**Dyslexia Course Enhancement Modules**

**Outline**

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| --- | --- | --- | --- |
|  | **All Educators** | **Reading Teachers (Gen Ed)** | **Interventionists** |
| **Module 1: Definition, History, and Manifestations** |  |  |  |
| **Intro to Dyslexia** |  |  |  |
| Visual origin myths | X | X | X |
| Relationship between spoken and written language | X | X | X |
| Prevalence of dyslexia and reading difficulties | X | X | X |
| Decoding Dyslexia | X | X | X |
| **History of Dyslexia** |  | X | X |
| Dyslexia History Overview |  | X | X |
| Dyslexia History In-depth |  |  | X |
| Learning Disability History Overview |  | X | X |
| Learning Disability Construct In-Depth |  |  | X |
| **Definition** |  |  |  |
| LD (NJCLD) |  | X | X |
| DSM-5 |  | X | X |
| IDEA Policy | X | X | X |
| IDA | X | X | X |
| **Dyslexia and Brain** |  | X | X |
| Cognitive Processes (overview) | X | X | X |
| Cognitive Processes (in-depth) |  |  | X |
| Neural processing reading and dyslexia (overview) |  | X | X |
| Neural processing for reading and dyslexia (in depth) |  |  | X |
| Cumulative risk and resilience model |  | X | X |
| **Manifestations** |  |  |  |
| Manifestations Overview | X | X | X |
| Manifestations by grade – level | X | X | X |
| Manifestations across settings | X | X | X |
| Profiles in depth (with assessment data?) |  |  | X |
| **Module 2: Instruction, Intervention, & Accommodations** |  |  |  |
| **Literacy Instruction Overview** |  | X | X |
| Content for effective instruction (overview) |  | X | X |
| Practices for effective Reading Instruction for Dyslexia |  | x | X |
| Instruction: Myths/Facts |  | X | X |
| Multisensory Instruction |  | X | X |
| **Intensive Intervention** |  | X | X |
| Content |  | X | X |
| Purpose |  | X | X |
| Explicit, Systematic, Intensive |  | X | X |
| Data-based Individualization |  | X | X |
| Individualized Education Program (IEP) |  | X | X |
| **Intensive Intervention in Reading** |  |  | X |
| Reading (word-level) |  |  | X |
| Reading (text-level) (Fluency, SRSD, etc.) |  |  | X |
| Writing (transcription: handwriting & spelling) |  |  | X |
| Writing (Composition) (sentence comb., etc.) |  |  | X |
| Individualized Education Program (IEP) |  |  |  |
| **Accommodations** |  |  |  |
| Purpose | X | X | X |
| Common Myths | X | X | X |
| Federal Policy | X | X | X |
| Accommodations vs. Modification | X | X | X |
| **Resources** |  |  |  |
| General resources (Hub, etc.) | X | X | X |
| Professional Organizations |  | X | X |
| State/District Reading plans, etc. |  |  | X |
| **Module 3 Assessment & Identification** |  |  |  |
| **Assessment** |  |  |  |
| Uses |  | X | X |
| Screening |  | X | X |
| Diagnostic Assessment |  | X | X |
| Progress Monitoring |  | X | X |
| Data-Based Individualization |  | X | X |
| **Process of Identification** |  | X | X |
| Myths |  | X | X |
| IDEA Specific Learning Disability |  | X | X |
| Response to Intervention |  | X | X |
| Pattern of strengths and weaknesses |  | X | X |
| Right to evaluation |  | X | X |
| **Individualized Education Program** |  |  |  |
| Assessment and evaluation |  | X | X |
| IEP Team |  | X | X |
| IEP Goals |  | X | X |