PLEASE NOTE:

**SP400C - ALL About DYSLEXIA**

Replaces

**ED410W - UNDERSTANDING & TEACHING STUDENTS with DYSLEXIA,**

You cannot receive credit for both SP400C and ED410W.
ASSIGNMENT CHECKLIST

This assignment checklist will help you plan your work. Please check off items as you complete them.

CLOCK, CEU, PDU, 400 LEVEL, or 500 LEVEL ASSIGNMENTS

A. Information Acquisition:
   ___ #1: Read the articles the instructor sends to you.
   ___ #2: Read required text PLUS 1 book of your choice. See bibliography for suggestions.
   ___ #3: Write or audio tape relevant information on a chapter-by-chapter basis.
   ___ #4: Develop and write a 3-4 page plan you can implement to help reach students with dyslexia.
   ___ #5: Share your plan with a colleague. Discuss reactions in written or audiotape form.
   ___ #6: Create and share a resource packet for parents related to dyslexia.

NOTE: If you are doing this course for Clock Hrs, PDUs or CEUs, then #6 is your final assignment.

400 & 500 LEVEL ASSIGNMENTS

B. Learning Application:
   ___ #7: Implement your plan.
   ___ #8: Assess student, parent, and teacher attitudes toward your plan.
   ___ #9: Write a 3-5 page paper explaining the plan, the implementation, and the results.

500 LEVEL ASSIGNMENT

___ #10: In addition to the 400 level assignments, complete one (1) of the following assignment options.
   • Create and share a resource packet for teachers in your school related to dyslexia. Send copy to your instructor.
   • Conduct additional reading and/or research related to a particular aspect of teaching students with dyslexia. Write a 3-page comprehensive summary of your findings including how you would implement this knowledge in your teaching strategies/classroom. Please include a bibliography.

400 & 500 LEVEL ASSIGNMENT

C. Integration Paper:
   ___ #11: Complete the Integration Paper by responding to the questions listed in the syllabus.

NOTES:

• You may work collaboratively with other teachers and submit joint assignments on all but the final Integration Paper, which must be individually authored and submitted.
• Alternatives to written assignments (video, audio tape, photo collage, a collection of products, letters to editor, brochure and Web pages) may be submitted as substitute assignments with the instructor’s prior approval.
• To maintain privacy, please do not refer to students in your paper by their actual name, but rather use an alias or designation such as “Student A.”
**COURSE TITLE:** ALL About DYSLEXIA: Teaching Strategies

**NO. OF CREDITS:** 3 QUARTER CREDITS

**WA CLOCK HRS:** 30

**[Semester Cr Equivalent: 2.00]**

**OREGON PDUs:** 30

**CEUs:** 3.0**

**INSTRUCTOR:** GERI ROHLFF, M.A.

253/862-0228

larger2@earthlink.net (Put HERITAGE in Subject line)

**COURSE DESCRIPTION:**
Regular K-12 classrooms have increasing numbers of special needs students, many of whom do not meet Public Law 101-476 (formerly PL 94142) federal guidelines for special education/learning disabled services, creating a situation in which this population is at a higher risk for failure. This independent study course will expose K-12 teachers of all disciplines to the latest information that will help them understand and teach mainstreamed students with learning challenges related to dyslexia. You will read Dr Sally Shaywitz's *Overcoming Dyslexia*, and one other book of your own choosing on the subject from a suggested book list, and current articles. Teachers will learn to recognize symptoms, understand the current research on the brain and dyslexia then devise alternative methods to use in their classrooms so learning can take place. The goal is to reframe teacher frustrations when teaching students with dyslexia with concrete pro-active strategies, thus empowering both teaching and learning.

There is $10 fee for materials to be paid to the instructor after registration.

**LEARNING OUTCOMES:**
As a result of taking this class, participants will

1. Learn to recognize students with dyslexia in their classrooms and make appropriate referrals.
2. Develop empathy for students with dyslexia and for their parents/families.
3. Understand the current information related to the brain and dyslexia.
4. Realize and understand the genetic basis of dyslexia.
5. Understand how dyslexia is related to special education, and why some students who have dyslexia do not qualify for extra help.
6. Develop a list of successful teaching strategies from which you can choose when you are dealing with a student who exhibits dyslexia in your classroom.
7. Have information at hand which you can share with your students, their parents, and your colleagues.
8. Move away from frustration when dealing with students with dyslexia and into a pro-active, collaborative arena.
9. Make a commitment to stay current on research regarding dyslexia.
10. Share what is learned in this course with peers.

**COURSE REQUIREMENTS:**
Completion of all specified assignments is required for issuance of hours or credit. The Heritage Institute does not award partial credit.

**HOURS EARNED:**
Completing the basic assignments (*Section A. Information Acquisition*) for this course automatically earns participants their choice of 30 Washington State Clock Hours, 30 Oregon PDUs or 3 CEUs (Continuing Education Units, which translates to 30 hours). The Heritage Institute is an approved provider of Washington State Clock Hours, Oregon PDUs, and CEUs by IACET (International Association of Continuing Education and Training, an official national and international certifier of CEUs).
UNIVERSITY QUARTER CREDIT INFORMATION:

• UNIVERSITY QUARTER CREDIT OPTION 400 & 500 LEVEL
Teachers may opt to register for 3 (three) Antioch University, Seattle, 400 or 500 level quarter credits, instead of hours, and will be required to:
1. Complete all assignments for clock hours/CEUs (Section A: Information Acquisition)
2. Complete the extra reading/viewing, writing and classroom application assignments specified in the syllabus for the 400 or 500 level credit option (Section B: Learning Application)
3. Complete an Integration Paper by answering 5 questions (Section C: Integration Paper)

• REQUIREMENTS FOR UNIVERSITY QUARTER CREDIT
Antioch University Seattle requires 75% or better for credit at the 400 level (Upper Division) and 85% or better to issue credit at the 500 level (Post-Baccalaureate). These criteria refer both to the amount of work submitted as well as the quality of work as determined by each instructor.
Teachers who register for Antioch University Seattle 400 or 500 Level Credit will be required to:
1. Complete Section A: Information Acquisition assignments 30%
2. Complete Section B: Learning Application assignments appropriate for your levels 40%
3. Complete Section C: Integration Paper assignment 30%

• CREDIT/NO CREDIT (No Letter Grades or Numeric Equivalents on Transcripts)
Antioch University Seattle Continuing Education Quarter credit is offered on a Credit/No Credit basis; neither letter grades nor numeric equivalents will show on a transcript. At the 400 level credit granted is equal to a “C” or better, and at the 500 level credit granted is equal to a “B” or better. This information is stated on the back of the transcript.

REQUIRED TEXT:
• Articles/information provided by and suggested by the instructor.
• Dr. Sally Shaywitz’s Overcoming Dyslexia. Available at amazon.com
• One other current book on the subject of dyslexia. See suggestions in bibliography.

MATERIALS FEE:
• Materials fee of $10 payable to the instructor after registration. Please complete the order form provided with your registration confirmation.

HEADING REQUIRED FOR ALL ASSIGNMENTS
A heading is required; please use the following format.
Your Name: Instructor Name:
Course Number: Course Name:
Date: Level: Clock/ PDU/ CEU/ Credit (400 or 500)
Assignment #: 
ASSIGNMENTS for CLOCK HRS/PDUs, CEUs, 400 or 500 LEVEL UNIVERSITY QUARTER CREDIT

A. INFORMATION ACQUISITION

Assignment #1:
Read the articles the instructor sends to you.

Assignment #2:
Secure and read Dr. Sally Shaywitz’s *Overcoming Dyslexia* PLUS your choice of one other current book on dyslexia. See bibliography for suggestions.

Assignment #3:
As you read, please either write or audiotape record the information you find relevant to your teaching situation on a chapter-by-chapter basis. You will use this information to share with your students, their parents, and your colleagues.

Assignment #4:
From the readings, develop and write a plan or series of practical options that you can implement in your classroom for students with visual dyslexia, with auditory dyslexia, and with mixed dyslexia. Approximate length 3-4 pages.

Assignment #5:
Share your plan and your progress with a peer. Discuss reactions in written (1-2 pages) or audiotape form.

To document completion of this assignment, include the following:
- the date the presentation was given
- to whom the presentation was made
- a brief summary of information presented
- why you chose this person
- your evaluation of how the presentation was received as well as any insightful feedback

Assignment #6:
Create and share a resource packet for parents related to dyslexia. Send copy to your instructor.

This completes the assignments required for Washington Clock Hours, Oregon PDUs, or CEUs.

Continue to the next section for additional assignments required for University Quarter Credit

ADDITIONAL ASSIGNMENTS REQUIRED for 400 or 500 LEVEL UNIVERSITY QUARTER CREDIT

B. LEARNING APPLICATION

In this section you will have an opportunity to apply your learning to your professional situation. This course assumes that most participants are classroom teachers who have access to students. If you are not teaching in a classroom, please contact the instructor for course modifications. If you are a classroom teacher and start or need to complete this course during the summer, please try to apply your ideas when possible with youth from your neighborhood, at a local public library or parks department facility, (they will often be glad to sponsor community-based learning), or with students in another teacher’s summer classroom in session.

Assignment #7: (Required for 400 and 500 Level)
Implement your plan, #4, with a particular student in your classroom.
Assignment #8: (Required for 400 and 500 Level)
Assess student, parent, and teacher attitudes toward your plan. In other words, when you shared the information and strategies with students and parents, what were their reactions? Did your attempts enhance classroom performance? What evidence can you share to prove this? In a 1-2 page reflection paper, describe what aspects of existing practice pose a barrier to implementing desired practice. Describe any areas that need improvement and how you will modify your instruction. State any unanswered questions that may still exist.

Assignment #9: (Required for 400 and 500 Level)
Write a 3-5 page paper explaining the plan, the implementation, and the results. Please describe what went well and why, and then explain what needs improvement.

500 LEVEL ASSIGNMENT
Assignment #10: (500 Level only)
In addition to the 400 level assignments, complete one (1) of the following assignment options:

Option A
Create and share a resource packet for teachers in your school related to dyslexia. Send copy to your instructor.

OR

Option B
Conduct additional reading and/or research related to a particular aspect of teaching students with dyslexia. Write a 3-page comprehensive summary of your findings including how you would implement this knowledge in your teaching strategies/classroom. Please include a bibliography.

400 & 500 LEVEL ASSIGNMENT

C. INTEGRATION PAPER

Assignment #11: (Required for 400 and 500 Level Credit)
Write a 2-3 page Integration Paper answering these questions:
   1. What did you learn vs. what you expected to learn from this course?
   2. What aspects of the course were most helpful and why?
   3. What further knowledge and skills in this general area do you feel you need?
   4. How, when and where will you use what you have learned?
   5. How and with what other school or community members might you share what you learned?

INSTRUCTOR COMMENTS ON YOUR WORK:
Please indicate by email to the instructor if you would like to receive comments on your assignments.

QUALIFICATIONS FOR TEACHING THIS COURSE:
Geri Rohlf, M.A., brings over 26 years of experience teaching students who are academically at-risk, learning challenged, and/or honor students. She rec'd B.A in English from the UC-Davis I976, and M.A. in Spec. Ed./Learning Disabilities from San Francisco State I983. Geri teaches in the mainstream and Alternative Ed after school. She is currently the Dept. Chair of English at Auburn Riverside High School in Auburn, WA. Geri was inducted into the National Teachers Hall of Fame in 2007. She has been recognized in the Who's Who in America's Teachers (2005, 2004, 2002, 2000, I996), Auburn School District's Secondary Teacher of the Year (2004), Puget Sound's 2005 Regional Teacher of the Year, Auburn Wal-Mart's Teacher of the Year (2004), Washington State Wal-Mart Teacher of the Year (2004), Auburn School Board's Certificate of Recognition for working with at-risk students (2001), King County's Voc. Ed. Cooperative’s Spec. Ed. Teacher of the Year (I995), Christa McAuliffe Award for Excellence in Ed. in the State of Washington (I993), She’s teacher friendly, flexible, and loves facilitating classes where the learning is useful in the classroom.

Irlen, Helen. *Reading By the Colors*. 1991. Avery Publishing Group. $9.95. This is a controversial method that has been given press on talk shows. I include it only if you are interested in alternative methods.


Pollock, Joy; & Waller, Elisabeth *Day-To-Day Dyslexia in the Classroom*. 1994. Routledge, Inc. $13.95 Routledge, 29 West 35th Street, New York, NY 10001 This book was written in England and has some British terminology. It does deal directly with recognizing and teaching children who are dyslexic. I learned a lot from this book.

