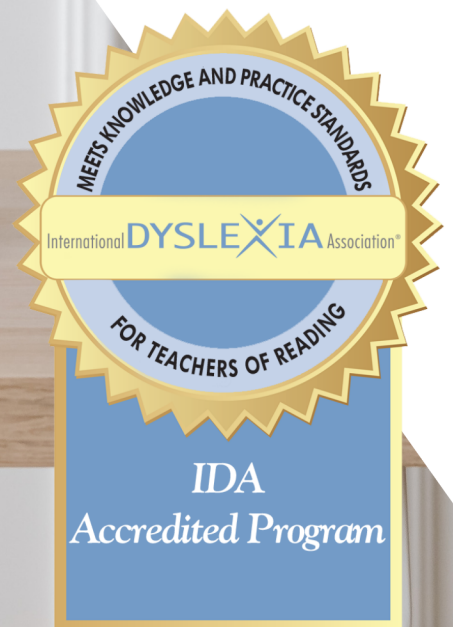


# DYSLEXIA CERTIFICATE PROGRAM

PROGRAM GUIDE  
SUMMER/FALL 2024

PROVIDED BY  
DYSLEXIA TRAINING  
INSTITUTE



# Welcome!

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# 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.*

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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, Results & Goals

## Benefits of the Online Course

- 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
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## Results

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.

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## Goals of the Program

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



# Who Would Benefit from the Dyslexia Certificate Program?

## Our 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)
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# Program Requirements & Schedule

## Requirements

The certificate program consists of two components: online coursework (with a midterm and final) and a practicum.

It will take approximately 130 hours (approximately 25 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.

Participants must be able to fit the coursework into their schedule within the week it is posted. Content is expected to be completed on a weekly basis.

## Required Online Classes

**Dates: June 3-28, 2024**

### **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
- Handwriting Strategies

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**Break: July 1-5, 2024**

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**Dates: July 8-26, 2024**

### **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

# Program Requirements & Schedule (cont.)

## Required Online Classes (cont.)

**Dates: July 29-August 16, 2024**

### **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
  - Progress Monitoring Overview and Practice
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**Break: August 19-23, 2024**

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**Dates: August 26 - September 13, 2024**

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

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

# Program Requirements & Schedule (cont.)

## Required Online Classes (cont.)

**Dates: September 16 - October 4, 2024**

### **Course #5: Reading Comprehension, Fluency and Writing**

- Reading Comprehension Strategies
  - Vocabulary Strategies
  - Fluency Strategies
  - Composition Strategies
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### **Webinars – (1 - 2 hours each, Webinars will be archived if you are unable to attend)**

**Dates: TBD**

- 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 : October 7 - July 11, 2025**

- Total contact hours with a mentor is approximately 6-10 hours. *If meetings with your assigned mentor exceed a total of 10 hours, an additional consultation fee may be required. This is a strict policy.*

# Program Requirements & Schedule (cont.)

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 November 24, 2024*), 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. (Additional documentation or notes may be required to show history of reading and writing difficulties, if necessary.)
- 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 instruction either by tutoring or in the classroom prior to starting the practicum
  - be free of any serious behavioral challenges that will impede the practicum.
  - be able to commit to two 50-60 minute sessions or four 30-35 minute sessions per week on a consistent basis.
  - can be a family member (as long as they fit the above).
- 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).



# Program Requirements & Schedule (cont.)

- 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 **three** tutoring sessions and submit to DTI. DTI mentors 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.
- Practicum mentees will be required to submit progress reports at the beginning, middle and end of their practicum using CBM.

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## 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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## Center for Effective Reading Instruction (CERI)

Participants who successfully complete the Dyslexia Certificate Program are eligible to apply for the Structured Literacy Classroom Teacher (SLCT) Knowledge Certificate. (<https://effectivereading.org/structured-literacy-classroom-teacher/>)

# Additional Program Requirements

## 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.

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## 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
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## 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.

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## Course Textbook & Materials

**All materials are purchased by the participant.**

- *Overcoming Dyslexia*, by Sally Shaywitz, M.D. - March 2020 updated version (must be purchased separately)
- *Multisensory Teaching of Basic Language Skills*, (2019), Judith R. Birsh, Ed.D., CALT- QI, Suzanne Carreker, M.Ed., Ph.D., CALT-QI
- *The ABCs of CBM*, (2106), Michelle K. Hosp & John L. Hosp.

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)

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.

# Additional Program Requirements & Enrollment

## 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 **three** 50 minute tutoring sessions for the required practicum.

Participants must have access to Google Drive or Dropbox and be able to electronically collaborate with mentor (i.e. upload lesson plans & recordings).

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## Enrollment and Fees

Potential participants must submit your application by May 24, 2024. If your application is received after May 24, 2024 and/or the program reaches capacity before May 24, 2024, new applicants will be placed on our waiting list.

You will not be asked to pay the registration fee unless we have a space for you in the program.

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## Steps to Enrollment

- Visit [www.dyslexiatraininginstitute.org](http://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](mailto: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 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.

# Fees

## Non-Refundable Registration Fee

\$100

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## Certification Program Fee

\$2,200.00 – Program fee must be paid in full or first payment on payment plan on or before May 24, 2024.

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## Payment Plan

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 May 24, 2024, whichever comes first.
- First payment of 733.00 due on or before May 24, 2024
- Second payment of 733.00 due on or before June 21, 2024
- Third and final payment of 734.00 due on or before July 19, 2024.

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.

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## 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 September 20, 2024. A participant cannot start the practicum until the Practicum Fee is paid.

The practicum fee is non-refundable.

# Refund Policy

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

<b>DROP DATE</b>	<b>AMOUNT OF REFUND (BASED ON \$2,200 PROGRAM FEE*)</b>
On or prior to 06/03/24	\$2200
06/04/24 - 07/26/24	\$1300
07/27/24 - 08/16/24	\$500
On or after 08/17/24	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).
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# 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 complete weekly assignments on time, actively participate in discussion boards, and pass all quizzes or assessments throughout the 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.

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 went on to earn a MA in Linguistics and her TESOL certificate. 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 provides expert witness testimony in the area of dyslexia. Dr. Kelli has studied 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 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*, *Dyslexia and Spelling: Making Sense of it All* and *The Adult Side of Dyslexia*.



## Brittany Martinez

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 since 2012 and has been trained in the Orton-Gillingham approach, Structured Word Inquiry, and is a Special Education advocate assisting parents through the IEP and 504 Plan 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.

# Instructors



## Tracey Christilles

Tracey Christilles has been a special education teacher/tutor for the past thirty-one years. She began her career teaching eighth grade in Maine. She also worked in the New Hampshire public schools for twenty-seven years, in grades kindergarten through fourth before her retirement in 2019. Though she teaches all subject areas, her favorites are reading and writing. She is trained in Orton Gillingham and multiple reading programs, including Wilson, SPIRE, 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. Tracey began working at the Dyslexia Training Institute in March of 2019 as part of the next chapter of her professional career.

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## Jennifer Dudley

Jennifer Dudley 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.

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# Contact Us

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