



Davis® Program Questions & Answers

Davis Dyslexia Association International

What does a Davis program cost?

Davis Facilitators are independent professionals who set their own fees and payment terms for the program. Because economic conditions are extremely variable in different geographical regions, DDAI does not recommend any specific minimum or maximum fee.

Facilitators will generally quote a flat fee for a standard Davis program, which includes the costs of materials provided to the client as well the facilitator's services. For a 30-hour Dyslexia Correction program, the standard practice among Facilitators is to include the full program and up to 6 additional hours of follow-up consultation or support, often scheduled as 3 two-hour sessions.

Some Facilitators charge a daily or hourly rate for additional services beyond a standard Davis program and/or for follow-up consultation beyond the 6 hours included as part of the standard program.

Facilitators also set their own refund policies. If you have questions, it is a good idea to discuss these with your Facilitator in advance, including possible fees in the event of a cancelled appointment or if a program cannot be completed for any reason.

Is it necessary to do all parts of the program? My child already knows the alphabet.

The elements of each Davis program set out in the Davis Program Standards are necessary and are included in every program. The Davis approach is a facilitated program geared to finding and eliminating the causes for various learning barriers and stumbling blocks, rather than a teaching or tutoring-based approach. Procedures such as Alphabet Mastery serve multiple purposes, including discovering and addressing possible triggers for disorientation or areas of perceptual confusion, and building visual memory skills – it's not just a matter of teaching the A, B, C's.

However, each program is built around individual needs, so the pace of the program can vary considerably. In some cases, an individual might complete the basic elements of the program very quickly, leaving time for the Facilitator to provide more focused and in-depth support for other issues.

Can the Davis program help with handwriting problems?

Yes - Davis Facilitators are trained in specific and very effective techniques to overcome common difficulties with writing, as well as many other learning issues, and they will

include those tools within a program when needed. These are issues that will be discussed at the beginning of the program and either included within a standard program or provided through extra scheduled days. Addressing handwriting issues can add a day to the Dyslexia Correction Program.

We can't take a week off from work or school to schedule a program. Is it possible to arrange to meet with a Facilitator once or twice a week in the afternoons or evenings instead?

To be effective, it is best that the Davis program be provided in a series of long sessions, scheduled as close to consecutive days as possible. The 5-day, 6-hour format has proven over time to be the optimum schedule for rapid gains and long-term retention of skills learned. Davis Facilitators can make some adjustments to accommodate individual scheduling needs, but ordinarily you should expect the individual programs to be completed over a period of 2-3 weeks at most, if for any reason a schedule of full consecutive days cannot be adhered to.

Program sessions scheduled in the late afternoon or evening after a day at school are unlikely to be effective, because tiredness and the emotional load from a day at school will generally make a child more prone to confusion and less able to sustain orientation/alignment.

Can the basic Davis program be completed in less than 30 hours? Does it ever take longer?

Davis Facilitators have a saying about the program: "it takes as long as it takes." It is very important that the individual receives all elements of a complete program, without feeling rushed or under pressure. Generally, this takes about 30 hours, and the Facilitator and client should always plan for and schedule at least that amount of time for the client's first program with the Facilitator. If for any reason the 30-hour program cannot be completed in a short time frame, such as over a period of one to two weeks, it is best to plan for additional hours to compensate for the need to repeat certain steps along the way.

It is always possible that a program can take somewhat longer to complete, depending on specific needs of the individual. In such cases, the Facilitator can schedule additional program days or sessions as needed and possibly at additional cost.

It is also possible that a program can be completed earlier than anticipated, perhaps because the individual is able to learn and integrate the Davis techniques with ease and work consistently through each day without need for many breaks. However, "fast" is not a program goal, and in most cases if an individual is progressing faster than anticipated, the remaining time can be used to model more of the trigger words that are part of essential program follow-up.

My child is age 8. Which program is best for him, the Dyslexia Correction program or the Reading Program for Young Learners?

The Davis Dyslexia Correction program is meant for individuals who have clear signs of dyslexia or similar learning difficulties, and who have the motivation and maturity to understand the purpose of the Davis program and to integrate Davis tools into their daily lives. Generally, children are not ready for this program until they are at least age 8, and in some cases, they will not have the developmental maturity until they are somewhat older.

The Davis Reading Program for Young Learners is meant to provide a strong foundation for learning and to help young children before they begin to fall behind in school. These children may show early signs of dyslexia, but the program itself is not intended to correct dyslexia. Rather, it is intended to give the parents and child a set of learning strategies appropriate for the child's learning style and to help prevent dyslexic symptoms from arising.

A Davis Facilitator can determine which program is most appropriate for the child after an initial consultation and assessment. Should early signs of dyslexia be very strong in a young child, the Facilitator may recommend additional steps in addition to the Young Learner Program at additional cost, or a postponement of a Davis Program until sufficient developmental maturity has been reached to benefit from a full Dyslexia Correction Program.

Can the program be done on-line, through video conferencing?

No, the Davis program is hands-on and interactive, and the Facilitator must be present in the same room with the client to effectively guide a client to learn all the Davis learning tools. This personal presence is especially important when guiding the client to learn and use the various orientation tools and to become able to self-recognize and self-correct lapses of attention and disorientation.

It is possible for a Facilitator to provide the initial pre-program consultation and the post-program support through telephone or video-conferencing; this might be most appropriate in situations where the client lives too far from the Facilitator to easily schedule an office visit.

Can two or more Davis programs be combined?

Yes, it is common for Davis Facilitators to combine the basic Davis Dyslexia Correction program with an Attention Mastery or Math Mastery program, to meet the specific needs of an individual, and it is also possible to do all three programs together or in a planned sequence. Where programs are combined, the scheduling of additional days will be arranged in ways that best accommodate individual needs and anticipated rate of progress.

Can the Davis program be combined with other services for dyslexia or learning differences?

To ensure consistent program standards, Davis Facilitators do not directly combine or intermix the Davis program with any other services they may offer. Some Facilitators do have experience and qualifications to offer additional programs and services, but any such services are required by the Davis Facilitator licensing agreements to be scheduled at a different time and offered in a context separate from the Davis programs. This ensures that every client receives a complete Davis program and is not exposed to other forms of teaching or therapy which might cause confusion or undermine the ability to apply and use the Davis tools.

Davis Facilitators can work effectively with individuals who have completed other teaching or therapy programs. After a Davis program, individuals or their parents will often consult with their Facilitator before considering supplementary programs. It is important that the Davis post-program follow up work be completed, and that other forms of tutoring or therapy the individual later receives do not conflict with or undermine the ability to use Davis strategies. The Davis programs can complement and enhance other interventions, such as occupational therapy and speech therapy.

Do Davis Facilitators diagnose dyslexia, ADHD or other learning differences?

No. Davis Program Facilitators are trained in providing effective learning interventions, not in diagnosing disabilities. Some Davis Facilitators have separate diagnostic qualifications and may therefore provide diagnostic assessment services; however, these would be separate from any Davis services and would be provided in their own distinct context, on a separate schedule, and with separate fees.

A formal diagnosis of a learning difference is not necessary to qualify for a Davis Program. Davis Facilitators provide specific pre-program screening to help determine whether a Davis Program is likely to be suitable for the client's learning needs and goals, and to guide the choice of program.

Is there research available to support the claimed success of the Davis program?

Yes, Davis programs are supported by research evidence. This includes data collected and reported by Davis Facilitators, and a substantial and growing body of independent research published in research journals or as academic dissertations. A list of reported research studies can be found here:

- <https://www.dyslexia.com/research/>