

### **The Ohio Dyslexia Committee's Definition of Appropriate Certification**

- (A) The Ohio dyslexia committee recognizes the following as “appropriate certification”
- 1) Completion of an [independent training program](#) or [higher education program](#) accredited by the International Dyslexia Association at the Accreditation Plus level
  - 2) Structured Literacy Dyslexia Interventionist Certification or Structured Literacy Dyslexia Interventionist Alternate Route Certification from the [Center for Effective Reading Instruction](#)
  - 3) Structured Literacy Dyslexia Specialist Certification or Structured Literacy Dyslexia Specialist Alternate Route Certification from the [Center for Effective Reading Instruction](#)
  - 4) Certified Academic Language Practitioner from the [Academic Language Therapy Association](#)
  - 5) Certified Academic Language Therapist from the ~~(O&E)~~ [Academic Language Therapy Association](#)<sup>(O&E)</sup>
  - 6) Completion of an [International Multisensory Structured Language Education Council](#) (IMSLEC) accredited program.
- (B) The Ohio dyslexia committee acknowledges that external accrediting organizations control the approval processes for programs to qualify for the certifications listed in section (A). If a program is added by the accrediting organization, educators completing that program will then be considered certified so long as they completed the program according to what is approved by the accrediting organization.
- (C) Independent training programs or higher education programs not included in section (A) offering certification are not recognized as “appropriate certification” by the Ohio dyslexia committee. Educators completing these or other programs are encouraged to consider the alternate route certifications offered by the Center for Effective Reading Instruction.
- (D) This definition of “appropriate certification” may only be edited by a majority vote of the Ohio dyslexia committee.

Information for educators to further understand the certification options under Section (A)

- (1) Completion of an [independent training program](#) or [higher education program](#) accredited by the International Dyslexia Association at the **Accreditation Plus level**.

*“The International Dyslexia Association (IDA) has an accreditation program that 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.*

*Programs awarded Accreditation<sup>Plus</sup> have received IDA accreditation and also produce educators who have engaged in intensive supervised practicum experiences that were sufficiently designed and staffed to promote applied mastery of the principles and practices of structured literacy in the service of preventing reading failure and remediating off-track readers with profiles characteristic of dyslexia” (International Dyslexia Association, 2021).*

**As of October 2021, the following [independent training programs](#) have been awarded IDA Accreditation<sup>Plus</sup>. The most updated list and direct links to training programs can be found on the International Dyslexia Association [website](#).**

- Academy of Orton-Gillingham Practitioners and Educators (AOGPE) Classroom Level, Associate Level and Certified Level
- The Apple Group for Dyslexia OG in 3D Dyslexia Certificate Program
- The International Multisensory Structured Literacy Education Council (IMSLEC) Multisensory Structured Language Education Specialist
- Lexercise Practicum in Structured Literacy Teletherapy
- Mayerson Academy Orton-Gillingham Multisensory Reading Practicum I and Orton-Gillingham Multisensory Reading Practicum II
- National Institute for Learning Development (NILD) Level I, Level II and Level III
- Neuhaus Education Center Online Literacy Interventionist Program
- Wilson Reading System (WRS) Level I WRS Certification and Level II WRS Certification
- Yoshimoto Orton-Gillingham Approach (YOGA) Classroom Educator and Dyslexia Specialist

**As of October 2021, the following [higher education programs in Ohio](#) have been awarded IDA Accreditation<sup>Plus</sup>. The most updated list, including programs in all states can be found on the International Dyslexia Association [website](#).**

- Antioch University Midwest Dyslexia Certificate Program
- Mount Saint Joseph’s University Graduate Reading Science Program and Reading Endorsement
- Notre Dame College Reading Endorsement
- University of Dayton Undergraduate Early Childhood/Middle Level/Intervention Specialist and Graduate Reading Endorsement

(2) Structured Literacy Dyslexia Interventionist Certification or Structured Literacy Dyslexia Interventionist Alternate Route Certification from the [Center for Effective Reading Instruction](#)

The most accurate and up to date information can be found on the Center for Effective Reading Instruction's [website](#).

Common Role of the Certified Structured Literacy/Dyslexia Interventionist

Typically, the Certified Structured Literacy/Dyslexia Interventionist provides targeted or intensive reading intervention services that reflect the principles and practices of Structured Literacy to individual and small groups of students. Students typically have a primary need for decoding strand instruction (phonological awareness, phonics (including decoding and encoding), and fluency).

	Structured Literacy Dyslexia Interventionist Certification	Structured Literacy Dyslexia Interventionist <b>Alternate Route</b> Certification
Minimum Degree	Bachelor's degree	Bachelor's degree
Program of Study Requirement	<ul style="list-style-type: none"> <li>• Under Direction of IDA Accredited Partner</li> <li>• Minimum 90 Training Hours</li> <li>• 45 Hours: focus on the Knowledge and Practice Standards for Teachers of Reading (KPS)</li> <li>• 45 Hours: focus on assessment, progress monitoring, lesson planning, lesson delivery associated with decoding-strand skills (including phonological awareness, phonics, fluency)</li> <li>• May Include: Online Modules; Guided Independent Study</li> </ul>	<p>An alternate route to certification is available for applicants who wish to document that they have completed training and practicum experiences that are equivalent to those required for Structured Literacy/Dyslexia Interventionist, but:</p> <ul style="list-style-type: none"> <li>• These experiences were not completed under the direction and guidance of an IDA Accredited Partner (institution or organization); or,</li> <li>• The institution or organization they trained under was IDA Accredited Partner at the time they were undergoing training, but is no longer IDA Accredited Partner; or,</li> <li>• The organization they trained under is no longer in practice; or,</li> <li>• They've lost their practicum evaluation documentation; or,</li> <li>• They've been practicing as a tutor for students with dyslexia for more than 10 years, with local, state, or national recognition, but have no formal documentation of having</li> </ul>

	Structured Literacy Dyslexia Interventionist Certification	Structured Literacy Dyslexia Interventionist <b>Alternate Route</b> Certification
		completed a supervised practicum experience.
Practicum Requirement	<ul style="list-style-type: none"> <li>• Under Direction of IDA Accredited Partner</li> <li>• 1 Student</li> <li>• Passing Score on Practicum Portfolio</li> <li>• Minimum two Academic Semesters each: <ul style="list-style-type: none"> <li>○ 12 Consecutive Weeks</li> <li>○ 24 Sessions</li> <li>○ 2x/week for 60 minutes non-consecutive days or 3x/week for 45 minutes</li> <li>○ 3 Formal Lesson Observations/Conferences with Write-Up</li> </ul> </li> </ul>	<ol style="list-style-type: none"> <li>1. One letter of support from a parent of a student (or the student themselves, if of the age of consent) that: <ol style="list-style-type: none"> <li>a. describes your relationship to the student;</li> <li>b. describes the frequency and duration of your work with the student;</li> <li>c. speaks to the measurable and observable impact your work had on the student;</li> <li>d. contains both their phone and email contact information; and,</li> <li>e. is signed and dated by the individual.</li> </ol> </li> <li>2. One student, (developing reader emphasizing single syllable word reading) case study, complete with: <ol style="list-style-type: none"> <li>a. background information;</li> <li>b. approximate dates served indicating the student was engaged for a minimum of twenty-four (24) weeks and for at least forty-eight (48) individual sessions;</li> <li>c. pre-post assessment data;</li> <li>d. priority scope and sequence established for the student that considers pre-assessment data and background information;</li> <li>e. discussion of progress/lack of progress;</li> <li>f. recommendations in response to post-assessment data. Recommendations should consider not only the student's intervention</li> </ol> </li> </ol>

	Structured Literacy Dyslexia Interventionist Certification	Structured Literacy Dyslexia Interventionist <b>Alternate Route</b> Certification
		<p>needs, but also their needs for additional assessment and their ability to function independently in the school setting.</p> <p>g. Case studies should be typewritten and of 9 to 10 pages in length.</p> <p>h. Student case study should not include the student's real name but rather should refer to them using a pseudonym in order to properly protect the student's identity.</p> <p><b><u>PLEASE NOTE:</u> Students featured in submitted case studies must have been seen for at least 48 individual tutoring sessions over 24 consecutive weeks, and they must also have a need for basic decoding instruction at the one-syllable stage. Applications containing case studies that do not meet these requirements will be automatically rejected without further review. Applications may be re-submitted, but only one re-submission is permitted within a given review period.</b></p>
Exam Requirement	Passing Score on <u>KPEERI Exam</u>	Passing Score on <u>KPEERI Exam</u>
Personal Statement	<ul style="list-style-type: none"> <li>• Not required</li> </ul>	Personal statement of 4 to 5 typewritten pages (.PDF format) that addresses your equivalent qualifications, with an emphasis on documenting equivalent knowledge and skill to that of certification candidates prepared through an IDA Accredited Partner.
Letters of Support	<ul style="list-style-type: none"> <li>• Not required</li> </ul>	Two letters of support from appropriate professional colleagues in the field, such as a supervisor, principal, reading specialist, or special

	Structured Literacy Dyslexia Interventionist Certification	Structured Literacy Dyslexia Interventionist <b>Alternate Route</b> Certification
		<p>educator. Letters must contain the individual's email and telephone contact information and should speak to (a) your competencies with regard to serving the needs of students from a Structured Literacy perspective, with reference to and alignment with the KPS, as appropriate; and, (b) their knowledge of your demonstrated ability to meaningfully impact student learning outcomes. Letters of support must be both signed and dated.</p>
<p>Application Process and Fees</p>	<ul style="list-style-type: none"> <li>• Complete Online Application</li> <li>• \$290 <ul style="list-style-type: none"> <li>○ \$125 – 1 year certification</li> <li>○ \$165 – KPEERI Exam (\$150 exam fee and \$15 registration fee)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Complete Online Application</li> <li>• \$320 <ul style="list-style-type: none"> <li>○ \$125 – 1 year certification</li> <li>○ \$30 – Alternate Path Portfolio Review Fee</li> <li>○ \$165 – KPEERI Exam (\$150 exam fee and \$15 registration fee)</li> </ul> </li> </ul>
<p>Renewal Process and Fees</p>	<ul style="list-style-type: none"> <li>• Documentation of KPS-Aligned CEU 10 Hours (per year of renewal) with Approved Provider</li> <li>• Complete Online Renewal Application</li> <li>• Renewal Valid for 1 (\$115) or 3 Years (\$320)</li> </ul>	<ul style="list-style-type: none"> <li>• Documentation of KPS-Aligned CEU 10 Hours (per year of renewal) with Approved Provider</li> <li>• Complete Online Renewal Application</li> <li>• Renewal Valid for 1 (\$115) or 3 Years (\$320)</li> </ul>

(3) Structured Literacy Dyslexia Specialist Certification or Structured Literacy Dyslexia Specialist Alternate Route Certification from the [Center for Effective Reading Instruction](#)

The most accurate and up to date information can be found on the Center for Effective Reading Instruction’s [website](#).

**Common Role of the Certified Structured Literacy/Dyslexia Specialist**

Typically, the Certified Structured Literacy/Dyslexia Specialist provides targeted reading instruction and support to individual and small groups of students with complex reading and writing profiles. They have completed extensive supervised practicum experiences dedicated to advancing the literacy profiles of students with Specific Learning Disabilities, including dyslexia, and are able to serve students who are at the beginning, intermediate, and advanced levels of reading, spelling, and writing instruction.

	<b>Structured Literacy Dyslexia Specialist Certification</b>	<b>Structured Literacy Dyslexia Specialist <u>Alternate Route</u> Certification</b>
Minimum Degree	Bachelor’s degree	Bachelor’s degree
Program of Study Requirement	<ul style="list-style-type: none"> <li>• Under Direction of IDA Accredited Partner</li> <li>• Minimum 135 Training Hours               <ul style="list-style-type: none"> <li>○ 45 Hours: focus on the Knowledge and Practice Standards for Teachers of Reading (KPS)</li> <li>○ 45 Hours: focus on assessment, progress monitoring, lesson planning, lesson delivery associated with decoding-strand skills (including phonological awareness, phonics, fluency)</li> <li>○ 45 Hours: focus on assessment, progress monitoring, lesson planning, lesson delivery associated with comprehension and writing-strand skills (including vocabulary, comprehension, written expression, written response)</li> </ul> </li> <li>• May Include: Online Modules; Guided Independent Study</li> </ul>	<p>An alternate route to certification is available for applicants who wish to document that they have completed training and practicum experiences that are equivalent to those required for Structured Literacy/Dyslexia Specialist, but:</p> <ul style="list-style-type: none"> <li>• These experiences were not completed under the direction and guidance of an IDA Accredited Partner (institution or organization); or,</li> <li>• The institution or organization they trained under was IDA Accredited Partner at the time they were undergoing training, but is no longer IDA Accredited Partner; or,</li> <li>• The organization they trained under is no longer in practice; or,</li> <li>• They’ve lost their practicum evaluation documentation; or,</li> <li>• They’ve been practicing as a tutor for students with dyslexia for more than 10 years, with local, state, or national recognition, but have no formal documentation of having completed a supervised practicum experience.</li> </ul>
Practicum Requirement	<ul style="list-style-type: none"> <li>• Under Direction of IDA Accredited Partner</li> <li>• 3 Heterogeneous Students</li> <li>• Passing Score on Practicum Portfolio</li> <li>• Minimum Each Student:</li> </ul>	<ol style="list-style-type: none"> <li>1. One letter of support from a parent of a student (or the student themselves, if of the age of consent) that:           <ol style="list-style-type: none"> <li>a. describes your relationship to the student;</li> </ol> </li> </ol>

	<b>Structured Literacy Dyslexia Specialist Certification</b>	<b>Structured Literacy Dyslexia Specialist <u>Alternate Route</u> Certification</b>
	<ul style="list-style-type: none"> <li>○ Two Academic Semesters, each Academic Semester must be: <ul style="list-style-type: none"> <li>▪ 12 Consecutive Weeks</li> <li>▪ 24 Sessions</li> <li>▪ 2x/week for 60 minutes non-consecutive days or 3x/week for 45 minutes</li> <li>▪ 3 Formal Lesson Observations/Conferences with Write-Up</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>b. describes the frequency and duration of your work with the student;</li> <li>c. speaks to the measurable and observable impact your work had on the student;</li> <li>d. contains both their phone and email contact information; and,</li> <li>e. is signed and dated by the individual.</li> </ul> <p>2. Three students, case studies, complete with (for <u>each</u> student):</p> <ul style="list-style-type: none"> <li>a. background information;</li> <li>b. approximate dates served indicating the student was engaged for a minimum of twenty-four (24) weeks and for at least forty-eight (48) individual sessions;</li> <li>c. pre-post assessment data;</li> <li>d. priority scope and sequence established for the student that considers pre-assessment data and background information;</li> <li>e. discussion of progress/lack of progress;</li> <li>f. recommendations in response to post-assessment data. Recommendations should consider not only the student's intervention needs, but also their needs for additional assessment and their ability to function independently in the school setting.</li> <li>g. Case studies should be typewritten and of 9 to 10 pages in length each.</li> <li>h. Student case studies should not include the student's real names but rather should refer to them using pseudonyms in order to properly protect the student's identities.</li> </ul> <p>NOTE:</p> <ul style="list-style-type: none"> <li>• At least one student must require intervention with single syllable word reading.</li> </ul>



	<b>Structured Literacy Dyslexia Specialist Certification</b>	<b>Structured Literacy Dyslexia Specialist <u>Alternate Route</u> Certification</b>
		<ul style="list-style-type: none"> <li>• At least one student must require intervention with multi-syllable word reading.</li> <li>• At least one student must require vocabulary, comprehension, or written response instruction.</li> <li>• At least one student must be in elementary school.</li> <li>• At least one student must be in middle/high school (or, may be an adult).</li> </ul> <p><b><u>PLEASE NOTE:</u> This certification requires submitting three case studies involving three students with heterogeneous needs. Each of these students must have been seen for at least 48 individual tutoring sessions over 24 consecutive weeks (i.e., a total of 144 tutoring sessions across all three students). Applications containing case studies that do not meet these requirements will be automatically rejected without further review. Applications may be re-submitted, but only one re-submission is permitted within a given review period.</b></p>
Exam Requirement	Passing Score on <u>KPEERI Exam</u>	Passing Score on <u>KPEERI Exam</u>
Personal Statement	<ul style="list-style-type: none"> <li>• Not required</li> </ul>	Personal statement of 4 to 5 typewritten pages (.PDF format) that addresses your equivalent qualifications, with an emphasis on documenting equivalent knowledge and skill to that of certification candidates prepared through an IDA Accredited Partner.
Letters of Support	<ul style="list-style-type: none"> <li>• Not required</li> </ul>	Two letters of support from appropriate professional colleagues in the field, such as a supervisor, principal, reading specialist, or special educator. Letters must contain the individual's email and telephone contact information and should speak to (a) your competencies with regard to serving the needs of students from a Structured Literacy perspective, with reference to and alignment with the KPS, as appropriate; and, (b) their knowledge of your demonstrated ability to meaningfully impact student learning outcomes. Letters of support must be both signed and dated.

	<b>Structured Literacy Dyslexia Specialist Certification</b>	<b>Structured Literacy Dyslexia Specialist <u>Alternate Route</u> Certification</b>
Application Process and Fees	<ul style="list-style-type: none"> <li>• Complete Online Application</li> <li>• \$315 <ul style="list-style-type: none"> <li>○ \$150 – 1 year certification</li> <li>○ \$165 – KPEERI Exam (\$150 exam fee and \$15 registration fee)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Complete Online Application</li> <li>• \$350 <ul style="list-style-type: none"> <li>○ \$150 – 1 year certification</li> <li>○ \$35 – Alternate Path Portfolio Review Fee</li> <li>○ \$165 – KPEERI Exam (\$150 exam fee and \$15 registration fee)</li> <li>○ \$165 – KPEERI Exam (\$150 exam fee and \$15 registration fee)</li> </ul> </li> </ul>
Renewal Process and Fees	<ul style="list-style-type: none"> <li>• Documentation of KPS-Aligned CEU 10 Hours (per year of renewal) with Approved Provider</li> <li>• Complete Online Renewal Application</li> <li>• Renewal Valid for 1 (\$140) or 3 Years (\$395)</li> </ul>	<ul style="list-style-type: none"> <li>• Documentation of KPS-Aligned CEU 10 Hours (per year of renewal) with Approved Provider</li> <li>• Complete Online Renewal Application</li> <li>• Renewal Valid for 1 (\$140) or 3 Years (\$395)</li> </ul>

- (4) Certified Academic Language Practitioner from the [Academic Language Therapy Association](#)
- (5) Certified Academic Language Therapist from the [Academic Language Therapy Association](#)

The most accurate and up to date information can be found on Academic Language Therapy Association’s [website](#).

**Certified Academic Language Practitioners (CALP)** provide explicit, systematic, sequential Multisensory Structured Language instruction which builds a high degree of accuracy, knowledge, and independence for students with written-language disorders, including dyslexia.

**Certified Academic Language Therapists (CALT)** provide diagnostic, explicit, systematic Multisensory Structured Language intervention which builds a high degree of accuracy, knowledge, and independence for students with written-language disorders, including dyslexia.

	<b>Certified Academic Language Practitioner</b>	<b>Certified Academic Language Therapist</b>
Minimum Degree	Bachelor’s degree	Bachelor’s degree; As of May 1, 2023, a master's degree will be required before a CALT certification is completed
Training Requirements	Completion of comprehensive teacher level training in a Multisensory Structured Language Education (MLSE) program that must include: <ul style="list-style-type: none"> <li>• Minimum of 45 instruction hours</li> <li>• Minimum of 60 clinical/teaching hours</li> <li>• Minimum of 5 demonstrations</li> <li>• <i>Note: clinical/teaching documentation must be signed by the supervising instructor with the instructors’ proof of credentials</i></li> </ul>	Completion of comprehensive teacher level training in a Multisensory Structured Language Education (MLSE) program that must include: <ul style="list-style-type: none"> <li>• Minimum of 200 instruction hours</li> <li>• Minimum of 700 clinical/teaching hours</li> <li>• Minimum of 10 demonstrations</li> <li>• <i>Note: clinical/teaching documentation must be signed by the supervising instructor with the instructors’ proof of credentials</i></li> </ul>
Examination Requirements	Acceptable performance on a teaching level comprehensive examination administered by ALTA. The Academic Language Therapy Association Competency Exam for Multisensory Structured Language Education is available to all applicants, at the CALP level, with a minimum of 9 months from the beginning of training, and a maximum of 2 years from the completion of CALP training.	Acceptable performance on a teaching level comprehensive examination administered by ALTA. The Academic Language Therapy Association Competency Exam for Multisensory Structured Language Education is available to all applicants, at the CALT level, with a minimum of 2 years from the beginning of training, and a maximum of 5 years from the completion of CALT training.
Fees	The ALTA Competency Exam for MSLE costs \$150 & annual dues of \$75.	The ALTA Competency Exam for MSLE costs \$150 & annual dues of \$75.

6) Completion of an [International Multisensory Structured Language Education Council](#) (IMSLEC) accredited program

**Information regarding the most updated list of IMSLEC accredited courses in Ohio can be found [here](#).**

For specific information on training offered through the Children's Dyslexia Center MSLE training program, click [here](#). Applicants for the IMSLEC© accredited Initial Course must hold a Bachelor's Degree or higher. This course takes a minimum of nine months. Trainees must complete a minimum of 100 hours of supervised practicum, course readings, and assignments. Successful completion of our MSLE Initial Course leads to certification as a Dyslexia Practitioner 1.