

**BHARATHIAR UNIVERSITY, COIMBATORE 641 046**

**DIPLOMA IN TEACHING CHILDREN WITH DYSLEXIA  
( Community College)**

**For the candidates admitted from the academic year 2022-23 onwards**  
Minimum qualification for admission to Diploma in Teaching Children with  
Dyslexia is pass in Standard X.

**SCHEME OF EXAMINATIONS**

S. no	Title of the course	Credits	Maximum Marks
1	Introduction to Dyslexia.	4	100
2	Features of dyslexia	4	100
3	Principles of teaching students with Dyslexia	4	100
4	Elements of intervention	4	100
5	Classroom strategies	4	100
6	Teaching the lesson	4	100
7	Report writing	4	100
8	Internship	4	100
	<b>Total</b>	<b>32</b>	<b>800</b>

Question paper Pattern: Theory

**Section A:** (10 x 2=20 Marks)

Answer ALL the questions

**Section B:** (5 x 6 = 30 Marks)

Answer ALL the questions either (a) or (b)

**Section C:** (5 x 10 = 50)

Answer ALL the questions either (a) or (b)

Duration of examinations for all papers is three hours.

\*Minimum Pass Mark: 40 Marks

## Paper I – INTRODUCTION OF DYSLEXIA

<b>Unit: 1</b>	<b>Introduction to Dyslexia</b>	
Introduction to dyslexia- comparison of definitions of dyslexia -- history of definitions of dyslexia -current understanding of dyslexia- Rose review- Gavin Reid, Republic of Ireland definition – causes and models of dyslexia- causal, biological, cognitive		
<b>Unit: 2</b>	<b>Position of dyslexia in range of Special Educational Needs</b>	
Position of dyslexia-introduction to the range of SEN in school- Dyslexia as a Cognition and Learning Disability – fitting the range- physical and sensory- cognitive and learning- emotional behavioral social and communication and interaction		
<b>Unit:3</b>	<b>Learning Disabilities</b>	
Introduction to learning disabilities-understanding the kinds of learning disabilities- causes of learning disabilities- strategies used to develop learning skills (literacy and numeracy)		
<b>Unit:4</b>	<b>Identifying Dyslexia</b>	
Recognizing dyslexia in schools- difference between spoken and written English- symptoms of Dyslexia- identification of Dyslexia from understanding the birth history of the child- strength and weakness of a child- recognizing Dyslexia in school subjects- phonological awareness- detailing phonological awareness-classroom features of Dyslexia		
<b>Unit:5</b>	<b>Features Of Dyslexia</b>	
Introduction to features of dyslexia- perception and memory- sequencing and processing - difficulty in phonological awareness- counselling parents about dyslexia.		
Reference Books		
1	Christine Morris, (2016). - <i>Course Manual</i> . Good Word Communication Services PVT Ltd: New Delhi	
2	Snowling and Thomson, (1991). <i>Dyslexia- integrating theory and practice</i> - Whurr Publishers: UK	
3	M Snowling and J Stackhouse, (1996). <i>Dyslexia speech and language -a practitioner's handbook</i> . Whurr publishers: UK	
4	TR miles and E Miles, (1990). <i>Dyslexia -A hundred years on</i> OUP: UK	
5	Cynthia M. Stowe, (2005). <i>Understanding Special Education – a Helpful Handbook for Classroom Teachers</i> . Scholastic: USA	

## Paper II FEATURES OF DYSLEXIA

<b>Unit: 1</b>	<b>Teaching Methods</b>	
Introduction to teaching approaches for a student with dyslexia- factors influencing outcomes of early intervention -different factors benefitting the outcome of learning- Rose review levels of support		
<b>Unit: 2</b>	<b>Classroom Teaching For A Child With Dyslexia</b>	
Role of classroom teacher in supporting a student with Dyslexia- different teaching methods and aids used to teach a student- features of a supportive classroom active strategies -benefits of active strategies in the mainstream classroom		
<b>Unit:3</b>	<b>Elements Of Intervention</b>	
Introduction to intervention- focus on key elements of early intervention- benefits of application of the theory- multi sensory-alphabetic- phonetic- synthetic analytic- structured- sequential- cumulative- repetitive- cognitive- diagnostic- prescriptive		
<b>Unit:4</b>	<b>Phonological Awareness</b>	
Introduction to phonological awareness- syllable level- manipulating sounds- deletion, substitution, omission, addition, segmentation, blending, rhyming		
<b>Unit:5</b>	<b>The Intervention Lesson</b>	
Introduction to the elements of an individualised lesson for a child with Dyslexia-- elements of a lesson- alphabet work- reading and spelling- review - introduction of a new sound- - practice		
Reference Books		
1	Christine Morris, (2016). - <i>Course Manual</i> . Good Word Communication Services PVT Ltd: New Delhi	
2	B Riddick, J Wolfe and D Lumsdon. <i>Dyslexia- a practical guide for teachers and parents</i> . David Fulton Publishers: UK	
3	Veronica Birkett, (2003). <i>How to support and teach children with SEN</i> . LDA: UK	
4	G Reid, (2004). <i>Dyslexia- a complete guide for parents</i> . John Wiley and Sons: UK	
5	G Reid, (1998). <i>Dyslexia- a practitioner's handbook</i> . John Wiley and Sons: UK	
6	K. Saunders, (2002). <i>How Dyslexics learn, grasping the nettle</i> . Patoss: UK	
7	Dale R Jordan, (1972). <i>Dyslexia in the classroom</i> . Bell and Howell: USA	
8	C Neanon, (2002). <i>How to understand and support children with Dyslexia</i> . LDA: UK	

**Paper III**  
**PRINCIPLES OF TEACHING STUDENTS WITH DYSLEXIA**

<b>Unit: 1</b>	<b>Teaching Methods</b>	
Introduction to teaching approaches for a student with dyslexia- factors influencing outcomes of early intervention -different factors benefitting the outcome of learning- Rose review levels of support		
<b>Unit: 2</b>	<b>Classroom Teaching For A Child With Dyslexia</b>	
Role of classroom teacher in supporting a student with Dyslexia- different teaching methods and aids used to teach a student- features of a supportive classroom active strategies -benefits of active strategies in the mainstream classroom		
<b>Unit:3</b>	<b>Elements Of Intervention</b>	
Introduction to intervention- focus on key elements of early intervention- benefits of application of the theory- multi sensory-alphabetic- phonetic- synthetic analytic- structured- sequential- cumulative- repetitive- cognitive- diagnostic- prescriptive		
<b>Unit:4</b>	<b>Phonological Awareness</b>	
Introduction to phonological awareness- word level, - manipulating sounds- deletion, substitution, omission, addition, segmentation, blending, rhyming		
<b>Unit:5</b>	<b>The Intervention Lesson</b>	
Introduction to the elements of an individualised lesson for a child with Dyslexia— elements of a lesson- alphabet work- reading and spelling- review - introduction of a new sound- - practice		
Reference Books		
1	Christine Morris, (2016). - <i>Course Manual</i> . Good Word Communication Services PVT Ltd: New Delhi	
2	B Riddick, J Wolfe and D Lumsdon. <i>Dyslexia- a practical guide for teachers and parents</i> . David Fulton Publishers: UK	
3	Veronica Birkett, (2003). <i>How to support and teach children with SEN</i> . LDA: UK	
4	G Reid, (2004). <i>Dyslexia- a complete guide for parents</i> . John Wiley and Sons: UK	
5	G Reid, (1998). <i>Dyslexia- a practitioner's handbook</i> . John Wiley and Sons: UK	
6	K. Saunders, (2002). <i>How Dyslexics learn, grasping the nettle</i> . Patoss: UK	
7	Dale R Jordan, (1972). <i>Dyslexia in the classroom</i> . Bell and Howell: USA	
8	C Neanon, (2002). <i>How to understand and support children with Dyslexia</i> . LDA: UK	

**Paper IV**  
**ELEMENTS OF INTERVENTION**

<b>Unit: 1</b>	<b>Elements Of Intervention</b>	
multi sensory-alphabetic- phonetic- synthetic analytic		
<b>Unit: 2</b>	<b>Elements Of Intervention</b>	
structured- sequential- cumulative- repetitive		
<b>Unit:3</b>	<b>Elements Of Intervention</b>	
cognitive- diagnostic- prescriptive		
<b>Unit:4</b>	<b>Phonemic Awareness</b>	
Introduction to phonemic awareness- sound level, - manipulating sounds- deletion, substitution, omission, addition, segmentation, blending, rhyming		
<b>Unit:5</b>	<b>The Intervention Lesson</b>	
Introduction to the elements of an individualized lesson for a child with Dyslexia-- elements of a lesson- alphabet work- reading and spelling- review - introduction of a new sound- - practice		
<b>Reference Books</b>		
1	Christine Morris, (2016). - <i>Course Manual</i> . Good Word Communication Services PVT Ltd: New Delhi	
2	B Riddick, J Wolfe and D Lumsdon. <i>Dyslexia- a practical guide for teachers and parents</i> . David Fulton Publishers: UK	
3	Veronica Birkett, (2003). <i>How to support and teach children with SEN</i> . LDA: UK	
4	G Reid, (2004). <i>Dyslexia- a complete guide for parents</i> . John Wiley and Sons: UK	
5	G Reid, (1998). <i>Dyslexia- a practitioner's handbook</i> . John Wiley and Sons: UK	
6	K. Saunders, (2002). <i>How Dyslexics learn, grasping the nettle</i> . Patoss: UK	
7	Dale R Jordan, (1972). <i>Dyslexia in the classroom</i> . Bell and Howell: USA	
8	C Neanon, (2002). <i>How to understand and support children with Dyslexia</i> . LDA: UK	

### **PAPER 5 - CLASSROOM STRATEGIES**

#### **Practical 1**

<b>1</b>	Prepare an activity to reinforce a skill- memory, perception, processing and sequencing
<b>2</b>	Prepare a worksheet to reinforce a concept or rule from the LTP

### **PAPER 6 – TEACHING THE LESSON**

#### **Practical 2**

<b>1</b>	Prepare and demonstrate a lesson from Schedule 2 or 3 of the LTP
<b>2</b>	Prepare materials required for the lesson

### **PAPER 7 – REPORT WRITING**

#### **Practical 3**

<b>Report writing</b>	
<b>1</b>	<b>Prepare a report on school readiness for addressing children with Dyslexia</b>
Note: Each student undergo practical in the given practical components of Paper I, II & III and submit report in the form of record on the completion of the practical.	

### **PAPER 8 INTERNSHIP**

1	<b>Prepare a report on school readiness for addressing children with Dyslexia</b>	
<p>Each student has to undergo an Internship in selected School for a period of 35 hours.</p> <p>Select a student for the case study and submit an Internship Report on the completion of the internship training.</p> <p>For the case study, the details of the student, level of disability and other information should be collected and recorded.</p> <p>He/ She has to observe the overall activities i.e., administration, curricular and co-curricular activities, teaching – learning method, structure of the classroom, available resources etc., of the educational institution.</p> <p>Hundred marks will be awarded for both record submission (40 marks) and evaluation (60 marks).</p>		
<b>Evaluation procedure for Practical and Internship</b>		
<p>The following break up of marks will be followed for assessment of practical papers I, II, III and Internship.</p>		
1	<b>Submission of report</b>	<b>40 marks</b>
2	<b>Valuation by internal examiner</b>	<b>60 marks</b>
<b>Total</b>		<b>100 marks</b>