Professional Development Institute

Flex Course Syllabus

Structured Interventions for Specific Learning Disabilities (K-5)

PDI Course Number: 159T02

UCSD Course Number: EDUC42639

If you would like information about receiving post-baccalaureate (graduate) credit for completing this course, please click here.

Course Timeline

Participants have one year to complete the course. Participants must spend a minimum of three weeks in this course.

Course Description

Do you need solid strategies to help you address the unique challenges faced by students with specific learning disabilities (SLD)? This online course for teachers of grades K-5 begins with an in-depth overview of dyslexia, dysgraphia, and dyscalculia, as well as additional underlying conditions that are often seen among this student population, including executive function deficits, processing disorders, and specific language impairment. As they progress through the course, teachers will learn how to design structured interventions to help students with SLD become successful in the content areas. Teachers will learn about the science of reading — what it is (including an in-depth examination of Scarborough's Reading Rope), the data behind it, and how Structured Literacy can be harnessed to turn struggling readers into skilled readers. Teachers will learn about language-based learning disabilities and how to design structured language interventions to improve students' written and oral language skills. Teachers will learn how to leverage the science of math as they guide their students to develop the five skills of math proficiency while managing math anxiety. Executive function deficits are discussed in detail, as these weaknesses are almost always seen in the learning profiles of students with SLD. Teachers will also explore a variety of supports for students with auditory and visual processing disorders, including assistive technology tools and classroom accommodations. By the end of this

continuing education course, teachers will have gained valuable insight into specific learning disabilities, and they will feel more confident designing structured interventions as they guide their students to greater success in the content areas.

Educational Outcomes

1. Teachers will understand dyslexia, dysgraphia, and dyscalculia, and will be able to distinguish each.
2. Teachers will understand the types of executive function disorders and how they correlate with specific learning disabilities.
3. Teachers will explore processing disorders and how they impact students' learning abilities.
4. Teachers will be able to define the principles of Structured Literacy and design reading interventions using evidence from the science of reading.
5. Teachers will be able to identify students who have a poor reader profile and tailor interventions to address their specific needs.
6. Teachers will be able to design Structured Literacy interventions for phonemic awareness to enable students to catch up to their peers in terms of their foundational literacy skills.
7. Teachers will be able to design Structured Literacy interventions for decoding and morphological awareness using systematic phonics instruction and syllable analysis.
8. Teachers will be able to design Structured Literacy interventions for reading fluency and assess students' progress toward meeting fluency goals.
9. Teachers will be able to design Structured Literacy interventions for reading comprehension by increasing students' vocabulary knowledge and background knowledge.
10. Teachers will be able to remediate the spelling challenges students with dyslexia face using Structured Language interventions.
11. Teachers will be able to design Structured Language interventions that address the multiple components of writing.
12. Teachers will understand language-based learning disabilities and will be able to design explicit and targeted Structured Language interventions that address oral and written language deficits.
13. Teachers will be able to understand the science of math and will be able to define the components of math proficiency.
14. Teachers will be able to design structured interventions using the science of math to improve students' mathematical literacy.
15. Teachers will be able to implement interventions to help reduce students' math anxiety.
16. Teachers will be able to design structured interventions for improving each category of executive functioning.
17. Teachers will be able to distinguish between auditory processing disorder, visual processing disorder, and dyslexia.
18. Teachers will learn strategies for supporting students with weak processing skills, including assistive technology tools and classroom accommodations.

Instructional Media

- Online Discussions
- Online Engagement
- Online Collaboration
- Instructor Feedback
- Instructor Interaction
- Online Resources and Websites
- Supplemental Instructional Materials
- Printable Classroom Resources

Evaluation

- Test #1 (5% of final grade)
- Test #2 (5% of final grade)
- Test #3 (5% of final grade)
- Test #4 (5% of final grade)
- Test #5 (5% of final grade)
- Autobiography and Goals for the Course (10% of final grade)
- Article/Video Reflection (15% of final grade)
- Course Collaboration/Share Ideas with the Class (10% of final grade)
- Cumulative Assignment/Project: Respond to Three Classroom Scenarios (20% of final grade)
- Culminating Practicum (20% of final grade)

Topical Outline

Unit One

- An Overview of Specific Learning Disabilities
- An Overview of Executive Function Skills
- Other Conditions Related to Learning Disabilities
- **Assignment #1**
  Write an autobiography including information about yourself, your grade level, and what you specifically hope to learn about helping students with specific learning disabilities succeed in an inclusive K-5 classroom. Your autobiography should be a minimum of three paragraphs.
- **Test #1**

Unit Two

- Designing Literacy Interventions Using the Science of Reading
- Using Structured Literacy to Break the Reading Code

- Using Structured Literacy to Help Students Become Proficient Readers
- Turning Struggling Readers into Skilled Readers
- **Assignment #2**
  As an educator, it is important to be aware of the research, studies, and professional work done in the field. In the course, you will find an article and a video that are relevant to the specific course content. Read the article and then write an essay with your thoughts.
- **Test #2**

Unit Three

- Structured Language Interventions for Spelling
- Structured Language Interventions for Written Expression
- Structured Language Interventions for Speaking and Listening
- **Assignment #3**
  Online Discussion Board Participation/Engagement: Please post a tip, strategy, or idea that specifically relates to helping students with specific learning disabilities succeed in an inclusive K-5 classroom. The tip, strategy, or idea that you share needs to make a difference to other teachers in their own classrooms. Your assignment should be a minimum of three paragraphs and detailed enough for another teacher to follow easily. This is a great opportunity to share and collaborate with other teachers at your grade level around the country. Take time to review and respond to other postings that are relevant to your classroom population in order to gain effective ideas to use immediately in your classroom.
- **Test #3**

Unit Four

- An Introduction to the Science of Math
- Designing Structured Interventions Using the Science of Math
- Managing Math Anxiety
- **Test #4**

Unit Five

- Structured Interventions for Cognitive Regulation
- Structured Interventions for Emotional Regulation
- Structured Interventions for Behavioral Regulation
- **Test #5**

Unit Six

- Accommodations to Support Students with Auditory Processing Disorder
- Accommodations to Support Students with Visual Processing Disorder
- **Assignment #4**

Review the structured intervention scenarios and respond to each of them. Applying what you have learned from this course, design a structured intervention that addresses each student's individual needs. Each response should consist of a minimum of two paragraphs, with the first paragraph clearly stating where the difficulty lies (e.g., phonemic awareness, phonics, fluency, vocabulary, and/or comprehension), and it should explore at least one specific strategy or intervention that can be used to address the fictitious learner's learning disability. The second paragraph should discuss how the chosen strategy/intervention is expected to benefit the learning outcome for the given learner. The strategies and interventions you choose must be different from one another, meaning that you cannot use a particular structured intervention strategy more than once within each of your three responses. When you are finished with this assignment, you will have written a total of six paragraphs.

- **Assignment #5**
The culminating practicum is a three-step process. (1) In the first assignment, you were asked what goals you had and what you hoped to learn from the course. Think back to your original goals for this course. Write a minimum two-paragraph reflection specifically describing how what you learned can be used to help you reach those goal(s). (2) Next, write a minimum three-paragraph plan that specifically describes the ways in which you intend to implement a particular strategy you learned in this course into your own teaching situation. (3) Last, write a minimum two-paragraph reflection describing a student you have or have had in the past. Then, discuss how the strategies you learned in this course will specifically benefit that student as you put your plan into action.

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