SPED6260: Literacy & Numeracy Strategies for Students with Disabilities

Course Credit: 3.0 NJCTL credits

Dates & Times:
This is a 3-credit, self-paced course, covering 9 modules of content. The exact number of hours that you can expect to spend on each module will vary based upon the module coursework, as well as your study style and preferences. You should plan to spend approximately 15 hours per credit working online, and up to 30 hours per credit working offline.

LMS Link: https://moodle.njctl.org/course/view.php?id=301

COURSE DESCRIPTION:
Teachers will learn about literacy and numeracy development for students with disabilities and strategies to support this development. Specific topics include strategies for the development of literacy, developmental reading instruction, teaching literacy, differentiated literacy instruction, literacy development in the elementary and middle school, literacy for students with disabilities, and diagnosis/assessment of reading difficulties for non-reading/literacy majors.

Prerequisite: SPED6210, SPED6220, SPED6230, SPED6240, SPED6250

STUDENT LEARNING OUTCOMES:

Upon completion of the course, the student will:

1. understand the concepts of literacy and numeracy, their facets, and their intrinsic relationship to academic and lifelong success.

2. understand the challenges of and steps involved in literacy and numeracy development.

3. adopt, adapt, and incorporate strategies to improve literacy and numeracy in both inclusive and special education classrooms.

TEXTS, READINGS, INSTRUCTIONAL RESOURCES:

Required Text(s):
The open-source textbook below is used throughout this program.
Lombardi, P. (2023). The Roles and Responsibilities of the Special Educator. University System of New Hampshire Pressbooks. Retrieved from https://pressbooks.usnh.edu/edc703-803/

This course also uses presentations and journal articles accessible within each course module. When viewing each module's PowerPoint slideshow, you should review all external links in white boxes *unless* they are denoted as optional. Other links within the slideshow and inserted into the "notes" section are for reference or further information only.

COURSE REQUIREMENTS:
Consistent attendance in your online courses is essential for your success. Failure to verify your attendance within the first 7 days of this course may result in your withdrawal. If for some reason you would like to drop a course, please contact the Dean of Students.

Students should interact with fellow students and course instructor via the discussion boards within the course modules. These discussion boards are monitored by your course instructor, and you can post questions or thoughts on module learning here.

Online classes have assignments and participation requirements just like on-campus classes. Budget your time carefully. If you are having technical problems, problems with your assignments, or other problems that are impeding your progress, let your instructor know as soon as possible.

GRADE DISTRIBUTION AND SCALE:
In order to receive a Passing grade, the participant must complete the following course requirements: all short answer assignments, critical thinking assignments, and the final reflection outlined in the *Assignments* section of the Class Schedule (below).

Grade Distribution:

Proctored Assessments	60%
Critical Thinking Assignments	30%
Short Answer Assignments	5%
Final Reflection	5%

Grade Scale:

A	93 – 100
A-	90 – 92
B+	86 – 89
B	83 – 86
B-	80 – 82
C+	77 – 79
C	73 – 76
C-	70 – 72
D	60.0 – 69.9
F	59.9 or below

GRADING RUBRIC:
The following rubric is used to score:
- Short Answer Assignment – 5% of grade
- Critical Thinking Assignments – 30% of grade

The minimum possible score for this rubric is 4 points, and the score will be converted to the minimum grade available in this module (which is zero unless the scale is used). The maximum score of 25 points will be converted to the maximum grade.

Intermediate scores will be converted respectively and rounded to the nearest available grade. If a scale is used instead of a grade, the score will be converted to the scale elements as if they were consecutive integers.

	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations	Limited Evidence
		15 points	*12 points*	*9 points*	*6 points*
Requirements	N/A	• Includes all of the required components as specified in the assignments	• Includes most of the required components as specified in the assignments	• Includes some of the required components as specified in the assignments	• Includes few of the required components as specified in the assignments
	14 to 15 points	*13 points*	*10 to 12 points*	*7 to 9 points*	*4 to 6 points*
Content	• Demonstrates strong or excellent knowledge of the materials; correctly includes and represents knowledge from the readings and sources.	• Demonstrates adequate knowledge of the materials; represents some knowledge from the readings and sources.	• Some significant but not major errors or omissions in demonstration of knowledge or expresses your personal experience without reference to the readings and sources.	• Major errors or omissions in demonstration of knowledge.	• Fails to demonstrate knowledge of the materials.
	19 to 20 points	*16-18 points*	*13 to 15 points*	*9-12 points*	*5 to 8 points*
Critical Thinking	• Demonstrates strong or excellent critical thinking and analysis of concepts and applications, integrating module materials, professional practice and real world experiences to support your thinking. This may include a more global conversation about pedagogical implications and is not limited only to their classroom	• Demonstrates good or adequate critical thinking and analysis of concepts and applications, integrating module materials, professional practice and classroom application.	• Some significant but not major errors or omissions in critical thinking and analysis.	• Major errors or omissions in critical thinking and analysis.	• Fails to demonstrate critical thinking and analysis.
		9 to 10 points	*7 to 8 points*	*5 to 6 points*	*3 to 4 points*
Grammar, Style, and Organization	N/A	• Project is clearly organized and well-written. Strong sentence and paragraph structure; few errors in grammar and spelling. Proper APA formatting.	• Project is fairly well organized and written; it is in proper format (including APA). Reasonably good sentence and paragraph structure; significant errors in grammar and spelling.	• Project is poorly organized; does not follow proper paper format (including APA). Inconsistent to inadequate sentence and paragraph development; numerous grammar/spelling errors.	• Project is not organized or well written and is not in proper format (including APA). Poor quality work; unacceptable grammar/spelling.

The following rubric used to score the Final Reflection Critical Thinking assignment (5% of grade): The minimum possible score for this rubric is 4 points, and the score will be converted to the minimum grade available in this module (which is zero unless the scale is used). The maximum score of 25 points will be converted to the maximum grade.

	Meets Expectation	Approaches Expectation	Below Expectation	Limited Evidence
	7 points	*5 points*	*3 points*	*1 point*
Content	• Demonstrates excellent knowledge of concepts, skills, and theories relevant to the topic.	• Demonstrates fair knowledge of concepts, skills, and theories.	• Demonstrates incomplete or insubstantial knowledge of concepts, skills, and theories.	• Demonstrates little or no knowledge of concepts, skills, and theories.
Depth of Reflection	• Content is well supported and addresses all required components of the assignment.	• Content is partially supported; addresses most of the required components of the assignment.	• Content contains major deficiencies; addresses some of the required components of the assignment.	• Content is not supported and/or includes few of the required components of the assignment.
Evidence and Practice	• Response shows strong evidence of synthesis of ideas presented and insights gained throughout the entire course. The implications of these insights for the respondent's overall teaching practice are thoroughly detailed, as applicable.	• Writing is mostly clear, concise, and well organized with good sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than five spelling, grammar, or syntax errors per page of writing.	• Response is missing some components and/or does not fully meet the requirements indicated in the instructions. Some questions or parts of the assignment are not addressed. Some attachments and additional documents, if required, are missing or unsuitable for the purpose of the assignment.	• Response excludes essential components and/or does not address the requirements indicated in the instructions. Many parts of the assignment are addressed minimally, inadequately, and/or not at all.
	4 points	*3 points*	*2 points*	*1 point*
Writing Quality	• Writing is well-organized, clear, concise, and focused; no errors.	• Some minor errors or omissions in writing organization, focus, and clarity.	• Some significant errors or omissions in writing organization, focus, and clarity.	• Numerous errors in writing organization, focus, and/or clarity.

ACADEMIC STANDING:
NJCTL has established standards for academic good standing within a student's academic program. Students enrolled in any NJCTL online course must receive an 80 or higher to successfully complete a course and receive credit for that course. An 80 is equivalent to a GPA of 2.7 or B-. Additionally, students in an endorsement program must receive a cumulative GPA of 3.0 for all courses combined in order to successfully complete the program.

ACADEMIC INTEGRITY:
Students must assume responsibility for maintaining honesty in all work submitted for credit and in any other work designated by the instructor of the course. Academic dishonesty includes cheating, fabrication, facilitating academic dishonesty, plagiarism, reusing /repurposing your own work, unauthorized possession of academic materials, and unauthorized collaboration.

CITING SOURCES WITH APA STYLE:
All students are expected to follow proper writing and APA requirements when citing in APA (based on the APA Style Manual, 6th edition) for all assignments. Resources for doing so can be found here.

DISABILITY SERVICES STATEMENT:
We are committed to providing reasonable accommodations for all persons with disabilities. Any student with a documented disability requesting academic accommodations should contact the Dean of Students, Melissa Axelsson, for additional information to coordinate reasonable accommodations for students with documented disabilities (melissa@njctl.org).

NETIQUETTE:
Respect the diversity of opinions among the instructor and classmates and engage with them in a courteous, respectful, and professional manner. All posts and classroom communication must be conducted in accordance with the student code of conduct. Think before you push the Send button. Did you say just what you meant? How will the person on the other end read the words?

Maintain an environment free of harassment, stalking, threats, abuse, insults or humiliation toward the instructor and classmates. This includes, but is not limited to, demeaning written or oral comments of an ethnic, religious, age, disability, sexist (or sexual orientation), or racist nature; and the unwanted sexual advances or intimidations by email, or on discussion boards and other postings within or connected to the online classroom.

If you have concerns about something that has been said, please let your instructor know.

READING SCHEDULE:
Required readings are available within each module by clicking the links where materials are listed under the "Required readings:" tab. Many modules in this course offer choice. The list of readings, podcasts, and videos are inclusive. Students have significant choice in their supplementary materials as noted in the module's PowerPoint.

Module	Assignments
1 – Introduction to Literacy & Its Development	**Short Answer (Q&A):** Consider the challenges introduced by the COVID-19 pandemic as mentioned in the presentation. How do you think these disruptions have affected literacy development in students, particularly those with disabilities? What steps can educators take to mitigate these effects and promote literacy growth in their classrooms? **Critical Thinking:** In this module you were introduced to literacy. This assignment aims to enhance your understanding of literacy and its development in special education. You will analyze various dimensions of literacy, the stages of literacy development, and their implications for teaching diverse learners. Your response should be 500-700 words in length and submitted in PDF format and include the following: -Define literacy based on the module "Introduction to Literacy and Its Development." Discuss how this definition extends beyond traditional reading and writing to include other communication forms. -Identify and explain three non-traditional understandings of literacy. Discuss their significance for students, particularly those with special needs, and provide examples of how they influence student engagement and interaction. -Choose one stage of literacy development (preverbal or verbal) and analyze its significance. Discuss challenges faced by students at this stage, especially those with disabilities, and propose two specific strategies educators can implement to support them. -Reflect on how understanding literacy development can inform your future teaching practices and classroom strategies to support all learners, particularly those with diverse needs.

| 2 - Stages & Strategies for Prereading & Prewriting Development | **Short Answer (Q&A):**
One significant takeaway from the module is the "Million Word Gap"—the idea that children who are read to regularly hear significantly more words than those who are not, influencing their vocabulary and reading readiness. Additionally, the Science of Reading emphasizes structured literacy instruction, phonemic awareness, and multi-sensory approaches to build strong foundational skills.
Reflecting on this information, consider the following:
-What strategies from the module do you think are most effective for supporting early literacy development?
-How can educators and caregivers bridge literacy gaps for students who may not have had strong pre reading experiences at home?

Critical Thinking:
Outline a sample daily literacy routine that integrates prereading and pre writing strategies. Your response should be 500-700 words in length and submitted in PDF format. Include:
1. Read-Aloud Time: How will you choose engaging books, and what strategies will you use to develop comprehension, vocabulary, and phonological awareness?
2. Prewriting Activities: How will you encourage early writing behaviors (scribbling, drawing, letter formation)? Provide two specific activities.
3. Interactive Literacy Play: Describe at least one literacy-based play activity (e.g., puppet storytelling, literacy games, sensory writing activities).

Reflect on the importance of differentiating literacy instruction to meet the needs of all learners. Consider:
-How can you adapt your classroom and literacy practices for students with disabilities, English Language Learners (ELLs), or those with limited literacy exposure?
-How can technology or assistive tools enhance literacy development for diverse learners?
-What challenges might arise when implementing a literacy-rich classroom, and how would you address them? |

3 – Stages & Strategies for Reading & Writing Development	**Short Answer (Q&A):** One significant takeaway is the importance of systematic phonics instruction and high-frequency word recognition in early reading, while later stages emphasize comprehension strategies such as summarizing, inferencing, and questioning techniques. Writing development also progresses alongside reading skills, with early scribbling and letter formation evolving into structured sentence writing and deeper content engagement. Select one Discussion Question below for your response: -Which stage of reading and writing development do you find the most challenging to support as an educator? Why? -What strategies from the module do you think are most effective in fostering strong comprehension and fluency? -How can teachers differentiate instruction to support students who struggle with decoding and those who struggle with comprehension? **Critical Thinking:** For this assignment, you apply research-based strategies from the module to create a comprehensive literacy plan that supports students at various stages of reading and writing development. **Part 1: Literacy Needs Analysis (200-300 words):** Imagine you are working in a diverse elementary classroom where students demonstrate a wide range of reading and writing abilities. You have identified three student profiles: 1. **Liam (Early Reading Stage):** Struggles with letter-sound correspondence and decoding simple words. 2. **Ava (Transitional Reading Stage):** Reads fluently but struggles with comprehension, particularly inferencing and summarizing. 3. **Mason (Fluent Reading Stage):** Enjoys reading complex texts but struggles with organizing his ideas in writing. **Analysis Questions:** ● What are the primary literacy challenges for each student? ● How do their needs align with the stages of reading and writing development discussed in the module? ● What assessment strategies could be used to gather more information about their literacy skills? **Part 2: Literacy Intervention Plan (200-300 words)**

Based on your analysis, **design a targeted intervention plan** for these students using strategies from the module. Address the following:

1. **Liam (Early Reading Stage):** Identify two phonics-based strategies or multisensory activities to help him with decoding.
2. **Ava (Transitional Reading Stage):** Propose two comprehension-building strategies that support inferencing and summarizing.
3. **Mason (Fluent Reading Stage):** Suggest two writing strategies to help him organize and express his ideas more effectively.

Part 3: Reflection (100-200 words)

Reflect on the broader implications of literacy development and how educators can ensure all students become strong readers and writers. Address the following:

- What are some common challenges in supporting literacy at different developmental stages?
- How can teachers balance explicit instruction with student-centered learning approaches?
- How might technology and assistive tools enhance literacy instruction for struggling readers and writers?

Proctored Assessment 1

4 – Literacy & Reading for Secondary School Students with Disabilities	**Short Answer (Q&A):** In this module we explored the complexities of literacy development and the critical role it plays in the lives of students with diverse needs. Reflecting on the case studies presented in the module, how might we adapt these successful approaches to meet the needs of students with varying abilities in our classrooms? **Critical Thinking:** Develop a lesson plan that enhances disciplinary literacy for secondary school students with disabilities. Create a comprehensive lesson plan that promotes literacy development within a specific subject area. Your response should be 500-700 words in length and submitted in PDF format.

Choose one academic subject area (e.g., Science, Social Studies, or Mathematics) and develop a lesson plan that incorporates strategies to enhance disciplinary literacy for students with disabilities.

1. Your lesson plan should include:
    a. Title: A descriptive title for your lesson.
    b. Grade Level: Specify the intended grade level for the lesson.
    c. Learning Objectives: Clearly defined goals that align with disciplinary literacy skills. For example, students will be able to identify and use key vocabulary terms related to the subject.
    d. Materials Needed: A list of materials, resources, and technology required for the lesson.
    e. Activities: Outline at least three engaging activities that promote vocabulary acquisition, comprehension, and critical thinking. Ensure these activities are accessible and inclusive for students with diverse learning needs. Describe how you will differentiate instruction to meet varying ability levels.
    f. Assessment: Explain how you will assess student understanding and the effectiveness of your activities. Consider using formative assessments, such as exit tickets, quizzes, or student reflections.
2. Reflect on the importance of disciplinary literacy in supporting all students, especially those with disabilities. How does this understanding inform your future teaching practices? Consider how the strategies you implemented in your lesson plan can help create an inclusive learning environment.

5 – Differentiated Literacy Instruction	**Short Answer (Q&A):** In this module we explored the critical importance of tailoring literacy instruction to meet the diverse needs of students, particularly those with disabilities. How have you implemented differentiated literacy instruction in your classroom? What strategies have been most effective? What challenges have you faced when trying to differentiate instruction for students with

disabilities, and how did you address them? Considering the role of technology in differentiation, what tools or resources have you found helpful in supporting diverse learners?

Critical Thinking:
The goal of this assignment is to analyze differentiated literacy instruction strategies from the module. You will assess their effectiveness in supporting diverse learners, especially students with disabilities, and explore how they can be applied in real classrooms.

Your response should be 500-700 words in length and submitted in PDF format.
Select three differentiation strategies discussed in the module (e.g., flexible grouping, interest centers, tiered assignments).

For each strategy, provide a brief description and analyze its effectiveness in supporting literacy development for students with disabilities. Consider factors such as engagement, skill acquisition, and adaptability to different learning styles.

Discuss how you would implement these strategies in a classroom setting. Choose a specific grade level and subject area to contextualize your response.

Describe potential challenges you might face while implementing these strategies and propose solutions to overcome those challenges.

Reflect on the overall importance of differentiation in literacy instruction. How do you believe these strategies will impact your future teaching practices and the learning outcomes for your students?

| **6 – Curriculum, Instruction & Transition in Special Education** | **Short Answer (Q&A):**
After reviewing the presentation on conditions related to literacy, consider the impact of early identification and intervention on students with dyslexia, dysgraphia, or other literacy-related conditions. What are the key challenges educators face in accurately diagnosing these conditions? How can universal screening and early intervention improve outcomes for students?

Critical Thinking:
For this assignment, apply your understanding of literacy-related conditions by analyzing a case study, designing an intervention plan, and critically reflecting on the impact of early identification and support.

Part 1: Case Study Analysis (200-300 words)

You are a teacher in an elementary school and have been asked to observe and support a student, Alex, who is struggling with literacy. Alex is a second-grade student who:

Struggles with letter recognition and phonemic awareness.
Has difficulty decoding unfamiliar words.
Often skips words or inserts incorrect words when reading.
Struggles with spelling and frequently reverses letters.
Has strong oral comprehension but hesitates when asked to read aloud.
Based on the information from the module:

What potential literacy-related conditions could Alex be experiencing?
What key factors would you consider before making any assumptions about Alex's challenges?
How would you differentiate between a literacy-related learning disability and other external factors (e.g., language barriers, lack of exposure to print, etc.)?
Part 2: Intervention Plan (200-300 words)

Using what you learned from the module, create an intervention plan to support Alex's literacy development. Include: |

1. Screening & Assessment: What type of assessments or screenings would you use to gather more information?
2. Instructional Strategies: Identify at least three research-based strategies or accommodations you would implement to support Alex's literacy development in the classroom.
3. Collaboration & Support: Who else (e.g., specialists, parents, administrators) should be involved in this process, and what role would they play?
4. Progress Monitoring: How would you track Alex's progress and adjust your support as needed?

Part 3: Reflection (100-200 words)

Reflect on the importance of early identification and intervention in literacy challenges. Consider:

- What are the long-term effects of undiagnosed literacy-related conditions?
- How can educators create a classroom environment that proactively supports struggling readers?
- What challenges might arise when implementing interventions, and how can they be addressed?

Submission Guidelines:

- Responses should be between 500-700 words.
- Use evidence from the module and at least one additional source (article, research study, or educational guideline) to support your intervention plan.
- Ensure proper citations (APA format).

Proctored Assessment 2

7 - Numeracy Development & Instruction	**Short Answer (Q&A):** Based on the presentations, how would you define numeracy beyond basic math skills? Discuss its implications for real-world applications, such as budgeting, data interpretation, or problem-solving in daily tasks. **Critical Thinking:** This task aims to engage you in applying the concepts of numeracy development and instruction from the module to real-world scenarios. You will create a practical resource that can be used in a classroom setting to enhance numeracy skills for diverse learners.

	-Identify a Real-World Context: Choose a real-world context where numeracy skills are essential, such as budgeting, cooking, sports, or data analysis. Briefly describe the context and its relevance to developing numeracy skills in students.
	-Develop a Numeracy Resource: Create a resource (e.g., a lesson plan, activity guide, or worksheet) that incorporates real-world numeracy applications related to your chosen context. Your resource should include:
	    Objective: Clearly state what numeracy skills the resource aims to develop.
	    Activity Details: Describe the activity step-by-step, including instructions for implementation.
	    Materials Needed: List any materials or tools required to carry out the activity.
	    Differentiation Strategies: Include specific strategies to differentiate the activity for students with varying abilities.
	
	Reflection (100 words): Reflect on how this resource can promote engagement and understanding of numeracy concepts among students. Consider how using real-world applications can enhance students' confidence and ability to use numeracy in their daily lives.

8 - Developing Other Literacies	**Short Answer (Q&A):**
	The module outlines several strategies for fostering different literacies in the classroom. Choose one type of literacy (e.g., digital literacy, financial literacy, or cultural literacy) and discuss how you would implement specific strategies to support its development among your students. What challenges do you anticipate, and how might you address them?
	
	Critical Thinking:
	This assignment aims to deepen your understanding of various literacies discussed in this module and to apply this knowledge in practical scenarios.
	
	Choose one type of literacy from the module (e.g., academic literacy, digital literacy).
	  ● Analyze its significance in the 21st century, discussing how it impacts student success academically and in everyday life with examples from the module. Then, develop a plan that includes:
	    ○ Goals: Define clear objectives for student outcomes related to this literacy.

	○ Activities: Outline at least two specific activities or strategies to promote this literacy, including adaptations for diverse learners.
	○ Assessment: Describe how you will assess student understanding and progress, incorporating both formative and summative methods.
	○ Reflection: Reflect on the importance of integrating diverse literacies in your teaching practice. How will this focus enhance student engagement and learning outcomes?
	Proctored Assessment 3
9 – Final Reflection	**Final Reflection:** Reflect on your learning from SPED6260. Write an essay of 500-750 words in length that reflects on the following: 1. Reflect on three specific strategies you learned in SPED6260 that are essential for supporting literacy development in students with disabilities. Discuss how these strategies align with your current teaching practices or how you anticipate applying them in your future classroom. 2. Considering the challenges of literacy development discussed in the course, set one significant goal for yourself to improve your approach to literacy instruction for students with disabilities. Reflect on the potential impact this goal may have on your teaching practice and the students you serve. 3. After exploring topics related to the diagnosis and assessment of reading and math difficulties, identify any lingering questions you have regarding the implementation of these assessments in diverse educational settings. Discuss how these questions may influence your future professional practice. Reflect on the importance of ongoing assessment and how it can inform your instruction and support for students with disabilities. Formatting Requirements Your paper should be between 500-700 words. Use proper APA formatting for citations and references (if applicable).