

## Defining Dyslexia Syllabus

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

### Description:

In this four-week course, participants will be introduced to the signs and symptoms of dyslexia and discuss popular myths. We will discuss what dyslexia is, what it isn't and what the appropriate interventions should include. Participants will be given the opportunity to have in-depth discussions about structured literacy approaches and about the literacy research that supports it for students with dyslexia. While this class is asynchronous, it is also taught by a seasoned instructor, so you will have the opportunity to have your questions answered while also building a community with other participants. You will be given many opportunities to engage and discuss simulations.

### Topics Covered:

- What Dyslexia is and what it isn't.
- What an appropriate intervention includes.
- A discussion about the current research that supports a structured literacy approach.
- A discussion about appropriate accommodations.

### Learning Outcomes:

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

Participants will be able to identify at least three components of what an appropriate intervention should include for a student with dyslexia.

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

Participants will be able to identify at least 3 appropriate accommodations for students with dyslexia.

### 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 complete and pass weekly quizzes.

Participants will be expected to participate in discussion boards.

**Accommodations:**

The Dyslexia Training Institute (DTI) is committed to making reasonable accommodations to assist individuals with disabilities. If you have a disability which may impact your performance, attendance, or grades in this course and require accommodations please let us know via email at [dyslexiaspec@gmail.com](mailto:dyslexiaspec@gmail.com) prior to the start of the course.

**Evaluation:**

Participants will complete weekly quizzes with a passing grade of 85%. Participants will also be evaluated on their participation on the discussion boards and completion of all class assignments.

**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
- 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

### **Instructors**

**Tracey Christilles** has been a special education teacher for the past thirty-one years. She began her career teaching eighth grade in Maine. She also worked in the New Hampshire public schools for twenty-seven years, in grades kindergarten through fourth before her retirement in 2019. Though she teaches all subject areas, her favorites are reading and writing. She is trained in Orton Gillingham and multiple reading programs, including Wilson, SPIRE, Lindamood Bell, RAVE-O and Project Read. Tracey is certified as a Structured Literacy/Dyslexia Interventionist through the Center for Effective Reading Instruction as well as a Wilson Dyslexia Practitioner. Tracey began working at the Dyslexia Training Institute in March of 2019 as part of the next chapter of her professional career.

Disclosure: Tracey Christilles has no relevant relationships to disclose

**Brittany Martinez** has worked with children in the general education classroom, including English Language Learners, and one-on-one with students with dyslexia. She worked at the San Diego State Children’s Center for four years while getting her Bachelor’s Degree in Liberal Studies. Brittany continued her education and earned a Multiple Subject Teaching Credential to teach Elementary School. She has worked for the Dyslexia Training Institute since April of 2012 and has been trained in Structured Word Inquiry(SWI), the Orton-Gillingham approach(OG), and is a Special Education advocate assisting parents through the IEP and 504 Plan process. Brittany wears many hats at the Dyslexia training institute, including providing one-on-one remediation, teaching online courses, and presents on-site trainings for parents, educators, and private practitioners.

Disclosure: Brittany Martinez has no relevant relationships to disclose

**Kelli Sandman-Hurley, Ed.D.** is the author and founder of the Dyslexia Training Institute. She is a national speaker, advocate and expert witness for students and their families. Dr. Kelli has studied Structured Word Inquiry (SWI), the Orton-Gillingham (OG) approach, Lindamood-Bell, RAVE-O and Read Naturally. She co-created and produced “Dyslexia for a Day: A Simulation of Dyslexia,” as well as writing the well-received books, *Dyslexia Advocate! How to Advocate for a Child with Dyslexia within the Public Education System*, *Dyslexia & Spelling: Making Sense of it All* and *The Adult Side of Dyslexia*.

Dr. Kelli earned a Doctorate in Literacy with a specialization in dyslexia from San Diego State University and the University of San Diego. Her love of language led her to earn an additional MA degree in Linguistics from San Diego State University as well as a TESOL certificate from UC San Diego.

When she is not working, you can find Dr. Kelli spending time with her son, husband, and beloved rescue dog – usually at a baseball game of some sort. If she’s not with them, you can find her on the tennis courts or boarding a plane somewhere.

Disclosure: Kelli Sandman-Hurley has no relevant relationships to disclose

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

<b>Knowledge and Practice Standards for Teachers of Reading</b>	
<b>Summary Table</b>	
<i>Does Not Include Knowledge and Practice Examples</i>	
<b>Standard 1: 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/21gdk2k1p3bnaqdfz1xy0v98j5vtl1wk>.*