

# CERTIFIED DYSLEXIA PRACTITIONER PROGRAM

**Orton-Gillingham Based...  
Enhanced with the Latest  
Neuroscience**

Learn to identify and succeed with the multiple deficit profiles encountered when working with students with dyslexia.

  
**fluency builders®**

**CONNECTING THE  
SCIENCE OF READING  
TO PRACTICE FOR  
STUDENTS WITH  
DYSLEXIA**

**ONLINE**

Intensive/Accelerated or  
Self-Paced Options





The **Fluency Builders Dyslexia Program** and the **Certified Dyslexia Practitioner Program** offered by Early Literacy Solutions work together to develop your expertise in identifying and working with multiple deficit profiles.

## **LEARN TO HELP YOUR STUDENTS BUILD FLUENCY IN WEEKS...NOT YEARS.**

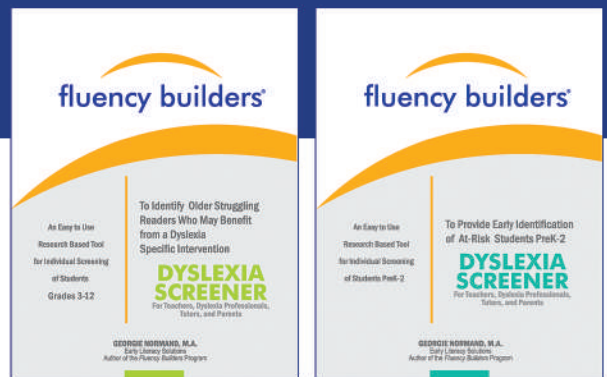
- › Both the Fluency Builders Dyslexia Program and the Certified Dyslexia Practitioner Program are Orton-Gillingham based and enhanced with the latest neuroscience on dyslexia and dyslexia intervention, including fluency development and reading comprehension.
- › Connects the Science of Reading (SoR) to screening and intervention.
- › Based on multiple studies that found that the phonological deficit is not the only underlying deficit in dyslexia. Most students have other major and mild deficits that impact fluency and need to be identified and addressed in the intervention.
- › Dyslexia is not a one-size-fits-all reading disability. Prepares you to identify, work with, and succeed with multiple deficit profiles.
- › Immediately connects research to practice with the supervised practicum using the Fluency Builders Dyslexia Program.
- › Learn how to help your students make greater gains in all reading domains in far less time than with traditional Orton-Gillingham based programs.
- › Intensive/Accelerated or Self-Paced Options.
- › Online.



# Dyslexia is not a one-size-fits-all reading disability.

You'll learn to use the PreK-2 and Grades 3-12 Fluency Builders Dyslexia Screeners to identify the unique deficit profile of each student.

We've enhanced the Orton-Gillingham approach to reading intervention with new research on working with multiple deficit profiles within the dyslexic population.



For decades, dyslexia interventions and certification programs have focused primarily on the phonological deficit associated with dyslexia. Although this approach does help students become more accurate readers and spellers, studies have found that strong phonological skills alone are not sufficient to bring students to grade level fluency norms.

Working effectively with these students requires prior knowledge of the student's unique deficit profile so that the intervention can be targeted to that profile. The Certified Dyslexia Practitioner program offered by Early Literacy Solutions equips educators to identify a student's profile through comprehensive screening for known risk factors and deficits associated with dyslexia. You will learn to use the Fluency Builders PreK-2 and Grades 3-12 Screeners for this purpose.

You will also learn how to use the Screener results to provide an effective intervention using the Fluency Builders Dyslexia Program. The Screener results make it possible to target the student's unique deficit profile so the student can make progress faster. A targeted intervention saves valuable instructional time.

# DYSLEXIA STUDIES WITHIN THE SCIENCE OF READING



The Science of Reading – the many studies related to how students learn to read, the components of effective reading instruction, and the neurological basis for reading proficiency as well as reading difficulty – serves as the foundation for the Fluency Builders Dyslexia Program and the Certified Dyslexia Practitioner Program offered by Early Literacy Solutions.

The reading difficulties experienced by students with dyslexia are related to reduced neuroplasticity, poor connectivity, and structural and other neurological differences. Within the Science of Reading there is a recent body of MRI based intervention studies that identified strategies that effectively address these neurological differences. These strategies were found to accelerate progress and produce better results in every reading domain in less time than with traditional Orton-Gillingham programs.

This important research has been integrated into the Orton-Gillingham based framework used in the Fluency Builders and certification programs.

# THE ORTON-GILLINGHAM APPROACH JUST GOT BETTER...

The Orton-Gillingham approach has been proven effective for decades in addressing the phonological deficit so common in dyslexia. But 60% of students with dyslexia have a double deficit of both phonological awareness (PA) and rapid naming (RAN). Rapid naming tasks represent a microcosm of the reading process and measure the speed and efficiency of the entire reading network. Students with this deficit need a much stronger focus on fluency than that provided in traditional Orton-Gillingham programs.

As part of your certification, you will learn to identify your student's deficit profile before starting the intervention using the Fluency Builders PreK-2 or Grades 3-12 Dyslexia Screener. The screening will also establish baselines in each reading domain and the screener is used multiple times for progress monitoring.

**FLUENCY MATTERS.**

  
fluency builders®

**The latest neuroscience on dyslexia found that students can make greater gains in less time when interventions include a strong focus on fluency.**

# EVIDENCE-BASED

During your certification, you will be using the evidence-based Fluency Builders Dyslexia Program. These results from a recent school pilot showed significant gains in key reading domains after only 15 hours of instruction.

## Raw Score Gains in Fluency and Decoding



### Wesley Chapel Elementary Fluency Builders Analysis

Words Correct per Minute (WCPM)  
Decoding Progress  
May 23, 2022  
[RAW SCORES]

Student	Grade	Screening Date	WCPM	Decoding # Words Correct
A	2	3/29/2022	45	9
A	2	5/20/2022	59	20
B	2	3/30/2022	*	4
B	2	5/18/2022	*	15
C	2	3/29/2022	20	20
C	2	5/19/2022	25	21
D	2	3/30/2022	38	13
D	2	5/19/2022	56	21
E	3	3/30/2022	59	24
E	3	5/19/2022	46	51
F	3	3/30/2022	60	18
F	3	5/20/2022	80	52
G	3	3/31/2022	64	34
G	3	5/20/2022	71	58
H	4	3/30/2022	57	56
H	4	5/19/2022	53	61
I	4	4/4/2022	65	21
I	4	5/20/2022	66	50
J	4	3/30/2022	77	57
J	4	5/20/2022	73	66
K	4	3/28/2022	60	56
K	4	5/20/2022	108	66

#### NOTES:

\* Student "B's" Oral Reading Fluency test was discontinued due to five or more errors in the first paragraph. Per scoring rubric (page 56) each item is to be scored in section four as "1".

Student "E" regressed between the first and second screening in the selected reading passage, possibly due to feeling sick during the second screening.

**RESULTS IN WEEKS...NOT YEARS**  
Interventions that focus on fluency show greater gains in less time in all reading measures.

#### HIGHLIGHTS OF PROGRESS MADE IN APPROX 6-7 WEEKS AVERAGE HOURS OF INSTRUCTION: 15

Among the 11 students, there were 25 domains that flipped from At Risk to Not At Risk

7 out of 11 students improved in Words Correct per Minute scores (WCPM), some dramatically. One student gained 48 WCPM, and another 20 WCPM. These scores would represent significant gains for typical readers, but are considered remarkable for dyslexic students.

5 students flipped from At Risk to Not at Risk in Phonological Awareness.

Most of the students improved dramatically in decoding skills, some more than doubling their previous score.

7 students flipped from At Risk to Not at Risk in Pseudoword Decoding, one of the most difficult domains for dyslexic students.

4 students were able to totally eliminate dyslexia-related reading behaviors and several were able to dramatically decrease them. Examples include b/d reversals, substitution of prepositions and articles, slow deliberate reading, fast scrambled and inaccurate reading, multiple self-corrections, weak error detection, and others.

For more information contact:

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800.982.1290



EARLY LITERACY SOLUTIONS™  
Dyslexia Screening and Intervention  
PreK through Grade 12

# Changes in Risk Status for All Domains



WESLEY CHAPEL ELEMENTARY SCHOOL  
Fluency Builders Program Analysis  
May 23, 2022



Student	Grade	Screening Dates	Phonological Awareness	Decoding	Pseudoword Decoding	Encoding	Handwriting	WCPM	Accuracy	Prosody	Comp	Retell	Dyslexia Related Reading Behaviors	# of Domains improved from At Risk (X) to Not At Risk
A	2	3/29/2022	X	X	X	X	Not At Risk	X	X	X	X	Not At Risk	X	6
		5/20/2022	Not At Risk	X	Not At Risk	X	Not At Risk	X	Not At Risk	Not At Risk	Not At Risk	Not At Risk	Not At Risk	
B	2	3/30/2022	Not At Risk	X	X	X	X	X	X	X	X	X	X	0
		5/18/2022	Not At Risk	X	X	X	X	X	X	X	X	X	X	
C	2	3/29/2022	Not At Risk	X	X	Not At Risk	Not At Risk	X	X	X	Not At Risk	Not At Risk	X	1
		5/19/2022	Not At Risk	Not At Risk	X	Not At Risk	Not At Risk	X	X	X	Not At Risk	Not At Risk	X	
D	2	3/30/2022	Not At Risk	X	X	X	Not At Risk	X	X	X	Not At Risk	X	X	3
		5/19/2022	Not At Risk	X	Not At Risk	X	Not At Risk	X	X	Not At Risk	Not At Risk	Not At Risk	X	
E	3	3/30/2022	X	X	X	X	Not At Risk	X	Not At Risk	Not At Risk	Not At Risk	Not At Risk	X	1
		5/19/2022	X	X	Not At Risk	X	Not At Risk	X	X	Not At Risk	X	Not At Risk	X	
F	3	3/30/2022	X	X	X	X	Not At Risk	X	Not At Risk	Not At Risk	Not At Risk	Not At Risk	X	2
		5/20/2022	Not At Risk	X	X	X	Not At Risk	X	Not At Risk	Not At Risk	Not At Risk	Not At Risk	Not At Risk	
G	3	3/31/2022	Not At Risk	X	X	X	Not At Risk	X	Not At Risk	Not At Risk	Not At Risk	Not At Risk	X	2
		5/20/2022	Not At Risk	X	Not At Risk	X	Not At Risk	X	Not At Risk	Not At Risk	Not At Risk	Not At Risk	Not At Risk	
H	4	3/30/2022	Not At Risk	X	X	X	X	X	Not At Risk	Not At Risk	Not At Risk	Not At Risk	X	3
		5/19/2022	Not At Risk	X	Not At Risk	X	Not At Risk	X	Not At Risk	Not At Risk	Not At Risk	Not At Risk	Not At Risk	
I	4	4/4/2022	X	X	X	X	Not At Risk	X	Not At Risk	Not At Risk	Not At Risk	Not At Risk	Not At Risk	1
		5/20/2022	Not At Risk	X	X	X	Not At Risk	X	Not At Risk	Not At Risk	Not At Risk	Not At Risk	Not At Risk	
J	4	3/30/2022	X	X	X	X	Not At Risk	X	Not At Risk	Not At Risk	Not At Risk	Not At Risk	X	2
		5/20/2022	Not At Risk	X	Not At Risk	X	Not At Risk	X	Not At Risk	X	Not At Risk	Not At Risk	X	
K	4	3/28/2022	X	X	X	Not At Risk	Not At Risk	X	Not At Risk	X	Not At Risk	X	Not At Risk	4
		5/20/2022	Not At Risk	Not At Risk	Not At Risk	Not At Risk	Not At Risk	X	Not At Risk	X	Not At Risk	Not At Risk	Not At Risk	

## NOTES

Each student was screened before and after the intervention. An X means that the student scored in the At Risk range for that domain. Yellow cells indicate a change from **At Risk** to **Not At Risk** in that domain from the first to the second screening. During the 6-7 week intervention period, the reading interventionist was out for almost two weeks with covid and a death in the family, so there were unfortunate interruptions that may have negatively impacted student progress.

All students in the program improved in at least one area with the exception of Student B who will receive special services under an IEP for the upcoming school 2022-2023 school year.

Student E regressed between the first and second screening in the areas of accuracy and comprehension in the selected reading passage. He appeared to have intestinal distress during the second screener.

For more information contact: Georgie Normand [georgienormand@earlyliteracysolutions.com](mailto:georgienormand@earlyliteracysolutions.com) 800.982.1290

# What one reading interventionist had to say about the Fluency Builders Dyslexia Program...

"As an Interventionist in an elementary school setting, I highly recommend the Early Literacy Solutions Orton-Gillingham based Fluency Builders Program. Our school began using the program in March through May to meet fluency needs that weren't successfully addressed with other programs. All students showed improvement in several areas during this short time frame. 7 out of 11 students showed improvement in Words Correct Per Minute (WCPM) and Phonological Awareness. All students showed improvement in Decoding.

The Fluency Builders Screener and Progress Tracker are comprehensive and well organized to easily analyze and interpret progress. The responsiveness and customer service from Georgie Normand are outstanding. All questions were answered within 24 hours if not sooner! From the rapid improvement in the students' progress to the excellent customer support, it has been a pleasure utilizing the Fluency Builders Program. I highly recommend Fluency Builders."

**- Christine Quick, M.Ed.**

Interventionist



# WHY START WITH THE **SCREENER?**

Many certification programs teach you to start the intervention with a phonics survey. But new research tells us that it's far more important to understand the student's deficit profile.

## MULTIPLE DEFICIT PROFILES

### **Two Thirds of Students with Dyslexia Have a Double Deficit**

Over 60% of students with dyslexia have both a phonological deficit and a rapid naming deficit (often called the double deficit profile). Focusing only on the phonological deficit will not help a student reach grade level fluency norms. The many students who have both deficits will need intensive fluency work from the beginning of the intervention.

### **One Third of Students with Dyslexia Have a Single Deficit**

These students have a single deficit in either phonological awareness or rapid naming. Working on the phonological deficit for students who only have a rapid naming deficit will not produce results. A single deficit often occurs with other mild deficits.

### **Some Students with Dyslexia Have Multiple Mild Deficits**

Some students have multiple mild deficits that contribute to their reading difficulties. The Fluency Builders screeners identify deficits the student actually has and include instructional recommendations on how to use the program with that student.

Starting with the Fluency Builders Screener takes the guesswork out of implementing the reading intervention and identifies the actual source of the student's reading difficulties. Dyslexia is not a one-size-fits-all reading disability. Knowing the student's profile in advance facilitates a targeted intervention and sets the student up for success.



# THE FLUENCY BUILDERS DYSLEXIA PROGRAM

Connecting Research to Practice



The professional learning tools used in the Certified Dyslexia Practitioner Program include the Fluency Builders intervention itself. You will use it with your student during the practicum so that you learn to apply the research-based concepts and best practices in an actual intervention setting. When you have completed your certification and begin or continue tutoring students with dyslexia, you will not need to create your own curriculum to apply the concepts learned. You simply continue to use the Fluency Builders program you received as part of your certification. The program has been designed for students in PreK through Grade 12 with multiple entry points.

## THE FIRST ENHANCED ORTON-GILLINGHAM BASED PROGRAM

Orton-Gillingham methodology has been proven to address the phonological deficit common in dyslexia. However, strong phonological skills alone do not produce fluent reading. Many students become more accurate readers and spellers but fail to reach grade level fluency norms even after several years of intervention.

Recent studies have identified other major and milder deficits associated with dyslexia that impact fluency and comprehension, and the findings and recommendations from these studies have been integrated into the Orton-Gillingham based Fluency Builders intervention and certification program. For example, the Fluency Builders program addresses other deficits identified in the research, such as rapid naming, verbal working memory, and the comorbidity of dysgraphia.

# WHY FLUENCY IS PRIORITIZED

New dyslexia studies found that a strong focus on fluency produces better results in less time – in all reading domains, including comprehension. MRI studies also found that the fluency-focused activities included in the Fluency Builders program improve brain connectivity.

Helping students make faster progress in every reading domain addresses two long standing problems in dyslexia intervention. Traditional Orton-Gillingham based programs are usually effective in producing more accurate reading and spelling, but do not always bring students to grade level fluency norms. This is because these programs are focused primarily on the phonological deficit associated with dyslexia. By not adequately addressing other deficits frequently associated with dyslexia, these interventions may continue for years.

In the certification program, you will learn how to use the Screeners to identify and address the student’s unique deficit profile before beginning the intervention.

The Fluency Builders Dyslexia Program is an Orton-Gillingham based program that has been enhanced with this important research. The findings of these studies have been included in the Teacher TOOLKIT and you will use this resource as part of your preparation for the certification exams.

**fluency builders**<sup>®</sup>

An Orton-Gillingham Based Program

- READING
- SPELLING
- HANDWRITING
- VOCABULARY
- COMPREHENSION

Designed to Prevent Reading Failure in At-Risk Students PreK-2 AND Provide Effective Intervention for Struggling Readers Grades 3 and Above

**Teacher TOOLKIT**

CONNECTING RESEARCH TO PRACTICE

GEORGIE NORMAND, M.A.  
Early Literacy Solutions

# WHAT YOU WILL LEARN AND DO IN THE PRACTICUM

You will learn about the recent body of research within the Science of Reading aggregate of studies that specifically pertains to how students with dyslexia learn to read, and you will apply that research using the Fluency Builders Dyslexia Program with your student.



How to screen students for the risk factors and deficits associated with dyslexia using the Fluency Builders Dyslexia Screeners to identify their unique dyslexia profile.



How to implement the Fluency Builders dyslexia intervention in a way that addresses the deficits identified in the screener results.



How to use the program tools to monitor student progress in all three components of fluency – accuracy, rate of reading, and prosody to build comprehension, the end goal of all reading.

## KNOWLEDGE AND PRACTICE BASED PROFESSIONAL LEARNING

The best way to learn how the Science of Reading empowers students with dyslexia is to put it into practice as you progress with your student through the Fluency Builders Dyslexia Program during the certification process.

### Two Options

Intensive/Accelerated  
(completed in 6 months)

Self-Paced

## EXAMS | PRACTICUM

### Two Comprehensive Exams

Based on the Science of Reading and How It Is Integrated into the Fluency Builders Program

### 60 Hour Supervised Practicum

- > Video Submissions
- > Prompt Feedback
- > Coaching Summaries for Exams/  
Video Submissions
- > Fidelity Checks
- > Progress Monitoring Checks
- > Ongoing Phone Support/Consulting
- > Post Certification Mentoring



# THE CERTIFIED DYSLEXIA PRACTITIONER PROGRAM

Orton-Gillingham Based... Enhanced with the Latest Neuroscience



## PART 1 - Practicum and First Exam

### Dyslexia Screening for a Targeted Intervention

- › The importance of early identification and intervention
- › Matthew Effects and dyslexia
- › Risk factors and deficits associated with dyslexia
- › What you need to know about the double deficit model of dyslexia
- › Brain differences compared to typical readers
- › Variability within the dyslexic population
- › What dyslexia looks like by grade level
- › Anecdotal Checklist of dyslexia-related reading behaviors
- › Comorbidities such as ADHD, dyscalculia, and dysgraphia
- › Screening Guidelines
- › Screening that informs instruction
- › Two questions every screener should answer
- › Can older struggling readers be screened?
- › Screening for English language learners
- › Universal Screening: What you need to know
- › How to use the Fluency Builders Dyslexia Screeners to identify a student's deficit profile and establish baselines in each reading domain
- › How to use the screening results to differentiate instruction with the Fluency Builders program to address the student's unique deficit profile

The practicum gives you an opportunity to connect the latest neuroscience to practice with the Fluency Builders dyslexia screeners and intervention.



## PART 2 - Practicum and Second Exam

### The Science of Reading and the Student with Dyslexia

- › Prevalence of dyslexia
- › About dyslexia: Specific Learning Disability
- › Common misconceptions
- › Applying the Science of Reading to interventions for students with dyslexia
- › Relevant neuroimaging studies and major intervention studies
- › How typical children learn to read and how children with dyslexia learn to read
- › Helping students with dyslexia overcome the impact of reduced neuroplasticity, poor connectivity, structural and other neurological differences
- › How evidence-based intervention changes the brain
- › Prevention of reading failure in at-risk students by optimizing the PreK-2 window
- › Remediation of reading failure in older struggling readers
- › How the phonological deficit impacts reading and spelling
- › How the rapid naming deficit impacts fluency
- › The role of working memory in learning to decode/blend
- › The role of orthographic memory in the development of a visual word bank and how to overcome the related Matthew Effects connected to poor orthographic memory
- › Handwriting, spelling, and cognitive overload in dyslexia
- › The features and components of effective reading instruction and the ratio and sequencing of them for students with dyslexia
- › What the latest neuroscience tells us about the fluency issue in dyslexia
- › Research on reading comprehension issues in dyslexia
- › The important role of letter formation instruction, extensive practice, and handwriting fluency in the development of the reading circuit
- › How explicit spelling instruction supports reading and vice versa

## PART 2 - Practicum and Second Exam

# The Fluency Builders Program: Research, Implementation, and Progress Monitoring

- › How and why the Orton-Gillingham methodology was enhanced in the development of the Fluency Builders Program
- › Orton-Gillingham methodology and the double deficit model of dyslexia
- › Placement, pacing, intensity & instructional sequence for students with dyslexia
- › How to use the screener results to address the deficits identified in the screening
- › Differentiating instruction for the multiple deficit profiles you will encounter
- › The importance of the fluency training activities in the Fluency Builders program
- › Linking phonemic awareness to explicit spelling instruction
- › The cautious approach to introducing sight words in the Fluency Builders program and how they are taught
- › How to help students retain and apply the spelling rules once they are learned
- › Preventing and remediating the common letter reversals
- › Helping students differentiate the vowel sounds
- › Building word level, sentence level, and passage level fluency
- › Multisyllabic words, stressed and unstressed syllables, reading and spelling the schwa
- › Syllable types, morphology, and addressing weak syllable awareness
- › Building vocabulary for reading comprehension
- › Multiple reuse of the Screener as a progress monitoring tool
- › The importance of using the Fluency Builders Fidelity Checklist for Student Success
- › Accommodations and assistive technology
- › Dyslexia legislation



## PART 2 - Practicum and Second Exam

# Using the Fluency and Comprehension Boot Camp to Help Students with Dyslexia Become Proactive Readers

- › The Fluency Builders Fluency & Comprehension Boot Camp Overview
  - › Research based strategies to develop fluency and comprehension with passages
  - › The building blocks of reading comprehension
  - › The three components of fluency and their relationship to reading comprehension
  - › The special role of prosody in reading comprehension
  - › Prosody, punctuation cues, and comprehension
  - › Monitoring and correcting the common dyslexia-related reading behaviors
  - › The importance of tracking Words Correct per Minute (WCPM) as a precise measure of progress
- › The steps in activating prior knowledge and warm-up before reading narrative and informational text
  - › Students with dyslexia tend to be passive readers and self-monitoring must be explicitly taught
  - › The process for developing excellent reading one passage at a time
  - › Retell as a valid strategy for developing comprehension and prewriting skills
  - › Teaching text structure, text features, and the use of graphic organizers to improve comprehension
  - › Accommodations and assistive technology as students are being remediated



## PART 3 - Practicum

### Learning | Mentoring | Coaching

“From the moment I reached out to Georgie Normand about the Certified Dyslexia Practitioner program offered by Early Literacy Solutions, I felt like I had a guide, a mentor, and a cheerleader to walk with me through each step of the process. Georgie was quick to respond to email or text questions and she scheduled phone calls for longer questions. She taught me the logical reasons behind each component of the Fluency Builders Dyslexia Program and her responses were full of evidence-based research, statistical support, and years of experience working with students. This gave me great confidence in the Fluency Builders program and built trust with the clients I am serving.”

**Karina B.**  
**Private Dyslexia Tutor**  
**Bend, OR**

“My experience with the Fluency Builders program has been great! Georgie was always there for me when I had any questions and she reached out to me on a regular basis. Georgie made sure I had everything I needed to implement the program. My student has made progress since using the program. I would definitely recommend this training for anyone who wants to help a struggling reader.”

**Heather G.**  
**Kindergarten Teacher**  
**Commercial Point, Ohio**

“Professional learning courses on the Science of Reading and Orton-Gillingham training are helpful for teachers and tutors and can benefit all students. But those serving the student with dyslexia need even more... a deeper understanding of how to identify and address the multiple deficit profiles they will encounter when working with these students. The Certified Dyslexia Practitioner program offered by Early Literacy Solutions utilizes the latest dyslexia-specific neuroscience from within the body of research we call the Science of Reading. It integrates this science into the Orton-Gillingham framework to provide educators with a comprehensive foundation that equips them to be successful with every student with dyslexia.”



**Georgie Normand, M.A.**

Founder of Early Literacy Solutions

Author of the Fluency Builders Dyslexia Program

and the Certified Dyslexia Practitioner Program

**-Georgie Normand**

Upon completion of your certification,  
you will become part of our Certified Dyslexia  
Practitioner Referral Network.



# Connecting Research to Practice for Students with Dyslexia

800.982.1290

[earlyliteracysolutions.com/certification](http://earlyliteracysolutions.com/certification)

