



Structured Literacy Dyslexia Interventionist (SLDI)

Practicum Overview

Practicum Details

Certification Level: Structured Literacy Dyslexia Interventionist (CERI)

-The SLDI Practicum should be started as soon as possible, within two to three months, after training so learning can be applied immediately. A trainee has until up to one year maximum from the conclusion of SL Training to start a Practicum. After that time, a Practicum cannot be guaranteed. A Practicum cannot be started without two things: 1) an accepted Practicum Application; 2) an approved student.

-Lessons must be:

- 2x/ week at 60 min each or 3x/ week at 45 min each.
- Once/week instruction is not permitted for the Practicum.
- Lessons may be in-person or online.

-Teaching must be over a minimum of two semesters (ex: fall/winter, winter/spring) where each semester is defined as a period of 12 consecutive weeks (3 months) for a total of 24 weeks (6 months). This is a total of at least 48 sessions (24 per semester).

-50 total hours of supervised 1:1 instruction of the same student. Your student can be taught 1:1 or that student could be part of a group (where just that student is the practicum student, not the whole group).

-3 lesson observations

- Observations are to be submitted evenly spaced over the 50 hours, about every 6-8 weeks. Observations can be recorded and a video link shared.
- Depending on your progress, you may need to do more than three observations. If this is the case, you will be notified in writing after Observation #2 and it will be at an additional cost.

-Case Study Portfolio

- This is a portfolio of evidence (pre/ post assessment data) and student profile write up of about ten pages which documents and explains the intervention with the student.

Choosing a Practicum Student

- One student who is at-risk, struggling, requiring remediation with a demonstrated deficit at the level of basic decoding and encoding of one syllable words as determined through informal or formal assessments, school performance and/or feedback from teachers/ parents.
- The student must need more than 'extra help' to reach proficiency.
- Formal psycho-educational testing is not a requirement.
- Literacy learning should be the student's primary issue. A student may have other aspects of their profile (ex: attention issues) but they must not prevent or interrupt learning to the point where the practicum is not viable.
- When you have found a student that fits the above criteria...
 - Send me an email with an overview of the student (paragraph or jot notes).
 - I will reply with approval for the next step. Please note that approval to move to the Assessment does not denote final approval of the practicum student. Final approval is given after the review of Assessment data.