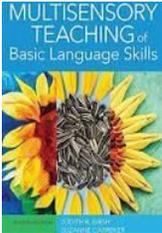
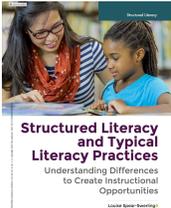
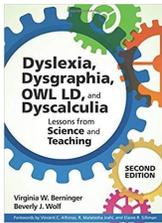


# Related Resources: Dyslexia 101

Erin Brown, CALT, C-SLDS, I-CALP

Resource	Description & Embedded Link
<p data-bbox="123 432 516 464"><b>International Dyslexia Association</b></p> 	<ul data-bbox="578 432 1511 758" style="list-style-type: none"><li>● Website: <a href="http://dyslexiaida.org">dyslexiaida.org</a></li><li>● Links: The source for the <b>Knowledge and Practice Standards for Teachers of Reading</b>, the handbook <b>Dyslexia in the Classroom: What Every Teacher Needs to Know</b>.</li><li>● The handbook <b>What Every Family Should Know</b>, great infographics, and numerous <b>Just the Facts</b> sheets.</li><li>● Other Info: Membership in IDA includes membership in SWIDA.</li></ul>
<p data-bbox="102 856 537 919"><b>Southwest Branch of the International Dyslexia Association</b></p> 	<ul data-bbox="578 867 1463 1094" style="list-style-type: none"><li>● Website: <a href="http://sw.dyslexiaida.org">sw.dyslexiaida.org</a></li><li>● Links: The source for finding <b>Accredited Training Centers</b> for therapists and teachers, as well as <b>Certified Dyslexia Therapists and Practitioners</b>.</li><li>● Other Info: Find out more about local outreach events for teachers, families and students, including the SWIDA Annual Conference.</li></ul>
<p data-bbox="172 1308 472 1339"><b>Website: Reading Rockets</b></p> 	<ul data-bbox="578 1318 1511 1577" style="list-style-type: none"><li>● Website: <a href="http://readingrockets.org">readingrockets.org</a></li><li>● Link: Free <b>Reading 101 Course Modules</b> designed for classroom teachers (self-study).</li><li>● Info: A national multimedia project that offers a wealth of research-based reading strategies, lessons, and activities designed to help young children learn how to read and write better.</li></ul>
<p data-bbox="172 1682 467 1713"><b>Website: Reading League</b></p> 	<ul data-bbox="578 1682 1503 1860" style="list-style-type: none"><li>● Website: <a href="http://thereadingleague.org">thereadingleague.org</a></li><li>● Info: The Reading League's mission is to advance awareness, understanding, and use of evidence-based reading instruction including conferences, events, membership and peer-reviewed publication, <i>The Reading League Journal</i>.</li></ul>

<p>Website: <b>Understood</b></p> 	<ul style="list-style-type: none"> <li>• Website: <a href="http://understood.org">understood.org</a></li> <li>• Info: Designed as a resource for parents and educators, Understood offers excellent articles, expert Q &amp; As, video clips and FAQs related to learning and attention issues.</li> <li>• Links: <a href="#">Understood For Educators</a></li> </ul>
<p>NM- Dyslexia Modules</p> 	<ul style="list-style-type: none"> <li>• Link: View <a href="http://www.rec9nm.org">Dyslexia Modules</a>, <a href="http://www.rec9nm.org">www.rec9nm.org</a></li> <li>• Info: The four 1.5 hour interactive learning modules, developed by Susan L. Hall and the 95% Group, provide overviews on the history and definition of dyslexia, appropriate interventions at the Tier II level (small group instruction in the classroom), Tier III multisensory interventions for students who need more intensive and explicit instruction, and the diagnosis of dyslexia. Professionals receive a Certificate of Completion after passing a short test on the critical concepts of each module.</li> </ul>
<p>Book: <b>Multisensory Teaching of Basic Language Skills</b></p> 	<ul style="list-style-type: none"> <li>• Book Citation: Birsh, J. R. (2011). <i><b>Multisensory teaching of basic language skills.</b></i> Baltimore: Paul H. Brookes Pub. Co.</li> <li>• Info: A comprehensive text on multisensory teaching including specific evidence-based approaches to improve students' language skills and academic outcomes. A recommended text to lead a professional development self-study, book club or educator study group. <ul style="list-style-type: none"> <li>◦ <b>Companion workbook</b> available including activities that cover all the areas in the text.</li> </ul> </li> </ul>
<p>Article: <b>Structured Literacy vs. Typical Literacy Practices</b></p> 	<ul style="list-style-type: none"> <li>• Article Citation: Swerling, Louise Spear. <b>Structured Literacy and Typical Literacy Practices: Understanding Differences to Create Instructional Opportunities</b> (January 23, 2018). <i>Teaching Exceptional Children</i>: Volume: 51 issue: 3, page(s): 201-211. Link: <a href="#">View article here</a>.</li> <li>• Info: Article includes detailed descriptions and examples of structured literacy vs. typical literacy practices. A recommended article to support reflection of classroom practice as part of a larger self-study, professional development or study group related to literacy.</li> </ul>
<p>Book: <b>Teaching Students with Dyslexia, Dysgraphia, OWL LD, and Dyscalculia</b></p> 	<ul style="list-style-type: none"> <li>• Book Citation: Berninger, V., Wolf, B. (2016). <i><b>Teaching Students with Dyslexia, Dysgraphia, OWL LD, and Dyscalculia.</b></i> Baltimore: Paul H. Brookes Pub. Co.</li> <li>• Info: A thorough text on effective instruction for students with learning disabilities. A recommended text to lead a professional development self-study, book club, or educator study group.</li> </ul>