**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 |