial planning for the next clinical session)

Diagnostic Report Format
(more specifics will be shared in class)

Student's Name:
Age: ___ years and ___ months
School:
Grade Level:
Date of Report:
Dates of Diagnostic Assessment:
Clinical Diagnostician:

ARI Test Results (Pre-test Data - Fall ___)
Independent Reading Level:
Instructional Reading Level:
Frustration Reading Level:

ARI Listening Comprehension Test Results (Pre-Test Data - Fall ___)
Independent Listening Comprehension Level:
Instructional Listening Comprehension Level:
Frustration Listening Comprehension Level:

Overview:

Reason for Referral
Background Information
Summary of Assessment Results (description of each assessment and findings)
Diagnostic Statements & Implications for Intervention Instruction (discussion of assessment results and subsequent implications for future intervention instruction)
Recommendations (1) Home (2) School

__________________        _____           ________________
Clinician                                                   Date

____________________________
Supervised by:         Date
Dr. Nancy Hulan
Assistant Professor
Western Kentucky University Literacy Clinic