

MODULE SPECIFICATION PROFORMA

<b>Module Title:</b>	Teaching and Supporting Learners with Dyslexia	<b>Level:</b>	7	<b>Credit Value:</b>	30
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<b>Module code:</b>	EDM712	<b>Is this a new module?</b>	Yes	<b>Code of module being replaced:</b>	
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<b>Cost Centre(s):</b>	GAPE	<b>JACS3 code:</b>	X360
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<b>With effect from:</b>	September 17
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<b>School:</b>	Social & Life Sciences	<b>Module Leader:</b>	David Thomas/Sylvia Phillips
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Scheduled learning and teaching hours	30 hrs
Guided independent study	270 hrs
Placement	<a href="#">Click here to enter hours.</a> hrs
<b>Module duration (total hours)</b>	300 hrs

<b>Programme(s) in which to be offered</b>	Core	Option
MA Education (ALN-Dyslexia)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>

<b>Pre-requisites</b>
This module builds on theoretical models and research introduced in EDS705 Insights into dyslexia: research based practice, in order to apply them to teaching and supporting learners. Successful completion of EDS 705 and 706 can lead to B.D.A. accreditation for ATS/APS (Approved Teacher / Practitioner Status). Modules EDS 705, 706 and 703 together meet the B.D.A. criteria for the award of AMBDA (Associate Member of the British Dyslexia Association).

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Initial approval: August 17

APSC approval of modification: *Enter date of approval* Version: 1

<b>Module Aims</b>	
	<ol style="list-style-type: none"> <li>1. To enable participants to build on the knowledge and understanding of the nature of dyslexia gained in EDS 705 in order to provide a rationale for the principles underpinning teaching learners with dyslexia;</li> <li>2. To enable practitioners to refine skills in teaching literacy to learners with dyslexia using structured, cumulative, multisensory approaches, based on phonics and morphology;</li> <li>3. To raise issues relating to providing appropriate learning environments e.g. through Dyslexia Friendly Practice;</li> <li>4. To facilitate participants' development of their role as Specialist Teachers of learners with specific learning difficulties / dyslexia.</li> </ol>

<b>Intended Learning Outcomes</b>			
Key skills for employability			
KS1	Written, oral and media communication skills		
KS2	Leadership, team working and networking skills		
KS3	Opportunity, creativity and problem solving skills		
KS4	Information technology skills and digital literacy		
KS5	Information management skills		
KS6	Research skills		
KS7	Intercultural and sustainability skills		
KS8	Career management skills		
KS9	Learning to learn (managing personal and professional development, self-management)		
KS10	Numeracy		
At the end of this module, students will be able to		Key Skills	
1	Demonstrate a critical appreciation of the principles underpinning multisensory approaches to teaching and learning through an analysis of the structures, sequential ordering for multisensory teaching and the research upon which this approach is based.	KS6	
		KS1	
		KS10	
2	Identify essential elements associated with the development of appropriate learning environments and critically evaluate how they can be organised in order to teach and support learners with dyslexia e.g. through Dyslexia Friendly Practice.	KS6	
		KS1	
		KS7	
3	Demonstrate a critical understanding of effective study methods and organisational skills for dyslexic learners at school-age level.	KS6	
		KS1	
		KS9	

4	Demonstrate a critical appreciation of the importance of 'self-esteem' to dyslexic learners.	KS6	
		KS1	
		KS7	
5	Plan, deliver and evaluate an appropriate teaching programme using a structured, multisensory approach to meet individual needs at a basic level in literacy including appropriate use of ICT.	KS1	KS4
		KS3	KS5
		KS2	
6	Demonstrate they can reflect critically on their personal, professional development as a Specialist Teacher'	KS1	KS8
		KS9	
Transferable skills and other attributes			
<ul style="list-style-type: none"> <li>• Provide support for school staff and parents in identifying and meeting the educational needs of learners with dyslexia including recognising the concept of neurodiversity;</li> <li>• Developing strategies for supporting staff development in the area including modelling teaching where appropriate;</li> <li>• Planning and teaching structured, literacy lessons for small groups (2 - 6);</li> <li>• A critical appraisal of difficulties and dyscalculia.</li> </ul>			
<b>Derogations</b>			
None			

**Indicative assessment:**

1. A Case Study of an intervention programme for a learner with dyslexic-type difficulties in literacy. The study should refer to the assessment which led to the intervention, the ILP and contain evidence of at least 10 hours of teaching together with a critical commentary on the learner's progress and critical self-evaluation as a teacher. A non-assessed Teaching Diary must provide evidence of 20 hours of teaching (10 of which will be referred to in the Case Study). Two DVDs of the practice of teaching using an appropriate structured programme must be submitted for assessment prior to submitting the Case Study. The second DVD must meet the set criteria before the Case Study can be submitted.

2. A Professional Development Portfolio comprising initial personal needs assessment in relation to the module's Learning Objectives and a critical self-appraisal at the end of the module referring explicitly to relevant evidence from the Case Study, the Teaching Diary, and a Support Log. Detailed criteria will be provided for each element of assessment.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1, 3, 4, 5, 6	Case Study	60%	n/a	4,000
2	2, 5,	Portfolio	40%	n/a	2,000

**Learning and Teaching Strategies:**

The teaching and learning emphasis will be placed on the support for the dyslexic learner in the specific context. Students will be provided with a variety of learning opportunities appropriate to a range of learning styles and the teaching methodologies will model the learning opportunities promoted by the module aims. Students will engage with a range of media including visual and auditory presentations and teaching will be conducted via direct and indirect methods including: Lectures, workshops, seminars and group tutorials.

These will be supported by:

Directed reading, case studies and video observations. Students will be required to engage in the delivery and evaluative analysis of 20 hours of specialist teaching of literacy using a structured programme appropriate for learners with severe / persistent literacy difficulties / dyslexic-type learning differences.

**Syllabus outline:**

The rationale for structured multi-sensory intervention programmes for learners with dyslexia. (Referring to EDS 705 as pre-requisites.)

Planning, delivering and evaluating multi-sensory intervention programmes for individual teaching: the implications for teaching literacy and implications for small group teaching. Appropriate use of ICT.

Developing organisation, independent learning and study skills of learners with dyslexia. The significance of self-esteem in approaches to teaching and 'support' (building on EDS 705.)

Developing Dyslexia Friendly Schools and classrooms, including undertaking audits and developing related action plans for schools, and supporting staff.

Difficulties in maths and dyscalculia: an overview.

Dyslexia and EAL.

**Bibliography:**

**Essential reading**

Kelly, K. and Phillips, S. (2016), *Teaching Learners with Dyslexia: A Multi-sensory approach*. Second Edition. London: SAGE Publications Ltd.

Phillips, S. and Kelly, K. (2017), *Assessment of Learners with Dyslexic-Type Difficulties*. Second Edition. London. SAGE Publications Ltd.

Reid, G. (2013), *Dyslexia: A Practitioner's Handbook*, Fifth Edition. Oxford: Wiley-Blackwell.

Rose, J. (2009), *Identifying and Teaching Children and Young People with Dyslexia and Literacy Difficulties*. London: DFCS.

**Other indicative reading**

Alloway, R.G. and Packiam-Alloway, T. (2014), *Understanding Working Memory*. Second Edition. London: SAGE Publications Ltd.

Brooks, G. (2013), *What Works for Pupils with Literacy Difficulties?* Fourth Edition. London: SpLD Trust.

Carlisle, J.R. (2010), 'Effects of Instruction in Morphological Awareness: An Integrative Review' in *Reading Research Quarterly*, 45, (4), 464-487.

Chinn, S. (2015), *More Trouble with Maths*. London: Fulton / Nasen.

Chinn, S. and Ashcroft, R. (2016), *Mathematics and Dyscalculics: A Teaching Handbook*. Fourth Edition. Oxford: Wiley-Blackwell.

Don, J. (2014), *Morphological Theory and the Morphology of English*. Edinburgh: Edinburgh University Press.

Ehri, L.C. (2014), 'Orthographic mapping in the acquisition of sight word reading, spelling, memory and vocabulary learning', *Scientific Studies of Reading*, 18 (1), 5-21.

Everatt, J. (ed.) (2012), *Dyslexia, Language and Multi-culturalism*. Reading: B.D.A.

Gathercole, S.E. and Packiam-Alloway, T. (2008), *Working Memory in Learning*. London: SAGE Publications Ltd.

Guy, P. (2007), *Study Skills: A Teaching Programme for Students in Schools and Colleges*. London: SAGE Publications Ltd.

Henry, M.K. (2010), *Understanding Literacy: Effective Decoding and Spelling Instruction*. Second Edition. New York: Brookes Publishing Company.

Martin, D. (ed.) (2013), *Researching Dyslexia in Multilingual Settings*. Bristol: Multilingual Matters.

Mather, N. and Wendling, B. (2011), *Essentials of Dyslexia Assessment and Intervention* (Vol. 89). John Wiley & Sons.

Pavey, B., Meehan, M. and Davis, S. (2013), *The dyslexia-friendly teacher's toolkit*. London: SAGE Publications Ltd.

Powell, S. (2010), Promoting Dyslexia and Dyspraxia Friendly Schools. *Dyslexia* 10, 253-264.

Shaywitz, S.E., Morris, R. and Shaywitz, B.A. (2008), The education of dyslexic children from childhood to early adulthood. *Annual Review of Psychology*, 58, 451-475.

Treimann, R. and Keisler, B. (2014), *How Children Learn to Write Words*. New York: Oxford University Press.