

NATIONAL INSTITUTE FOR LEARNING DEVELOPMENT
Rx for DISCOVERY READING
Course Syllabus

I. COURSE DESCRIPTION

This is a lecture and laboratory course designed to train teachers to provide intervention in a group setting for students whose basic reading skills are below expected standards as determined by a local educational agency.

The following topics are addressed in the course:

- A. ***Philosophy*** – theories of group dynamic, five aspects of basic reading, mediated learning
- B. ***Intervention*** – practical application of the theories and instructional techniques
- C. ***Assessment*** – gathering of pre/post data

II. COURSE OBJECTIVES

- A. ***General***: Successful completion of this course will enable an NILD educational therapist (ET) to identify and assess student needs in basic reading and utilize the group model Rx for Discovery Reading to teach students basic reading skills.
- B. ***Specific***: Upon completion of this course, the CET will be able to:
 - 1. Communicate an understanding of the differences between group and individualized interventions
 - 2. Demonstrate an ability to work with groups of 4-6 students in the teaching of basic reading skills
 - 3. Communicate the theories of mediated learning in a group setting
 - 4. Design a plan for group implementation that would meet the learning needs of a specific group of students
 - 5. Communicate the differences between educational therapy and small group intervention in basic reading skills.

III. COURSE RESOURCES

- A. A training manual containing specific instructions for Rx for Discovery Reading
- B. *Speech to Print* by Louisa Moats
- C. *The Blue Book Method* by Kathleen Dwyer
- D. *Sounds of Speech*
- E. *Sounds of Reading*
- F. *Sounds of Meaning*
- G. *Sounds of Language*
- H. *Blue Book CD #1 (for non-NILD Level I trained therapists)*

IV. COURSE REQUIREMENTS

- A. **Prerequisite:** None
- B. **Pre-Course Preparation:** Read Chapters 1-4 of *Speech to Print*. If no previous NILD Level I training has been completed, obtain and memorize *The Blue Book Method* as well as purchase *Blue Book CD #1* from NILD's e-store (<http://estore.nild.org>) to assist you in pronunciation and memorization prior to this course.
- C. **Course Activities:**
1. Demonstrate techniques taught with peers in a group setting
 2. Explain the differences between group and individualized models of instruction
 3. Read research on group effectiveness and discuss the social aspects of learning

V. COURSE WORKLOAD

The time required for assignments has been estimated at 5 hours.

VI. COURSE EVALUATION

The instructor will observe group demonstrations and feedback will be given. Proficiency with the *Blue Book* will be noted during group demonstrations.

VII. SELECTED BIBLIOGRAPHY

- Bakker, D. J. (1989). Boosting the (dyslexic) brain. In D. Bakker and H. Van der Vlugt (Eds.) Learning disabilities: Neuropsychological correlates and treatment. (pp. 173-179). Netherlands: Swets and Zeitlinger.
- Barkley, R. A. (1998). Attention-deficit hyperactivity disorder: A handbook for diagnosis and treatment. New York: Guilford Press.
- Berk, L. & Winsler, A. (1995). Scaffolding children's learning: Vygotsky and early childhood education. Washington, DC: NAEYC.
- Chall, J. S., (2000). *The academic achievement challenge*. New York: The Guilford Press.
- Cognitive Research Program. (1996). Mediated learning in and out of the classroom. Arlington Heights, IL: IRI/SkyLight Training and Publishing, Inc.
- Feuerstein, R. (1980). Instrumental enrichment: An intervention program for cognitive modifiability. Baltimore, MD: University Park Press.
- Feuerstein, R., Hoffman, M., Egozi, M. & Shachar-Seger, N. B. (1994). Intervention programs for low performers: Goals, means and expected outcomes. In M. Ben-Hur (Ed.) On Feuerstein's instrumental enrichment: A collection. Palatine, IL: SkyLight Publishers.
- Foorman, B.R., Francis, D. J., Fletcher, J. M., Schatschneider, C., and Mehta, P., (1998). The role of instruction in learning to read: Preventing reading failure in at-risk children. *Journal of Educational Psychology*, 90(1), 37-55.

- Foorman, B. R. & Torgesen, J. (2001). Critical elements of classroom and small-group instruction promote reading success in all children. *Learning Disabilities Research and Practice*, 16(4), 203-212.
- Gerber, A. (1993). Language-related learning disabilities: Their nature and treatment. Baltimore, MD: Paul H. Brooks Publishing Co.
- Gillingham, A. & Stillman, B. W. (1997). The Gillingham Manual: Remedial training for students with specific disability in reading, spelling and penmanship. Cambridge, MA: Educators Publishing Service.
- Healy, J. (1990). Endangered minds: Why our children don't think. New York: Simon and Schuster.
- Jensen, E. (1998). Teaching with the brain in mind. Alexandria, VA: Association for Supervision and Curriculum Development
- Kavale, K. & Forness, S. (1995). The nature of learning disabilities: Critical elements of diagnosis and classification. Mahwah, NJ: Erlbaum Publishers.
- Keough, B. K. (1990). Definitional assumptions and research issues. In H. L. Swanson and B. K. Keough (Eds.) Learning disabilities: Theoretical and research issues. (pp. 13-19). NJ: Lawrence Erlbaum Associates.
- Kozulin, A. (1990). Vygotsky's psychology: A biography of ideas. Cambridge, MA: Harvard University Press.
- Lavoie, R. (2005). It's so much work to be your friend. New York: Touchstone
- Lerner, J. (2000). Learning disabilities: Theories, diagnosis, and teaching strategies. Boston, MA: Houghton Mifflin Company.
- Lovett, M. W., Borden, S. L., DeLuca, T., Lacerenza, L., Benson, N. J., & Brackstone, D. (1994). Treating the core deficits of developmental dyslexia: Evidence of transfer of learning after phonologically - and strategy-based reading training programs. *Developmental Psychology*, 30(6), 805-822.
- Moats, Louisa (2000). Speech to print. Baltimore: Paul H. Brookes Publishing Co.
- Moll, L. C. (Ed.) (1992). Vygotsky and education: Instructional implications and applications of sociohistorical psychology. New York: Cambridge University Press.
- Mutzabaugh, G. J. (2000). A work of his grace: The development of the National Institute for Learning Disabilities. Norfolk, VA: NILD
- National Institute of Child Health and Human Development. (2000). *Teaching children to read: An evidenced-based assessment of the scientific literature on reading and its implications for reading instruction*. Washington, DC: U.S. Government Printing Office.
- Orton, S. T. (1989). Reading, writing and speech problems in children and selected papers. Austin, TX: Pro-Ed (Reprint of 1937).
- Piaget, J. (1959). The language and thought of the child. New York: The Humanities Press.
- Presseisen, B. & Kozulin, A. (1994). Mediated learning: The contributions of Vygotsky and Feuerstein in theory and practice. In M. Ben-Hur (Ed.) On Feuerstein's instrumental enrichment: A collection. (pp. 51-81). Palatine, IL: Skylight Publishing.
- Restak, R. M. (1994). The modular brain. New York: Charles Scribner's Sons.
- Sattler, J. M. (1992). Assessment of children. San Diego, CA.: Publisher, Inc.
- Shapiro, B. K., Accardo, P. J. & Capute, A. J. (1998). Specific reading disability: A view of the spectrum. Timonium, MD: York Press, Inc.

- Shaywitz, S. (2003). Overcoming dyslexia: A new and complete science-based program for reading problems at any level. New York: Alfred A. Knopf
- Silver, A. A. & Hagin, R. A. (2001). Disorders of learning in childhood. (Revised ed.) Canada: Wiley-Interscience publication.
- Snow, C. E., Burns, M. S., & Griffin, P. (Eds.). (1998). *Preventing reading difficulties in young children.* Washington D. C.: National Academy Press.
- Sousa, D. (2006). How the brain learns. Thousand Oaks, CA: Corwin Press
- Stevens, S. H. (1997). Classroom success for the LD and ADHD child. Winston-Salem, NC: John F. Blair.
- Swanson, H. L. (1999). Reading research for students with LD: A meta-analysis of intervention outcomes. *Journal of Learning Disabilities, 32*(6), 504-532.
- Torgesen, J.K. (2001). Intensive remedial instruction for children with severe reading disabilities: Immediate and long-term outcomes from two instructional approaches. *Journal of Learning Disabilities, 34*(1), 33-59.
- Vygotsky, L. S. (1975). Thought and language. (12th Ed.) Cambridge, MA: MIT Press.
- Vygotsky, L. S. (1978). Mind in society: The development of higher psychological processes. Cambridge, MA: Harvard University Press.
- Wolfe, P. (2001). Brain matters: Translating research into classroom practice. Alexandria, VA: Association for Supervision and Curriculum Development.
- Wolfe, P. & Nevills, P. (2004). *Building the reading brain.* Thousand Oaks, CA: Corwin Press.