# http://www.ric.edu/webcommunications/images/SealWithText_Small_Black.pnggraduate COMMITTEE curriculum PROPOSAL FORM

## A. Cover page

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| A.1[. Course or program](#_heading=h.gjdgxs) | SPED 546 Dyslexia in Schools:  Assessment and Identification |  |
| Academic Unit | School of Education  |
| A.2. [Proposal type](#bookmark=id.tyjcwt) | Course: creation  |
| A.3. [Originator](#bookmark=id.3dy6vkm) | Cara McDermott-Fasy | [Home department](#bookmark=id.1t3h5sf) | Special Education |
| A.4. [Rationale](#bookmark=id.4d34og8)Additional Information for [new programs](#bookmark=id.tyjcwt) | The perception in districts and schools in Rhode Island and beyond is that we do not assess for and/or identify dyslexia in public schools.  This has created an equity issue as securing a diagnosis of dyslexia (and, thus, an appropriate intervention) often requires an independent evaluation which can cost families $2,000-$4,000.  It is time to build capacity in districts to do this work.  As documented in a recent video overview on the RIDE website entitled *How is dyslexia diagnosed*, this is the work of districts and schools. However, the knowledge and skills to assess and identify dyslexia lags behind.  To ensure that learning to read, when you experience difficulties, does not continue to remain “a rich person’s game”, we need to ensure that general education teachers, special education teachers, and school psychologists are equipped to work in collaborative teams to assess and identify dyslexia in our public schools. |
| A.5. [Student impact](#bookmark=id.147n2zr) | This will have a positive impact on RIC students as they will be prepared to accurately and appropriately assess their own students for language-based learning differences including dyslexia.  This will ultimately empower them as educators to provide services following best practices in the field of education as it relates to literacy instruction, assessment, and identification of student exceptionalities. |
| A.6. [Impact on other programs](#bookmark=id.3o7alnk) | None |
| A.7. [Resource impact](#bookmark=id.23ckvvd) | [*Faculty PT & FT*](#bookmark=id.2s8eyo1):  | Cara McDermott-Fasy, Summer I, 3 credits |
| [*Library*:](#bookmark=id.17dp8vu) | None |
| [*Technology*](#bookmark=id.3rdcrjn) | None |
| [*Facilities*](#bookmark=id.26in1rg): | None |
| A.8. [Semester effective](#bookmark=id.ihv636) | Summer 2021 | A.9. [Rationale if sooner than next Fall](#bookmark=id.ihv636) | The SPED Department would like to offer this course in Summer 2021 in light of Right to Read Act of 2019. |

## B. NEW OR REVISED COURSES

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|  | Old ([for revisions only](#bookmark=id.32hioqz))ONLY include information that is being revised, otherwise leave blank | NewExamples are provided within some of the boxes for guidance, delete just the examples that do not apply. |
| B.1. [Course prefix and number](#bookmark=id.35nkun2)  |  | SPED 546 |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#bookmark=id.1ksv4uv)  |  | Dyslexia in Schools:  Assessment and Identification |
| B.4. [Course description](#bookmark=id.44sinio)  |  | Principles and procedures of effective assessment for the screening, identification and intervention of students with dyslexia are addressed. |
| B.5. [Prerequisite(s)](#bookmark=id.2jxsxqh) |  | Graduate Status; or, Consent of the Dept Chair |
| B.6. [Offered](#bookmark=id.1hmsyys) |  | Summer I |
| B.7. [Contact hours](#bookmark=id.z337ya)  |  | 3 |
| B.8. [Credit hours](#bookmark=id.3j2qqm3) |  | 3 |
| B.9. [Justify differences if any](#bookmark=id.1y810tw) |  |
| B.10. [Grading system](#bookmark=id.41mghml)  |  | Letter grade  |
| B.11. [Instructional methods](#bookmark=id.4i7ojhp) |  | Lecture, Small group, Individual |
| B.11.a [Delivery Method](#bookmark=id.4i7ojhp) |  | 100% Online or Hybrid |
| B.12.[Categories](#bookmark=id.2xcytpi) |  | Required for program  |
| B.13. [How will student performance be evaluated?](#bookmark=id.1ci93xb) |  | Attendance, Class participation, Exams, Presentations, Papers, Class Work, Interviews, Quizzes, Performance Protocols, Projects  |
| B.14. [Redundancy with, existing courses](#bookmark=id.3whwml4) |  | None |
| B. 15. Other changes, if any |  |

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| B.16. [Course learning outcomes](#bookmark=id.2bn6wsx): List each outcome in a separate row | [Professional organization standard(s)](#bookmark=id.qsh70q), if relevant  | [How will each outcome be measured?](#bookmark=id.3as4poj) |
| Review/demonstrate proficiency related to the Contemporary Model of Assessment (MTSS/RTI/DBI). | IDA KPS 3.1, 3.4, 3.5, 3.6, 3.7CEC 4ILA 3.1 | Exam |
| Review/demonstrate proficiency related to laws (IDEA, ESSA, Right to Read Act) and ethics related to the assessment and identification of dyslexia. | IDA KPS 3.2CEC 1 | Exam |
| Demonstrate and understanding of the Dyslexia Paradox. | IDA KPS 5.1, 5.8CEC 3,4 | Exam |
| Understand the differences among and purposes for screening, progressmonitoring, diagnostic, and outcomemeasures for the assessment and identification of dyslexia. | IDA KPS 3.1CEC 4ILA 3 | Interpret Comprehensive Assessment Reports (that diagnosis dyslexia) Assignment; Prepare Comprehensive Assessment Reports (that identify dyslexia) Assignment |
| Know how to administer and interpret the most common and/or well-validated CBA/CBMs utilized in the assessment and identification of dyslexia inclusive of screening, and progress monitoring including graphing techniques (i.e PAST, Core Phonics Survey, Acadience). | IDA KPS 3.3, 3.4, 3.5, 3.6, 3.7CEC 4, 5, 7ILA 3.1, 3.2 | Screening for Dyslexia Assignment; Interpret Comprehensive Assessment Reports (that diagnosis dyslexia) Assignment; Prepare Comprehensive Assessment Reports (that identify dyslexia) Assignment. |
| Know how to administer and interpret the most common norm-referenced tests utilized in the assessment and identification of dyslexia (WAIT-4, CTOPP, TOWRE, GORT | IDA KPS 3.3, 3.7CEC 4ILA 3.1, 3.2, 3.3 | Screening for Dyslexia Assignment; Interpret Comprehensive Assessment Reports (that diagnosis dyslexia) Assignment; Prepare Comprehensive Assessment Reports (that identify dyslexia) Assignment |
| Integrate, summarize, and communicate (orally and in writing) the results of educational assessment data related to dyslexia for sharing with students, parents, and other teachers/administrators inclusive of screening, progress monitoring, and diagnostic measure.  | IDA KPS 3.8, 5.4, 5.9CEC 4, 5, 7ILA 3.4 | Screening for Dyslexia Assignment; Interpret Comprehensive Assessment Reports (that diagnosis dyslexia) Assignment; Prepare Comprehensive Assessment Reports (that identify dyslexia) Assignment. |
| Demonstrate knowledge of the common reading profiles in general, and those specific to dyslexia in particular, and the ability to formulate appropriate recommendations aligned to an applicable reading profile. | IDA KPS 1.7, 3, 7, 3.8CEC 3, 5ILA 1, 2.1, 2.2, 2.3 | Screening for Dyslexia Assignment; Interpret Comprehensive Assessment Reports (that diagnosis dyslexia) Assignment; Prepare Comprehensive Assessment Reports (that identify dyslexia) Assignment. |
| Describe how assessment measures may reveal weaknesses in subsets of word recognition and/or language comprehension, and implications on students' reading accuracy, fluency, and comprehension. Furthermore, understand that these weaknesses may be due to an underlying neurobiological learning difference (e.g. dyslexia, executive functioning weaknesses, or Developmental Language Disorder). | IDA KPS 1.7, 3, 7, 3.8CEC 4ILA 3.2, 3.4 | Screening for Dyslexia Assignment; Interpret Comprehensive Assessment Reports (that diagnosis dyslexia) Assignment; Prepare Comprehensive Assessment Reports (that identify dyslexia) Assignment. |
| Demonstrate the ability to collaborate with key stakeholders in the development and implementation of data-based Individualized Education Programs that meet the Endrew F. standard for FAPE in the LRE. | IDA KPS 3.5, 3.6, 3.7, 3.8, 5.1, 5.8CEC 1-7ILA 2.4 | IEP Assignment |
| Practice within ethical and legal guidelines; advocate for improved outcomes for individuals with language-based learning differences including dyslexia and their families while considering their social, cultural, and linguistics diversity; and engage in ongoing self-reflection to design and implement professional learning activities. | IDA 5.1-5.10CEC 1, 7ILA 4.1. 4.2, 4.3, 4.4 | All course assignments. |

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| B.17. [Topical outline](#bookmark=id.1pxezwc): Please do not include a full syllabus |
| 1. Simple View of Reading
	1. Reading Profile of Dyslexia
		1. Scarborough’s Rope Revisited
		2. Strong Language Comprehension
		3. Weak Word Reading
			1. Inability to sound out new words (i.e. nonsense words)
			2. Small pool of words read automatically

                             4)  Poor Spelling and Writing2)  Special Education Timeline related to Dyslexia Identification1. Common Misconceptions
2. Signs of Dyslexia; Team Approach (Background, Family History, etc.)
3. Pre Referral Strategies
	1. screening (i.e. PAR, Acadience: RAN, FSF, PSF, LNF, PAST, QPS, San Diego Quick Assessment: GWL, Ekwall/Shanker Reading Inventory, Writing Sample)
	2. progress monitoring

       c) Referral       d) Comprehensive Evaluation (including - phonological awareness; phonics and word recognition;  automaticity:  rapid automatic naming, word recognition; decoding and encoding; listening and/or reading comprehension; oral language skills)       e) Eligibility:  SLD category (Does child’s profile fit that of a child with dyslexia?:  not reading at the expected grade level; shows difficulty with underlying phonological and naming speed skills; demonstrates difficulty with phonology, decoding, and word recognition; and, demonstrates these despite good instruction and intervention)       f)  IEP Development and Implementation       g) Collaborating with Key Stakeholders and agencies throughout the Timeline3)  Assessment of Phonological Processing1. Phonological Awareness

               i) impairment in this area a hallmark of Dyslexia               ii) early identification is critical to prevention (as early as age 4)       b) Phonological Memory (short term memory)               i)  Phonological Loop* + - * 1. Phonological Store
				2. Articulatory Control Process

        c)  Rapid Naming (permanent memory)               i) symbolic rapid naming:  digits, letters               ii) nonsymbolic rapid naming:  objects or colors4)  Interpreting an Independent Evaluation with a Diagnosis of Dyslexia 5)  Conducting a Comprehensive Evaluation and Report Writing to Diagnose Dyslexia1. Record Review, Interviews, Observations
2. Error Analysis (i.e of writing samples, progress monitoring data, etc.)
3. CBAs/CBMs
4. WIAT-3 (Achievement)
5. CTOPP
6. TOWRE
7. GORT

6)  IEP Development and Implementation1. DBI Framework with emphasis on progress monitoring and diagnostic assessments

6)  Other Considerations1. Dyslexia is dimensional (exists on a continuum)
2. Origin of Dyslexia in language, not vision
3. Dyslexia runs in families (family history important)
4. History of early speech or language problems
5. Double deficit hypothesis
6. Males twice as likely to have severe problems than are females
	* 1. Co-Occurring Conditions Rule rather than Exception (i.e. ADHD, dysgraphia, dyscalculia, executive function, etc.)

7)  Parental Involvement/Partnership/Empowerment throughout the Special Education Timeline1. Families in General
2. CLD Families in Particular
3. Community Agencies
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## D. Signatures

##### D.1. Approvals:

##### Required from department chairs, program directors, and deans from the academic unit originating the proposal.

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| Name | Position/affiliation | [Signature](#_heading=h.2grqrue) | Date |
| Natasha Feinberg | Interim Program Director of M.ED in Reading | **Natasha J. Feinberg** | **1/8/21** |
| Carolyn Obel-Omia | Chair of Elementary Education | **Carolyn Obel-Omia** | **1/8/21** |
| Paul LaCava | Chair of Special Education | **Paul LaCava** | **1/8/21** |
| Jeannine Dingus-Eason | Dean of FSEHD | ***Jeannine E. Dingus-Eason*** | **1/11/21** |

##### D.2. [Acknowledgements](#bookmark=id.49x2ik5):

##### Required from all departments (and corresponding dean) impacted by the proposal. Signature does not indicate approval. Concerns should be brought to the attention of the graduate committee chair for discussion.

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| Name | Position/affiliation | [Signature](#bookmark=id.2p2csry) | Date |
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