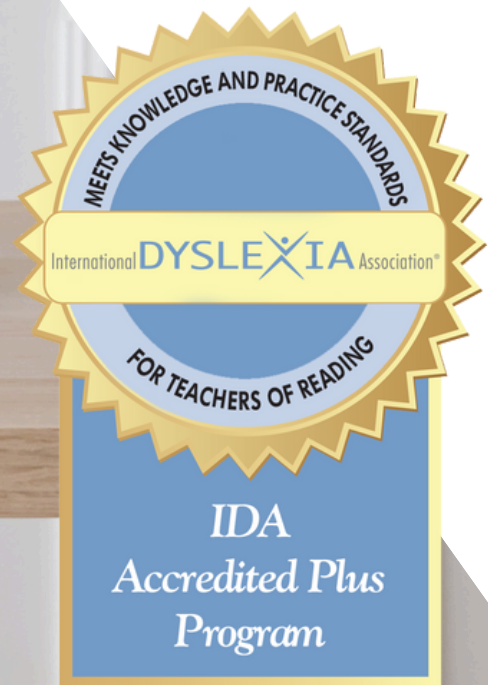


DYSLEXIA CERTIFICATE PROGRAM

PROGRAM GUIDE
WINTER/SPRING 2025

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.

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.

Accreditation & Credentialing

Accreditation Plus

DTI's Dyslexia Certificate Program (DCP) is accredited, at the Accreditation Plus level, by the International Dyslexia Association (IDA). The International Dyslexia Association's accreditation program rigorously reviews educator preparation programs based on an accreditation model that is uniquely aligned with IDA's Knowledge and Practice Standards for Teachers of Reading (KPS). Alignment with the KPS provides programs with a comprehensive standards-based reading preparation framework to guide the development of their curriculum. Programs that meet these standards are awarded IDA Accreditation.

Micro-credential

DTI offers the exclusive opportunity for participants of the Dyslexia Certificate Program (DCP) to showcase their expertise through our cutting-edge micro-credential partnership with Credentials Unlimited.

Participants who successfully complete all the requirements for the Dyslexia Certificate Program (DCP) and demonstrate mastery of the competencies through completion of classwork and assessments are eligible to receive the "DTI Dyslexia Certificate Program Mastery Badge." This micro-credential is a symbol of your commitment to excellence in the field of dyslexia education and empowers you to stand out as a leader in the field. Earning a micro-credential from Credentials Unlimited is a verification and certification of successful course completion with an 85% or better mastery on specific competencies. High-quality courses are aligned to standards and are awarded a certified badge and non-credit transcript.

*For those participating in the practicum, there will be an opportunity to earn an additional practicum badge.

Benefits of Earning the Mastery Badge

- Recognition and Credibility Showcase your dedication to professional development and highlight your expertise in dyslexia education.
- Resume Builder Stand out among your peers, opening up new opportunities for career growth and advancement.
- Networking Opportunities Connect with like-minded professionals, speakers, and experts during the conference, building a valuable network in the dyslexia education community.
- Comprehensive Learning Experience Gain a holistic understanding of the latest research, best practices, and innovations in dyslexia education through our diverse range of conference sessions.

FAQs

Frequently Asked Questions

Q: Do I have to attend live sessions?

This program is completely online and is mostly asynchronous. Participants have access to the course content 24 hours a day/7 days a week for the duration of the course. Coursework is instructor-led so feedback and answers to questions will always be provided on a timely basis. Every Monday we post new information which includes videos, presentations, activities and discussions. Participants are required to complete the week by the following Sunday. There are monthly Zoom meetings to wrap-up each course and before the practicum begins. These meetings are recorded and posted for those who cannot attend.

Q. Can I complete this program if I also have a full-time job?

Yes. Most participants work full-time and enjoy the flexibility of the asynchronous format of this program.

Q. Is DTI accredited?

Yes, DTI is accredited, at the Plus, by the International Dyslexia Association.

Q. Is the course taught by instructors or completely self-directed?

The course is taught by expert instructors who answer posted questions and comments in a timely manner.

Q. What can I do after I complete the program?

Participants who complete the coursework are qualified to take the SLCT at CERI as well as apply for the micro-credential.

Participants who complete the coursework, **and** the practicum, are qualified to the to apply for SLDI certification at CERI, as well as apply for the micro-credential. Additionally, those who complete the coursework and practicum are fully qualified, and certified, to implement the Orton-Gillingham approach.

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 and training new teachers.
 - 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 (e.g. literacy programs for children and adults)
-

Course Requirements

Requirements

The certificate program consists of the following components:

- Online Coursework
- Monthly Quizzes
- Midterm
- Final
- Practicum (Optional)

It will take approximately 130 hours (approximately 25 hours per class, plus 3 two-hour webinars) of class work plus and an additional 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.

Class Schedule

Schedule of Required Online Classes

Dates: January 13-February 7, 2025

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

Break: February 10-14, 2025

Dates: February 17-March 7, 2025

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

Schedule (cont.)

Required Online Classes (cont.)

Dates: March 10-28, 2025

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

Break: March 31-April 4, 2025

Dates: April 7-25, 2025

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

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

Schedule (cont.)

Required Online Classes (cont.)

Dates: April 28-May 16, 2025

Course #5: Reading Comprehension, Fluency and Writing

- Reading Comprehension Strategies
- Vocabulary Strategies
- Fluency Strategies
- Composition Strategies

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.

Required Practicum for Certification : May 19, 2025-February 20, 2026

- 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.*

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 June 16, 2025**), 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).

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.

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.

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. Participants who complete the coursework **and** the practicum are qualified to the to apply for SLDI certification at CERI, (<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.

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.

Course Textbook & Materials

All textbooks 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*, (2018), 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. (*optional*)

Materials provided by DTI:

Grapheme/Phoneme Deck

Phonemic Awareness Tiles

DTI Guide to Structured Literacy Handbook

DTI Resources Book: Words, Phrases, Sentence and Stories

Affix Card Deck

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

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).

Enrollment and Fees

Potential participants must submit your application by January 3, 2025. If your application is received after January 3, 2025 and/or the program reaches capacity before January 3, 2025, 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.

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
- 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

Certification Program Fee

\$2,200.00 – Program fee must be paid in full or first payment on payment plan on or before January 3, 2025.

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 January 3, 2025, whichever comes first.
- First payment of 733.00 due on or before January 3, 2025
- Second payment of 733.00 due on or before February 7, 2025
- Third and final payment of 734.00 due on or before March 7, 2025

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 2, 2025. 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:

DROP DATE	AMOUNT OF REFUND (BASED ON \$2,200 PROGRAM FEE*)
On or prior to January 13, 2025	\$2200
January 14, 2025-March 7, 2025	\$1300
March 8, 2025-March 28, 2025	\$500
On or after March 29, 2025	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 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 sites:

- 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.



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.

Contact Us

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