



Dyslexia: Reading & Writing Learning Disabilities

Course Syllabus

Course Description/ Purpose

The purpose of this professional development course is to provide participants the opportunity to learn in-depth about reading and writing disabilities, with a special focus on dyslexia.

The first module of the course begins by introducing the topic of dyslexia as well as the Idaho-related laws/rules, standards, and recommended practices related to dyslexia. The following modules build upon one another, starting with a review of skilled reading and writing basics, followed by in-depth information on learning disabilities and dyslexia.

This course enhances classroom teaching effectiveness and supports improved student outcomes, comprehensive knowledge of dyslexia and related literacy disabilities, aligned with Idaho law and best practices, to support assessment, instruction, and diverse learner needs.

This course meets the professional development and recertification requirements for the State of Idaho as per Idaho Code 33-1811.4(a-c).

Course Outcomes

At the end of this course you should be able to:

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T01*: Summarize key components of Idaho's dyslexia legislation and literacy initiatives, and explain how these policies inform classroom practices for supporting students with dyslexia.

T02: Identify and describe at least five components of skilled reading and writing as defined by the science of reading, and explain how structured literacy addresses these components.

T03: Compare and contrast dyslexia with other specific learning disabilities, citing at least three neurological and behavioral characteristics unique to dyslexia.

T04: Evaluate common myths about dyslexia and cite at least five evidence-based facts that counteract misinformation using scientific and expert-sourced materials.

T05: Describe the key components and purposes of universal screening and diagnostic assessments for dyslexia, and identify observable signs across early childhood through adolescence.



T06: Identify and justify at least three instructional strategies, accommodations, or technologies that support students with dyslexia, including considerations for English learners and students with hearing loss.

T07: Analyze how dyslexia can coexist with giftedness or ADHD, and explain the impact of these combinations on student behavior, performance, and emotional well-being.

T08: Distinguish dysgraphia from dyslexia by identifying at least three specific symptoms of dysgraphia and evaluate at least two interventions or strategies that support students with writing disabilities.

*(T01) stands for Training Outcome 1. Each module in this course focuses on one or more of the Course Outcomes. Most of the course outcomes are addressed more than once throughout the course modules.

Modules

- Module 1: Introduction to Dyslexia, Quiz 1
- Module 2: Basics of Skilled Reading and Writing, Quiz 2
- Module 3: Learning Disabilities and Dyslexia, Quiz 3
- Module 4: Further Understanding Dyslexia, Quiz 4
- Module 5: Dyslexia Screening and Identification, Quiz 5
- Module 6: Teaching Students with Dyslexia, Quiz 6
- Module 7: Dyslexia and Twice-Exceptionalities, Quiz 7
- Module 8: Writing, Writing Difficulties, & Dysgraphia, Quiz 8

Grading:

Each quiz must be passed at an 80% or higher (three attempts allowed).

Format

This is a self-paced, asynchronous (no required live meetings) course. Throughout the PD course, you will find it helpful to take notes along the way to assist with the quizzes. Within each module, you will find reflection assessments that are not graded but will help in your journey through the course. There is an interactive forum in the course to help you connect with peers and instructors, share ideas, and collaborate on best practices throughout your learning journey.