



Sam Houston State University
College of Education
Department of Language Literacy and Special Populations
Spring 2018

READ 5307 Practicum of Literacy Assessment and Instrumental Strategies I – [Elementary Populations]
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Office Hours: Virtual Office Hours on Blackboard: Hours are posted on Blackboard
 (also anytime you see me online on Skype)
 Skype username info is provided on Blackboard (see Virtual Office tab)

Day/Time of Class: ONLINE CLASS

Location: ONLINE

Course Description: This course has 50+ field experience hours and requires access to a public school or TEA approved school as well as two students (TEA approved schools apply to in-state SHSU students seeking the Reading Specialist Certification). Two students in K-6th grade will be needed to design research-based intervention plans. One student will be the ‘reading’ case study student and the other will be the ‘writing’ case study student. Both these students should demonstrate from the assessments a degree of needed intervention.

This course provides an opportunity for an in-depth study of current approaches to assessment as a foundation for literacy instruction and intervention design of struggling readers and writers. In supervised experiences, teachers will learn how to use a range of formal and informal assessment tools and methods to diagnose and assess reading and writing development, to direct instructional strategies and methodology, and to involve the learner in self-assessment. Prerequisite: READ 5306

Class online meeting schedule: Each week (after week 1) begins on Monday and ends Sunday end of day

IDEA Objectives: In this course, our focus will be on these major objectives (as assessed by the IDEA course evaluation system):

Essential: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.

Important: Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view.

Textbooks/Readings:

READ 5307

Bader, L. & Pearce, D. (2015). *Bader reading and language inventory*. 7th Edition. Upper Saddle River, NJ: Pearson ISBN **978-0-13-294368-0**

Bear, D., Invernizzi, M., Templeton, S., Johnston, F. (2012). *Words Their Way*. **FIFTH EDITION**. Upper Saddle River, NJ: Pearson – Prentice Hall. ISBN 978-0-13-703510-6
{ or 6th edition }

Riskos, V. & Walker-Dalhouse, D. (2012). *Be that teacher: Breaking the cycle for struggling readers*. (**FIRST edition**) New York: Teachers College Press. ISBN-13: 978-0807753224.

Shaywitz, S. (2003) *Overcoming Dyslexia: A New and Complete Science-Based Program for Reading Problems at Any Level*; (**FIRST Edition**). New York: Vintage Publishers. ISBN-13: 978-0679781592

The Dyslexia Handbook 2014, Texas Education Agency

- ▶ <http://www.region10.org/r10website/assets/File/DHBwithtabs10214.pdf>

Course Content Students will demonstrate understanding, knowledge, and skills related to the following:

1. Demonstrate knowledge of multiple causes of reading/writing difficulties.
2. Demonstrate knowledge of reciprocal nature of assessment & instruction
3. Demonstrate knowledge of test terminology, advantages/limitations and characteristics of assessment tools
4. Select, administer and evaluate appropriate assessment tools to identify literacy difficulties and inform instructional decisions
5. Use assessment results to plan appropriate instructional programs and select appropriate instructional materials
6. Communicate the results and implications of assessments given to all stakeholders
7. Demonstrate an understanding of characteristics of dyslexia and assessment strategies for identifying this disability
8. Demonstrate an understanding of instructional alternatives for assisting students with dyslexia and other extreme reading disabilities
9. Evaluates students considering characteristics and effects of culture and environment; effects of diversity
10. Uses strategies that are responsive to diverse backgrounds for programming and placement

Late Assignment Policy: Please pay special attention to observe the due dates for each of the assignments. If you are aware of problems or special situations **BEFORE** the due dates contact the professor for special arrangements. **If your work is submitted later than the day specified, the following points are deducted from the assignment:**

1. Up to 24 hours-25% of the total assessed points are deducted.
2. 25-72 hours-50% of the total assessed points are deducted.
3. **After 72 hours** late assignment will **NOT** be accepted.

Time Requirement: For each hour of class, you will be expected to commit at least an hour outside of class. It is expected that if you enroll in this course, you can meet the time requirements.

Professionalism Policy: Since you are studying to be educational role models, you will be expected to display professional behavior in all aspects during online class time.

Student Attendance for READ 5307: Lack of active and timely participation in online discussions or in assignments constitutes an absence from class. Absences from class will result in a grade penalty. **More than two** absences from online discussions will result in a grade deduction for every absence thereafter. Excused absences are permitted for emergencies or illnesses but are excused at the discretion of the instructor unless otherwise stated.

Active Participation: All members of this class are responsible for the learning that occurs. In this course you are expected to share personal views and experiences (as you are comfortable) in online discussions, as well as prepare and “present” material in the online forum. It is critical that you stay current with readings and assignments. You are required to read all of the assigned materials and respond weekly. In addition, you are required to respond to postings and submit all materials (papers) on time.

**A separate detailed handout on online discussion expectation and guidelines will be posted on Blackboard.*

BLACKBOARD: The schedule and syllabus is subject to change, please check Blackboard announcements regularly for any updated information.

Electronic and Phone Response: Instructor reserves the right to respond to emails and phone calls **within 48 hours of receipt**. Students should not expect an immediate response. However, most responses will be within 24 hours of receipt. Instructor also reserves the right to respond or not respond to student emails and/or phone calls during weekends, holiday breaks, and semester breaks. ***You should assume that emails and phone calls will NOT be returned during weekends, holiday breaks, and semester breaks.***

Student Syllabus Guidelines

- SHSU Academic Policy Manual -- Students
 - [Procedures in Cases of Academic Dishonesty #810213](#)
 - [Disabled Student Policy #811006](#)
 - [Student Absences on Religious Holy Days #861001](#)
 - [Academic Grievance Procedures for Students # 900823](#)
- SHSU Academic Policy Manual – Curriculum and Instruction
 - [Use of Telephones and Text Messagers in Academic Classrooms and Facilities #100728](#)
- Visitors in the classroom - Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance.

NCATE Accreditation

The Sam Houston State University, College of Education has the distinction of NCATE accreditation since 1954. As an NCATE accredited program, the College of Education ensures that the best-prepared teachers will be in classrooms teaching the next generation of leaders how to solve problems, communicate effectively, and work collaboratively.

In November 2010, NCATE merged with the Teacher Education Accreditation Council (TEAC) to become the Council for the Accreditation of Educator Preparation (CAEP), combining the two premiere accrediting organizations as a single accrediting agency for reform, innovation, and research in educator preparation.

[NCATE Standards](#)

[CAEP Standards](#)

SHSU Dispositions and Diversity Proficiencies for Advanced Programs

Each candidate in an advanced program for teachers or other school professionals:

1. Demonstrates ability to be understanding, respectful and inclusive of diverse populations. (CF 3; CF 5)
2. Demonstrates an attitude of reflection and thoughtfulness about professional growth and instruction. (CF1)
3. Demonstrates a commitment to literacy, inquiry, and reflection. (CF 1; CF 4)
4. Practices ethical behavior and intellectual honesty. (CF 3)
5. Demonstrates thoughtfulness in communication and an awareness and appreciation of varying voices. (CF 3)
6. Demonstrates a commitment to adapting instruction or programs to meet the needs of diverse learners. (CF 5)
7. Demonstrates knowledge of second language acquisition and a commitment to adapting instruction or programs to meet the needs of culturally and linguistically diverse learners. (CF 3; CF 5)
8. Leads diverse learners to higher level thinking in cognitive, affective and/or psychomotor domains. (CF 5)
9. Uses assessment as a tool to evaluate learning and improve instruction for all learners. (CF 4)
10. Demonstrates a commitment to using technology to create an authentic learning environment that promotes problem-solving and decision making for diverse learners. (CF 2)

Evidence of the dispositions and diversity proficiencies listed above must be posted to TK20 before the end of this course in order to receive a grade.

Course Assignments:

READ 5307 is a graduate reading class that uses an online practicum format and is taught in an integrated manner. You will be involved in assessing the reading, writing, and spelling of a student who struggles with literacy. Once the assessment is complete, you will plan and implement strategies for improving the reading and writing skills of the students and complete a case study. Below is a description of the course assignments. **Some aspects of these assignments have completions expectation rather than graded expectations.**

1. **Literature Autobiography (20 points)**—You will post a video and/or PPT to Blackboard by **Wednesday, January 24th** at midnight to introduce yourself as told through pieces of literature—how does/has literature define(d) you as a person and as a literacy educator? Identify factors that contributed to your reading success, or factors that made reading difficult for you. 5-8 minutes will be sufficient.
2. **Definition and Position paper (10 points)**—Write a short, one-paragraph definition of literacy intervention and explain why this perspective is important for today's learners and teachers. **Due with week 2 module work.**
3. **Case Study Introduction chapter: Literacy Intervention Plan Academic paper (150 points)**-- This paper should be double-spaced, 3 to 4 pages, with references in APA style format. **Due Week 6, 2/23-2/25**. Students will incorporate the following items in this paper: **A separate detailed handout about this assignment will be posted on Blackboard.*
 - Overview of Perspectives (20 points): Present national perspective on literacy intervention, state perspective on literacy, and local perspectives (if applicable)
 - Literature Review on Literacy Intervention (100 points): Incorporate *at least* three reviews of journal articles into your perspective paper regarding approaches to literacy intervention (What do we know works based on research?). One of these articles must be an additional source besides the required textbook or readings done in class (But you will include and reference course materials/articles). The review should provide an overview of each article individually including highlights of the most interesting/controversial features of the articles; and a discussion/ interpretation as a whole (collectively what can be inferred from the articles about intervention).
 - Personal Perspective/stance (20 points): Make a stance for an approach from the literature review that you will use in one of the intervention plans. Why do you connect to this stance? Validate opinions with factual knowledge and/or theories of learning. Connect to the perspectives of national, state, and local. Finally, pose a research question to connect with the intervention plan. What do you want to find out by designing and implementing the intervention plan?
 - Include a 3 week general overview/outline of the intervention plan you will design for each student. What will you plan be for each week?
 - You must use APA style in your papers when quoting the author(s) and citing references (10 points).

You can refer to the sites below for guidance:

- 1) <http://apastyle.apa.org/>
- 2) <http://owl.english.purdue.edu/owl/resource/560/01/>
- 3) <http://www.liu.edu/cwis/CWP/library/workshop/citapa.htm>

Please note that you are **not required** to include a title page and an abstract with your paper (which is common in APA style papers).

4. **Online Discussions Participant (10/ 12 graded Discussions * 25 points each= 250)--** You will discuss course readings once a week in an online format on the discussion board in Blackboard. See Bb for more information.

For each week, there will be posted readings and assignments for which all students will be responsible. Lesson work will include the following:

- Assigned discussions to which students must post an in-depth analysis
- Close reading of all postings by members of group
- Thoughtful responses to at least two of your classmates' posts
- 1st posting (which is your own reflection/posting to the reading) will be due on Friday 11:59pm
- 2nd and 3rd posting (which is your response to two of your classmates and should include a question) will be due by the following Wednesday 11:59pm)
- It is important that you visit the discussion board for the week frequently. Posting on Friday and responding to two classmates and **never visiting the discussion board again is NOT ACCEPTABLE**. Sometimes, I see classmates, the DL, or me asking a student a question yet that questions never gets answered by the students. The discussion board is interactive and is not limited to just posting 3 messages and never coming back to it again.
- Role of discussion leader (DL) -Each lesson will have an assigned leader who will facilitate the conversation. If you are DL that week, you will not be graded as a discussion participant that week.

5. **Online Discussion Leader (75 pts x 2=125 Points)--** At the beginning of the session, the professor will assign the role: The *discussion leader* will moderate the discussion. He/she will keep the discussion going, turn to the group for questions or comments, notice who wishes to speak and help ensure that everyone's voice is heard, etc. There two weeks during the semester you will be a DL. The week you are DL you are exempt from the Discussion participant grade. If the group seems confused, they will ask the DL for clarification. *The DL role is worth 125 points.* See Bb for more information.

6. **Field Experience —***Certification standards require the practicum experience to log 160 clock hours of designed intervention with diverse student population.* This course will begin the process of documenting hours. Upon completion of this course, you will have 50+ documented hours of literacy intervention and/or observation. The remaining 110 hours will be designed into future courses in the Masters of Reading program.

- **Location:** (for Texas SHSU students seeking reading specialist certification) *Certification standards require you to conduct your intervention in a public or TEA approved school and in a variety of settings.* The professor will confirm that your location is appropriate and will be glad to consult with you on selecting locations. Confirmation of both student and location must be given before intervention session can be conducted.

Below are some scenarios for you to identify with regarding field experience:

If seeking Reading Specialist Certification:

- If you have designated in our Reading Masters program that you will be seeking Reading Specialist certification AND are a Texas certified teacher, the field hours must be in a public school or TEA approved school.
- You will select a site-mentor (either a reading specialist or your principal) to support you during these hours.
- You will work with a small group of elementary K-6 students at the TEA site (minimum 2). It is most helpful for students to be needing intervention.
- You can work within school hours with these students or you can form an after school session.

If not a Texas educator and/or not seeking to sit for the Reading Specialist exam:

- The only requirement for field experience is that you have access to at least two elementary level students. It is most helpful for students to be needing intervention.
- If you are not sitting for the Reading specialist certification, location can be at a neutral location such as a public library. Your home is not preferred or recommended for liability reasons.
- All course assignments and intervention activities still apply.

Suggested options:

- Reaching out to a local school in your district to see about making connections with students.
- Maybe a YMCA summer program
- Church
- Day cares (usually for elementary aged students) and you might inquire if a parent needs assistance. There might be a way to work with the student through the day care.

Clock hours/Intervention Plans: You will be working with two students for 13 weeks for a minimum of 30 hours of one-on-one intervention. Both students should be within grades kindergarten through 6th grade. You will select one student to focus on reading intervention (Student A) and the other student will be selected for writing intervention (Student B).

- Based on assessments, you will develop 6 weekly intervention plans, one per student per week **30 points x 4 plans = 120 points total (15pts per student)**. Each weekly plan will be for 1 ½ hours of interventions per student. The time does not need to be all in one sitting. It can be spread out over the week. Each weekly intervention plan will end with a reflection.

All field experience starts on a Monday and must end by that Friday of the same week.

Below are the clock-hour expectations:

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|--|-------------|
| • Field Experience week 4 (FEW4- February 5 th -9 th) | |
| Getting to know you Interview (30 min per std.) | Total: 1hr |
| • FEW 5- Pre-Assessments (1 ½ hr per std.) | Total: 3hr |
| • FEW 6/Continue Pre-assessments (1 ½ hr per std.) | Total: 3hrs |
| • FEW 7/ No field experience | |
| • FEW 8/Intervention Plan 1 (1 ½ hr per std.) | Total: 3hrs |
| • FEW 9/Intervention Plan 2 (1 ½ hr per std.) | Total: 3hrs |

• FEW 10/Intervention Plan 3 (1 ½ hr per std.)	Total: 3hrs
• FEW 11/Intervention Plan 4 (1 ½ hr per std.)	Total: 3hrs
• FEW 12/Post-Assessments (1 ½ hr per std.)	Total: 3hrs
• FEW 13 Post-Assessments continued (1 ½ hr per std.)	Total: 3hrs
• FEW 14 No Field Experience/Catch up	
• FEW 15/Summative parent conference (15 min per std's parents)	Total: 30min

Course Intervention Clock hours total: 31.5 hours

Clock hours/Independent Observations: In addition to the 31.5 hours of intervention practicum hours, you will also log in a minimum of 19.5 independent observation hours. These observation hours will be selected from a list of activities to observe in a school setting. It will be available on Bb.

You will need to log your intervention hours with your student and have the Field-Supervisor/parent/guardian of that student validate hours. Hours will be logged via TK20

Videos observations (75 points) — *Certification standards require 135 minutes of intervention observation by the field supervisor during the practicum.* This course will begin the process of documenting minutes. Upon completion of this course, you will have 68 documented minutes observed by the field supervisor. The remaining 68 minutes will be observed during READ 5308 Practicum II- Secondary Population. **All 160 clock hours and 135 minutes of observations must be documented upon completion of the program to sit for the reading specialist certification.**

Video submissions: A 15-minute videos is required to be submitted to document administration of one or more of the assessment give to the students. Additionally, four 15-minute video are required to be submitted *of intervention* as documentation of professional practices to observe (**5 total intervention videos x 15 points each**). These videos may be any instructional part of the intervention session with the student. All videos will be reviewed and at least 3 will be given official written feedback and include one virtual conference with the professor during the 6 week intervention session. You will upload these videos to Blackboard. See directions on uploading YouTube videos in the document section of Blackboard. Below are the video observation expectations:

Videos are always due between Friday and Sunday night on Bb

- FEW 5 –Video #1 Assessment observation-
15min/ 1 student A Total: 12-15 minutes
 - FEW 8- Video #2 Intervention observation- Readers Response
15min/ 1 student A Total: 15 minutes
 - FEW 10 Video #3 Intervention observation- Writing Intervention
15min/ 1 student B Total: 15 minutes
 - FEW 11 Video #4 Intervention observation- Word Study
15min/ 1 student B Total: 15 minutes
 - FEW 11- Video #5 Intervention observation- Guided Instruction
15min/ 1 student A Total: 15 minutes
- Additional video upload:
- FEW 15 Video #6 Culminating parent conference- 15 min/ 1 student
(points included with the case study points) Total: 15 minutes

7. **Case Study (100 points per student= 200 pts total)** —You will gather background information, administer literacy assessments, interpret assessment results, determine strengths and weaknesses, and use and recommend instructional strategies for each student. There will be a case study for both students. The case study will include the following sections: Contextual Factors, Formative Assessment Analysis, Design for Instruction, Analysis of Student learning, Reflection. See Bb for more specific instruction (points may be adjusted during the semester). You will need to become familiar the Genius Scan App for smart phones!

Assignments due between Friday and Sunday night on Bb

Case study Components:

Intro: Literacy Intervention Academic paper	Due Wk 6 2/23-2/25
Part 1: Contextual Factors Analysis (Getting to Know Your students)	Due Wk 5 2/16-2/18
Part 2: Formative Assessment Analysis (Pre assessments)	Due Wk 7 3/2-3/4
Part 3: Design for Instruction Analysis (Summary of 3 intervention plans)	Due Wk 14 4/27-4/29
Part 4: Analysis of Student Learning (Post assessments)	Due Wk 14 4/27-4/29
Part 5: Reflection on Instruction and Discussion of Case Questions	Due Wk 15 5/4-5/6
Your case study will be uploaded to Blackboard and TK20	Due Dec 4-6th

8. **Dyslexia Assignment 75 points**– You will be presented with scenarios involving different situations regarding dyslexia. These scenarios will cover misconceptions of dyslexia, strategies and concepts to use with dyslexic students, and the importance of early identification and you will address them as a literacy leader in your school. Due Wk 10 3/30-5/1
9. **Writing Project 75 points**- TBA Due Wk 12 4/13-4/15

Course Assignments/Grading Summary:

All assignments must be completed and are due on the designated dates on Blackboard.

Points are assigned as followed:

Literature Autobiography	20 pts
Definition and Position	10 pts
Online Discussions 10 out of 12 discussions	25pts each 250 pts
Online Discussion Leader- DL two times	75pts each 125 pts
Literacy Intervention	
Perspective Academic paper	150 x2= 300pts
Intervention Plans/Field Experience	
4 weekly intervention plans x 30 pts each (15pts per student)	120 pts
Videos and Reflections(6 x 15 pts)	90 pts
4 intervention videos plus 2 assessment video	
**Case Study	250 x 2 for both students = 500pts
Intro: The Literacy Intervention Perspective Paper (Literature Review)	
Part 1: Contextual Factors Analysis (Getting to Know Your students)	10 pts
Part 2: Formative Assessment Analysis (Pre assessments)	
4 main assessments X 25=	100 pts
Part 3: Design for Instruction Analysis (Summary of 4 intervention plans)	
(graded outside of case study as the weekly intervention plans)	
Part 4: Analysis of Student Learning (Post assessments)	
4 main assessments X 25=	100 pts
Part 5: Reflection on Instruction and Discussion of Case Questions	40points
Dyslexia Assignment	75 pts
Writing Project	75 pts

Total: 1565

A= 1565-1408 B= 1407-1252 C=1251-1095

Note: Making below a B is grounds for suspension or removal from the program.

****TK20 Requirement -20 if not uploaded on time Full case study report and log hour sheet**

The Conceptual Framework and Model

The COE Conceptual Framework establishes the shared vision of the college in preparing educators to work with P-12 students through programs dedicated to collaboration in instruction, field experience, and research, the candidates in Sam Houston State University's Educator Preparation Programs acquire the knowledge, dispositions, and skills necessary to create a positive learning environment preparing educators to work with P-12 students. Employing a variety of technologies, candidates learn to plan, implement, assess, and modify instruction to meet the needs of diverse learners. The Conceptual Framework (CF) incorporates five (5) indicators throughout the framework that serve to identify areas tied to course work where there is evidence of Conceptual Framework and goals assessment. The five indicators are: Knowledge Base (CF1), Technological Learning Environment (CF2), Communication (CF3), Assessment (CF4), and Effective Field Experience with Diverse Learners (CF5)

Web address for IRA standards: <http://www.reading.org/general/currentresearch/Standards.aspx>

Web address for State standards: <http://www.tea.state.tx.us/index2.aspx?id=5938>

Objective Matrix and correlation to standards

Objectives/Learning Outcomes	Field Based Activities	Performance Assessment	Standards <ul style="list-style-type: none"> Texas Reading IRA Conceptual Framework Dispositions/ Diversity Proficiencies (DDP)
Demonstrate knowledge of multiple causes of reading/writing difficulties.	Conduct individual or group inquiry on topic related to a cause of literacy problems.	Online Discussions Dyslexia Assignment	<u>2.8k</u> <u>1.1</u> CF 1
Demonstrate knowledge of reciprocal nature of assessment & instruction	Conduct assessment profile on a child with accompanying instructional recommendations	Written case study Intervention Plans	<u>2.1k, 2.1s</u> <u>3.3</u> CF 1, 4
Demonstrate knowledge of test terminology, advantages/limitations and characteristics of assessment tools	Examine and evaluate test materials	Written case study Appropriate text selection for use with student DDPs	<u>2.3k, 2.3s, 2.4k, 2.4s,</u> <u>2.5k, 2.6k</u> <u>3.1</u> CF 1, 4 DDP 9
Select, administer and evaluate appropriate assessment tools to identify literacy difficulties and inform instructional decision.	Administer and evaluate complete assessment profile on a child. Write complete assessment summaries	Written case study DDPs	<u>2.3s, 2.5s,</u> <u>3.2</u> CF 1, 4 DDP 6
Use assessment results to plan appropriate instructional programs and select appropriate instructional materials	Write instructional plans for two students tested to include teaching/learning strategies and an array of teaching and supplementary reading materials	Individual Intervention Plans Written case study DDPs	<u>1.23s, 1.30s 1.34s,</u> <u>2.4s, 2.20k</u> <u>3.3, 2.1, 2.2</u> CF 1, CF 4 DDP 9
Communicate the results and implications of assessments given to all stakeholders	Communicate with teachers via oral and/or written reports	Written case study Videoconference DDPs	<u>1.50s 2.6s,</u> <u>1.3, 4.2</u> CF3 DDP 5

	Communicate with child's parent(s) via planned parent conferences		
Demonstrate an understanding of characteristics of dyslexia and assessment strategies for identifying this disability	Respond to case study questions about dyslexia	Passing grade on Dyslexia assignment Online Discussions DDPs	<u>3.7k – 3.9k, 3.6s – 3.7s</u> 1.1 <i>CF 1, 4</i> <i>DDP 5</i>
Demonstrate an understanding of instructional alternatives for assisting students with dyslexia and other extreme reading disabilities	Demonstrate alternative learning strategies for class demonstration Write instructional plans for students with dyslexia	Online Discussion Dyslexia Assignment Intervention Plans Written Case study DDPs	<u>3.10k, 3.11k</u> <u>3.8s, 3.10s</u> 3.3 <i>CF 1, 2, 4</i> <i>DDP 6</i>
Evaluates students considering characteristics and effects of culture and environment; effects of diversity	Administer and evaluate complete assessment profile on a child	Written Case Study DDPs	<i>CF 5</i> <i>DDP 1</i>
Uses strategies that are responsive to diverse backgrounds for programming and placement	Includes strategies to meet the needs of children from diverse backgrounds	Written Case Study DDPs	<i>CF 5</i> <i>DDP 6</i>