

Dyslexia Therapist Training Program Information & Application

Important Course Information

Year 1 Training: June 10 – June 28, 2024 8:00am-4:30pm daily
4 additional seminar dates during 2024-2025 school year (TBD)

Year 2 Training: TBD (5 weekdays 8:00am-4:30pm daily)
4 additional seminar dates during 2025-2026 school year (TBD)

Application Deadline: May 1, 2024

Interview Dates: By appointment

Year 1 Tuition*: \$3000 due by May 31, 2024

Year 2 Tuition*: \$2000 due by May 31, 2025

**The cost of the 2-year training may be paid in full during the first year.*

**Tuition fees includes curriculum materials and training for each year.*

The Scottish Rite Learning Center of South Texas Dyslexia Therapist Training Program is open to individuals with a college degree who are committed to pursuing training to become a Certified Academic Language Therapist. This two-year comprehensive training is designed for teachers of students with dyslexia using research based, proven intervention techniques and is accredited by the International Multisensory Structured Language Educational Council (IMSLEC). Credit toward a Masters in Special Education Specializing in Dyslexia is available through several Universities.

The program offers training in:

- Educational identification of dyslexia
- Characteristics of dyslexia
- *Take Flight: A Comprehensive Intervention for Students with Dyslexia*, a multisensory, structured approach to teaching developed at Scottish Rite for Children
- Classroom strategies and techniques used for students with dyslexia
- Presentation of parent and teacher information seminars

Training participants can expect a rigorous and intensive training program with outside reading and/or written homework assignments and authentic opportunities to demonstrate mastery. Graduates of the Dyslexia Therapist Training Program will receive a certificate of completion with the title of Dyslexia Therapist. Graduates who hold a Master's degree will be eligible to sit for the Alliance National Registration Exam, administered by the Academic Language Therapy Association (ALTA), to become Certified Academic Language Therapists (CALTs). Graduates

who successfully complete the Alliance National Registration Exam will also be eligible to apply to become a Licensed Dyslexia Therapist, as defined by Texas HB 461, (2009 Session of the Texas Legislature).

Take Flight: A Comprehensive Intervention for Students with Dyslexia is a two-year curriculum written by the staff of the Luke Waites Center for Dyslexia and Learning Disorders of Scottish Rite for Children. *Take Flight* builds on the success of the three previous dyslexia intervention programs developed by the staff at Scottish Rite: Alphabetic Phonics, the Dyslexia Training Program, and TSRH Literacy Program.

Take Flight is designed for small group instruction (no more than four-six students) for a minimum of 45 minutes per day, five days each week. Alternatively, lessons can be taught for 60 minutes each day for four days a week. *Take Flight* includes 132 lessons for a total of 230 hours of direct instruction.

Take Flight contains the five components of effective reading instruction supported by the National Reading Panel research meta-analysis:

- **Phonemic Awareness** in *Take Flight* includes a systematic exploration of the articulation of phonemes and is fully integrated within decoding and spelling instruction.
- All phoneme-grapheme correspondence rules are explicitly introduced allowing time for practice toward accuracy and automaticity in the application of **phonic skills** and for more guided reading practice with controlled and regular text. There is also expanded use of etymology in teaching word analysis strategies.
- **Vocabulary** is expanded and enriched by developing morphological knowledge, word relationships, figurative language, syntax, and semantics by direct instruction and in the context of reading.
- **Fluency** instruction incorporates guided and timed repeated reading of decodable words, phrases, and connected text. Incentives, concrete measures of progress, and daily home practice are also important elements of fluency training.
- A combination of techniques is used for instruction in **reading comprehension**, including comprehension monitoring, question generalization, story structure, summarizing, and inferencing. Students also learn how to utilize graphic and semantic organizers when reading narrative and expository texts.

Take Flight also aligns with the *Dyslexia Handbook, 2018 Update* by delivering the critical, evidence-based components of instruction in accordance with the required delivery of instruction:

- Phonological awareness
- Sound-symbol association
- Simultaneous, multisensory (VATK)
- Systematic and cumulative

- Syllabication
- Orthography
- Morphology
- Syntax
- Reading Comprehension
- Explicit instruction
- Diagnostic teaching to automaticity
- Synthetic Instruction
- Analytic Instruction
- Reading Fluency

With *Take Flight*, students will learn all 44 phonemes of the English language, 96 grapheme-phoneme correspondence rules, and 87 affixes. The students will also learn spelling rules for base words and derivatives. Practice opportunities are also provided that are designed to improve oral reading fluency. Finally, *Take Flight* introduces comprehension and vocabulary building strategies for both narrative and expository text in the context of oral reading exercise, preparing students for successful, independent reading.

First Year Requirements:

- Attend the three-week introductory classes (lecture, observation, practica, reading and other homework assignments) in the summer of 2023.
- Attend four full-day seminars and one approved professional conference during the 2024-2025 academic school year.
- Complete five demonstration lessons with a local dyslexia intervention class. All five demonstration lessons must be completed with a passing score of 85 by May 31st.
- Submit five book reports from an approved list of professional books during the introductory course.
- Implement and maintain dyslexia intervention classes of *Take Flight* with at least three groups (minimum of 45 minutes per group) five days a week OR at least three groups (minimum of 60 minutes per group) four days a week.
- Must reach lesson 65 with at least one group to qualify for Advanced Training.

Second Year requirements:

- Attend the one-week advanced classes (lecture, observation, practica, reading and other homework assignments) in the summer of 2024.
- Attend four full-day seminars and one approved professional conference during the 2025-2026 academic school year.
- Complete five demonstration lessons in the second year of *Take Flight* with a local dyslexia intervention class. All five demonstration lessons must be completed with a passing score of 85 by May 31st.
- Maintain dyslexia intervention classes using *Take Flight* with at least three groups

Application for Dyslexia Therapist Training Program

Please retain a copy of all pages of this application.

Personal Information

Name:
Address:
City, State, and Zip Code:
Home Phone: Cell Phone: Work Phone:
E-Mail Address: Fax:
Date of Birth:

Current Professional Position

School District or Charter School:
Job Title: Grade Level:
Circle one: General Educator / Special Educator
Campus:
District Administrator: Campus Administrator:
Phone Number: Phone Number:
Is your administration aware of your application? Yes / No

Post-Secondary Educational Background: (List most recent first and enclose all transcripts.)

	<u>Degree</u>	<u>School/Institution</u>	<u>Years Attended</u>
1.			
2.			
3.			
4.			

Teaching Experience: *(List most recent experience first.)*

- 1.
- 2.
- 3.

Professional Certifications/Affiliations:

- 1.
- 2.

Professional References: *(Include 2 professional letters of recommendation.)*

<u>Name</u>	<u>Address</u>	<u>Phone</u>	<u>Association</u>
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- 1.
- 2.

Please briefly answer the following questions: *(If necessary, attach additional pages.)*

1. Why are you interested in applying for this training?

2. Do you know of any conflicts with the required training dates and seminar dates?

3. To date, what experience have you had with dyslexia (education, professional or personal)?

4. How do you intend to utilize the skills as a dyslexia therapist in your district?

5. Will you be able to implement the *Take Flight* curriculum with fidelity as previously described?

Academic Requirements and Acknowledgement

First Year Requirements

Coursework

Introductory Coursework

- Fifteen (15) weekdays (Monday – Friday for 3 consecutive weeks, 8:00 am to 4:30 pm)
 - Lecture
 - Practica
- Reading and summarizing homework assignments
- Professional writing and presentation assignments
- Cost: \$3,000

Introductory Seminars

- Four (4) full-day seminars held at SRLC (or by Zoom) during the school year, 8:00 am to 4:30 pm
 - Dates TBD
- 1 approved self-pay professional conference (Austin or Dallas Branch International Dyslexia Association Conference, national Academic Language Therapy Association annual conference, CESD Dyslexia Conference, or other ALTA-approved professional workshops)

Clinical Teaching

Demonstration of teaching competency

- Five demonstration lessons with a passing score of 85 must be completed by May 31st
- Lessons self-critiqued by therapist-in-training
- Evaluated by training staff who will provide suggestions and critique for therapist-in-training
- Opportunity for one-on-one consultation with a member of the training staff

Supervised Teaching

Teaching Experience

- Implement and maintain dyslexia intervention classes (no more than 4-6 students per class) of dyslexia therapy with at least three groups/individuals for forty-five minutes in an appropriate setting each day, or for sixty minutes, four days a week.
- Must reach lesson 65 to qualify for Advanced Training

Progress Reports

- Prepare and submit progress reports documenting supervised teaching situations and clinical hours.

Second Year Requirements

Coursework

Advanced Coursework

- Five (5) days (Monday – Friday, 8:00 am to 4:30 pm)
 - Lecture
 - Practica
- Reading and summarizing homework assignments
- Professional writing and presentation assignments
- Cost: \$2,000

Advanced Seminars

- Four (4) full-day seminars held at SRLC (or via Zoom) during the school year, 8:00 am to 4:30 pm (Dates will be announced at a later date)
- 1 approved self-pay professional conference (Austin or Dallas Branch International Dyslexia Association Conference, national Academic Language Therapy Association annual conference, CESD Dyslexia Conference, or other ALTA-approved professional workshops)

CLINICAL TEACHING

Demonstration of teaching competency

- Five demonstration lessons with a passing score of 85 must be completed by May 31st
- Lessons self-critiqued by therapist-in-training
- Evaluated by training staff who will provide suggestions and critique for therapist-in-training
- Opportunity for one-to-one consultation with a member of the training staff

SUPERVISED TEACHING

Teaching Experience

- Continue to maintain dyslexia intervention classes (no more than 4-6 students per class) of dyslexia therapy with at least three (3) groups/individuals for forty-five minutes in an appropriate setting each day, or for sixty minutes, four days a week.

Progress Reports

- Prepare and submit periodic progress monitoring documentation

Demonstration Lessons

Ten demonstration lessons are required for certification, five completed during the first year, and five completed in the second year. These lessons can be completed in person or recorded and submitted electronically along with the lesson plan, self-evaluation, clinical teaching hours report, and comments/question sheet. A score of 85 or above is needed to pass. A demo lesson with a score below 85 will need to be recorded again and resubmitted. Demo lessons must be completed on or before the due date; 1 point will be deducted from the total score for each day past the deadline. Arrangements should be made with the training staff *in advance* if a

participant sees he/she will be unable to meet the demo lesson timeline. All demonstration lesson reviews and feedback will be shared with district and campus administration.

Attendance

Trainees must attend all sessions for the entire duration (8:00am-4:30pm with no early dismissal). This requirement is based on the standards set forth by the accrediting organization. While emergency situations will be considered on a case-by-case basis, trainees MUST make arrangements with training staff PRIOR to absence for approval and procedures for making up the instruction.

Training Progress and Extended Training

Training staff will maintain communication with district and campus administrators regarding the progress of training candidates. Training progress and/or concerns will be shared with campus and district administrators listed on this application in addition to the School Support Form signer. If a training candidate fails to meet the criteria of 700 clinical teaching hours upon completion of all course work, he/she must continue supervised teaching and recording clinical teaching hours until this requirement is satisfied. If a training candidate fails to meet the criteria of an average score of 85 percent in demonstration lessons upon completion of coursework, additional demonstrations may be required, and attendance of additional seminars and lectures may also be required. Progress will be monitored regularly until all requirements are completed. An additional fee, to be determined based on need, will be required.

Accommodations

If any accommodations (under ADA) are needed for a participant in the two-year training program, written documentation must be submitted with this application.

Training Participant Acknowledgement

I acknowledge that I have received and read the policies contained in this packet, and I agree to comply with such policies and practices as a condition of my participation in the Scottish Rite Learning Center of South Texas Dyslexia Therapist Training Program.

Therapist Trainee Signature

Date

Therapist Trainee Printed Name

FINANCIAL SUPPORT FOR THERAPIST-IN-TRAINING

Please make a copy and retain that copy of all pages of this application.

This form should be completed by the person who has the authority to make budgetary decisions. By signing this form, the individual indicates the financial support of the training costs for this participant.

1. Does the therapist in training live within daily driving distance of the SRLC?

YES _____ NO _____

2. Will financial support be provided for Per diem, housing, and meals?

YES _____ NO _____

Estimated expenses

Out of driving distance: Approximately \$120 per day

Within driving distance: Approximately \$5-\$7 per day

YES _____ NO _____ Transportation **over the course of 2 years of training?**

Out of driving distance: Airfare/Mileage for round trips to San Antonio

Within driving distance: Mileage for round trips to San Antonio

Year 1: 15 class sessions during Summer 2023; 4 seminars during 2024-2025 academic year

Year 2: 5 class sessions during Summer 2024; 4 seminars during 2025-2026 academic year

YES _____ NO _____ Training Tuition (\$3,000 first year; \$2,000 second year)

YES _____ NO _____ Supplies for students? (Approximately \$150 per student over 2 years)

YES _____ NO _____ Approximately \$200 to set up a classroom

YES _____ NO _____ Registration for 2 self-paid professional conferences, 1 each year (i.e.

Austin or Dallas Branch International Dyslexia Association

Conference, ALTA Conference, CESD Dyslexia Conference, or another ALTA approved professional workshops)

YES _____ NO _____ Approximately \$100 for books, professional and personal course supplies over the 2 year period

Supporter's Signature _____ Date _____

Supporter's Printed Name _____

Position of Signer _____ Email: _____

I plan to self-support my training.

Trainee Signature _____ Date _____

CAMPUS SUPPORT FORM FOR THERAPIST-IN-TRAINING

Dyslexia Therapist Training Applicant

Current Position

Employer

Supervisor's Printed Name

Phone: _____

After reviewing the following participation guidelines, please sign and return this form to confirm the support of the training of the above applicant. It is understood that the terms of this agreement will be in place to support the therapist-in-training during the *entire period of two (2) years* she/he is in training.

1. The supporting employer will allow the therapist-in-training to instruct at least three (3) groups of no more than four to six students per group in daily, forty-five-minute sessions for 2 consecutive school years. Students may not be added to a group once instruction begins, as this is a sequential, cumulative program. However, it is possible for a new group to be formed during the year.
2. The supporting employer will provide an appropriate pullout setting for this daily instruction. An appropriate setting is defined as a quiet space that is set apart in an environment free from interruptions by non-participating students and is respectful of students' privacy. During the regularly designed dyslexia intervention lesson periods, the therapist-in-training will be excused from other responsibilities.
3. During the first year of training, the supporting employer will allow the above therapist-in-training to be away for 4 or 5 days, with no financial penalty, to attend four (4) day-long seminars at SRLC and to attend one professional conference such as the Austin or Dallas Branch International Dyslexia Association Conference (1 day), annual ALTA conference, CESD Dyslexia Conference (2 days), or other approved workshops.

The program curriculum incorporates academic instruction, clinical training and supervised teaching in:

1. Multisensory approach to teaching phonological awareness leading to sounds/symbol correspondence for reading and spelling:
 - a. Phonemic awareness
 - b. Onset and rime
 - c. Rhyme recognition and production
 - d. Alliteration
 - e. Segmentation
 - f. Manipulation
 - g. Blending, etc.
2. Structured, intensive, phonetic approach to teaching reading emphasizing:
 - a. Phonemic awareness
 - b. Decoding
 - c. Symbol/sound relationships
 - d. Reading automaticity
 - e. Reading rate
 - f. Prosody
 - g. Orthographic patterns
 - h. Syllable division
 - i. Morphology
3. A multisensory, process-oriented approach to teaching cognitive spelling which emphasizes:
 - a. Phonemic awareness
 - b. Sound/symbol relationship
 - c. Orthographic patterns
 - d. Spelling generalizations
 - e. Spelling formulas for derivatives
 - f. Dictation skills
4. Listening comprehension skills that lead to reading comprehension skills including:
 - a. Multisensory approach to word relationships through:
 1. Grammar
 2. Morphology
 3. Semantics
 4. Syntax
 - b. Analysis and strategies used for comprehension in:
 1. Expository text
 2. Narrative text
5. Sequential multisensory strategies designed for the academic success of the dyslexic student.

Questions?

Contact Janet Flory

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(210) 240-2731

Or

Pamela Prince

pamelaprnc7@gmail.com

(210)-355-0447

Or

Stacy Greene

Stacy.greene74@gmail.com

(210)-872-1580

Upon completion of this application, please submit a copy to

Qilearningcenter@gmail.com

**APPLICATION DEADLINE:
5:00pm on May 1, 2024**