Required Text


Multisensory Teaching of Basic Language Skills Second Edition by

Texas Scottish Rite Hospital for Children Take Flight: A Comprehensive Intervention for Students with Dyslexia. Order directly from TSRHC Kit #2

Professional Journals:
International Dyslexia Association (IDA) Perspectives
Annals of Dyslexia IDA
Academic Language Therapy Newsletter and Quarterly

Course/Catalog Description

“Course content and techniques are based on Take Flight: A Comprehensive Intervention for Students with Dyslexia, a curriculum written by the staff of the Texas Scottish Rite Hospital for Children (TSRHC). Take Flight builds on the success of the three previous dyslexia intervention programs developed by the staff of TSRHC: Alphabetic Phonics, the Dyslexia Training Program and TSRH Literacy Program. A continuation of the dyslexia therapy curriculum whereby students provide dyslexia therapy for two groups of students who have a language based disorder. B days will be added to the curriculum whereby students practice rate and automaticity to gain reading fluency.”

Conceptual Framework Overview

The outcomes for graduates of professional programs are based upon knowledge, skills, and dispositions in the following elements:

- Learning Environment – Graduates of West College of Education (GWCOE) create challenging, supportive, and learner-centered environments in diverse settings
- Individual Development - GWCOE demonstrate knowledge of individual differences in growth and development
• Diverse Learners - GWCOE recognize the value and challenges of individual differences:
• Reflection - GWCOE engage in individual and group reflection to improve practice.
• Collaboration, Ethics, Relationships - GWCOE develop positive relationships, use collaborative processes, and behave ethically.
• Communication - GWCOE communicate effectively both verbally and nonverbally through listening, speaking, reading, and writing.
• Professional Development - GWCOE actively engage in continuous learning and professional development.
• Strategies and Methods - GWCOE use a variety of instructional strategies aligned with content to actively engage diverse learners.
• Content Knowledge - GWCOE demonstrate mastery of the content area(s) and remain current in their teaching fields.
• Planning Process - GWCOE demonstrate effective planning as part of the instructional cycle.
• Assessment - GWCOE demonstrate formative and summative techniques to plan, modify, and evaluate instruction.

Objectives
1. Students will become aware of the characteristics of dyslexia.
2. Students will demonstrate an understanding of the educational identification of dyslexia.
3. Students will demonstrate an understanding of the multisensory approach to teaching phonological awareness leading to sound/symbol correspondence for reading and spelling:
   • Phonemic awareness
   • Onset and rime
   • Rhyme recognition and production
   • Alliteration
   • Segmentation
   • Manipulation
   • Blending, etc.
4. Students will demonstrate an understanding of structured, intensive, phonetic approach to teaching reading emphasizing:
   • Phonemic awareness
   • Decoding
   • Symbol/sound relationships
   • Reading automatically
   • Reading rate
   • Prosody
   • Orthographic patterns
   • Syllable division
   • Morphology
5. Students will demonstrate an understanding of a multisensory, process-oriented approach to teaching cognitive spelling which emphasizes:
6. Students will demonstrate an understanding in listening comprehension skills that lead to reading comprehension skills including:
   - Multisensory approach to work relationships through
     i. Grammar
     ii. Morphology
     iii. Semantics
     iv. Syntax
   - Analysis and strategies used for comprehension in:
     i. Expository text
     ii. Narrative text

7. Students demonstrate an understanding of sequential multisensory strategies designed for the academic success of the dyslexic student

**Dispositions**
The special education faculty expects candidates to be reflective, culturally sensitive practitioners and leaders in the profession of education who practice within the Code of Ethics adopted by the CEC.

*Special education professionals are committed to developing the highest educational and quality of life potential of individuals with exceptionalities.*

*Special education professionals promote and maintain a high level of competence and integrity in practicing their profession.*

*Special education professionals engage in professional activities which benefit individuals with exceptionalities, their families, other colleagues, candidates, or research subjects.*

*Special education professionals exercise objective professional judgment in the practice of their profession.*

*Special education professionals strive to advance their knowledge and skills regarding the education of individuals with exceptionalities.*

*Special education professionals work within the standards and policies of their profession.*

*Special education professionals seek to uphold and improve where necessary the laws, regulations, and policies governing the delivery of special education and related services and the practice of their profession.*

*Special education professionals do not condone or participate in unethical or illegal acts, nor violate professional standards adopted by the Delegate Assembly of CEC.*
Assessment
The primary assessment instrument will be proficiency checks/observation on each of the course objectives. You will also have weekly assessments from the Birsh Workbook. There will also be an exam at the end of the course.

Calendar
Specific class assignment deadlines will be discussed in class.

Assignments
Focus of the Course:
Practicum Experience:
You will continue to work with two groups of students who have dyslexia five days a week for the entire school year or 4 days a week for one hour for the entire school year.

You will continue with the third group of students, which gives you three student groups to record on your practicum hour sheets.

You will video tape two one hour lessons.
Video One will be an A day video. Turn in the A day evaluation form, practicum calendar sheet and curriculum placement sheet with the video.
Video Two will be a B day video. Turn in the B day evaluation form, practicum calendar sheet and curriculum placement sheet with the video.

Textbook Readings and Student Lead Discussions:

I. The Nature of Reading and Dyslexia
   • The Power of Knowing
   • The Historical Roots of Dyslexia
   • The Big Picture: Who is Affected and What Happens over Time
   • Why Some Smart People Can’t Read
   • Everyone Speaks, but Not Everyone Reads
   • Reading the Brain
   • The Working Brain Reads
   • Diagnosing Dyslexia
   • Helping the Child Become a Reader

II. Diagnosing Dyslexia
   • Early Clues to Dyslexia
   • Later Clues to Dyslexia
   • Should My Child Be Evaluated for Dyslexia?
   • Diagnosing Dyslexia in the School-Age Child
   • Identifying the At-Risk Child
   • Diagnosing Bright Young Adults

III. Helping Your Child Become a Reader
• All Children Can Be Taught to Read
• Helping Your Child Break the Reading Code
• Helping Your Child Become a Reader
• Helping Your child Become a Skilled Reader

IV. Overcoming Dyslexia: Turning Struggling Readers into Proficient Readers
• Sam’s Program: A Model That Works
• Teaching the Dyslexic Child to Read
• Helping Adults Become Better Readers
• Choosing a School
• Protecting and Nourishing Your Child’s Soul
• Accommodations: Building a Bridge to Success

Paula Tilker, Director of Dyslexia for Region X will lead us in a study over Part I of Overcoming Dyslexia.

Grading Procedures
The primary assessment instrument will be the demonstration evaluation document. Grades are determined by weighing the course requirements in the following manner:

Video Demonstration Evaluation (A Day) 30%
Video Demonstration Evaluation (B Day) 30%
Chapter Reviews 10%
Book Reports 10%
Final Exam 20%

Attendance Policy
You are expected to attend every class and be on time.

Other Class Policies
Notebook:
Divide notebook into the following sections:
  1. Demonstration Evaluations
  2. Practicum hours and report forms
  3. Lecture Notes
  4. Handouts and articles
  5. Write ups over chapters and articles
  6. Book Reviews: 4 for the 2 years
  7. Dyslexia information to share with class from articles, websites or conferences

Plagiarism Statement
“By enrolling in this course, the student expressly grants MSU a ‘limited right’ in all intellectual property created by the student for the purpose of this course. The ‘limited right’ shall include but shall not be limited to the right to reproduce the student’s work product in order to verify originality, authenticity, and educational purposes.” from Student Handbook.
Additional Readings
We will continue to access the Children of the Code Website. You will be responsible for watching assigned videos.
You will also be responsible for reading the assigned lectures from the Children of the Code Website.
We will continue to use the Multisensory Teaching of Basic Language Skills Text Book and Activity Book by Suzanne Carreker and Judith R. Birsh.