

# DYSLEXIA INTERVENTIONIST CERTIFICATE

The Dyslexia Interventionist Certificate Program is a 10-credit online program that prepares candidates to earn a Wilson® Level I Certification. Candidates enrolled in this program acquire a sophisticated working knowledge of the sound-symbol system of English (phonology) and its structure (morphology), and learn how to implement specific diagnostic-prescriptive methods to support the remedial teaching of reading and spelling for students in Grades 2-12 who struggle with decoding and spelling, including those identified with dyslexia.

Candidates are advised that this program may be incorporated into the following degree granting programs:

1. 30-credit MA program in Remedial Reading and Remedial Language Arts with/without the #102: Remedial Reading and Remedial Language Arts certification (requires one additional credit for a total of 31-credits)
2. 36-credit SYC program in Remedial Reading and Remedial Language Arts with/without the #102: Remedial Reading and Remedial Language Arts certification
3. 60-credit SYC program in Special Education with the #065: Comprehensive Special Education certification

Candidates who successfully complete the program, and who pass the Knowledge and Practice Examination for Effective Reading Instruction (KPEERI), may also earn a Structured Literacy/Dyslexia Interventionist Certification with the Center for Effective Reading Instruction (CERI), a subsidiary of the International Dyslexia Association (IDA).

## Program Goals

The Program will prepare candidates to:

1. Understand and/or know:
  - a. the research base for multi-sensory structured language teaching
  - b. the necessary principles of instruction used to teach students with a language-based learning disability
  - c. the nature of dyslexia
  - d. the instruction and importance of literacy skill
  - e. the instruction and importance of transcription skills
  - f. word structure including phonemes and associated graphemes syllables, syllabication rules, morphemes, schwa, etc.
  - g. variances in children's vocabulary acquisition as well as learning expectations
  - h. the importance of core and academic (general and domain specific) vocabulary and understand research-based instructional methods for all students, including ELLs
  - i. how to appropriately select and teach vocabulary within an MSL lesson
  - j. the importance of fluency as well as contributing factors to its development
  - k. how to differentiate fluency instruction for students with significant deficits
  - l. graphic organizers for varied types of informational texts (description, compare-contrast)

- m. the importance of oral language comprehension and explain how to differentiate instruction with individuals as indicated by their cognitive profile
2. Demonstrate:
    - a. the instructional implications associated with different cognitive skill deficits
    - b. an understanding of the language concepts through WRS Substep 6.4 and the specific procedures used to teach these concepts
    - c. an understanding of WRS principles of instruction: explicit, sequential, cumulative, and multi-sensory instruction.
    - d. an understanding of the WRS Lesson Plan and the ten parts of a WRS lessons
    - e. an understanding of the nature and causes of dyslexia and dysgraphia
    - f. an understanding of multisensory strategies used to teach sight words, vocabulary and comprehension

## Admission Requirements

1. BA/BS from an Accredited Institution of Higher Education
2. Minimum GPS of 3.0
3. Personal Statement 1.5 -2 pages:
  - a. Why are you interested in pursuing this certificate/certification?
  - b. How do you intend to utilize this certification in the service of off-track readers and/or readers with dyslexia?
4. Two Letters of Recommendation: Professional Colleagues
  - a. What personal and professional qualities does this candidate possess that would contribute to their being able to establish and maintain positive, productive, impactful relationships with students, families, and colleagues?
  - b. What concerns, if any, do you have about the candidate's intention to pursue and implement this certificate/certification in the service of off-track readers and/or readers with dyslexia?

## Other Requirements

New Student Orientation (Online)

### Requirements

Code	Title	Credits
RLD 0575	Developmental Literacy Remediation for Students in Grades 3+	1
RLD 0576	Intensive Instruction I for the Non-Responsive Reader Using the Wilson Reading System	3
RLD 0577	Clinical Intensive Instruction I for the Non-Responsive Reader in Grades 3+	1.5
RLD 0578	Intensive Instruction II for the Non-Responsive Reader Using the Wilson Reading System	3
RLD 0579	Clinical Intensive Instruction II for the Non-Responsive Reader in Grades 3+	1.5
Total Credits		10

Additional fees will be required for the program. Please contact the program director for more information.

## Plan of Study

Course	Title	Credits
<b>Summer</b>		
RLD 0575	Developmental Literacy Remediation for Students in Grades 3+	1
	Credits	1
<b>Fall</b>		
RLD 0576	Intensive Instruction I for the Non-Responsive Reader Using the Wilson Reading System	3
RLD 0577	Clinical Intensive Instruction I for the Non-Responsive Reader in Grades 3+	1.5
	Credits	4.5
<b>Spring</b>		
RLD 0578	Intensive Instruction II for the Non-Responsive Reader Using the Wilson Reading System	3
RLD 0579	Clinical Intensive Instruction II for the Non-Responsive Reader in Grades 3+	1.5
	Credits	4.5
	Total Credits	10