

M05A**Dyslexia: Leadership and Intervention – Skills & Knowledge**

1.	Module Code	M05A
2.	Title	Dyslexia: Leadership and Intervention – Skills & Knowledge
3.	Level	7
4.	Credit Points	30
5.	Start Term	
6.	Module Leader	Dr Julie Cozens, Alan Macgregor
7.	Accredited by	
8.	Module Requisitions	None
	(a) Pre-requisite	None
	(b) Programme Restriction	None
	(c) Level restrictions	None
	(d) Other restrictions or requirements	None
9.	Automatic deferral	No
10.	Aims To enable students to: <ul style="list-style-type: none">● Be prepared to undertake a leadership role in their setting related to literacy/SpLD.● Understand typical and atypical development in relation to literacy acquisition, including theories of emergent literacy in preschool children and the role of language acquisition in literacy acquisition.● Understand theories about reading failure, including those related to dyslexia/SpLD.● Understand the Rose 2009 definition of dyslexia including: core features of dyslexia, dyslexia as a continuum of difficulty and co-occurring difficulties.● Understand the link between self-esteem, motivation and reading failure.● Understand principles of effective instruction and programme design including how to evaluate interventions.● Know the contribution of the learning environment to literacy learning/failure and how to address contextual issues.● Understand best practice in relation to identification of dyslexia/SpLD.● Know how pupils with literacy difficulties can be supported in the general classroom.	
11.	Learning Outcomes Knowledge On successful completion of this module students will have:	

	<ol style="list-style-type: none"> 1. In-depth knowledge of theories about language and reading acquisition and the impact of factors that may influence acquisition. 2. In-depth knowledge of the simple view of reading and the dual route cascade model of reading, including the role of memory in the reading process. 3. In-depth knowledge about reading failure, including links to self-esteem/motivation and the role of the learning environment. 4. In-depth knowledge of dyslexia/SpLD as a type of reading difficulty. 5. In-depth knowledge of approaches to, and the management of, intervention in reading difficulties, including those that specifically target dyslexia/SpLD, with reference to the role of instructional theory. <p>Skills</p> <p>On successful completion of this module, students will be able to:</p> <ol style="list-style-type: none"> 6. Critically analyse models and theories about reading failure. 7. Inform others (for example, professional colleagues, parents) about reading acquisition and failure, including SpLD. 8. Evaluate suitable interventions/approaches for failing readers.
12.	<p>Syllabus</p> <p>Language acquisition and its relationship with literacy acquisition. Typical and atypical development in relation to language acquisition/development, including overview of theories of language development.</p> <p>Emergent literacy, focusing on the preschool years, including parental role/contribution and how literacy development can be supported in the Foundation Stage (with reference to EYFS).</p> <p>Theories and models about reading acquisition and development. Neurobiological considerations. The simple view of reading and the dual role cascade route. Logographic, alphabetic and orthographic stages of reading development. The role of cognitive processes such as memory, perception, attention.</p> <p>Theories and models about reading failure and individual differences in reading/literacy acquisition, including SpLD/dyslexia. Definitions of dyslexia/SpLD and theories about aetiology (for example, neuro-developmental, genetic, phonological deficit theory).</p> <p>Instructional theory and how this informs views about reading acquisition and failure. Relate to contextual/classroom factors and the role of Wave 1 quality first teaching.</p> <p>Motivation and self-esteem in relation to reading failure.</p> <p>Screening and identification of reading difficulties. Identification of dyslexia and working effectively with parents, children and specialists. Use and contribution of ICT.</p> <p>Intervention in reading failure. Link to instructional theory. Specific approaches such as multi-sensory teaching, direct instruction. Whole school interventions and</p>

	<p>prevention of dyslexic type difficulties. The evidence base for interventions and prevention approaches.</p> <p>Leadership in the area of dyslexia/reading difficulties, including designing Service Level Agreements for contractors or job descriptions for specialist dyslexia professionals. The role of the dyslexia specialist teacher, including knowledge of qualifications linked to this role. Managing, supporting and evaluating the impact of specialist input.</p>
13.	<p>Learning and teaching will be via distance education using Real Training's online Virtual Learning Environment, Campus Online.</p> <p>Students access the study topics, including the learning activity instructions and supporting content through Campus Online.</p> <p>Campus Online is an integrated environment that:</p> <ul style="list-style-type: none"> ● Guides the student through the module, giving instruction of what to do to complete the module's series of Learning Experiences. These experiences are designed to cover the Learning Outcomes so that the student can pass their assessments. ● Allows students to manage and track their progress through the activities and assessments. ● Enables students to submit their evidence and assignments, and receive feedback from their tutors. <p>As this module is focused on Skills & Knowledge, the Learning Experiences are based around Practical activities that encourage the student to learn skills and acquire the relevant knowledge. These are supported by activities that promote Review and Reflection and provide access to relevant Theory and Policy, Case Study and Exercises.</p> <p>These activities include:</p> <ul style="list-style-type: none"> ● Reflection on practice, structured through 'learning log' online entries. ● Formative exercises such as multiple choice quizzes with instant feedback, and self-assessment scales. ● Problem-based learning scenarios. <p>There is access to supporting content including:</p> <ul style="list-style-type: none"> ● Directed reading of selected papers, book chapters, specialist online materials. ● Use of case study examples, videos and other learning materials. <p>Campus Online also supports a collaborative learning environment with:</p> <ul style="list-style-type: none"> ● Fellow students via peer review, presentations by students, group forums and participation in online discussion forums including action learning sets. ● Interaction with tutors and learning coaches including receiving feedback, support (for learning, technical questions and course administration) via private messaging and forums. ● Both students and tutors via forums and webinars (online seminars, live and recorded) by tutors and visiting professionals and academics. <p>Assessment:</p> <p>A portfolio of evidence covering learning outcomes 1-8 (numbers in brackets refer to learning outcomes assessed). The portfolio will normally include:</p>

	<ul style="list-style-type: none"> ● Critical analysis 1: A 2,000 word critique of the factors influencing typical acquisition of language and literacy (1,2,3,6) ● Critical analysis 2: A 2,000 word (equivalent) PowerPoint presentation (slides and notes) entitled: 'What is dyslexia, how to create a dyslexia friendly learning environment and give support to dyslexic learners.' The presentation should be aimed at professional colleagues and the learning environment element may reflect a chosen phase or stage of education (Primary Key Stages 2 and 3, Secondary Key Stages 3 and 4 or post 16/adult). (4, 3,5,7) ● Practice analysis: A 2,000 word (equivalent) critique of a selected literacy intervention, using a donated pro-forma that highlights interrogation of the evidence base, programme design and instructional theory. (1,2,5,8) 	
14.	Assessment Weighting	
	Seen examination	%
	Unseen examination	%
	Coursework (no examination)	100%
	Seen examination	%
15.	Timetabled examination required	No
16.	Length of exam	N/A

17.

Learning materials

The core reading list for this module can be found on the relevant module page on the Campus Online learning platform.

Any reading materials that are required for the course will also be made available to students, embedded within Campus Online. This may be as a journal article or extract from a key text, etc.

List supplied for revalidation event:

Armstrong, D, Squires, G, 2015, 'Chapter 1 - What is Dyslexia?'. In Key Perspectives on Dyslexia: An essential text for educators. London: Routledge. pp.1-172.

British Dyslexia Association, 2014, About Dyslexia. Available: <http://www.bdadyslexia.org.uk/about-dyslexia.html>. Last accessed 29/9/14.

British Dyslexia Association, 2014, Dyslexia Friendly Quality Mark - Individual Schools. Available: <http://www.bdadyslexia.org.uk/quality-mark-and-accreditation/dyslexia-friendly-quality-mark/individual-schools.html>. Last accessed 29/9/14.

British Dyslexia Association, 2011, Using ICT to support Dyslexic Pupils. Available: <http://www.bdadyslexia.org.uk/files/2011%20ICT%20supplement.pdf>. Last accessed 29/9/14.

Brooks, G, 2016, What works for pupils with literacy difficulties? The effectiveness of intervention schemes.

Cain, K, 2010, Chapter 10: The Simple View of Reading. In: Reading Development and Difficulties: An Introduction. London: John Wiley & Sons. pp.214-222.

Carroll, J.M., Mundy, I.R, and Cunningham, A.J.(2014) The roles of family history of dyslexia, language, speech production and phonological processing in predicting literacy progress *Developmental Science* 17:5, pp 727–742

Coltheart, M, 2005, Modelling reading – the dual route approach. In MJ Snowling and C Hulme (eds). *The science of reading*. Oxford: Blackwell.

Crombie, M, 2008, Dyslexia is all too real for sufferers. Available: <http://www.tes.co.uk/article.aspx?storycode=2150766>. Last accessed 29/9/14.

Coltheart, M. (2006) Dual route and connectionist models of reading: an overview *London Review of Education* Vol. 4, No. 1, March pp. 5–17 ISSN 1474-8460

The Dyslexia-SpLD Trust, 2014, Interventions for Literacy. Available: <http://www.thedyslexia-spldtrust.org.uk/4/resources/2/for-schools-and-local-authorities/280/interventions-for-literacy/>. Last accessed 30/9/14.

Elliot, D.L, Davidson, J.K, Lewin, J, 2007, literature review of current approaches to the provision of education for children with dyslexia. Available:

http://www.educationscotland.gov.uk/Images/lrcapecd_tcm4-712884.pdf. Last accessed 29/9/14.

Elliot, J, & Gibbs, S, 2008, 'Does Dyslexia Exist?', *Journal Of Philosophy Of Education*, 42, 3/4, pp. 475-491, Education Research Complete, EBSCOhost, viewed 29 September 2014.

Fälth, L., Svensson, I., Carlsson, S., Gustafson, S. (2014) Self-image and Reading Development - the Effect of Self-Image on Reading Development among Pupils in Grade 2 *The Online Journal of Counseling and Education*, 3(4), 17-34

Hall, K, Goswami, U, Harrison, C, Ellis, S, and Soler, J (Eds), 2010, 'Chapter 4 Young bilingual learners: A socio-cultural perspective' in *Interdisciplinary perspectives on learning to read : culture, cognition and pedagogy*. London: Routledge.

Humphrey, N, 2003, 'Facilitating a positive sense of self in pupils with dyslexia: the role of teachers and peers', *Support For Learning*, 18, 3, pp. 130-136, Psychology and Behavioral Sciences Collection, EBSCOhost, viewed 29 September 2014.

Inclusion Development Programme, 2010, *Teaching and Supporting Pupils with Dyslexia - Module 4, Adapting Practice*. Available: <http://www.idponline.org.uk/psdyslexia/fscommand/launch.html>. Last accessed 29/9/14.

Paradice R, 2001, *An Investigation into the Social Construction of Dyslexia*. *Educational Psychology In Practice* [serial online]. September 2001;17(3):213-225. Available from: Education Research Complete, Ipswich, MA. Accessed September 29, 2014.

British Psychological Society, 2005, *Dyslexia, Literacy, and Psychological Evaluation*. 2nd ed. London: British Psychological Society. 126p.

Rose, J, 2006, *Independent review of the teaching of early reading*. Available: <http://webarchive.nationalarchives.gov.uk/20100526143644/http://standards.dcsf.gov.uk/phonics/report.pdf>. Last accessed 29/9/14.

Rose, J, 2009, *Identifying and Teaching Children and Young People with Dyslexia and Literacy Difficulties*. Available: <http://webarchive.nationalarchives.gov.uk/20130401151715/http://www.education.gov.uk/publications/standard/publicationdetail/page1/DCSF-00659-2009>. Last accessed 29/9/14.

Sharples, J, et al, 2011, *Effective classroom strategies for closing the gap in educational achievement for children and young people living in poverty, including white working-class boys*. Available: http://archive.c4eo.org.uk/themes/schools/classroomstrategies/files/classroom_strategies_research_review.pdf. Last accessed 30/9/14.

Solvang, P, 2007, Developing an ambivalence perspective on medical labelling in education: case dyslexia, *International Studies in Sociology of Education*, 17:1-2, 79-94.

Snowling, M, 2008, Mental capital and wellbeing: making the most of ourselves in the 21st century. Available:
<https://www.gov.uk/government/collections/mental-capital-and-wellbeing>. Last accessed 29/9/14.

Stuart, M, 2006, Learning to read the words on the page: the crucial role of early phonics teaching. In: *Inclusion Development Programme, 2010, Teaching and Supporting Pupils with Dyslexia - Module 4, Adapting Practice*. Available:
<http://www.idponline.org.uk/psdyslexia/fscommand/launch.html>. Last accessed 29/9/14.

Stuart, M, Stainthorp, R, & Snowling, M, 2008, 'Literacy as a complex activity: deconstructing the simple view of reading', *Literacy*, 42, 2, pp. 59-66, *Education Research Complete*, EBSCOhost, viewed 29 September 2014.

Teachers TV, 2010, *Teachers TV: Secondary SEN Dyslexia Friendly Room*. Available:
<http://www.tes.co.uk/teaching-resource/Secondary-SEN-Dyslexia-Friendly-Classroom-6039033/>. Last accessed 29/9/14.

Teaching Agency, 2011, *Advanced Training materials for teaching pupils with SEND*. Available:
<https://www.gov.uk/government/publications/teaching-pupils-with-special-educational-needs-and-disabilities-send/training-modules-and-resources-for-teaching-send-pupils>. Last accessed 20/9/14.