



Davis® Program Standards

Davis Dyslexia Association International

Official Standards for:

- Davis® Dyslexia Correction Program
- Davis® Attention Mastery Program
- Davis® Math Mastery Program
- Davis® Reading Program for Young Learners

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This document summarizes the basic goals and minimum standards for delivery of each of the Davis Programs currently available.

All Davis Programs share these qualities:

- The programs are always given in a one-on-one context, with a licensed Davis Facilitator working individually with the individual receiving the program.
- All programs are given on an intensive schedule with full or half-day sessions, to be completed over a short-term course, with session days scheduled consecutively or closely together.
- All programs provide instruction in basic Davis tools for mental focus, stress reduction, and self-regulation of energy levels, together with a set of learning tools geared to enhancing learning and/or addressing underlying learning barriers.
- Davis corrective programs are only begun with individuals who are willing and self-motivated to resolve a learning problem as determined during an initial consultation prior to beginning a program.
- All Davis programs include support training for family, tutors or others to assist with the essential follow-up to be continued by the individual after completion of the facilitated part of the program.
- Davis programs are always given in person, with the Facilitator working directly with an individual and any support person(s); the facilitated program cannot be provided via web conferencing or via parent or tutor coaching.



Davis Dyslexia Correction Program:

Purpose: To correct dyslexia and improve reading, spelling, and handwriting skills. This is done by enabling the individual to stabilize perceptions, control perceptual disorientations, and learn to use specific techniques to gain reading fluency and comprehension skills.

Ages Served: Appropriate for children with a maturity age 8 and over, and adults of any age.

Length of Program: Approximately 30 hours, typically given over the course of 5 consecutive days, plus up to 6 hours of follow-up consultation included without extra charge.

What happens during a program?

- **Program Goals:** Before committing to a program, the Facilitator will interview the individual and a parent/support person to establish rapport and develop a set of written goals or areas of desired improvement; the exact goals will vary depending on individual needs.
- **The individual will learn the following mental focusing techniques:**
 - Either Davis Orientation or Alignment, followed by Fine-Tuning (The Facilitator will determine which tool is best based on the individual's maturity and learning style.)
 - Auditory Orientation and Fine-Tuning (to enhance focus and balance through sense of hearing)
 - Release (stress-reduction and relaxation technique)
 - Energy-dial (self-regulation of energy level)
 - Koosh Ball Exercise (to improve focus, balance, and coordination)
- **Alphabet Mastery:** The individual will model a complete upper and lower-case alphabet in clay/plasticine, working with the Facilitator to find and address triggers for disorientation.
- **Davis Reading Exercises:** The individual will learn three Davis Reading Exercises (Spell Reading, Sweep-Sweep-Spell, Picture-at-Punctuation) to improve tracking, fluency, and comprehension.
- **Punctuation Mastery:** The individual will model in clay most of the common punctuation symbols and work with the Facilitator to ensure recognition and understanding, and to find and address triggers for disorientation.



- **Pronunciation Mastery:** Where appropriate, the Facilitator will work to ensure that the individual can accurately hear, pronounce, and recognize all sounds of the language, and to find and address any triggers for disorientation. The individual will also explore a set of pronunciation symbols if used in a dictionary in the program language.
- **Davis Symbol Mastery:** The individual will learn the basic steps of the Davis clay modeling approach for mastery of the common “trigger” words (words whose meanings are difficult to visualize) and be guided in how to model several of these words such as *for*, *the*, *to*. Generally, about 5-10 of these words will be modeled during the facilitated program.
- **Handwriting Exercises (Optional):** If dysgraphia or dyspraxia are present, additional exercises are used to address and resolve the causes of handwriting problems.
- **Exit Interview:** to determine that the goals of the Program have been met and that a clear grasp of the Davis tools has been achieved.
- **Support training:** This will be provided to parents, tutors, or other designated individuals. The support training will include instruction in how to assist the individual with the Davis Reading Exercises, Koosh ball exercises, and Davis Symbol Mastery, and will highlight specific needs of the individual, especially the importance of fostering the individual’s self-responsibility for using the Davis learning tools. A follow-up schedule will also be agreed upon.
- **Follow-up:** Davis Facilitators will provide up to six hours of follow-up consultations via phone, Skype, or office visits on an as-needed basis, without extra charge. However, it is the responsibility of the individual who has received a Davis program to continue with post-program follow-up, including regular practice of Koosh ball and Reading Exercises, as well as Symbol Mastery modeling of roughly 200 trigger words.
- **Materials:** At a minimum, the Davis Facilitator will provide the individual with these materials without extra charge:
 - Dyslexia Correction Student Manual/Workbook (Published by DDAI)
 - Plasticine modeling clay (2 lb or 1kg)
 - 2 Koosh balls
 - Symbol Mastery procedure chart
 - Stop signs in reading chart
 - Dictionary or lexicon containing appropriate definitions of trigger words whenever available in the language the program was provided.



Program Outcome: At the end of the facilitated 30-hour portion of the program, the individual will have learned all provided Davis mental-focusing tools and become comfortable using them.

Although no specific level of improvement can be guaranteed, in almost all cases there will be noticeable improvement for at least one of the academic or literacy goals set at the outset of the program, as well as improved confidence and self-esteem. Older children and adults with reading difficulties usually experience significant improvement in reading comfort and speed over the course of a one-week program, often with improvement of 3 or more reading grade levels. Improvement for very young children is likely to be more gradual.

Post-program follow-up at home or in a child's regular school setting is essential to maintain both the initial level of improvement and to continue to improve over the months following the initial facilitated program.



Davis Attention Mastery Program:

Purpose: To provide individuals with the tools and understanding required to overcome problems commonly associated with ADHD (attention deficit disorder, with or without hyperactivity) or executive function difficulties. These include sustaining attention focus, organizational and time-management problems, getting along with colleagues, family, and friends, understanding and following rules, and managing impulsive behaviors.

Ages Served: Appropriate for children age 8 and over, and adults of any age

Length of Program: Approximately 5 days when given alone or about 3 extra days when supplementary to another Davis program

What happens during a program?

- **Program Goals:** At the beginning of the program, the individual and family members or significant others will be interviewed to develop a set of written goals or areas of desired improvement; the exact goals will vary depending on individual needs.
- **The individual will learn the following mental-focusing techniques:**
 - Either Davis Orientation or Alignment, followed by Fine-Tuning (The Facilitator will determine which tool is best based on the individual's maturity and learning style).
 - Auditory Orientation and Fine-Tuning (to enhance focus and balance through sense of hearing)
 - Release (stress-reduction and relaxation technique)
 - Energy-dial (self-regulation of energy level)
 - Koosh Ball Exercise (to improve focus, balance, and coordination)
- **Alphabet Mastery:** If not already completed in a prior Davis program, the program will include Alphabet Mastery and an introduction to Symbol Mastery to facilitate mastery of these elements and for practicing the use of the focusing techniques.
- **Davis Concept Mastery:** The Facilitator will work with the individual to model basic life concepts in clay, which include "self", "change", "consequence", "time", "sequence", and "order vs. disorder".
- **Matching Energy Dial** settings with others to establish and maintain rapport.



- **Exercises for establishing order:** Completion of three exercises to learn how to determine order and how to create order in one's own space.
- **Personalize concepts and create new orders of behavior:** Life concept principles are used to evaluate and model desired changes to personal patterns of unwanted behavior and consequences.
- **Exit Interview** to determine that the goals of the Program have been met and that a clear grasp of the Davis tools has been achieved.
- **Support training:** This will be provided to parents, tutors, or other designated individuals. The support training will include an overview of the concepts modeled and the importance of fostering the individual's self-responsibility. Typically, it will also include discussion of the exercises for establishing order, and a follow-up schedule will be agreed upon
- **Follow-up:** Davis Facilitators will provide up to six hours of follow-up services on an as-needed basis, and these are included in the Program fee. However, it is the responsibility of the individual who has received a Davis program to continue with the post-program exercises agreed upon with the Facilitator.
- **Materials:** At a minimum, the Davis Facilitator will provide the individual with these materials:
 - Attention Mastery Student Manual/Workbook (Published by DDAI)
 - 2 Koosh balls

Program Outcome: At the end of the facilitated portion of the program, the individual will have learned all the Davis orientation and self-managements tools and become comfortable using them. The individual will have mastered a set of foundational life concepts and explored their importance and relevance for achieving success in life. Awareness of the causes of disorientation will be improved, as well as the ability to focus attention and establish rapport with others. The individual will have knowledge and experience with self-management tools for resolving confusion, changing behavior, and creating order.

Parents and significant others should understand that the responsibility for incorporating the Davis understanding into daily life remains with the individual receiving the program, and that the Davis tools cannot be used to force changes of behavior on an individual who is not willing, or who does not desire to make such changes.



Davis Math Mastery Program:

Purpose: To provide individuals with an understanding of basic logic concepts which underpin all mathematics, and to master basic arithmetic functions including counting, understanding of numeral symbols, place value, arithmetic operations (addition, subtraction, multiplication and division), as well as fractions and decimals, multiplication and division. Additionally, the program can address tasks such as telling time, using a calendar, using money, and/or balancing a checkbook.

Ages Served: Appropriate for children age 8 and over, and adults of any age.

Length of Program: Approximately 8 days, depending on individual needs. When given in combination with another Davis program, 5 additional days are typically required.

What happens during a program?

- **Program Goals:** Before committing to the program, the individual will work with the Facilitator to develop a set of written goals or areas of desired improvement; the exact goals will vary depending on individual needs.
- **The individual will learn these mental-focusing techniques:**
 - Either Davis Orientation or Alignment, followed by Fine-Tuning (The Facilitator will determine which tool is best based on the individual's maturity and learning style.)
 - Auditory Orientation and Fine-Tuning (to enhance focus and balance through sense of hearing)
 - Release (stress-reduction and relaxation technique)
 - Energy-dial (self-regulation of energy level)
 - Koosh Ball Exercise (to improve focus, balance, and coordination)
- **Clay modeling and mastery of basic mathematical symbols**
- **Alphabet Mastery:** If not already completed in a prior Davis program, the program will include Alphabet Mastery and an introduction to Symbol Mastery to facilitate mastery of these elements and for practicing the use of the focusing techniques.
- **Concept Mastery** of the foundation concepts underlying all mathematics: Self, Change, Cause-Effect, Before-After, Consequence, Time, Sequence, and Order vs. Disorder



- **Davis Math Function Exercises:** Twelve exercises leading to competency with arithmetic (adding, subtracting, multiplying and dividing)
- **Symbol Mastery practice on Story Problem Trigger Words.** (Small words such as “by” or “from” which have separate meanings when used to describe math problems).
- **Comprehension practice for reading story problems, as needed.**
- **Symbol Mastery on key glossary words** of current level math textbook, if needed.
- **Exit Interview** to determine that the goals of the Program have been met and that a clear grasp of the Davis tools has been achieved.
- **Support training:** This will be provided to parents, tutors, or other designated individuals. The support training will include instruction in Davis Symbol Mastery for the 21 Math Trigger Words and will highlight specific needs of the individual. A follow-up schedule is agreed upon.
- **Follow-up:** Davis Facilitators will provide up to six hours of follow-up services on an as-needed basis, and these are included in the Program fee. However, it is the responsibility of the individual who has received a Davis program to continue with the post-program schedule provided by the Facilitator which includes Symbol Mastery modeling of 21 specific math trigger words.
- **Materials:** At a minimum, the Davis Facilitator will provide the individual with these materials included with the Program fee:
 - Math Mastery Student Manual/Workbook (Published by DDAI)
 - Plasticine modeling clay (2 lb or 1 kg)
 - 2 Koosh balls
 - Mathematics dictionary whenever available in the language of the Program

Program Outcome: At the end of the facilitated portion of the program, the individual will have learned all Davis Orientation and Symbol Mastery tools and become comfortable using them. The individual will have an improved ability to regulate attention focus and correct perceptual distortions, and knowledge and experience with learning methods for mastering mathematical language and symbols. The individual will have a solid grasp of basic concepts for understanding and learning math, and a thorough understanding of addition, subtraction, multiplication and division principles.



Davis Reading Program for Young Learners

Purpose: To provide young children with an introduction to Davis tools for attention focus and self-regulation, to learn the alphabet and use Davis techniques to acquire primary level pre-reading and reading skills, and to provide parents or other family members with the knowledge and experience to continue to support their children's learning during early school years.

Ages Served: Appropriate for children age 5-8, and older children with significant developmental delays. Note: Children of this age who are already exhibiting dyslexia symptoms or reading anxiety may require some steps and program time beyond those outlined below.

Length of Program: Approximately 30 hours, generally provided in half-day sessions over two or more consecutive weeks, depending on the child's stamina and distance from Facilitator. The program requires the presence of a parent or other designated support person, who will be observing and participating throughout the overall program time.

What happens during a program?

- **Program Goals:** Before committing to the program, the Facilitator will provide an informal assessment of the child's learning style and discuss learning goals with the parent.
- **The child will learn the following mental-focusing techniques:**
 - Davis Focusing
 - Release (stress-reduction and relaxation technique)
 - Energy-dial (self-regulation of energy level)
 - Koosh ball exercises to reinforce focusing skills
- **Letter and Alphabet Mastery:** The child will model and master upper and lower-case letters of the alphabet in clay, followed by mastery of the entire alphabet sequence.
- **The child and parent will learn how to use Davis Symbol Mastery** to learn language symbols and master the most common and basic words encountered in early reading such as "a", "the", "for" "to"
- **The child and parent will learn how to use the Davis Reading exercises** to develop reading tracking, fluency, and comprehension
- **Support training and instruction** will be provided to the parent throughout the program



- **Summary of Post Program recommendations**
- **Materials:**
 - Davis Young Learner Kit for Home Use

Program Outcome: After working with the Davis Facilitator, the child and the parent will know how to use Davis techniques to control attention focus and energy level. The child will have mastered the alphabet and basic punctuation marks. The child and parent will have been provided with learning techniques for beginning reading skills, and knowledge and experience with learning methods for mastering words and language symbols.



Other Davis® Programs

There are other types of Davis programs that are not covered by this document. These programs are only available from Davis Facilitators who have completed additional courses of training leading to a supplemental license.

1. **Davis Learning Strategies®:** This phrase describes a teacher-training program that gives classroom teachers exposure and understanding of Davis techniques which have been modified for use with *groups* of primary-age children, age 5-8 or K-3 levels. The training is not intended to address or correct dyslexia or other learning differences, but rather to enable introduction of Davis tools early on, prior to the time when children have fallen behind enough to warrant special education services. The program is foundational only and is intended to provide teachers with the tools to reach all learners in their classroom. This program is never offered directly to parents or children in a facilitated context, but teachers and school administrators can work with licensed Davis Learning Strategies Workshop Presenters and/or Mentors to implement the program at their schools. More information about this program is available at www.davislearn.com
2. Programs available from **Davis Autism International:**

Davis Autism Approach is a three-part program geared to helping individuals on the autistic spectrum to gain the social understanding and insight needed to participate fully in life. Because of the great variation in functional level of children and adults with autistic traits, the time frame for delivery and completion of the program can be variable. This program is available from licensed Davis Autism Approach Facilitators/Coaches either through one-on-one facilitation, or via coaching of a parent or other autism therapist, or a combination of both. Davis Facilitators who can provide this program are licensed separately through Davis Autism International.

Davis Stepping Stones is a program suitable for very young children on the autism spectrum.

Davis Concepts for Life is a self-exploration program for young adults and adults who wish to improve their relationship and social skills.

For more information about these programs and services, see www.davisautism.com



How to find a qualified Davis Facilitator:

A Davis® program can only be provided in a commercial (fee-based) context by an individual who has been trained and qualified by Davis Dyslexia Association International, and who is currently licensed by DDAI. All licensed Davis Facilitators have completed an extensive program of training that is the equivalent of a full year of university level instruction. This includes attendance at eight separate workshops, practice meetings, and training pods, along with completion of multiple field assignments, including demonstrated proficiency with providing at least four complete, successful standard Davis programs.

Licensed Facilitators also have access to advanced level materials and training from DDAI, can attend professional symposia, and share an on-line system for consultation and support from other experienced Facilitators and training Supervisors. Facilitators must relicense on an annual basis; the relicensing process also includes a requirement that Facilitators demonstrate their continued ability to provide programs that meet Davis standards.

You can find current listings of all Davis Facilitators throughout the world with this link:

- **Davis Provider Directory:** <https://www.davismethod.org/>

Additional Resources:

Books:

- **The Gift of Dyslexia:** Why Some of the Smartest People Can't Read and How They Can Learn (Revised and Expanded) by Ronald D. Davis (2010, Perigee Books)
- **The Gift of Learning:** Proven New Methods for Correcting ADD, Math & Handwriting Problems, by Ronald D. Davis (2003, Perigee Trade)

Websites:

- **Dyslexia the Gift:** General Information about dyslexia and Davis Methods <https://www.dyslexia.com/>
- **Dyslexia the Gift Blog:** News and Views from Davis Dyslexia <https://blog.dyslexia.com/>
- **Dyslexia the Gift Store:** Purchase support materials online <https://shop.dyslexia.com/>
- **Davis Training Worldwide:** Workshops for Parents & Teachers and Facilitator Licensing Training <https://www.davistraining.info/>
- **Davis Clay Support:** Examples and ideas for word modeling with Davis Symbol Mastery <https://www.symbolmastery.com/>