



Dyslexia Certificate Program

Level 1

Winter/Spring 2023

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

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.

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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.
- 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 instruction/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 instruction/remediation so more individuals with dyslexia have access to teachers/instructors who can provide appropriate instruction/remediation
- Provide positive learning environment in an online format so more individuals have access to learn what dyslexia is and how to provide effective instruction/remediation

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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: Jan 9 - Feb 3, 2023

Course #1: *What is Dyslexia?*

What research says about dyslexia

How an individual is assessed for dyslexia – formal and informal assessment

Determining the right intervention

Multisensory Teaching & Learning

Accommodations & Modifications in an educational or work setting

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BREAK - Feb 6 - 10, 2023

Dates: Feb 13 - Mar 3, 2023

Course #2: *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: Mar 6 - Mar 24, 2023

Course #3: *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 - Mar 27 - 31, 2023

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Dates: Apr 3 - 21, 2023

Course #4: *Orton-Gillingham – Part 3*

Using word patterns
Spelling Rules
Prefixes & Suffixes
How to teach remaining four syllable types
Morphology
Review Lesson Planning

Dates: Apr 24 - May 12, 2023

Course #5: *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 will be scheduled at the end of each course for a live Qu&A and for the practicum. Dates TBD. If you are unable to attend, the webinars are recorded and posted on the class site.

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Required Practicum for certification : May 15, 2023 - Feb 17, 2024

Successful completion of the practicum is required to receive full certification. (If a participant opts to not complete the practicum, please see Non-Certification Enrollment Option below for more information.)

Participants are required to begin their practicum within one month of completion of online coursework (by June 12, 2023), unless otherwise approved by the Dyslexia Training Institute. This requirement includes completing the first two meetings with practicum mentor, selecting practicum student and submitting student paperwork within the first 30 days of completion of online coursework.

Participants will be required to:

- **Implement strategies learned during the course with a student who has been identified as a struggling reader. The student does not need to have a dyslexia diagnosis, but does need to have a history of struggling with learning to read and write as compared to peers. The student must also:**
 - be at least 6 years old *and* completed kindergarten
 - be a native English speaker
 - have average or above average intellect (no developmental disabilities that affect IQ)
 - have no previous Orton-Gillingham tutoring prior to starting the practicum
- **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 live private setting.**
 - Online tutoring by DTI approval only. Online tutoring will require participant to complete short additional training to implement tutoring online. This training is included in the fees paid for the certificate program.
- **Sessions are required to be a minimum of 50 minutes** (or two 30 minute session to equal one full session). **A minimum of two 50 minute session must be conducted each week** (or four 30 minute sessions per week).

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- **Meet with their student a minimum of 45 sessions.** Lesson plans and lesson notes for all sessions to meet practicum requirements must be submitted to DTI.
 - More than 45 sessions may be required to meet practicum requirements.
- **Meet with DTI mentor for a minimum of two online sessions to demonstrate knowledge of information covered, conduct instructional strategies, and present lessons with mentor before beginning with a student.**
 - Additional meetings may be required to complete practicum mentor meeting checklist and lessons before beginning with student.
- **Video record a minimum of two tutoring session and submit to DTI. DTI mentor will review and provide feedback and coaching to assist program participants to improve their skills.**
 - Additional videos of full lessons or portions of lessons may be required to meet practicum requirements.
- **Participants are required to review the Practicum Guide provided during the online coursework before committing to participating in the practicum.**
- **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-Certification 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.

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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 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 weekly basis** (Course content is posted each Monday morning and is to be completed by Sunday evening of the week it is posted.)
- **actively post questions and reflections on discussion boards**
- **participate in live chats and webinars or watch recorded version**

Grading and Tests

Each participant will be required to complete a pre-test at the beginning of the program, assignments, quizzes, mid-term and a final.

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 provided at the beginning of each course.

Course Textbook & Materials

Overcoming Dyslexia, by Sally Shaywitz, M.D. - March 2020 updated version (*must be purchased separately*)

All DTI course materials will be provided online.

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

Note: We may add additional books after the course begins if we determine the book is important to add. However, this does not happen often.

Computer and Technology Requirements

Internet access and a computer that has the ability to view live streaming, narrated PowerPoint presentations, download pdf and WORD documents.

Head set for webinars. (optional)

A means to video record a *minimum* of two 50 minute tutoring sessions for the required practicum.

Enrollment & Fees

Potential participants must submit application by Dec 23, 2022. If applications are received after December 23, 2022 and/or the program reaches capacity before Dec 23, 2022, new applicants will be placed on our waiting list. You do not pay the registration fee unless we have a space for you in the program. Usually several people on the waiting list will be offered a spot in the program. (The first day of the certificate program is Jan 9, 2023.)

Steps to enrollment:

- Visit www.dyslexiatraininginstitute.org to download the *Dyslexia Certificate Program* application. (Click [HERE](#))
- 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

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- Your application will be reviewed and you will receive notification of your registration status within five business days of the date we receive your application.
- If accepted into the program, you must submit the non-refundable registration fee within seven days of acceptance or by three weeks of the first day of class, whichever comes first. 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 or purchase order.

Non-Refundable Registration Fee - \$100 (Registration Fee will be applied to the certification program fee.)

Certification Program Fee - \$2,200.00 – Program fee must be paid in full or first payment on payment plan on or before December 23, 2022.

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

- Non-refundable Registration Fee of 100.00 due within seven days of acceptance into the program or December 23, 2022, whichever comes first.
- First payment of 733.00 due on or before December 23, 2022
- Second payment of 733.00 due on or before January 27, 2023
- Third and final payment of 734.00 due on or before February 24, 2023

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

Practicum Fee - \$600 - Participants that choose to complete the practicum will be required to pay the practicum fee. The Practicum Fee will be due by May 5, 2023. A participant cannot start the practicum until the Practicum Fee is paid.

The practicum fee is non-refundable.

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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 \$2,200 program fee*)
On or prior to 01/08/23	\$2200
01/09/23 – 03/03/23	\$1300
03/04/23 – 03/24/23	\$500
On or after 03/25/23	No refund available

**Notes - 1) Initial \$100 Non-Refundable Registration Fee is not refundable at any time.
2) The Practicum Fee is non-refundable (see information on Practicum Fee on previous page.)*

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 \$79 per Graduate Level Extension Credit. All courses are two credits each and the practicum is four credits. 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.

For additional information about the credits, please visit these two site:
DTI's USD Credit Guide: Click [HERE](#)

USD's FAQ's about the credits: Click [HERE](#)

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Instructors



Kelli Sandman-Hurley, Ed.D. is an author and co-founder of the Dyslexia Training Institute. She received her doctorate in literacy with a specialization in reading and dyslexia from San Diego State University and the University of San Diego. She is also completing her TESOL certification. Dr. Kelli is a certified special education advocate assisting parents and children through the Individual Education Plan (IEP) and 504 Plan process. She has training in mediation and also serves as an expert witness in the area of dyslexia. Dr. Kelli is trained in Structured Word Inquiry, the Orton-Gillingham approach, Lindamood-Bell, RAVE-O and Read Naturally. Dr. Kelli is a Past-President of the San Diego Branch of the International Dyslexia Association. She is a dyslexia consultant working with schools to improve services offered to students with dyslexia and training teachers. She co-created and produced "*Dyslexia for a Day: A Simulation of Dyslexia*," and she is a frequent speaker at conferences. She is the author of the well-received books, *Dyslexia Advocate! How to Advocate for a Child with Dyslexia within the Public Education System* and *Dyslexia and Spelling: Making Sense of it All*. Her newest book, *The Adult Side of Dyslexia*, will be released fall of 2022.

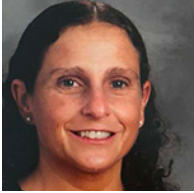


Tracy Block-Zaretsky is the co-founder of the Dyslexia Training Institute. She has provided remediation for children and adults with dyslexia for the past 25 years and has developed and taught workplace and family literacy program. She is a certified Special Education advocate assisting parents and children through the Individual Education Plan (IEP) and 504Plan process. She is a past President of the San Diego Branch of the International Dyslexia Association. Tracy has training in Structured Word Inquiry, the Orton-Gillingham approach, Lindamood-Bell programs, Read Naturally and a variety of reading and writing assessments. She co-created and produced, "*Dyslexia for a Day: A Simulation of Dyslexia*," and has provided professional development for educators and training for parents at numerous conferences, private on-site trainings and online courses and webinars. Tracy is also a parent of a child with dyslexia, dysgraphia, ADD and Executive Function Disorder.



Brittany Martinez has worked with children in the general education classroom, including English Language Learners, and one-on-one with students with dyslexia. She worked at the San Diego State Children's Center for four years while getting her Bachelor's Degree in Liberal Studies. Brittany continued her education and earned a Multiple Subject Teaching Credential to teach Elementary School. She has worked for the Dyslexia Training Institute for the past six years and has been trained in the Orton-Gillingham approach, Structured Word Inquiry, and is a Special Education advocate assisting parents through the IEP and 504Plan process. At the Dyslexia Training Institute, Brittany wears many hats, including providing one-on-one remediation, assisting with teaching online courses, presenting at conferences and on-site trainings for educators, private practitioners, and parents, and advocacy services.

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Tracey Christilles has been a special education teacher for the past twenty-eight years. She began her career teaching eighth grade in Cape Elizabeth, Maine. She has also worked in the New Hampshire public schools, beginning in Pelham and spent the last twenty-five years in Stratham, working in grades kindergarten through fourth. Though she teaches all subject areas, her favorites are reading and writing. She is trained in the Orton Gillingham (OG) approach and multiple reading programs, including Wilson, Lindamood-Bell, RAVE-O and Project Read. Tracey is certified as a Structured Literacy/Dyslexia Interventionist through the Center for Effective Reading Instruction as well as a Wilson Dyslexia Practitioner. She will be retiring from her current teaching position at the end of the 2018-2019 school year. Tracey began working at the Dyslexia Training Institute in March as part of the next chapter of her professional career.



Jennifer Lopez received her Bachelor's Degree in Liberal Studies from Cal Poly Pomona and went on to earn a Multiple Subject Teaching Credential for Elementary Education. She has previously taught in pre-K and 4th grade classrooms. Jennifer also worked as a Reading Intervention teacher, meeting with small groups of students from kindergarten through 3rd grade. Her training includes Orton-Gillingham (OG), Structured Word Inquiry (SWI) and strategies for executive functioning. Jennifer joined the Dyslexia Training Institute team in July of 2014. She enjoys providing one-on-one remediation with students of all ages as well as assisting with training educators and others who would like to make a difference in struggling readers' lives.