

Department of Dyslexia and Reading Difficulties Education

Many students with dyslexia and reading difficulties experience long lasting hardships in learning throughout their lives without professional care and more people than expected are at this risk. Recent research showed that about 4-5% of students are at-risk of dyslexia, and about 15 % of students have reading and writing difficulties. The department of dyslexia and reading difficulties offers academic and clinical courses to help students to become professionals in the fields of dyslexia and reading difficulties education. The Masters program is equivalent to the reading specialist training program in other countries focusing on instructional strategies along with clinical practices and supervision. The doctoral program offers research experiences regarding dyslexia and reading difficulties such as instructional methods, curriculum development, and educational policies. The students in this program are invited to clinical experiences in ERiD reading and writing clinical center as well as outreach programs in several school districts. Students can also participate in various research projects of ERiD dyslexia research institute, and work closely with experienced faculty members of this program.

□ Introduction to Dyslexia and Reading Difficulties Education (3)

The course is designed to discuss the difference between the concept of dyslexia and it's related concepts such as learning disability, underachievement and non-interpretation of Hangul. At the same time, it also pays due attention to educational, psychological and developmental characteristics of dyslexic children and the theoretical background of effective teaching method for them.

□ Introduction to Dyslexia and Reading Difficulties Education (3)

The course is designed to discuss the difference between the concept of dyslexia and it's related concepts such as learning disability, underachievement and non-interpretation of Hangul. At the same time, it also pays due attention to educational, psychological and developmental characteristics of dyslexic children and the theoretical background of effective teaching method for them.

□ Diagnostics and Assessment of Reading Difficulties (3)

Students will understand the diagnostic areas and characteristics of reading and writing diagnostic assessment tools. Also, students will learn and understand problems and interpretation points for each assessment tools, learn accurate interpretation on the results and practice how to accurately communicate with other professionals and parents.

□ **Teaching Strategies for Reading Difficulties 1: Phonemic Awareness and Phonics (3)**

This course offers knowledge on teaching methods of phonological awareness and Hangeul phonics which are known to be the area of core difficulties in dyslexia. Also, students are expected to achieve firsthand experience on teaching activities, learn direct teaching method and how to plan systematic curriculum based on Hangul spelling development.

□ **Teaching Strategies for Reading Difficulties 2: Reading Fluency and Vocabulary (3)**

This course aims to study teaching methods regarding reading fluency and vocabulary, especially on Chinese characters, homophones and conjugations. Students will learn to modify teaching methods according to children's cognitive processing ability,

□ **Teaching Strategies for Reading Difficulties 3: Reading Comprehension and Writing (3)**

This course will cover various instructional methods about reading comprehension strategies and extensive thinking using children's book. Also, students will learn teaching approaches that allow children to express their accurate intention through writing and learn to use variety of writing strategies according to the writing target.

□ **Clinical Practicum 1: Diagnostics and Assessment (3)**

This course offers practical training and supervision on conducting and interpreting reading and writing assessments in the online and offline settings. Assessment tools includes screening tests, standardized tests, and CBM. Students will also practice to interpret results and plan instructions based on the results.

□ **Clinical Practicum 2: Phonemic Awareness and Phonics (3)**

This course offers a series of practicum training in planning and implementing remedial clinical instruction for persons with severe or complex reading and writing disabilities: one-on-one clinic opportunities with a student either online or offline will be provided throughout the semester. In this course, the practicum and supervisor will be focused on phonological awareness and phonics instruction. Intervention supervision classes will held regularly during the semester.

□ **Clinical Practicum 3: Reading Fluency and Vocabulary (3)**

This course offers a series of practicum training in planning and implementing remedial clinical instruction for persons with severe or complex reading and writing disabilities: In this course, the practicum and supervisor will be focused on reading fluency and vocabulary. Intervention supervision classes will held regularly during the semester.

□ **Clinical Practicum 4: Reading Comprehension and Writing (3)**

This course offers a series of practicum training in planning and implementing remedial clinical instruction for persons with severe or complex reading and writing disabilities: In this course, the practicum and supervisor will be focused on reading comprehension and writing.

Intervention supervision classes will be held regularly during the semester.

□ **Orthographic System and Hangeul Phonics (3)**

This course focuses on grasping the phonological characteristics of Korean language, and Hangeul orthographic system. Students will be able to effectively apply their knowledge when they teach children with dyslexia after this course.

□ **Teaching Korean Morphology and Syntax (3)**

This course includes understanding of morphology and syntax and grammatical norms taught in school fields. Students will be guided to professional knowledge on Korean grammar education and how to teach it.

□ **Development of Korean Literacy (3)**

This course is designed to understand children's development in language, reading, and writing. Relationships among the language development literacy learning, environmental atmosphere and instructional experiences will be discussed. Students will also learn the deficits in cultural environmental literacy as well as lack of effective instruction can cause or accelerate students' difficulty in reading and writing development.

□ **Neurophysiological Understanding of Dyslexia (3)**

This course offers examination on dyslexia from a neurophysiological aspect and enhance the student's understanding of genetic and environmental impact on dyslexia along with the knowledge of physiological cause of dyslexia and related disorders such as ADHD and SLI.

□ **Developmental Pathology (3)**

This course will concentrate on cognitive psychological foundation of the basis of the development of reading and writing development. Also the course aims to teach the characteristics of difficulties that student experience when they have deficits on cognition, psychology, and language development.

□ **Phonology of Korean Language (3)**

Students understand relationships between language impairment and dyslexia and learn that SLI students with dyslexia have certain characteristics that are distinguished from dyslexic students without SLI. Students will understand speech-therapy approach to dyslexic children throughout this course and teaching strategies that are particularly needed to students with dyslexia and SLI.

□ **Career Counseling of the Adolescents with Reading Difficulties (3)**

This course will teach how to guide children with dyslexia to understand their handicaps and helps to make strategic choices on their career decisions which must be made throughout their lifetime. Students will learn basic principles of career counseling, and learn

to apply this knowledge while counseling career options for young adults with severe reading and writing difficulties.

❑ **Design Thinking in the Educational Services for Reading Difficulties (3)**

The effective management of reading and writing instructional programs will be explored and defined. The relationships among human resources, structural, economic, political factors impacting instruction will be examined. Emphasis will be on communication within the process of school improvement and instructional initiatives. The organizational framework of actual settings and leadership styles around literacy education will be analyzed and discussed.

❑ **Introduction to Educational Statistics (3)**

Introduction to descriptive and inferential statistics. Topics may be selected from the following: descriptive statistics and graphs, probability, regression, correlation, tests of hypotheses, interval estimation, measurement, reliability, experimental design, analysis of variance, nonparametric methods, and multivariate methods.

❑ **Advanced Statistics for Reading Difficulties Research (3)**

This course will cover advanced analysis statistics theory, which is used in dyslexia research that requires advanced analysis. In particular, students will be taught to deal with regression analysis, variance analysis, model building and learn multiple form of variance analysis.

❑ **Current Issues in Reading Difficulty Research (3)**

This course aims to understand the recent trends of dyslexia and reading difficulties education and research which are rapidly advancing, and help students to organize their opinion on major issues.

❑ **Reading and Writing Difficulties in Students fro Multicultural Backgrounds (3)**

Examines various literacy patterns of students with non-mainstream cultural, social, and linguistic backgrounds; explores the impact of home literacy on school learning. Teaching strategies in reading and writing education for students with multicultural students are introduced.

❑ **Curriculum Based Assessment and Instructional Planning (3)**

Offers knowledge and experiential learning activities related to assessment of students with mild disabilities. Includes statistical and psychometric concepts in assessment. Addresses norm-referenced, criterion-referenced, curriculum-based, and informal assessment for instructional and placement decisions

❑ **Personality Psychology (3)**

Personality Psychology is a breadth course for the psychology major. The course will draw

from major theories in personality psychology, as well as current empirical research on individual differences and personality development, including work in genetics, psychobiology, evolutionary psychology, emotions, traits, motivation, social learning theory, and attachment theory.

□ **Educational Policy to Secure Basic Academic Achievement for All Children (3)**

The history of education and educational philosophy regarding reading difficulties will be analysed in terms of the impact on educational policy in schooling, training and/or higher education in contemporary times and in the future. Policy will be critiqued through a number of frameworks with a view to understanding the complex relationship between policy and practice and the implications for educators at the level of curriculum, pedagogy and assessment.

□ **Comorbidity of Dyslexia and Other Disabilities (3)**

The course will present various theoretical perspectives on learning disorders as well as current research findings. We will also address other neurodevelopmental disorders that have high rate of comorbidity with Dyslexia such as Attention Deficit-Hyperactivity Disorder and Autistic Spectrum Disorder.

□ **Clinical Internship in the Field (3)**

One, full-time clinical internship, eight (8) weeks in length. Students practice patient management skills in the clinical environment under the direct supervision of an experienced Reading Clinician. Students perform patient examination/measurement techniques, evaluate and interpret examination results, determine a dyslexia diagnosis and prognosis, design and implement a thorough plan of learning and teaching as well as evaluating outcomes. Students practice and progressively develop a variety of professional skills critical for appropriate professional development.

□ **Speech/Language Impairments and Dyslexia (3)**

Most children who experience difficulties in speech /language development are found to be dyslexia when they start elementary school. Graduate students will learn about the relationship between speech/language impairment and reading difficulties through this course. They will understand instructional approaches designed for students with dyslexia who also have speech/language impairments.

□ **Behavior Economics and Behavior Design in Educational Settings (3)**

Students will investigate on how rational economic human being actually behave and what outcomes will occur, and students will learn to suggest different options to lead different behavior based on problem solving behavior design methods.

Students will be able to design educational services for students with dyslexia based on behavior economics.

□ **Dyslexia Clinic Capstone (3)**

This course will require graduate students to provide a scholastic report including diagnostic assessment and intervention sessions about a clinic case. The clinical decisions should be justified by the diagnostic information and current research about the effective instruction. Capstone paper should be presented and reviewed by the capstone committee members.

□ **Behavior Modification and Social Skills Instruction (3)**

This course is designed to provide the fundamental theory of behavior development and behavior management for students with dyslexia. The purpose of this class is also to cultivate students ability for implementing positive behavior support by analyzing the function of challenging behaviors of students.

□ **Instructional Strategies 3: Comprehension and Writing (3)**

This course will cover various instructional methods about reading comprehension strategies and extensive thinking using children's book.

Also, students will learn teaching approaches that allow children to express their accurate intention through writing and learn to use variety of writing strategies according to the writing target.

□ **Faculty Members**

Yang, Minwha

Ph.D. in Special Education
University of Virginia
Remedial Strategies for Dyslexia and RD
myang@kookmin.ac.kr

Kim Joo-Phil

Ph.D. in Korean Language and Literature
Seoul National University
Korean Phonology
jpkim@kookmin.ac.kr

Nam, Suk Kyung

Ph.D. in Education
Korea University
School Counseling
sknam@kookmin.ac.kr

Rhee Ki-jong

Ph.D. in Education
University of Illinois at Urbana -
Champaign
Educational Measurement and Evaluation
rhee0408@kookmin.ac.kr

Park, ji-Hye

Ph.D. in Education
University of Illinois at Urbana -
Champaign
Lifelong Education
jpark22@kookmin.ac.kr

Ra Jong-Min

Ph.D. in Education
The University of Georgia
Education Assessment and Design
rems2002@gmail.com

Joo Jaewoo

Ph.D. in Marketing

University of Toronto

Behavior Economics, Service Design

jaewoo@kookmin.ac.kr

Hur Yoon-Mi

Ph.D. in Psychology

University of Minnesota

Twin Studies, Developmental Psychology

ymhur@kookmin.ac.kr