

Dyslexia Certificate Program

Level 1

Summer/Fall 2015

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 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.

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- 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 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, midterm, final and a practicum. *It will take approximately 110 hours (approximately 20 hours per class, plus three two hour webinars) of class work plus and additional approximately 45-60 hours for the practicum to complete the certificate program.*

REQUIRED ONLINE COURSES

Dates: June 15 – July 10, 2015

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: July 13 – July 31, 2015

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: August 3 – August 21, 2015

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

BREAK – August 22 – August 30, 2015

Dates: August 31 – September 18, 2015

Orton-Gillingham – Part 3

Using word patterns

Spelling Rules

Prefixes & Suffixes

How to teach remaining four syllable types

Morphology

Review Lesson Planning

Dates: September 21 – October 9, 2015

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 – (1 - 2 hours each, Webinars will be archived if you are unable to attend) Dates TBD

Overview of Dyslexia & Simulation

The Law & Dyslexia – IEPs & 504 Plans

Executive Function

Note – Additional live chats may 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 45 sessions. Lesson plans and lesson notes for all 45 sessions must be submitted to DTI.
- Meet with DTI mentor for a minimum of two online sessions to conduct lessons with mentor and demonstrate knowledge of information covered.
- Video tape a minimum of 2 tutoring session and submit to DTI. DTI mentor will review and provide feedback and coaching to assist program participants to improve their skills.
- Practicum will begin after the completion of the online courses and must be completed within nine months from the end of the online courses.

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 be issued only to those participants completing the required practicum.

ADDITIONAL PROGRAM INFORMATION

Duration of Course

Online course work will take approximately three and a half months to complete.

Practicum will begin after the completion of the online courses and must be completed within nine 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-test at the beginning of the program, a mid-term and a post-test at the end of the program.

Participants enrolling in graduate credits through the University of San Diego will be required to write a paper at the end of each course. Paper guidelines will be given at the beginning of each course.

Course Textbook & Materials

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

All DTI 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.

Head set for webinars. (optional)

Camera to videotape a minimum of two 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. The first day of the certificate program is June 15, 2015.

Steps to enrollment:

- Visit www.dyslexiatraininginstitute.org to download the Dyslexia Certificate Program application.
- Complete the application and submit. You can scan the application and email it to dyslexiaspec@gmail.com, fax it to 619-342-2643, or mail it to:

Dyslexia Training Institute
7424 Jackson Drive, Ste 1B
San Diego, CA 92119

- Your application will be review and you will receive notification of your registration status within one week of the date you submit your application.
- If accepted into the program, you must submit the non-refundable registration fee at least one week before the first day of class. A link to pay the fee via our secured online payment system will be sent to you after being accepted into the program. Or, you may submit payment by check.

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

Certification Program Fee - \$1950.00 – Program must be paid in full one week before the first day of the certification program.

** A payment plan is available with the following payment structure:

- Non-refundable Registration Fee of 100.00 due on or before June 12, 2015
- First payment of 616.00 due on or before June 15, 2015
- Second payment of 616.00 due on or before July13 ,2015
- Third and final payment of 618.00 due on or before August 17, 2015

Should any of the payments be more than 10 days late, the student will be dropped from the program with no refunds of prior payments.

Refund Policy

If a participant is not able to complete the Dyslexia Certificate Program, the following is the refund policy:

Drop Date	Amount of Refund (based on full \$1950 program fee*)
prior to 06/15/15	\$1850
06/15/15 – 07/16/15	\$1200
07/17/2015 – 08/12/15	\$600
After 08/13/15	No refund available

**Note - Initial \$100 Non-Refundable Registration Fee is not refundable at any time.*

Graduate Level Extension Credits

Graduate Level Extension Credits are available through the University of San Diego (USD). Registering for Graduate Level Extension Credits is optional and not a requirement for participating in the Dyslexia Certificate Program.

USD's fee is \$75 per Graduate Level Extension Credit. All courses are two credits each. The fee is paid directly to USD and is not included in the fee paid to the Dyslexia Training Institute to enroll in the Dyslexia Certificate Program. Information for enrolling for Graduate Level Extension Credits for each course will be available during the certificate program.

Participants enrolling in Graduate Level Extension Credits through the USD will be required to write a paper at the end of each course. Paper guidelines will be given at the beginning of each course.

The Graduate Level Extension Credits are generally used for educator's certification requirements, salary enhancement purposes and/or transferred to a degree program. However, it is the responsibility of the participant to consult with their organization requiring the credits for certifications, salary enhancement or degrees to ensure the Graduate Level Extension Credits issued from USD will fulfill the specified requirements.

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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 a past President of the San Diego Branch of the International Dyslexia Association, as well as a former 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. Kelli is a trained Special Education Advocate assisting parents and children through the IEP and 504Plan process.

Tracy Block-Zaretsky



Tracy has tutored children and adults with learning disabilities for the past 18 years and has developed and taught workplace and family literacy programs. 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 a past 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.

Dr. Jennifer Petrich



Jennifer earned a BA in Sociology from Johns Hopkins University (1994) and a BA in Psychology from Towson University (1995). From 1993-1997, Jennifer worked as a cognitive and reading therapist at New Heights Learning Center in Towson, Maryland, where she was trained in three Lindamood-Bell programs: Lindamood Phonemic Sequencing (LiPS), Visualizing/Verbalizing (V/ V) and Visualizing/Conceptualizing (V/C). In 2004, she received a PhD in Neuroscience from University of Maryland, Baltimore after completing a dissertation on developmental dyslexia. She then took a research position at the University of California, San Diego studying the visual system and has lectured there on the auditory system and the neural mechanisms of reading and reading disorders. She is a postdoctoral fellow at the Laboratory for Language and Cognitive Neuroscience at San Diego State University