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## **Impact of Trauma on Learning and Addressing Dyslexia in our Schools- Special Education Program 2 (15 Special Education PDPs/CEUs)**

### **Part 1:** *Impact of Trauma on Learning of Special Education and General Education Students*

How children and adolescents deal with traumatic experiences may vary a great deal. We know from prior research some of the situations that can negatively impact the ability to learn and retain information. More recent information has shed new light that students who we might have categorized as resilient may demonstrate negative reactions to trauma later in life. Now, in light of the recent live shooter violence, Covid, and present-day armed conflicts in the world we are learning first-hand these have impacted both how we live, learn and teach. This two-module program, which will take approximately 7 hours to complete, will highlight some of this new research and you will hear from a variety of voices: teachers, parents/guardians and students on how they are navigating these traumatic events. By the conclusion of this two part course, participants will be able to:

- Overview of the impact of all aspects of trauma on learning for special education and general education students.
- What are observable signs that a student is dealing with trauma?
- The ways in which 'resilient' students may demonstrate more signs of trauma later in life with more serious outcomes.
- The ways in which school violence, armed conflicts in the world, live shooter violence, Covid, and other factors have contributed to increased levels of trauma.
- The ways in which educators who are under duress from trying to care for their family's and students' trauma reactions, may experience their own kind of trauma

### **Part 2:** *"Addressing Dyslexia in our Schools"*

**Dyslexia is considered the most common of all specific learning disabilities affecting 5-17% of children in the general population."** Dyslexia can be largely characterized by difficulty learning to read despite adequate instruction and intelligence. Dyslexia is highly

hereditary and individuals with a first degree relative with diagnosed or suspected dyslexia (i.e., biological parent or sibling) have a 50% chance of being diagnosed themselves. “A common understanding of dyslexia is essential.” This two-module program will take about 8 hours to complete,

**Participants who take this workshop will be able to answer the following questions:**

- What is the true definition of dyslexia?
- What is the prevalence of dyslexia as a category under a specific learning disability??
- How does dyslexia impact learning at the pre-K, elementary, middle, and high school level?
- Besides reading, what other curriculum areas might be impacted by a student who has this challenge?
- What are some practical strategies I may use in my instructional practice to support students with dyslexia?
- What are the common misconceptions and myths about Dyslexia?
- Who Screens for Dyslexia and how is that done?
- What are the social emotional challenges that may accompany this disability?

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