

## Defining Dyslexia Syllabus

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**Required Texts:** *Overcoming Dyslexia*, Sally Shaywitz

### **Description:**

In this four-week (25+ hours) class participants will be introduced to what dyslexia is and what isn't. An overview of the what the current research has revealed about dyslexia will be discussed and how this research supports a structured literacy approach to teaching reading and spelling to struggling students. Appropriate accommodations available to students with dyslexia will be identified.

Participants will be given opportunities to engage and discuss simulations of dyslexia and how those experiences impact their instruction and understanding. All class discussions and live webinars will be monitored and moderated by the instructors.

### **Goals:**

Participants will be able to define what dyslexia is and what it isn't.

Participants will be able to identify what appropriate interventions should include.

Participants will be able to explain how the current research supports a structured literacy approach.

Participants will be able to identify appropriate accommodations.

### **Requirements:**

Participants will be expected to complete the assigned readings.

Participants will be expected to view instructional videos.

Participants will be expected to complete assignments.

Participants will be expected to participate in board discussions.

### **Evaluation:**

Participants will complete weekly quizzes.

Participants will also be evaluated on their participation on the discussion boards and completion of all class assignments.

# DYSLEXIA

## **Graduate Level Extension Credits - Optional**

Participants have the option to register for 2 Graduate Level Extension Credits through the University of San Diego (USD). Directions for registering for graduate level extension credits and all requirements will be provided in a discussion post on the class website. A separate fee is paid by the participant directly to USD for these credits.

## **Week One – What is Dyslexia**

- Complete pretest
- Participate in reading simulation
- What is Dyslexia Video, Part I
- Overcoming Dyslexia, Chapters 1-4 & 7
- Participate on discussion boards with instructors and class participants

## **Week Two – Symptoms and Diagnosing**

- Participate in writing simulation
- Continue Reading *Overcoming Dyslexia*: Chapters 9, 10, 12 & 13
- Actively participate on discussion boards with instructors and class participants

## **Week Three – Intervention and Remediation**

- Remediation Overview
- Read *Overcoming Dyslexia*: Chapters 16, 17 & 18
- Actively participate on discussion boards with instructors and class participants

## **Week Four – Accommodations and AT**

- Watch instructor videos about Accommodations and Modifications
- Read *Overcoming Dyslexia*: Chapter 32
- Assistive Technology Tools
- Actively participate on discussion boards with instructors and class participants

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Knowledge and Practice Standards (KPS) for Teachers of Reading Covered in this Course:

<b>Knowledge and Practice Standards for Teachers of Reading Summary Table</b>	
<i>Does Not Include Knowledge and Practice Examples</i>	
<b>Standard I: Foundations of Literacy Acquisition</b>	
1.1	Understand the (5) language processing requirements of proficient reading and writing: phonological, orthographic, semantic, syntactic, discourse.
1.2	Understand that learning to read, for most people, requires explicit instruction.
1.3	Understand the reciprocal relationships among phonemic awareness, decoding, word recognition, spelling, and vocabulary knowledge.
1.4	Identify and explain aspects of cognition and behavior that affect reading and writing development.
1.5	Identify (and explain how) environmental, cultural, and social factors contribute to literacy development.
1.6	Explain major research findings regarding the contribution of linguistic and cognitive factors to the prediction of literacy outcomes.
1.7	Understand the most common intrinsic differences between good and poor readers (i.e., linguistic, cognitive, and neurobiological).
1.8	Know phases in the typical developmental progression of oral language, phoneme awareness, decoding skills, printed word recognition, spelling, reading fluency, reading comprehension, and written expression.
1.9	Understand the changing relationships among the major components of literacy development in accounting for reading achievement.
<b>Standard 2: Knowledge of Diverse Reading Profiles, Including Dyslexia</b>	
2.1	Recognize the tenets of the (2003) IDA definition of dyslexia, or any accepted revisions thereof.
2.2	Know fundamental provisions of federal and state laws that pertain to learning disabilities, including dyslexia and other reading and language disability subtypes.
2.3	Identify the distinguishing characteristics of dyslexia.
2.4	Understand how reading disabilities vary in presentation and degree.
2.5	Understand how and why symptoms of reading difficulty are likely to change over time in response to development and instruction.
<b>Standard 3: Assessment</b>	
3.1	Understand the differences among and purposes for screening, progress-monitoring, diagnostic, and outcome assessments.
3.2	Understand basic principles of test construction and formats (e.g., reliability, validity, criterion, normed).
3.3	Interpret basic statistics commonly utilized in formal and informal assessment.
3.4	Know and utilize in practice well-validated screening tests designed to identify students at risk for reading difficulties.
3.5	Understand/apply the principles of progress-monitoring and reporting with Curriculum-Based Measures (CBMs), including graphing techniques.
3.6	Know and utilize in practice informal diagnostic surveys of phonological and phoneme awareness, decoding skills, oral reading fluency, comprehension, spelling, and writing.
3.7	Know how to read and interpret the most common diagnostic tests used by psychologists, speech-language professionals, and educational evaluators.
3.8	Integrate, summarize, and communicate (orally and in writing) the meaning of educational assessment data for sharing with students, parents, and other teachers.

<b>Standard 4: Structured Literacy Instruction</b>	
<b>Substandard A: Essential Principles and Practices of Structured Literacy Instruction</b>	
4A.1	Understand/apply in practice the general principles and practices of structured language and literacy teaching, including explicit, systematic, cumulative, teacher-directed instruction.
4A.2	Understand/apply in practice the rationale for multisensory and multimodal language-learning techniques.
4A.3	Understand rationale for/Adapt instruction to accommodate individual differences in cognitive, linguistic, sociocultural, and behavioral aspects of learning.
4C.5	Know/apply in practice considerations for adapting instruction for students with weaknesses in working memory, attention, executive function, or processing speed.
4D.1	Know/apply in practice considerations for the role of fluent word-level skills in automatic word reading, oral reading fluency, reading comprehension, and motivation to read.
4D.4	Know/apply in practice considerations for appropriate uses of assistive technology for students with serious limitations in reading fluency.
4G.5	Know/apply in practice considerations for the appropriate uses of assistive technology in written expression.
4G.2	Know/apply in practice considerations for research-based principles for teaching letter formation, both manuscript and cursive.

*The International Dyslexia Association’s (IDA) Knowledge and Practice Standards for Teachers of Reading Coursework is aligned with IDA’s Knowledge and Practice Standards (KPS) for Teachers of Reading. The KPS outline the knowledge and skill that all teachers of reading should possess. Standard 1 addresses foundational concepts, derived from interdisciplinary research, about reading development and reading difficulties. Standard 2 covers knowledge of diverse reading profiles, including dyslexia. Standard 3 pertains to knowledge of assessment. Standard 4 addresses Structured Literacy™ teaching, offering detailed guidance with regard to the nature of effective instruction in each major domain (phonological sensitivity and phoneme awareness; phonics and word recognition; reading fluency; vocabulary; listening and reading comprehension; and written expression). Standard 4 also offers guidance regarding expectations for teachers engaged in field work or practicum (e.g., in interpretation of assessments, planning differentiated instruction, lesson design, corrective feedback, and so forth). Standard 5 delineates ethical standards for the profession. A copy of the KPS can be found here: <https://app.box.com/s/21qdk2k1p3bnaqdfz1xy0v98j5yt11wk>.*