

EDUC 486-4
**SPECIAL TOPICS: INDIVIDUALIZED INSTRUCTION &
NEURAL DEVELOPMENT OF YOUNG CHILDREN WITH
READING DISABILITIES**
(E01.00)

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Wednesday 16:30-18:20 in EDB 7600B

PREREQUISITE: Education 220 or Psychology 250 and permission of instructor

Objectives:

The purpose of this course is to assist professionals in the field of child development identify, understand and facilitate learning for young children with reading difficulties. A highly structured approach to one-to-one instruction will be emphasized, with a focus on children's acquisition of language and reading. At the same time, throughout the course, these highly practical ideas will be linked to current research on neural imaging and trajectories of neural development among children with reading disabilities.

Time requirements:

Each SFU student will be required to attend a two hour lecture as well as commit to two, one hour tutorial sessions each week with a young child in first grade who has severe reading difficulties in school. The tutoring sessions will be scheduled with the parent at the beginning of the term and will accommodate to parent and SFU student schedules.

Course assignments:

Three summaries of readings (for class activities): 30%

Tutoring:

Reflective journal	15%
Intervention practices	20%
Assessment of student progress	20%
Final report	15%

Course texts:

Johns, Jerry (2005) Basic Reading Inventory: Pre-Primer through grade twelve and early literacy assessments. Kendall Hunt ISBN 978-0-7575-1842-3 (cost \$42.95 US)

<http://www.kendallhunt.com/index.cfm?PID=219&CID=219&CEL=992&PRD=7492>

Caldwell J., Leslie, L. (2005) Intervention Strategies to Follow Informal Reading Inventory Assessment: So What Do I Do Now? Allyn and Bacon ISBN: 0-205-40558-4

Carnine, D.W., Silbert, J., Kameenui, E. J., Tarver, S.G., & Jongiohann, K. (2006) Teaching Struggling and At-Risk Readers: A Direct Instruction Approach Prentice Hall ISBN: 0-13-170732-9

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