Neuhaus Literacy Interventionist Program
Online

Program Description
The Neuhaus Literacy Interventionist Program prepares teachers with the knowledge and practices necessary to teach children with dyslexia or related reading disorders. The Interventionist course outline is a hybrid of online coursework, practicum, guided studies, and one in-house class, all aligned with the International Dyslexia Association’s Knowledge and Practice Standards for Teachers of Reading. Online courses, guided studies, and practicum sessions are self-paced, but participants are carefully guided through the course design by an instructor on the Neuhaus staff.

Requirements
Contact Neuhaus Education Center and schedule an interview prior to application and payment.

Bachelor’s Degree or higher

A Literacy Interventionist candidate has two years to complete all program requirements.

Objectives
Upon completion, participants are eligible to take the Certification Exam for Educators of Reading Instruction (CEERI), and apply for International Dyslexia Association (IDA) certification at Tier III, Level I (Dyslexia Practitioner). A dyslexia practitioner can work with students with dyslexia or other related reading disorders, but must work under the guidance of a Level 2 IDA certified dyslexia therapist.

Upon completion of the program, the Literacy Interventionist candidate will demonstrate competency in:

- The processing requirements foundational to learning to read and write
- The structure of the English language and the importance of this knowledge to literacy development
- The underlying causes of reading failure
- Formal and informal assessment and uses of assessment for formative and summative evaluation of literacy development
- Effective teaching practices for all components of literacy development
- Ethical standards for teachers of literacy

Course Requirements
Courses

Guided Studies (3) 14.0 hours

Teaching Experience 85.0 hours

Teaching experience is accumulated in 2 situations that meet 4 days/week 50 minutes/day or its equivalent. A teaching situation is defined as an individual with dyslexia or a related reading disorder and/or small group of individuals with the same. Teaching through a year of Language Enrichment, utilization of Scientific Spelling, and demonstrations of comprehension and writing strategies are required.

Participants must teach one or more students through the Language Enrichment lesson concept 1.68 or beyond.

Demonstrations 5 Lessons

Five complete lessons including Language Enrichment, Spelling, Comprehension, and Writing are presented in video format and submitted at intervals across the LE Curriculum. Feedback on demonstration lessons is required before planning and teaching the next lesson.

New Student/Class Reports

Two new student/class reports are submitted describing each teaching situation. Forms for New Student/Class Reports are below.

Progress Reports

A progress report is submitted after each Mastery Check is administered. Progress reports reflect a minimum of 85 teaching hours. Forms for progress reports are below.

Book / Journal Article Reports 2 Reports

Two brief summaries on research in reading and/or writing are submitted to the Instructor.

Materials


Manuals that accompany classes will be shipped upon registration.

Pace of Study
Integrated into the following schedule will be required conferences with your instructor at intervals throughout your course of study and after each demonstration lesson has been reviewed. These conferences will consist of questions and/or clarifications about content and suggestions for adjustment of instruction to address the needs of your student(s). Your instructor will schedule these sessions with you.

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course: Reading Readiness</td>
<td>5.5</td>
</tr>
<tr>
<td>Course: Language Enrichment (includes Scientific Spelling)</td>
<td>30.0</td>
</tr>
<tr>
<td>Conference with Instructor</td>
<td></td>
</tr>
<tr>
<td>Guided Study 1: Planning Research Based Lessons</td>
<td>7.0</td>
</tr>
<tr>
<td>Practicum begins and continues throughout the remainder of the program</td>
<td>85</td>
</tr>
<tr>
<td>Lessons, Mastery Checks, and Progress Reports should be submitted for lessons within certain lesson ranges (see below under Demonstration Lessons)</td>
<td></td>
</tr>
<tr>
<td>Course: Multisensory Grammar</td>
<td>3.5</td>
</tr>
<tr>
<td>Course: Written Composition Fundamentals</td>
<td>3.5</td>
</tr>
<tr>
<td>Course: Scientific Spelling – Part 2</td>
<td>3.0</td>
</tr>
<tr>
<td>Conference with Instructor</td>
<td></td>
</tr>
<tr>
<td>Course: Developing Vocabulary for Reading Success</td>
<td>3.5</td>
</tr>
<tr>
<td>Course: Developing Metacognitive Strategies</td>
<td>10.0</td>
</tr>
<tr>
<td>Course: Close Reading of Increasingly Complex Text</td>
<td>6.0</td>
</tr>
<tr>
<td>Conference with Instructor</td>
<td></td>
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<tr>
<td>Course: Unexpected Underachievement</td>
<td>6.0</td>
</tr>
<tr>
<td>Guided Study 2 Tests and Assessments Study</td>
<td>3.5</td>
</tr>
<tr>
<td>Course: Ethical Standards</td>
<td>1.0</td>
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<tr>
<td>Guided Study 3 504 and IDEA Study</td>
<td>3.5</td>
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<tr>
<td>Book Reports (2)</td>
<td></td>
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<tr>
<td>Final Conference with Instructor</td>
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<td>CEERI (IDA) Exam</td>
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</table>

**Guided Study Assignment 1 – Planning Research Based Lessons**

**Objectives:**

- Describe elements of a supportive classroom environment.
- Understand the importance of spelling instruction.
- Understand the importance of vocabulary instruction.
- Understand the importance of developing metacognitive thinking while reading.
- Plan structured lessons that include the linguistic components needed by students with a specific language learning difference.
- Plan effective spelling lessons. Plan activities that facilitate close reading and metacognitive thinking.
- Incorporate writing into literacy instruction.

**Resources:**
Multisensory Teaching of Basic Language Skills (Birsh, 2011)

Multisensory Teaching of Basic Language Skills Activity Book

Literacy Instruction and Assessment: Pre-K – 6 (Hougen & Smartt, 2012)

Language Enrichment, Colors and Shapes of Language, Scientific Spelling

Activities – Part A

1. Read Chapters 1, 8, 9, 10, 11, 12, and 15 in Multisensory Teaching of Basic Language Skills.

2. Read Chapter 1, 2, and 8 in Literacy Instruction and Assessment

3. Complete the following and submit to your instructor:
   a. Describe the optimal classroom environment for instruction and learning.
   b. Describe the critical components of effective literacy instruction.
   c. Enumerate ways to organize materials for instruction to maximize productivity.
   d. Describe diagnostic and prescriptive teaching.
   e. Describe how spelling is important to reading and writing development.
   f. Define orthography, phonetics, phonology, phonics, and morphology.
   g. Analyze and sort the following words: transportation, car, plane, shipping, vehicle, driving, train, barge, steamer, rocket.

Activities – Part B

1. Read Chapter 9 in Multisensory Teaching of Basic Language Skills.

2. Complete activities 16, 67, 69, 70, and 73 in Multisensory Teaching of Basic Language Skills Activity Book. (These activities are designed to help you clarify your understanding. Remember that the answers are at the back of the book. Please do NOT submit these activity book pages.)

3. Conference with your instructor for more specifics about the submission.

4. Submit a week (five days) of lesson plans based on concept introductions and pacing appropriate for one group of your students that includes:
   a. Concept introductions
   b. Five days of spelling activities working with the words or sounds you have introduced in LE lessons. On your plan indicate:
      • How and when you will introduce the pattern words or phonological activities
      • If, when, and how students will work with irregular words
      • Three phonological awareness activities
   c. Comprehension component from Colors and Shapes or, if appropriate, Developing Metacognitive Skills.
d. Written Composition lessons that teach a paragraph structure.

(Videos of *Scientific Spelling* instruction are available at
http://library.neuhaus.org/home

**Guided Study Assignment 2 – Tests and Assessment Study**

**Objectives:**
Understand differences among screening, diagnostic, outcome, and progress-monitoring assessments
Understand basic principles of test construction and know the most-well validated screening tests designed to identified students at risk for reading difficulties
Understand the principles of progress-monitoring and the use of graphs to indicate progress

**Resources:**
*Multisensory Teaching of Basic Language Skills* (Birsh, 2011)
*Literacy Instruction and Assessment* (Hougen & Smartt, 2012) designated pages
International Dyslexia Association Fact Sheet: *Testing and Evaluation*
International Dyslexia Association Fact Sheet: *Is My Child Dyslexic*
National Center on Intensive Intervention – Academic Progress Monitoring
http://www.intensiveintervention.org/chart/progress-monitoring
Predictive Assessment of Reading http://www.predictiveassessment.com
National Center on Response to Intervention – Universal Screening

**Activities:**
1. Read Chapters 3 and 14 in *Multisensory Teaching of Basic Language Skills* (Birsh, 2011).
2. Read the passages pertaining to assessment on the following pages in *Literacy Instruction and Assessment* (49; 57-58; 76-78; 99-101; 125-130; 152-153; 189-196; 209-212).
3. Read the International Dyslexia Association’s Fact Sheets: *Testing and Evaluation* and *Is My Child Dyslexic*?
4. Respond to the following in writing; submit written responses via fax, mail, or email:
   a. Explain the differences between testing and assessment.
b. Identify the ways tests can be classified. For each test category, identify the purpose of the test type, the advantages/disadvantages of the test type, and example tests in each category.

c. What is the importance of early identification, and what skills should be measured with an early screening assessment?

   or to the Predictive Assessment of Reading

e. What elements are included in an assessment for dyslexia?

Guided Study Assignment 3 – 504 and IDEA Study

Objectives:
Be knowledgeable about federal legislation and its impact on special education
Be knowledgeable about procedural safeguards within the laws that protect students with disabilities
Be aware of the elements of Section 504 of the Rehabilitation Act regarding students with disabilities
Be aware of the most recent reauthorization of Individuals with Disabilities Education Act (IDEA)

Resources:
Multisensory Teaching of Basic Language Skills (Birsh, 2011)

Literacy Instruction and Assessment (Hougen $ Smartt, 2012) Chapter 15


US Department of Education. Frequently Asked Questions about Section 504 and the Education of Children with Disabilities
   http://www2.ed.gov/about/offices/list/ocr/504faq.html

Section 504 & IDEA Comparison
   http://www.ldonline.org/article/6086/

International Dyslexia Association Fact Sheets [https://dyslexiaida.org/fact-sheets/](https://dyslexiaida.org/fact-sheets/)

Wrightslaw is a website about special education law and advocacy [www.wrightslaw.com](http://www.wrightslaw.com)

**Activities:**

1. Read Chapter 23 in *Multisensory Teaching of Basic Language Skills*.

2. Read other current information regarding Section 504 of the Rehabilitation Act, ADA, and IDEA (2004) and their impact on classroom practices.

3. Submit a written summary of the salient information that you gleaned regarding Section 504 and IDEA (2004). Include 1) ways that federal legislation protects individuals with learning disabilities, 2) a comparison of Section 504 of the Individuals with Disabilities Act and IDEA (2004), and 3) the impact of federal legislation on classroom practices.

**Book Reports**

Book reports include the following information:

**General Content**

This is a brief summary of the book/article that includes the major ideas that are presented and the intent of the author’s presentation.

**Specific Information**

This is a selection of ideas, definitions or examples that are considered especially unique or helpful. Direct quotes include page reference.

**Personal Opinion of the Book’s Value**

This is a reflection of the usefulness of the information from this book/article.

**Recommendation**

This is a personal suggestion to others who would benefit from reading this book/article.

Two book reports are submitted during the program.

Four areas are assessed in reviewing book reports: content, organization, grammar, and mechanics.
Choose books from the teacher references listed in Appendix B of *Multisensory Teaching of Basic Language Skills* (Birsh, 2005).

Reports on 3 journal articles may be submitted in lieu of 1 book report.


**Demonstration Lessons**

Each literacy interventionist candidate presents five demonstration lessons for review over the course of the training program. Demonstrations may be presented live at the Center, at the trainee’s teaching site, and/or filmed. Each demonstration will be observed by your instructor and then reviewed with the interventionist candidate. **Wait for feedback before planning and proceeding with the next lesson.**

Demonstrations are approximately 50 minutes long and include all the elements of the *Language Enrichment and Scientific Spelling* lessons paced according to students’ needs. Procedures are employed properly throughout the lesson.

*It is recommended that demonstration lessons are presented on the following schedule:

_____ 1. Concept 1.11 – 1.17
_____ 2. Concept 1.19 -1.25
_____ 3. Concept 1.33 – 1.43
_____ 4. Concept 1.56 – 1.67
_____ 5. Concept 1.68 or after

The 5 demonstrations are planned so that the NLS-in-training has the opportunity to present a variety of elements.

Please submit a lesson plan and student work samples with each demonstration lesson.

*Demonstrations are submitted one at a time. This allows for lesson review, discussion, and implementation of next steps. Multiple submissions will not be accepted.*
## Requirements Record

Name ____________________________________________

Date of Enrollment in CLS Recognition Program _____________

### Professional Preparation

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Hours</th>
</tr>
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<tbody>
<tr>
<td>Reading Readiness</td>
<td>5.5</td>
</tr>
<tr>
<td>Language Enrichment (Scientific Spelling)</td>
<td>30.0</td>
</tr>
<tr>
<td>Conference with Staff Coordinator and begin 2 teaching situations</td>
<td>3.5</td>
</tr>
<tr>
<td>Multisensory Grammar</td>
<td></td>
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<tr>
<td>Written Composition Fundamentals</td>
<td>3.5</td>
</tr>
<tr>
<td>Developing Vocabulary for Reading Success</td>
<td>3.5</td>
</tr>
<tr>
<td>Developing Metacognitive Strategies</td>
<td>10.0</td>
</tr>
<tr>
<td>Text Complexity and Close Reading</td>
<td>6.0</td>
</tr>
<tr>
<td>Scientific Spelling (Part 2)</td>
<td>3.0</td>
</tr>
<tr>
<td>Unexpected Underachievement</td>
<td>6.0</td>
</tr>
<tr>
<td>Ethical Standards</td>
<td>1.0</td>
</tr>
</tbody>
</table>

### Guided Study

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning a Lesson</td>
<td>7.0</td>
</tr>
<tr>
<td>Tests and Assessment Study</td>
<td>3.5</td>
</tr>
<tr>
<td>504 and IDEA Study</td>
<td>3.5</td>
</tr>
</tbody>
</table>

### Demonstration Videos of Lessons or Lesson Components on a lesson in the following ranges:

- 1. Concept 1.11 – 1.17
- 2. Concept 1.19 -1.25
- Mastery Check 1
- 3. Concept 1.33 – 1.43
- Mastery Check 2
- 4. Concept 1.56 – 1.67
- 5. Concept 1.68 or after

### Professional Development

<table>
<thead>
<tr>
<th>Requirement</th>
<th>2 Book Reports</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose titles from the teacher references in Appendix B of <em>Multisensory Teaching of Basic Language Skills</em> (Birsh, 2011).</td>
<td></td>
</tr>
<tr>
<td>1.____________________________________________________________________</td>
<td></td>
</tr>
<tr>
<td>2.____________________________________________________________________</td>
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</tbody>
</table>

*This meeting is for the purpose of clarifying what you have learned so far and getting started with your practicum and lesson planning. Each submission of lesson plans and demonstration lesson videos will be followed by constructive comments from your coordinator. You will adjust your instruction based on this commentary.*
Documentation / Teaching Experience

New Student/Class Reports documenting two teaching situations

Mastery Check Progress Reports for each teaching situation are submitted after each Mastery Check.

Progress Reports reflect 50-85 Teaching Hours and completion of a year of instruction.

New Student/Class Reports
___________________________________________________________
___________________________________________________________
Mastery Check Progress Reports
______________________________________________________________
______________________________________________________________
______________________________________________________________
______________________________________________________________
______________________________________________________________
Demonstrations 5 lessons

Demonstrations may be live and/or filmed.
1. ____________________ 3. ____________________ 5. ____________________
2. ____________________ 4. ____________________
New Class Report

Literacy Specialist’s Name __________________________ Date of Report ______
Date class began __________________________________________
Location of teaching _________________________________________
Teaching Schedule (days and time) ________________________________

Student’s Name ___________________________________________ Grade _____
Student’s Name ___________________________________________ Grade _____
Student’s Name ___________________________________________ Grade _____
Student’s Name ___________________________________________ Grade _____
Student’s Name ___________________________________________ Grade _____
Student’s Name ___________________________________________ Grade _____
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Student’s Name ___________________________________________ Grade _____
Student’s Name ___________________________________________ Grade _____
Student’s Name ___________________________________________ Grade _____

New Class Report

Practitioner’s Name _____________________________ Date of Report _________
Date class began _____________________________________________
Location of teaching ___________________________________________
Teaching Schedule (days and time) _________________________________

Student’s Name _____________________________ Grade _____
Student’s Name _____________________________ Grade _____
Student’s Name _____________________________ Grade _____
Student’s Name _____________________________ Grade _____
Student’s Name _____________________________ Grade _____
Student’s Name _____________________________ Grade _____
Student’s Name _____________________________ Grade _____
Student’s Name _____________________________ Grade _____
Student’s Name _____________________________ Grade _____
Student’s Name _____________________________ Grade _____
Student’s Name _____________________________ Grade _____
Mastery Check Progress Report

Literacy Specialist _________________________________ Date ______________

Report on Mastery Check # _____ Covering Concepts ________________

Total Teaching Hours to teach these Concepts __________________________

Student/Class

______________________________________________________________

Evaluation:

Identify the topic of each part.

Summarize the students’ scores in each section of the Mastery Check.

Analyze the results. Consider the pace of instruction, the desired outcomes and skill acquisition.

Part I - ______________________________________________________

Summary:

Analysis:
Part II - 

Summary:

Analysis:

Part III - 

Summary:

Analysis:

Part IV - 

Summary:
Analysis:

Part V - 

Summary:

Analysis:

Part VI - 

Summary:

Analysis:

Target areas to include in instruction prior to next Mastery Check
Things I'd like to share about this teaching situation