



LILIE, LLC Course Information

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**More detailed course curriculum can be provided upon request*

Title of Course: The Dyslexic Mind

Course Description:

It is estimated that one in five people have the brain difference known as dyslexia. Educators can generally assume that 20% or more of students possess the unique characteristics of a dyslexic brain. This class will allow for discussion of current brain research, characteristics of people with dyslexia, the academic and psychosocial needs of students with dyslexia and supports that teachers can provide to create an optimal learning environment. Dyslexic brains are wired differently, providing many unique gifts; it is the job of all educators to help dyslexic students discover these gifts while also learning strategies that will allow them to overcome the challenges that dyslexia can present.

Overall Course Objective and Expectation(s):

- -Educators will express a clear understanding of the origins, characteristics, strengths and barriers to learning of individuals with dyslexia.
- -Educators will explore and reflect upon appropriate curriculum responses to the needs of students who are dyslexic.
- -Educators will discuss ways to implement dyslexia friendly practices and create dyslexia friendly classrooms.
- -Educators will apply learning to create activities that provide proper supports and nurture talents of students with dyslexia.

Course Instructional Materials:

All courses maintain a fully developed and dynamic webpage that houses all resources, reference material and various other required informational texts, videos and alike that is both active and relevant to course objectives and content. Course web pages are routinely updated to reflect most current research and available readings therefore instructional materials used to teach course objectives are subject to change.

Instructor Consultation and Interaction

The course is an asynchronous online course that is available for instructor and student participation 24/7. The four week duration of the class is broken down into four weekly sections each comprised of lecture in the form of instructor created articles and content, web links to academic and professionally reviewed articles in the discipline of general education, and instructor created discussion questions which are, in and of themselves, formative assessments to determine the extent to which the enrollees have comprehended and mastered the information and begun to apply it to their personal teaching practices. The answers to these questions are the basis for the class interaction, as enrollees are required to respond to each other within the classroom arena.

By providing a wide variety of professional articles, peer reviewed journal pieces and researched instructor created content that addresses the needs of all K-12 educators and by encouraging interactive dialogue among the enrollees, this course will encourage and require application, discussion and peer feedback of said strategies and understanding in teaching students within a teacher's own individual classroom practices. The discussion

and feedback will give us our own meta-assessment of useful, research based and practiced strategies and techniques for addressing the needs of our varied students thus giving them more opportunity to truly excel.

Proof of Course Completion:

LILIE, LLC is committed to assuring that enrollees fully participate in and receive the educational benefits provided by the course. Enrollees must demonstrate participation by making detailed postings designed to foster dialogue among colleagues and instructor that reflect the content, skills/ strategies learned and assessments covered in course. These enrollee postings must be made six times each week, in separate sessions, and including a minimum of 4 academic posts and at least 2 peer-peer comments of others' postings and possible shared assignments. Enrollees are required to submit a detailed reflection in combination with the archived work. Attempts to falsify record or discussion board entries will result in denial of credit and a report to the enrollee's employer.



Scope & Sequence/Weekly Topics and Objectives

Week 1

Topic(s): This week we will focus on our goals for learning about dyslexia as well as any personal or professional experiences with dyslexia. We will explore the distinction between the perspectives of dyslexia as a learning disability versus a learning difference. We will craft our own definitions of dyslexia that will aide our ability to discuss dyslexia with students and their parents. Most people have some common knowledge of dyslexia; we will discern the myths from the facts. Finally we will become aware of the characteristics of dyslexic learners and how these characteristics affect learners in our classrooms.

Objectives:

- Share current knowledge of dyslexia, personal or professional experiences and goals for this course
- Create working definition(s) of dyslexia to share with students and parents
- Evaluate current beliefs about dyslexia versus actual facts
- Utilize a brief biography of a person with dyslexia as a reference to help students see dyslexia as a difference rather than a disability
- Identify the common characteristics of dyslexia and use these to evaluate a current unit of study in your classroom for areas of difficulty and potential successes

Impact on Classroom Instruction: Educators will be better able to explain to all students and parents what dyslexia is from the perspective of learning difference rather than disability. Educators will be able to dispel common myths about dyslexia to ensure that the classroom can become a dyslexia friendly environment. Educators and student will have the opportunity to learn about famous dyslexics to help reshape beliefs about dyslexia.

Learner Outcomes: All students will be benefit from the ability of their teachers to identify the characteristics, strengths and weaknesses of dyslexia. The classroom community will benefit from knowledge that will dispel common myths about dyslexia. Students without dyslexia can gain a better appreciation for the possible strengths of their dyslexic classmates as well as become more supportive and empathetic in assisting students with challenges. Students with dyslexia will benefit from teachers who can better anticipate dyslexia related challenges and who view their dyslexia as a learning difference and provide instruction and support from this perspective.



Week II

Topic(s): This week we will explore the laws and policies regarding dyslexia, how the differences in the brain affect individuals with dyslexia, and how this awareness can help us to advocate for our students and create classrooms that are dyslexia friendly.

Objectives:

- Explore research-based practices for literacy development in students with dyslexia.
- Develop an understanding of brain differences in people with dyslexia and how we as teachers can support students based on understanding of these differences.
- Share and reflect on current practices of meeting the needs of students with dyslexia in current schools and classrooms.

Impact on Classroom Instruction:

By exploring research based best practices in literacy development, educators will have a better understanding of the type of explicit, multisensory instruction that is needed to allow students with dyslexia to improve their literacy skills. Teachers will better understand the needs of students with dyslexia based on new understanding of brain differences. The study of these differences will also allow educators to see that although these differences can be considered disabilities in traditional learning environments they can be assets in many real world settings. By reflecting upon current classroom and school practices teachers can become better advocates for students with dyslexia.

Learner Outcomes: Students with dyslexia will benefit from teachers that better understand their need for effective literacy instruction. Students will learn that dyslexia strengths are admired in many different career types, aiding students in developing positive self-awareness. Teachers will be better able to advocate for students resulting in schools and classrooms where students will be given appropriate services, modifications and accommodations.



Week III

Topic(s): This week we will explore and reflect on appropriate curriculum responses to the needs of students who are dyslexic. We will also explore the debate over the shift in understanding of print disabilities as a disability that resides in the learner versus residing in both the learner and the curriculum.

Objectives:

- Identify basic principles for instruction for students with disabilities and evaluate current strengths and weaknesses
- Discuss different perspectives of print disabilities and identify key components of NIMAS (National Instructional Materials Accessibility Standard)
- Identify ways to apply UDL (Universal Design for Learning) to classroom practice
- Explore CAST (Center for Applied Special Technology) tools and craft a lesson that includes one of the tools.

Impact on Classroom Instruction:

Educators will evaluate current classroom practice and create goals for improving instruction for students with dyslexia. Discussion of print disabilities as a curriculum problem will allow teachers to identify and implement ways of crafting lessons and units that allow for learning with less barriers and impediments than standard print based learning. Expanding knowledge and use of UDL (Universal Design for Learning) will allow teachers to design lessons and units differentiated for optimal student engagement. Teachers will utilize CAST tools to create lessons that are dynamic, engaging and support the needs of all students.

Learner Outcomes:

Students will benefit from instructional practices that provide appropriate support for dyslexia related challenges. Students will find that both accessing information and expressing their thoughts are attainable when they utilize appropriate technology as a means for both.



Week IV

Topic(s): This week's focus will be on choosing strategies and resources that will best support students with dyslexia and reflecting on and creating a plan for applying dyslexia friendly practices to classroom instruction.

Objectives:

- Explore and reflect on strategies for improving outcomes for students with dyslexia
- Critical reflection of mind mapping as a teaching and learning strategy for students with dyslexia
- Explore assistive technology to address underlying needs associated with dyslexia that can hinder learning and identify appropriate accommodations for students with dyslexia
- Craft a reflection identifying new practices that will be adopted ensure that your classroom and practice are dyslexia friendly

Impact on Classroom Instruction:

Teachers will utilize new approaches to meeting both the academic and social/emotional and executive functioning needs of students with dyslexia. Classroom instruction will be improved as teachers share goals for new practices that best meet the needs of students with dyslexia.

Learner Outcomes:

Students will benefit from learning in classrooms where teachers are implementing appropriate accommodations and modifications and utilizing teaching and learning strategies designed to meet individual needs.