

M05A
Dyslexia: Leadership and Intervention – Skills & Knowledge

1.	Short Code	M05A
2.	Title	Dyslexia: Leadership and Intervention – Skills & Knowledge
3.	Level	7
4.	Credit Points	30
5.	Start Term	
6.	Subject	Special Educational Needs and Disability: literacy/dyslexia
7.	Module Leader	Alan Macgregor and Mark Turner
8.	Accredited by	
9.	Module Requisitions	None
	(a) Pre-requisite	None
	(b) Programme Restriction	None
	(c) Level restrictions	None
	(d) Other restrictions or requirements	None
10.	Automatic deferral	No
11.	Aims To enable students to: • 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.	
12.	Learning Outcomes Knowledge On successful completion of this module students will have: 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. Skills On successful completion of this module, students will be able to: 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.
	Syllabus 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. 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). 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. 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). 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. Motivation and self-esteem in relation to reading failure. Screening and identification of reading difficulties. Identification of dyslexia and working effectively with parents, children and specialists. Use and contribution of ICT. Intervention in reading failure. Link to instructional theory. Specific approaches such as multi-sensory teaching, direct instruction. Whole school interventions and prevention of dyslexic type difficulties. The evidence base for interventions and prevention approaches. 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.
14.	Learning and teaching will be via distance education using Real Training's online Virtual Learning Environment, Campus Online. Students access the study topics, including the learning activity instructions and supporting content through Campus Online. Campus Online is an integrated environment that: • 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. 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. These activities include: • 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. There is access to supporting content including: • Directed reading of selected papers, book chapters, specialist online materials. • Use of case study examples, videos and other learning materials. Campus Online also supports a collaborative learning environment with: • 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. Assessment: A portfolio of evidence covering learning outcomes 1-8 (numbers in brackets refer to learning outcomes assessed). The portfolio will normally include: • 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)	
15.	Assessment Weighting	
	Seen examination	%
	Unseen examination	%
	Coursework (no examination)	100%
	Seen examination	%
16.	Timetabled examination required	No
17.	Length of exam	N/A
18.	Learning materials <u>Essential:</u> The online online module guide contains an outline of the learning materials and a suggested order of study. This is supplemented by web-based materials in the virtual learning environment (VLE). Where appropriate, web-based learning materials will include: Directed use of Teaching Agency/DfE Materials for the advanced study in the five areas of SEND. Multimedia online training materials produced by the Institute of	

	Education for the TA/DfE for use across the education sector. Available at: www.education.gov.uk/lamb/ Directed use of Teaching Agency/DfE Training Materials for teachers of children with Severe, Profound and Complex Learning Difficulties. Multimedia online training materials produced by Real Group and The Schools Network for the TA/DfE for use across the education sector. Available at: www.education.gov.uk/complexneeds/ Directed use of the appropriate legislation, Government guidance and reports. The module handbook also contains a full reading list. Individuals are expected to include their personalised reference list in their assignment. British Psychological Society (1999: reprinted 2005) <i>Dyslexia, Literacy and Psychological Assessment</i>. Leicester: The British Psychological Society. British Psychological Society (1999: reprinted 2005) <i>Dyslexia, Literacy and Psychological Assessment</i>. Leicester: The British Psychological Society. Brooks, G. (2007). <i>What Works for pupils with Literacy Difficulties? The effectiveness of intervention schemes</i>. Nottingham: DCFS Publications. Elliott, D.L., Davidson, J.K. and Lewin, J. (2007). <i>Literature review of current approaches to the provision of education of children with dyslexia</i>. HM Inspectorate of Education (www.hmie.gov.uk/documents/publication/lrcapecd.pdf) (Accessed: 26 June 2012). Rose, J. (2009). <i>Identifying and teaching children and young people with dyslexia and literacy difficulties</i>. http://publications.dcsf.gov.uk/eOrderingDownload/00659-2009DOM-EN.pdf (Accessed: 26 June 2012). Rose, J. (2006). <i>Independent Review of the Teaching of Early Reading</i>. London: Department for Education. <u>Recommended:</u> Students will be expected to draw on key Government documents/publications, including: • Inclusion Development Programme (IDP): Dyslexia and speech, language and communications needs (SLCN) – An interactive resource to support head teachers, leadership teams, teachers and support staff. DCSF ref: 00070-2008. • Relevant inclusion/SEN documents such as the Code of Practice for Special Educational Needs. • The Early Years Foundation Stage Curriculum. • National Curriculum reading element of the English Curriculum for Key Stages 1 to 4. • Dyslexia Friendly Schools material, available via the British Dyslexia Association website (www.bdadyslexia.org.uk). <u>Indicative reading</u> Brunswick, N., McDougall, S & de Mornay Davies, (2010). <i>Reading and dyslexia in different orthographies</i>. Hove: Psychology Press (Chapter 1). Busher, H., Harris, A. (2000). <i>Subject leadership and school improvement</i>. London : Paul Chapman. Cain, K. (2010). <i>Reading Development and difficulties: An introduction</i>. Chichester: John Wiley & Sons (Chapters 1 – 6). Cappello, M., & Moss, B. (2010). <i>Contemporary readings in literacy education</i>. Los Angeles: SAGE. Coltheart, M. (2005). <i>Modelling reading the dual route approach</i>. In M.J. Snowling and C. Hulme (eds). <i>The science of reading</i>. Oxford: Blackwell. Elliott, J. and Gibbs, S. (2008). 'Does dyslexia exist?' <i>Journal of Philosophy of Education</i> 42,3-4, 475-491. Gathercole, S. E. and Alloway, T. P. (2008). <i>Working memory and learning</i>. London:
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	Sage. Hall, N. Larsen, J and Marsh, J. (2004). <i>The SAGE Handbook of Early Childhood Literacy</i>. London: Sage Publications. Hoover, W. A. & Gough, P. B. (1990). The simple view of reading. <i>Reading and writing: an interdisciplinary journal</i>, 2, 127-160. Hulme, C. & Snowling, M. (2009) <i>Developmental Disorders of Language, Learning and Cognition</i>. Oxford: Wiley-Blackwell (Chapters 4, 6 – 8). Humphrey, N. (2003) 'Facilitating a Positive Sense of Self in Pupils with Dyslexia: The Role of Teachers and Peers', <i>Support for Learning</i>, 18(3) 130–136. Hall, K., Goswami, U., Harrison, C., Ellis, S., & Soler, J. (Eds) (2010). <i>Interdisciplinary perspectives on learning to read : culture, cognition and pedagogy</i>. London: Routledge. Leithwood, K. and C. Riehl. (2003). <i>What We Know About Successful School Leadership</i>. <u>American Educational Research Association</u>, . Leithwood K., Day, C. and Sammons P. (2006). <i>Successful School Leadership: What It Is and How It Influences Pupil Learning</i>. Nottingham : National College for School Leadership, Research. Melhuish, E.C. & Phan, M.B. (2008) 'Effects of the home learning environment and preschool center experience upon literacy and numeracy development in early primary school', <i>Journal of Social Issues</i>, 64, 1, pp.95—114. Reid, G. (Ed) (2008). <i>The SAGE handbook of dyslexia</i>. London : SAGE. Rice, M & Brooks, G. (2004) <i>Developmental dyslexia in adults: a research review</i>, London: NRDC. Robson, C (1999). <i>Small Scale Evaluation: Principles and Practice</i>. Sage Publications Ltd. Snowling, M. (2000). <i>Dyslexia. (2nd Ed.)</i> Oxford: Blackwell Publishers.
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