Dyslexia: Different by Design—Understanding the Most Common Learning Disability

This 15-hour interactive, synchronous online course will examine the unique neurobiological profile and cognitive characteristics of dyslexia. From early identification to appropriate accommodations, this course will provide an overview of dyslexia by exploring key issues: neurobiological markers, cognitive-linguistic correlates, indicators by developmental range, elements of effective intervention, characteristics of a dyslexia friendly classroom, socio-emotional supports, and effective 504 Plans.

Engaging, participant-focused activities will bring the content to life, helping each educator internalize the information for transference to tangible, informed practice upon return to the classroom. Interactive activities interlaced throughout the two-day course include mini-presentations of cognitive-linguistic characteristics, student case studies, identifying a suite of strategies for a particular learning environment, organizing indicators by developmental range, and experiencing dyslexia through reading and writing simulations.

Course Objectives: *Understanding the Most Common Learning Disability*
- Each participant will understand and be able to describe the typical neurobiological profile of dyslexia
- Each participant will understand and be able to explain the cognitive-linguistic correlates of dyslexia
- Each participant will understand the key features of and differences between screening for dyslexia and evaluating for dyslexia to provide a diagnosis
- Each participant will understand and be able to categorize indicators of dyslexia by developmental range
- Each participant will experience a simulation of what individuals with dyslexia experience when they read or write
- Each participant will understand and be able to provide an overview of the essential components of effective intervention for individuals with dyslexia
- Each participant will understand the fundamental characteristics of a dyslexia-friendly classroom
- Each participant will identify a suite of dyslexia-friendly strategies for his/her specific learning environment
- Each participant will understand the key socio-emotional supports critical for students with dyslexia
- Each participant will understand and be able to delineate appropriate accommodations for dyslexia
- Each participant will craft a 504 Plan for a student (fictional or real) with dyslexia

Course Requirements for Licensure Renewal Credit
100% Attendance for all five evenings of class
Active participation
Complete all in-course activities
Read and apply two-tone highlighting to Dr. Sally Shaywitz's article

Course Requirements for Graduate Credit Through Grandview University
100% Attendance for all five evenings of class
Active participation
Complete all in-course activities
Read and apply two-tone highlighting to Dr. Sally Shaywitz's article
Complete and submit all four projects as described in the graduate credit section

Participant Evaluation for Licensure Renewal Credit

To *pass the course for license renewal credit*, the participant will complete the following:
1. Engage in discussions and all in-course activities through individual and/or collaborative work
2. Complete all in-course activities through individual and/or collaborative work
3. Complete the Shaywitz article activity for the second day of class

Participant Evaluation for Graduate Credit Through Grandview University

To *earn graduate credit for the course,* the participant will complete the following:
1. Engage in discussions and all in-course activities through individual and/or collaborative work
2. Complete all in-course activities through individual and/or collaborative work
3. Complete the Shaywitz article activity for the second day of class
4. Complete and submit four well-constructed projects as described in the graduate credit section

Five Key Topics by Session Date:

1. April 6th: Neurobiological Markers and Cognitive-linguistic Correlates of Dyslexia
2. April 13th: Indicators and Functional Characteristics of Dyslexia
3. April 20th: Principles and Key Elements of Effective Intervention
4. April 27th: Designing a Dyslexia Friendly Classroom (that is beneficial for all learners)
5. May 4th: Socio-Emotional Supports and Creating Effective 504 Plans

Learning & Activity Modules	*In Class Hours*
April 6th: Neurobiological Markers and Cognitive-linguistic Correlates of Dyslexia	
♦ Welcome and Introduction to the Course	
♦ Dive into Dyslexia by the Definition(s)	
♦ Examine the Neurobiological Profile of Dyslexia	2.5
♦ Explore the Cognitive-Linguistic Correlates of Dyslexia	
♦ *Create a Cognitive-Linguistic Profile of a Fictional Student with Dyslexia**	
April 13th: Indicators and Functional Characteristics of Dyslexia	
♦ Investigate Key Components of Screening Versus Evaluating for Dyslexia	
♦ Explore Typical Indicators of Dyslexia by Age/Developmental Range	2.5
♦ *Categorize Indicators of Dyslexia by Developmental Range**	
♦ Examine Correlation Between Indicators and Functional Characteristics: Logic Map	
April 20th: Principles and Key Elements of Effective Intervention	
♦ *Experience Dyslexia Through a Simulation of Reading and Writing as One with Dyslexia**	
♦ Explore the Essential Components of Effective Intervention for Individuals with Dyslexia	2.5
♦ *Create a Visual Analogy of the Essential Components of Effective Intervention**	
♦ Examine Case Studies of Students and Link to Customized, Effective Intervention	
April 27th: Designing a Dyslexia Friendly Classroom (with benefits for all learners)	
♦ Explore the Fundamental Characteristics of a Dyslexia-friendly Classroom	
♦ Match Dyslexia-friendly Strategies to Specific Functional Characteristics/Weaknesses	2.5
♦ *Develop a Suite of Dyslexia-friendly Strategies for a Specific Learning Environment**	
♦ *Share and Collaborate to Enrich Your Design for a Dyslexia Friendly Classroom**	

May 4th: Socio-Emotional Supports and Creating Effective 504 Plans	
♦ Investigate the Key Socio-emotional Supports for the Success of Students with Dyslexia	
♦ Identify and Examine Appropriate Accommodations for Dyslexia	*2.5*
♦ *Design a 504 Plan with Feature-Matching for a Fictional Student with Dyslexia**	
♦ Review Critical Components to Ensure Success for Students with Dyslexia: E.P.I.C.C.	
Total In-Class Hours: *15*	

Note: Items designated with an asterisk (*) in the "Learning and Activity Modules" chart signify a small group, collaboration via break-out rooms. Other interactive activities/sharing will also be incorporated throughout each session.

Graduate Credit Through Grandview University: For individuals who elect to complete this course for one graduate credit through Grandview University, four additional projects (including articles to read) will need to be completed outside of class time. Four deliverables will be required—one for four of (any of) the five topics to be covered during the five class sessions. Completion and submission of the assigned reading and four projects (for four of the five class topics) is required to fulfill the graduate credit requirements.

However, to honor and accommodate for the uniqueness among educators, each graduate credit candidate may select from five options for each project deliverable. Participants are encouraged to select a project deliverable that will be useful to them in their current or future professional practice as an educator or administrator. Each of the four projects should be completed according to any one of the deliverable options described below. Participants may vary their choice of project deliverable by topic or select the same project format for all four topics:

1. Create a training video for the educators in your district
2. Curate a suite of technology tools and websites as a reference for educators (or parents)
3. Develop a multi-media presentation to highlight all key concepts
4. Design three detailed, colored graphic organizers to illustrate the complexity of key concepts
5. Write a 3-4 page synthesis/overview of key concepts, summarizing scientific evidence/literature (2-3 pages) with application to your current practice (1 page); the paper must adhere to current APA formatting standards and include a title page and a reference page (in addition to the 3-4 pages of content).

Presenter: Elizabeth Hoksbergen, Ed.S.; former teacher and principal; Certified *Wilson Dyslexia Therapist*; trained evaluator for dyslexia; member of the 2018-2019 Iowa Dyslexia Task Force; former Board Member of *Decoding Dyslexia Iowa*; co-owner and Executive Director of Assessment and Learning of *Apples of Gold Center for Learning*

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