

Dyslexia Certificate Program

Level 1

BACKGROUND & PHILOSOPHY

It is estimated that 10 – 15 percent of the general population has a reading based learning disability. Of those individuals, approximately 80% has dyslexia. Yet, many people are misinformed or uninformed about dyslexia, including many school teachers, school staff and parents. Children and adults with dyslexia are often not identified and/or do not receive the appropriate remediation they need to learn to read, write and spell despite the fact they have the intellectual capacity to learn. What is dyslexia? The International Dyslexia Association (IDA) and the National Institute of Child Health and Human Development (NICHD) adopted the following definition of dyslexia:

Dyslexia is characterized by difficulties with accurate and / or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.

In an effort to address the needs of individuals with dyslexia educators and parents need to have a deep understanding of dyslexia, how to effectively assist those individuals with dyslexia to be successful in school and adult life, and be trained in the appropriate remediation for dyslexia.

Many parents and educators who have contacted us have been searching for training but they rarely have access to appropriate training in their area. Therefore, we have developed an online format to provide a quality training program based on evidence-based scientific research so that those desiring training can access training and subsequently help those individuals with dyslexia they educate or interact with in their daily lives.

Benefits of taking this course online as compared to on-site courses:

- Participants have access to the course content 24 hours a day/7 days a week for the duration of the course. Participants fit the course work into their schedule. Coursework is instructor-led so feedback and answers to questions will always be provided on a timely basis.

dyslexia training institute

Education Changes Everything

- Participants can review archived PowerPoint presentations, videos and other course material to be viewed as often as desired
- Participants have the opportunity to reflect on what they are learning before posting questions and reflections on discussion boards
- Participants are not limited to on-site in class time only to ask questions and interact with instructors and program participants

Upon completion of the Dyslexia Certificate Program Level 1 course participants will have a better understanding of dyslexia, how to assist individuals with dyslexia and their families in school settings, and be able to implement interventions that are based on the Orton-Gillingham approach.

GOALS

DTI developed the online certification program to:

- Provide accurate information based on evidence-based scientific research about dyslexia and effective remediation practices to those who educate and interact with individuals with dyslexia and related reading disabilities
- Provide training to education professionals and parents in effective remediation so more individuals with dyslexia have access to appropriate remediation
- Provide an online format for training so more individuals have access to learn what dyslexia is and how to effectively remediate it

TARGET AUDIENCE

A wide range of individuals may benefit from taking this certification program. The curriculum has been developed to be appropriate both for professionals, paraprofessionals and parents. The target audience includes:

- K-12 Professionals involved in the education of children with reading disabilities including school administrators, teachers, classroom aids and advocates
- Homeschooling parents and homeschooling service providers
- University and community college staff involved in departments supporting students with reading disabilities
- Parents, caretakers, grandparents and extended family of children with reading disabilities
- Educational Therapists, professional and volunteer tutors who work with individuals with reading disabilities
- College students enrolled in teacher training programs

- Community agencies providing services to individuals with reading disabilities (ie: literacy programs for children and adults)

CERTIFICATE PROGRAM REQUIREMENTS

The certificate program consists of two components: online coursework (including a midterm and final) and a practicum. *It will take approximately 100 hours (approximately 16 hours per class) of classwork plus practicum to complete the certificate program.*

Required Online Courses

Dates: January 9 – February 3, 2012

What is Dyslexia?

What research says about dyslexia
How to assess dyslexia – formal and informal assessment
Determining the right intervention
Ongoing assessment
Multisensory Teaching & Learning
Using questioning effectively
Accommodations & Modifications in an educational or work setting

Dates: February 6 – March 2, 2012

Orton-Gillingham - Part 1

What is Orton-Gillingham?
Meeting the needs of the student – strategies and pacing
Terminology
Phonemes of the English Language
Phonemic Awareness
Phoneme Drills
Letter Cards and Blending Drills
Keywords
Developing the student binder
Lesson Planning

Dates: March 5 – March 23, 2012

Orton-Gillingham – Part 2

Sight Word Study Method

What is a syllable?

Why use nonsense words?

Overview of the Seven Syllable Types

Overview of Syllabication Patterns

How to teach the first three syllable types

Syllable & Word Cards

Teaching exceptions to phonics and spelling rules

Dates: April 2 – April 20, 2012

Orton-Gillingham – Part 3

Using word patterns

Spelling Rules

Prefixes & Suffixes

How to teach remaining four syllable types

Morphology

Review Lesson Planning

Dates: April 23 – May 4, 2012

Reading Comprehension & Fluency Development

What is metacognition and how to develop it

What research says about reading comprehension, vocabulary and fluency

Strategies to improve reading comprehension

Strategies to improve vocabulary development

Strategies to improve fluency

Webinars – (2 hours each, Webinars will be archived if you are unable to attend. If you are not able to attend, you will be required to submit a summary of the archived webinar).

Overview of Dyslexia & Simulation

January 7, 2012 (9:30a.m.–11:30a.m PST) or January 10, 2012 (4:30p.m.-6:30p.m. PST)

The Law & Dyslexia – IEPs & 504 Plans

January 28, 2012 (9:30a.m.-11:30a.m. PST) or January 31, 2012 (4:30p.m.-6:30p.m. PST)

Executive Function

March 31, 2012 (9:30a.m.-11:30a.m. PST) or April 3, 2012 (4:30p.m.-6:30p.m. PST)

Writing & Simulation

April 14, 2012 (9:30a.m.-11:30a.m. PST) or April 17, 2012 (4:30p.m.-6:30p.m. PST)

TBD Overview of Orton-Gillingham based programs and Introduction to the required Practicum

Note – Additional live chats will be scheduled as deemed necessary to meet the needs of the program participants.

Required Practicum for certification

The practicum is required to complete the certificate program.

Participants will be required to:

- Implement strategies learned during the course with a student who has been identified as a struggling reader.
- Identify the student they will be instructing/tutoring and provide the background information to DTI. (DTI will provide forms required for participation.)
- Conduct all sessions in a one-on-one private setting. All sessions are required to be a minimum of 50 minutes.
- Meet with their student a minimum of 10 sessions. Lesson plans and lesson notes for all 10 sessions must be submitted to DTI.
- Video tape three tutoring session and submit to DTI. DTI instructors will review and provide feedback and coaching to assist program participants to improve their skills.

Non-Certificate Enrollment Option – It is an option to take the course work only and not complete the practicum. A certificate of completion stating course work has been completed will be issued. Full certification will only be issued to those participants completing the required practicum.

ADDITIONAL PROGRAM INFORMATION

Duration of Course

Online course work will take approximately four months to complete.

Practicum will begin after the completion of the online courses and must be completed within three months from the end of the online courses.

Attendance

Participants are required to:

- actively participate in all online courses by completing required readings and assignments on a timely basis
- post questions and reflection on discussion boards
- participate in live chats and webinars

Grading and Tests

Each participant will be required to complete a pre and post-test for each course.

Course Textbook & Materials

Overcoming Dyslexia, by Sally Shaywitz, M.D. (*must be purchased separately*)

All DTI other course materials will be provided online.

School supply materials needed for tutoring sessions will be the responsibility of the program participant. (ie: binders, lined paper, index cards, pencils, markers, etc)

Computer and Technology Requirements

Internet access

Your computer must have the ability to view PowerPoint presentations, download pdf and word documents and live streaming of videos.

Head set for webinars with microphone.

Camera to videotape three 50 minute tutoring sessions for the required practicum.

Enrollment & Fees

Participants must enroll and pay the non-refundable registration fee at least one week before the first day of the certification program. See attached calendar for schedule of current and upcoming sessions.

Enrollment is available online 24 hours a day at www.dyslexiatraininginstitute.org.

Non-Refundable Registration Fee - \$100 (Registration Fee will be applied toward Certification Program Fee)

Certification Program Fee - \$1500 – Program must be paid in full by December 15, 2011.

***If you have previously taken our *What is Dyslexia? An In-Depth Look* course and/or our *Overview of the Orton-Gillingham Approach* course we will credit you for those courses.*

Graduate Credits

Graduate credits are available through the University of San Diego for various sections of the course work. Contact the Dyslexia Training Institute for additional information.

Instructors

Dr. Kelli Sandman-Hurley



Kelli is a published author and researcher of dyslexia. She is an adjunct professor of reading, literacy coordinator and a tutor trainer. Kelli is the Past-President of the San Diego Branch of the International Dyslexia Association, as well as a board member of the Southern California Library Literacy Network (SCLLN). She is a professional developer for California Library Literacy Services (CLLS) as well as a Literacy Consultant for the San Diego Council on Literacy. Kelli received Orton-Gillingham training by a Fellow of the Academy of Orton-Gillingham Practitioners and Educators and has been trained in the Lindamood-Bell, Wilson Reading, RAVE-O and Read Naturally programs. She was awarded the Jane Johnson Fellowship and the Commission on Adult Basic Education (COABE) scholarship. Kelli has presented at numerous conferences as well as provided professional development for k-12 teachers. She received her doctorate in Literacy with a specialization in reading and dyslexia from San Diego State University and the University of San Diego.

Tracy Block-Zaretsky



Tracy has tutored children and adult with learning disabilities for the past 18 years and has developed and taught workplace and family literacy program. She is a trained Special Education Advocate assisting parents and children through the Individual Education Plan (IEP) and 504Plan process. She has been a trainer for the past 15 years training teachers, adult literacy staff, and professional and volunteer tutors. Tracy worked as a trainer on the adult literacy initiative, Equipped for the Future, with the National Institute for Literacy. She is the President of the San Diego Branch of the International Dyslexia Association. Tracy received Orton-Gillingham training by a Fellow of the Academy of Orton-Gillingham Practitioners and Educators, is trained in the Wilson Reading System, Lindamood-Bell programs, Read Naturally and a variety of reading and writing assessment tests. Tracy has presented at numerous conferences on learning disabilities, phonics, reading and writing instruction, as well as provided professional development for K-12 teachers.