Reading Difficulties, Disabilities and Dyslexia

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20 Inservice Points   Component No.:   2-013-010

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General Objective:

This course provides information for K-12 general education and ESE teachers of students who face challenges with the mastery of reading skills. It clarifies the difference between various types of reading challenges and disabilities, including dyslexia. It provides information on assessment, data-based decision making and how teachers use those data to select appropriate interventions matched with student need. The course also includes information about multisensory and structured literacy approaches to instruction and other learning supports that can be implemented to ensure students access to standards-based content.

Units with Descriptions:

- **Reading Disabilities, Difficulties, and Dyslexia**: Unit 1 presents the characteristics of various types of reading difficulties and disabilities, including dyslexia, in order to illustrate the complex nature of reading instruction and intervention. It emphasizes that students who have problems learning to read have varying needs; a one size fits all approach will not support the students' ability to master grade level standards.
- **Data-Based Planning and Problem-Solving**: Unit 2 provides educators with an understanding of the data-driven process that is used to understand the nature of specific reading difficulties and reading-related disabilities. Included in this unit is an explanation of progress monitoring as it is used to determine the effectiveness of interventions.
- **Evidence-based Instruction**: Unit 3 will describe the use of evidence-based instruction and interventions associated with this instruction. There is also focus on how to select interventions that meet varying student needs.
- **Multisensory Instruction and Structured Literacy**: Unit 4 will focus on multisensory and structured literacy approaches for teaching reading to all students and the benefits of these approaches for students with reading challenges.
- **Supporting Students in Mastering Grade-Level Standards**: Unit 5 will explain various ways that educators can support students with reading challenges to ensure mastery of grade-level standards. In particular, it explores the implementation of a universal design for learning framework and the use of assistive technology.

Follow-Up Activity:

Complete one of the follow-up activity options by applying what you have learned in this course. Complete instructions can be accessed under Required Next Steps on the My Courses page. They are ONLY available after you have successfully passed the final assessment.

- o Option 1 - Participate in a professional learning community (PLC) with fellow educators in the school/district. Details for educator PLC.
- o Option 2 - Participate in a professional learning community with fellow literacy leaders in the school/district. Details for leaders PLC.
- o Option 3 - Present what you learn in the course to a group of colleagues and relate it to your shared work. Details can be found in the Follow-Up documentation available after you successfully complete the final assessment.
- o Option 4 - Complete a problem-solving cycle case study under the guidance of a principal or reading coach. Details can be found in the Follow-Up documentation available after you successfully complete the final assessment.

Satisfaction Survey:
Complete the Satisfaction Survey. It can be accessed from Required Next Steps on the My Courses page. It is only available after you have completed ALL of the above requirements. Certificate of Completion: Print and submit the Certificate of Completion to your professional development department. It is located under Required Next Steps on the My Course page. It is ONLY available after you have completed ALL of the above requirements.

Submitted by:
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