UNC

UNIVERSITY OF NORTHERN COLORADO

Extended Campus

College of Education & Behavioral Sciences
School of Special Education

EDSE 513

Dyslexia: What ALL Teachers Need to Know

MODULE DESCRIPTION:
This module will discuss dyslexia and will provide tools and guidelines on how to assess for dyslexia. The module will align with the state laws and legislation around dyslexia as well as provide a brief introduction into effective instruction.

PREREQUISITES:
None

PROFESSIONAL STANDARDS MET:
CDE Elementary Education Literacy Standards
4.02(4) The elementary educator is knowledgeable about assessment and is able to:
a) effectively administer a wide variety of ongoing formal and informal assessments that are developmentally appropriate, responsive to the needs of diverse learners and inclusive of adopted content standards.
(b) effectively utilize assessment results and related data to plan for appropriate student instruction.
(c)
(d) effectively communicate with students, parents and other professionals concerning assessments and student performance.
4.02(7) The elementary educator is knowledgeable about the administration and interpretation of assessments for planning instruction, including:
 (a) understanding the differences among screening, diagnostic, outcome and progress monitoring assessments.
(b) understanding basic principles of test construction including reliability, validity, norm-referencing and criterion-referencing.
(c) understanding the principles of progress monitoring and the use of graphs to indicate progress
(d) knowing the range of skills typically assessed in terms of phonological skills, decoding skills, oral reading skills, spelling and writing.
(e) recognizing the content and purposes of the most common diagnostic tests used by psychologists and educational evaluators.
(f) interpreting measures of reading comprehension and written expression to make appropriate instructional recommendations.

4.02(5) The elementary educator is highly knowledgeable about literacy development, is able to develop oral and written learning, as well as:
(a) understand and explain the language processing requirements of proficient reading and writing

including phonological (speech sound) processing; orthographic (print) processing; semantic (meaning) processing; syntactic (sentence level) processing; discourse (connected text level) processing.
(b) understand and explain other aspects of cognition and behavior that affect reading and writing including attention, executive function, memory, processing speed and graphomotor control.
(c) define and identify environmental, cultural and social factors that contribute to literacy development (e.g., language spoken at home, language and literacy experiences, cultural values).
(d) know and identify phases in the typical developmental progression of oral language (semantic, syntactic, pragmatic); phonological skill; printed word recognition; spelling; reading fluency; reading comprehension; and written expression.
(e) understand and explain the known causal relationship among phonological skill, phonic decoding, spelling, accurate and automatic word recognition, text reading fluency, background knowledge, verbal reasoning skill, vocabulary, reading comprehension and writing.
(f) know and explain how the relationships among the major components of literacy development change with reading development (i.e., changes in oral language, including phonological awareness; phonics and word recognition; spelling; reading and writing fluency; vocabulary; reading comprehension skills and strategies; written expression).
(g) know reasonable goals and expectations for learners at various stages of reading and writing development.
Additional?
4.02(2)(c) recognize and display respect for family, culture, economic and societal influences that affect students' learning and academic progress and draw upon their strengths and experiences in planning for instruction.
4.02(2)(d) effectively articulate the elements of and rationale for the instructional program to students, parents and other professionals.

GOALS AND OBJECTIVES OF THE COURSE

Explain what dyslexia is and why it is important to assess for dyslexia

1. Define dyslexia
2. Identify characteristics of dyslexia
3. Identify common co-morbidities
4. Identify similarities and differences in identifying dyslexia in English Learners
5. Understand federal and state legislation focused on reading and/or dyslexia

Identify and understand the use of assessments

1. Identify the types of assessments through the MTSS process
2. Understand basic concepts of test construction
3. Explain and choose appropriate screeners for dyslexia
4. Identify the difference between a screener and a comprehensive evaluation
5. Identify basic principles of progress monitoring
6. Identify assessments commonly used to identify dyslexia
7. Identify SLD requirements for special education eligibility
8. Read and interpret assessment data

Identify various supports for students with dyslexia

1. Identify what is meant by Science of Reading and how that relates to dyslexia
2. Explain what effective interventions for students with dyslexia look like
3. Identify parent supports available

CONTENT OF THE COURSE:
1. The State of Reading and the Assessment Concepts Guiding it
2. What is Dyslexia?
3. Screening for Dyslexia
4. Progress Monitoring
5. Comprehensive Assessment
6. English Learners and Dyslexia
7. School-Based Supports and Reading Interventions
8. Parent Advocacy

COURSE REQUIREMENTS:
Quizzes and Final
This module contains multiple choice quizzes and a final based off the materials within each unit.

Expectations	Points
Multiple Choice Quizzes Each Unit	*10 each*
Final Multiple-Choice Test	*50*
Total Points	*120*

GRADING CRITERIA

Grading is Pass/Fail. A final grade of 80% or higher is needed to receive a passing grade.

REQUIRED READINGS:
The Electronic Readings will be provided in each unit. The readings come from the following sources:

Colorado Department of Education (2020). Colorado Dyslexia Handbook, Retrieved from:
https://www.cde.state.co.us/coloradoliteracy/dyslexia

Linan-Thompson, S. (2014). Understanding the needs of English learners with dyslexia: Issues in Assessment and Instruction. *Perspectives on Language and Literacy*. Retrieved from:
http://www.onlinedigeditions.com/publication/?m=13959&i=229791&p=18&ver=html5

Lindstrom, J. H. (2019). Dyslexia in the schools: Assessment and identification. *Teaching Exceptional Children, 51*(3), 189-200. Retrieved from:
https://journals.sagepub.com/doi/pdf/10.1177/0040059918763712?casa_token=gaI2xrsF4P8AAAAA:cBn3l8sYrlmcoD4fdN3H80dxwHeSjO0Kl4_M1d_xMr2yglqTGcjgNeekMq6BWRY2HdRREteCqIrx

National Center on Response to Intervention (January 2013). *Progress Monitoring Brief #3: Common Progress Monitoring Graph Omissions: Making Instructional Decisions.* Washington, DC: U.S. Department of Education, Office of Special Education Programs, National Center on Response to Intervention. Retrieved from:
https://files.eric.ed.gov/fulltext/ED578046.pdf

UNC POLICIES
Disability Resource Center:
It is the policy and practice of the University of Northern Colorado to create inclusive learning environments. If there are aspects of the instruction or design of this course that present barriers to your inclusion or to an accurate assessment of your achievement (e.g. time-limited exams, inaccessible web content, use of videos

without captions), please communicate this with your professor and contact Disability Resource Center (DRC) to request accommodations. Office: (970) 351-2289, Michener Library L-80. Students can learn more here: www.unco.edu/disability-resource-center

Food Insecurity and Basic Needs

Research shows that college students experience food insecurity at higher rates than the American household rate, and that food insecurity can negatively impact academic performance and persistence. In recognition of this problem, UNC offers assistance to students facing food insecurity through an on- campus food pantry. The Bear Pantry is located in University Center 2166A and is open for regular hours throughout the semester. Please visitwww.unco.edu/bear-pantry for more information.

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is also urged to contact Student Outreach and Support (SOS) for assistance. SOS can assist students during difficult circumstances which may include medical, mental health, personal or family crisis, illness or injury. SOS can be reached at sos@unco.edu or via phone at 970-351-2796.

Academic Integrity

You are expected to practice academic honesty in every aspect of this course. Students who engage in academic misconduct are subject to grading consequences with regard to this course and/or university disciplinary procedures through the Office of Community Standards and Conflict Resolution.

Title IX

The University of Northern Colorado is committed to providing a safe learning environment for all students that is free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these incidents, know that you are not alone. UNC has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

Please be aware all UNC faculty and most staff members are "responsible employees," which means that if you tell a faculty member about a situation involving sexual harassment, sexual assault, dating violence, domestic violence, or stalking, they must share that information with the Title IX Coordinator, Larry Loften. Larry or a trained staff member in the Office of Institutional Equity and Compliance (OIEC) will contact you to let you know about accommodations and support services at UNC as well as your options for pursuing a process to hold accountable the person who harmed you. You are not required to speak with OIEC staff regarding the incident; your participation in OIEC processes are entirely voluntary.

If you do not want the Title IX Coordinator notified, instead of disclosing this information to your instructor, you can speak confidentially with the following people on campus and in the community. They can connect you with support services and help explore your options now, or in the future.
- UNC's Assault Survivors Advocacy Program (ASAP): 24 Hr. Hotline 970-35-4040 or www.unco.edu/asap
- UNC Counseling Center: 970-351-2496 or www.unco.edu/counseling
- UNC Psychological Services: 970-351-1645 or www.unco.edu/cebs/psych_clinic

If you are a survivor or someone concerned about a survivor, or if you would like to learn more about sexual misconduct or report an incident, please visit www.unco.edu/sexual-misconduct or contact the Office of Institutional Equity and Compliance (970-351-4899). OIEC is located on the third floor of the University Center in room 3060.

Equity and Inclusion Statement

The University of Northern Colorado embraces the diversity of students, faculty, and staff, honors the inherent

dignity of each individual, and welcomes their unique perspectives, behaviors, and world views. In this course, people of all races, religions, national origins, sexual orientations, ethnicities, genders and gender identities, cognitive, physical, and behavioral abilities, socioeconomic backgrounds, regions, immigrant statuses, military or veteran statuses, size and/or shapes are strongly encouraged to share their rich array of perspectives and experiences. Course content and campus discussions will heighten your awareness to each other's individual and intersecting identities. If you would like to report an incident or learn more about identity-based discrimination/harassment, please visitwww.unco.edu/institutional-equity-compliance

Schedule

Unit	Readings	Assignments
Unit 1 The State of Reading - Reading Scores and Laws and Legislation	CDE Dyslexia Handbook Chapters 1 and 8	Reading and watch content Complete Quiz
Unit 2 What is Dyslexia?	CDE Dyslexia handbook Chapters 2 and 7	Reading and watch content Complete Quiz
Unit 3 Screening for Dyslexia	CDE Dyslexia handbook chapter 3	Reading and watch content Complete Quiz

Unit 5 Progress Monitoring	Reading: Common Progress Monitoring Graph Omissions -National Center of Response to Intervention	Reading and watch content Complete Quiz
Unit 6 Comprehensive Assessment		Reading and watch content Complete Quiz
Unit 8 ELs and Dyslexia	Understanding the Needs of English Learners with Dyslexia -Linan- Thompson	Reading and watch content Complete Quiz
Unit 9 School Based Supports and Reading Interventions	CDE Dyslexia Handbook Chapters 4 and 6	Reading and watch content Complete Quiz
Unit 8 Parent/Family Advocacy	CDE Dyslexia Handbook Chapter 5	Reading and watch content
Final Exam (found in unit 8)		Take Final Exam