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CSDE
CONNECTICUT STATE
DEPARTMENT OF EDUCATION

OVERVIEW LEARNING

Course level overview:
Basic content; appropriate for educators, paraeducators, and families. These activities will increase knowledge of general SLD/Dyslexia principles.

COURSE NAME	TYPE	LENGTH	COST
Increasing Awareness of SLD/Dyslexia: Implications for Connecticut Educators	Archived Online Webinar	2.5 hours	Free
Connecticut Forum on Promising Practices in SLD/Dyslexia	Archived Online Webinar	1 hour	Free
Using Literacy Screening Data to Identify Students with SLD/Dyslexia	Live/Archived Webinar	2.5 hours	Free
Remediating and Accommodating Students with SLD/Dyslexia at the Secondary Level	Live/Archived Webinar	2.5 hours	Free
SLD/Dyslexia: Concepts and Practice	On-site Training	1 day	Fee for Service

IN-DEPTH LEARNING

Course level overview:
Expanded content; appropriate for certified staff having fundamental knowledge of SLD/Dyslexia. These activities will increase application of essential SLD/Dyslexia concepts to practice.

COURSE NAME	TYPE	LENGTH	COST
Connecticut's SLD/Dyslexia Assessment Resource Guide	Online Resource	2.5 hours	Free
Identifying Students with SLD/Dyslexia: An Online Course	Self-Paced Online Modules	6.5 hours	Free
A Comprehensive Case Study Review of a Student with SLD/Dyslexia	Self-Paced Online Modules	3 hours	Free
It's Never Too Late: How to Motivate and Teach Older Struggling Readers	Self-Paced Online Module	2 hours	Free
SLD/Dyslexia: Connecting Research to Practice in Connecticut	Self-Paced Online Modules	12 hours	Free
Implementing Connecticut's LD Guidelines	On-site Job-Embedded Technical Assistance	6.5 hours	Fee for Service
Wilson Fundations Level I Workshops (K, 1, 2, 3)	In-Person Training	2.0 hours	Fee for Service
Introduction to the Orton-Gillingham Approach	In-Person Training	1 day each	Fee for Service
The Wilson Reading System: Introductory Workshop	In-Person Training	3 days	Fee for Service
Building District Capacity to Conduct Comprehensive Evaluations for Students Suspected of Having SLD/Dyslexia	In-Person Training	1/2 day	Fee for Service

ADVANCED TOPICS

Course level overview:
Comprehensive content; appropriate for certified staff and specialists with more extensive knowledge of literacy, language, or SLD/Dyslexia. Participation in these activities will enhance job-embedded application of SLD/Dyslexia constructs to practice.

COURSE NAME	TYPE	LENGTH	COST
Supporting English Learners (ELs): Is It SLD/Dyslexia?	Self-Paced Online Modules	2.5 hours	Free
Twice Exceptional: Gifted Students with SLD/Dyslexia	Self-Paced Online Modules	2.5 hours	Free
Assessment and Instruction for SLD/Dyslexia: Exploring Collaborative Roles for Speech-Language Pathologists	Face-to-face training	5 hours	Fee for Service
Differentiating Speech-Language Impairment (SLI) from SLD/Dyslexia	Face-to-face training	2 days	Fee for Service

LEGEND

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For more information, including session descriptions, fees, or the companion document "Just What I Need!," visit www.ctserc.org/dyslexia.

PRAISE FROM PARTICIPANTS

ONLINE LEARNING

"SERC's courses are very informative and easy to understand."

"The self-paced learning was a positive. I was able to process the information at my pace."

"The downloadable resources were comprehensive and very helpful; I saved them all and am sure I will refer back to them in the future."

"I loved the case studies. The course modules affirmed much of what my school does and provided a lens for analyzing our areas in need of improvement."

IN-PERSON LEARNING

"The SERC presenters were very knowledgeable. They answered all of my questions."

"I appreciated the in-depth information about SLD/Dyslexia and how to go about teaching students with reading difficulties."

"The information was just right - well organized and well presented. It answered MANY questions I've had about SLD/Dyslexia."

"The training from SERC made me think about what we are doing correctly and what we need to do next for our students with SLD/Dyslexia."

"The training connected bridges between what I already knew and needed to learn."

Specific Learning Disabilities (SLD)/Dyslexia (CSDE Working Definition)*

Dyslexia is included in the Individuals with Disabilities Education Act (IDEA, 2004) as a specific learning disability (SLD). Dyslexia impacts reading, specifically decoding and/or fluent word recognition and spelling. Dyslexia is neurobiological in origin and is unexpected and/or inconsistent with a student's other abilities often despite the provision of appropriate instruction. Dyslexia results from a significant deficit in phonological processing (i.e., a persistent difficulty in the awareness of and ability to manipulate the individual sounds of spoken language).

Typically, students with dyslexia have strengths and cognitive abilities in areas such as reasoning, critical thinking, concept formation, problem solving, vocabulary, listening comprehension, and social communication (e.g., conversation). Early identification and appropriate instruction targeting the underlying phonological processing deficits that characterize dyslexia may minimize its educational impact.

Essential Clarifications

- Dyslexia is not primarily the result of visual, hearing, or motor disability; an intellectual disability; emotional disturbance; a lack of appropriate instruction; cultural factors; environmental or economic disadvantage; or limited English proficiency.
- Early identification of the characteristics of dyslexia is critical, leading to focused, evidence-based interventions, accommodations, self-awareness, self-empowerment, and school and life success.
- Without targeted, systematic and explicit instruction along with accommodations (e.g., accessible educational materials in content area subjects), students with dyslexia may have:
  - reduced reading experiences that may impact the growth of vocabulary and background knowledge,
  - difficulty with written expression, and/or
  - difficulty learning a second language

Students with dyslexia may demonstrate additional behavioral and/or emotional reactions to their difficulty with learning to read.

*This working definition was developed by the Connecticut State Department of Education (CSDE) with input from an external stakeholder work group and is based on a review of applicable literature, the IDEA, and current definitions in use by other states, organizations and legislation.
- CSDE FAQs (2015)

A collaboration between SERC and the CSDE

Specific Learning Disabilities (SLD)/Dyslexia Initiative
Professional Learning Opportunities 2016-2017

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