



LILIE, LLC Course Information

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Title of Course (45 hours): Reading Disabilities and Assessment

Course Description:

This course addresses historical and contemporary theories regarding reading disabilities. The focus is on assessment practices where students administer, score, and interpret the results of screening and diagnostic reading instruments and informal reading inventories. Students develop recommendations for direct instruction, which help teach children with severe reading disabilities.

Overall Course Objective and Expectation(s):

- To become familiar with various types of learning/reading disabilities and assessments
- To understand how reading disabilities impact learning
- To recognize the need for intervention
- To better understand strategies that target weaknesses
- To comprehend the effectiveness of parent involvement

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:

Real time consultation and instruction is provided through the LILIE, LLC discussion boards for each course/classroom on a daily basis.

Suggested Readings (subject to change):

- Baumer, Bernice H. How to Teach Your Dyslexic Child to Read. Carol Publishing Group, Secaucus New Jersey, 1998
- Calkins, Lucy McCormick and Bellino, Lydia. Raising Lifelong Learners: A Parent's Guide-Reading, Massachusetts. Perseus Books, 1998.
- Cavuto, George J PH.D. Naturalistic Classroom Based Reading Assessment. Dubuque, Iowa. Kendall Hunt Publishing Company, 2002
- Davis, Ronald D. The Gift of Dyslexia. New York, NY. Berkley Publishing Group, 1997

- Paquette, Penny Hutchins and Tuttle, Cheryl Gerson. It Happened to Me, Learning Disabilities: The Ultimate Teen Guide. Lanham, Maryland. Scaiercron Press Inc., 2003.
- Leslie, Lauren and Coldwell, Jeanne Schudt. Qualitative Reading Inventory-5. New York, New York
- Reutzel, D. Ray and Cooter Robery B. Jr. Strategies for Reading Assessment and Instruction: Helping Every Child to Succeed. Boston Massachusetts. Peatson Education, Inc., 2007
- Roffman, Arlyn PhD. Guiding Teens with Learning Disabilities. New York, NY. Princeton Review, 2007
- Shoywitz, Sally, MD and Knoph, Alfred A. Overcoming Dyslexia. New York, 2003.

Proof of Course Completion:

LILIE, LLC is committed to assuring that enrollees fully participate in and receive the educational benefits contemplated by the course. Enrollees must demonstrate participation by making detailed postings designed to foster dialogue among colleagues and instructors. These enrollee postings must be made four times each week in separate sessions. Enrollees will be required to submit a detailed log documenting at least 45 hours of course work, including discussion board posts, and will be required to apply information and strategies acquired from the course content to weekly classroom instruction. Attempts to falsify logs 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):

- Personal Introductions
- Defining Reading Disabilities
- Types of Disabilities
- Disabilities and the Impact on Learning

Objectives:

- Educators will introduce self to classmates
- Educators will formulate definitions for Reading Disabilities
- Educators will explore various types of disabilities
- Educators will discuss personal/professional experiences with reading disabilities and its impact on learning

Impact on Classroom Instruction:

- Awareness of various disabilities in reading
- Better understanding of the signs of learning disabilities

Learner Outcomes:

- Educators will share their knowledge and experiences with various learning disabilities
- Educators will begin to observe readers who exhibit learning/reading difficulties

Assessment of Understanding and Learning/ Weekly Assignments (including but not limited to posting requirements set forth by LILIE, LLC):

- Post responses to other classmates
- Post Introduction of self
- React to articles on Reading Disability, Types of Disabilities, Decoding, Comprehension, Retention, How Disabilities Impact Learning



Week II

Topic(s):

- Specific Disabilities
- Dyslexia
- Intervention
- Parental Involvement

Objectives:

- Educators will explore specific disabilities and their impact on learning
- Educators will understand the struggles of children with Dyslexia
- Educators will discuss the importance of early intervention
- Educators will recognize the need for parental involvement

Impact on Classroom Instruction:

- Ability to identify specific reading/learning disabilities in the classroom
- Understanding the importance of early intervention and disabilities
- Recognizing the positive effects of parental support

Learner Outcomes:

- Educators will research various ways schools have encouraged parent involvement
- Educators will identify methods used to determine students who have reading/learning disabilities
- Educators will discuss struggling learners

Assessment of Understanding and Learning/ Weekly Assignments (including but not limited to posting requirements set forth by LILIE, LLC):

- Post responses to other classmates' comments
- React to assigned articles on Specific Disabilities, Dyslexia, Intervention, Parental Involvement
- Share personal and professional experiences that relate to the readings
- Post different ways parents can become involved in their child's learning



Week III

Topic(s):

- Assessment
- Intervention Plans

Objectives:

- Educators will have knowledge of various assessment to determine a child's weaknesses in reading
- Educators will understand the importance of Intervention Plans for children with Learning Disabilities

Impact on Classroom Instruction:

- Increased ability to utilize assessment determining strengths and weaknesses in reading
- Better understanding of how to utilize the result to plan instruction

Learner Outcomes:

- Educators will research their district's Intervention Plan and report findings
- Educators will list and explain assessments utilized in their district

Assessment of Understanding and Learning/ Weekly Assignments (*including but not limited to posting requirements set forth by LILIE, LLC*):

- Post reactions to assigned articles on Assessment, Developing Intervention Plans, IEP's/504 Plans
- Post the Intervention Plan researched
- Post assessment used in one's district to determine the Intervention Plan



Week IV

Topic(s):

- Teaching students with Disabilities
- Remediation
- Reading Recovery
- Strategies

Objectives:

- Educators will discuss the special needs of students with disabilities
- Educators will understand how various methods of remediation help students with learning/reading disabilities
- Educators will be able to apply reading comprehension
- Educators will discuss the benefits of the Reading Recovery Program

Impact on Classroom Instruction:

- Deeper understanding of students with learning disabilities
- Knowledge of Remediation in Reading/Writing for students with Learning Disabilities
- Awareness of various Instructional Strategies that are meaningful and purposeful for students with leaning disabilities

Learner Outcomes:

Educators will prepare an activity or lesson to meet the needs of a child with a reading disability

- Educators will identify the weakness being addressed
- Educators will state the objectives/goals
- Educators will develop and assessment plan to determine the effectiveness of the task

Assessment of Understanding and Learning/ Weekly Assignments (*including but not limited to posting requirements set forth by LILIE, LLC*):

- Respond to classmate's postings
- React to assigned articles on Remediation, Reading Recovery, Checklist Ages 4-6, Teaching Strategies, Literacy Materials
- Post activity/lesson for classmates
- Share successes for revisions of lessons