EDUC 678  Dyslexia and Related Disabilities: Theories, Screening Procedures, and Teaching Strategies

Course Description: A survey of theories, screening procedures, and teaching strategies to be utilized with students with dyslexia and related disabilities. Current research, specific characteristics, multisensory strategies, and management techniques will be discussed and applied; three hours credit.

Prerequisites: Graduate Standing

Conceptual Framework Statement: Overview: The Conceptual Framework provides direction for the development of effective professionals. Diversity is an integral part of each component, and Technology is emphasized throughout all programs in the educational unit. The Conceptual Framework is a living document that continuously evolves as opportunities and challenges emerge.

Components of the COEHD Conceptual Framework:

Knowledge of Learner: Candidates’ understanding of the learner which is necessary to provide effective and equitable instruction (KL)

Strategies and Methods: Strategies and methods appropriate to each program within the educational unit which are necessary to develop effective professionals (SM)

Content Knowledge: Candidates’ thorough understanding of the content appropriate to the area of specialization (CK)

Professional Standards: Established criteria that guide effective professionals in each discipline area (PS)

Objectives:
1. The student will know history, research, and emerging directions regarding the education of the language disabled pupil (e.g. dyslexia, dysgraphia, dynomia, etc.). (CK)
2. The student will understand the reading process (i.e., text-based, reader-based, and interactive models, cueing systems, integration of language arts) and how it is affected by dyslexia and related disabilities. (CK)
3. The student will understand and apply diverse theories of language differences that relate to the following:
   a. reading
   b. speaking
   c. listening
   d. written language/spelling (CK, PS KL)
4. The student will understand the definition and causes as well as recognize the characteristics of dyslexia and related disabilities. (CK)
5. The student will be able to use multiple data (e.g, tests, checklists, observation, miscue analysis, work samples, anecdotal records, interviews) to screen for dyslexia and related disabilities. (SM, KL)
6. The student will understand and apply laws and policies regarding referrals, assessment, eligibility, and placement. (KL, SM, CK)
7. The student will understand and apply appropriate strategies (i.e., sequenced, cumulative, structured, multisensory, authentic, matched to assessment and objectives) to teach pupils with dyslexia and related disabilities. (SM, CK, KL)
8. The student will understand the structure of the English language and how to use this knowledge to teach dyslexic students. (CK, KL, SM, SBI)
9. The student will understand and use appropriate classroom management strategies (i.e., individualized instruction, grouping) to work with students with dyslexia and related disabilities in the regular classroom. (SM, KL)
10. The student will understand social, emotional, psychological, and familial problems often associated with dyslexia and related disabilities and help families cope. (CK, KL)
11. The student will use technology to meet the needs of students with dyslexia and related disabilities. (CK, SM, KL)
12. The student will respect cultural, linguistic, and ethnic diversity and respond in appropriate ways. (KL, SM, SBI)
13. The student will be a reflective practitioner to improve teaching and learning. (CK, PS, KL, SM)

Course Evaluation: Student performance in this course will be evaluated through a combination of exams and projects. Each instructor reserves the right to establish additional methods of evaluation.
Writing Style: All written work must be completed in APA style unless otherwise noted.

**Passport Requirements:**

**Field Experiences:** As you complete field experiences, you are required to enter them into Passport on a weekly basis. Do not wait until the end of the semester. It is your responsibility to collect student data as appropriate during field experiences.

**Professional Development Activities:** As you complete any professional development activity, you are required to enter it into Passport.

**Artifacts:** Teacher candidates are required to upload portfolio specified artifacts and/or any other artifact required by the instructor.

---

**Reference List**

**Texts:**


**Other Books:**


Journals:
- Annals of Dyslexia
- Perspectives
- LABIDA Journal
- Journal of Adolescent and Adult Literacy
- The Reading Teacher
- Reading Research Quarterly
- Journal of Learning Disabilities

Examples of websites:
- [www.interdys.org](http://www.interdys.org)
- [www.nichd.gov](http://www.nichd.gov)