



TEXAS A&M UNIVERSITY SAN ANTONIO

EDRG 5350 Dyslexia and Reading Differences

A. COURSE DESCRIPTION:

This course emphasizes the literacy demands of students who struggle with learning to decode written language. Attention will be given to the characteristics, evaluation, identification, intervention, and laws regarding dyslexia and related disabilities and differences. These diagnoses include: hyperlexia, dysgraphia, and attention deficit disorder. Appropriate instructional practices such as multisensory and multimodal teaching strategies will be explored and best practices within reading intervention promoted.

B. MAJOR COURSE REQUIREMENTS:

1. Develop appropriate multi-sensory teaching strategies activities
2. Create a public service announcement on dyslexia or a related disability
3. Interview a dyslexic child or adult and synthesize the results
4. Assess a dyslexic student and report the findings

C. LEARNING OBJECTIVES:

Upon completion of this course students will be able to:

1. Articulate the definition of dyslexia and provide causes, symptoms, and characteristics
2. Determine the various ways dyslexia can have an effect on diverse learners
3. Assist individuals who have dyslexia in improving their literacy skills
4. Advocate for individuals with dyslexia
5. Learn appropriate testing and evaluation methods to use with students who have dyslexia

D. STANDARDS:

International Literacy Association

- Standard 2: Curriculum and Instruction
- Standard 3: Assessment and Evaluation
- Standard 5: Literate Environment
- Standard 6: Professional Learning and Leadership

Reading Specialist Standards

- Standard II: Assessment and Instruction
- Standard III: Strengths and Needs of Individual Students
- Standard IV: Professional Knowledge and Leadership

E. LECTURE OR DISCUSSION TOPICS:

- What is dyslexia? Symptoms, Causes, and Characteristics
- The brain and dyslexia
- ADHD and dyslexia
- Spelling and dyslexia
- Gifted and dyslexic
- Adolescent and Adults with dyslexia
- ELLs and dyslexia
- Dysgraphia
- Hyperlexia
- Multi-sensory teaching strategies
- Testing and Evaluation
- Advocacy

F. REQUIRED & RECOMMENDED READINGS:

Required Texts:

Birsh, J. R. (2011). *Multisensory teaching of basic language skills* (3rd ed.). Baltimore, MD: Brookes Publishing Co.

Moats, L. C., Dakin, K. E., & Joshi, R. M. (Eds.) (2012). *Expert perspectives on interventions for reading*. Baltimore, MD: International Dyslexia Association.

*Texas Education Agency (2014). *The dyslexia handbook: Procedures concerning dyslexia and related disorders*. (Free Online publication) – **(uploaded to Blackboard)**

**International Dyslexia Associations' Knowledge and Practice Standards for Teachers of Reading and the Fact Sheets (www.dyslexiaida.org)

Recommended Texts:

Berninger, V. W. & Wolf, B. J. (2009). *Helping students with dyslexia and dysgraphia make connections: Differentiated instruction lesson plans in reading and writing*. Baltimore: Brookes Publishing Co.

Berninger, V. W. & Wolf, B. J. (2015). *Teaching students with dyslexia, dysgraphia, OWL LD, and dyscalculia* (2nd ed.). Baltimore: Brookes Publishing Co.

Berninger, V. W. & Wolf, B. J. (2016). *Dyslexia, dysgraphia, OWL LD, and dyscalculia: Lessons from science and teaching*. (2nd ed.). Baltimore: Brookes Publishing Co.

Carreker, S. (2011). *Multisensory teaching of basic language skills activity book*. Baltimore: Brookes Publishing Co.

Wolf, M. (2007). *Proust and the Squid. The story and the science of the reading brain*. New York: Harper Collins.

** Rent *Dislecksia* (\$3.99: available on Amazon Video, Vudu, iTunes, YouTube, and Google Play)

G. Texas Reading Specialist Standards

Knowledge Standards	Application Standards	Assignment
3.7k characteristics and instructional implications of reading difficulties, dyslexia, and reading disabilities in relation to the development of reading competence;	3.6s work with other professionals in selecting and using appropriate informal and formal assessments of students with reading difficulties, dyslexia, and reading disabilities to plan instruction that is responsive to individual students' strengths, needs, and interests;	Clinical Experience Assignment with Reflection; Assessment Screener
3.8k state and federal laws, regulations, and guidelines regarding assessment and provision of services for students with reading difficulties, dyslexia, and reading disabilities;	3.7s interpret and use results of screening devices and formal and informal reading assessments to know when in-depth evaluation and additional intervention are warranted;	Assessment Screener; Literacy difference, dis(ability), and intervention presentation
3.9k means for gathering and analyzing assessment data for students with reading difficulties, dyslexia, and reading disabilities, and when to seek assistance from a specialist;	3.8s use assessment results to help design instruction that promotes reading skills by building on strengths and addressing needs for students with reading difficulties, dyslexia, and reading disabilities;	Assessment Screener; Advocacy Project
3.10k convergent research about sound practices for providing instruction to students experiencing reading difficulties, dyslexia, and reading disabilities, and convergent research about prevention and intervention strategies for students;	3.9s collaborate with teachers, specialists, parents/guardians, students, and administrators to promote literacy in students with reading difficulties, dyslexia, and reading disabilities, while respecting their individuality; and	Clinical Experience Assignment with Reflection;
3.11k procedures for monitoring and evaluating the effectiveness of an intervention and determining when additional or alternative interventions are appropriate	3.10s facilitate appropriate placement of students, matching individual needs to available services.	Assessment Screener