

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
	Total	32	800

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

Unit: 1	Introduction to Dyslexia	
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		
Unit: 2	Position of dyslexia in range of Special Educational Needs	
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		
Unit:3	Learning Disabilities	
Introduction to learning disabilities-understanding the kinds of learning disabilities- causes of learning disabilities- strategies used to develop learning skills (literacy and numeracy)		
Unit:4	Identifying Dyslexia	
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		
Unit:5	Features Of Dyslexia	
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

Unit: 1	Teaching Methods
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	
Unit: 2	Classroom Teaching For A Child With Dyslexia
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	
Unit:3	Elements Of Intervention
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	
Unit:4	Phonological Awareness
Introduction to phonological awareness- syllable level- manipulating sounds- deletion, substitution, omission, addition, segmentation, blending, rhyming	
Unit:5	The Intervention Lesson
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

Unit: 1	Teaching Methods
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	
Unit: 2	Classroom Teaching For A Child With Dyslexia
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	
Unit:3	Elements Of Intervention
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	
Unit:4	Phonological Awareness
Introduction to phonological awareness- word level, - manipulating sounds- deletion, substitution, omission, addition, segmentation, blending, rhyming	
Unit:5	The Intervention Lesson
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

Unit: 1	Elements Of Intervention	
multi sensory-alphabetic- phonetic- synthetic analytic		
Unit: 2	Elements Of Intervention	
structured- sequential- cumulative- repetitive		
Unit:3	Elements Of Intervention	
cognitive- diagnostic- prescriptive		
Unit:4	Phonemic Awareness	
Introduction to phonemic awareness- sound level, - manipulating sounds- deletion, substitution, omission, addition, segmentation, blending, rhyming		
Unit:5	The Intervention Lesson	
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		
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 5 - CLASSROOM STRATEGIES
Practical 1

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

PAPER 6 – TEACHING THE LESSON
Practical 2

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

PAPER 7 – REPORT WRITING
Practical 3

Report writing	
1	Prepare a report on school readiness for addressing children with Dyslexia
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	Prepare a report on school readiness for addressing children with Dyslexia
Each student has to undergo an Internship in selected School for a period of 35 hours. Select a student for the case study and submit an Internship Report on the completion of the internship training.	
For the case study, the details of the student, level of disability and other information should be collected and recorded.	
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.	
Hundred marks will be awarded for both record submission (40 marks) and evaluation (60 marks).	
Evaluation procedure for Practical and Internship	
The following break up of marks will be followed for assessment of practical papers I, II, III and Internship.	
1	Submission of report
2	Valuation by internal examiner
Total	
40 marks	
60 marks	
100 marks	