

Academic Language Therapy Association®
Dedicated to the remediation of written-language skills.

bul•le•tin

Winter

2001

The bul•le•tin is a quarterly publication of the Academic Language Therapy Association (ALTA), and is free to its membership.

Mark Your Calendars!

ALTA Holds 2001 Spring Conference in April

The ALTA Annual Spring Conference will feature Dr. Phyllis E. Fischer as the keynote speaker. The topic of Dr. Fischer's presentation is *Reading Fluency and Automaticity*.

Dr. Fischer, the developer of the Concept Phonics program, holds a B.S. in Education and an M.A. and Ph.D. in Educational Psychology from the University of Minnesota. She began her professional career more 30 years ago as an elementary teacher in Minnesota. Dr. Fischer has been teaching at the university level for more than 25 years in Maine, Connecticut, and Australia.



Dr. Phyllis E. Fischer,
ALTA Spring
Conference speaker

She also supervises a clinic for children with learning disabilities, serves as a school consultant for students with special academic needs, presents workshops on teach-

See 2001 Conference on Page 4

IDA Hosts Meeting in Baltimore

The International Dyslexia Association (IDA) hosted a meeting of its Accreditation/Certification Committee and the Project Leaders Resource Group (PLRG) in Baltimore on January 12th and 13th. IDA representatives included Emerson Dickman (Chairman), Betty Levinson, Nancy Cushen White, Louisa Moats, and Nancy Hennessy. Representatives for the PLRG included Joyce Pickering (IMSLEC), Elizabeth Cantrill (ALTA), Valerie Tucker (ALTA Centers Council), and Angie Wilkins (AOGPE). Project coordinator Judith Birsh and her assistant, Holly Baker Hill, also attended the meeting.

Following the introductions, Emerson introduced proposals for the implementation of an accreditation and certification structure. Several proposals were suggested and input was welcomed by both the committee and the resource group. Breakout sessions followed the presentation and study groups were assigned to identify issues of concern related to the proposals.

See IDA on Page 4

ALTA assumes no responsibility for errors or omissions. To submit news items or articles, which are subject to editing for space and style, or for advertising or other information, contact:

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Texas Scottish Rite Hospital for Children/
Dyslexia Therapist Training, *Dallas, TX*

President's Message

Dear ALTA members,

ALTA's membership will convene at the 15th Annual Meeting and Conference on Saturday, April 21, 2001, at Texas Scottish Rite Hospital for Children in Dallas. It is my hope that you are already making plans to attend. We are privileged to have Dr. Phyllis Fischer as our conference speaker. Dr. Fischer has made a significant contribution to the field of reading through her important work in reading fluency. It is an opportunity for all of us to expand our therapy expertise in an area that is critical to our students' reading successes.



Kathy Gilman, our CEU committee chairman, has done an outstanding job over the past two years to help carry out our commitment to continuing education for CALT's. She has truly been a pioneer and performed her duties with insight and sensitivity. Kathy and her committee have developed policies and procedures that reflect good judgement and reasonable requirements of our members. Most recently they initiated the process of our first audit. I hope you will join me in thanking Kathy and her committee for the outstanding work they have performed for our association.

The International Dyslexia Association's Committee on Accreditation and Certification hosted a study group in January for the purpose of discussing ALTA, ALTA Centers Council, IMSLEC, and AOGPE's potential role with IDA in the future of accrediting training courses and certifying individuals. The study group will meet again the first week of March. To quote Emerson Dickman, who is serving as chairman of the IDA committee, our discussions have been "thoughtful, passionate, emotional and inspirational." It is exciting to see all of these groups put aside individual interests to promote our shared mission to serve the individual with dyslexia. It has truly been a privilege for me to represent you at these meetings and present our standards for membership. During our meeting in April a few minutes will be preserved to present the progress of the study group.

I hope that you will begin making your plans now to attend the conference on April 21. I'm looking forward to seeing a full auditorium as we elect officers for 2001-2002, expand our knowledge of teaching reading to the student with dyslexia and renew friendships with fellow therapists.

A handwritten signature in cursive script that reads "Elizabeth Cantrill".

Elizabeth Cantrill

Tribute to Judith Birsh

By Mary Rowe



Judith Birsh (second from left with (l to r) Peggy Mabie, Gwen Pardi, Wilma Gilbert and Helaine Meisler at a ceremony in her honor.

On June 4, 2000, 30 of the 35 members of the New York ALTA Professional Group met to salute Judith Birsh for her achievements and to wish her well in her new endeavors with the International Dyslexia Association.

Mary Rowe expressed the sentiments of those in attendance. "For many of us, our training has changed our lives, and the lives of those we teach. For this we thank you, Judith, and for your time and energy and commitment. Without you, this would not have happened. For us this a sad/sweet occasion as we wish you well in your new undertaking as Head of the International Dyslexia Association's three year project to accredit centers where teachers are trained in multisensory techniques."

Judith brought the multisensory courses to Teachers College, Columbia University, in 1985, and since then over 500 students have taken the introductory course. Students have come from all over the United States, and from countries such as Japan, Egypt, South Africa and Hong Kong. Many have become Certified Academic Language Therapists and Qualified Instructors.

Judith will be missed by us all. The multisensory courses will continue at Teachers College under the direction of Mary Hercus-Rowe, with the assistance of Ethel Kasten.



Judith Birsh with Mary Hercus-Rowe

2001 Exam Dates

**June 2
Neuhaus Education
Center
Bellaire, TX**

**June 13
West Texas Scottish
Rite Hospital
Lubbock, TX**

**June 16
Texas Scottish
Rite Hospital
Dallas, TX**

**For an exam
application contact the
ALTA National Office,
13140 Coit Rd.
Suite 320, LB 120
Dallas, TX 75240-5737
972/233-9107 ext. 204.**

Continued 2001 Conference from cover

ing reading and spelling, and maintains a small private practice to evaluate students for possible learning disabilities and to teach reading.

Demonstrations of her teaching materials and activities that develop automaticity of response to letter

units and words will be a part of Dr. Fischer's presentation. The materials developed to help students move beyond decoding and toward developing automaticity and fluency will be available for purchase at the conference.

Chairman Connie Peters and her committee members are hard at

work planning the conference, which will be held on Saturday, April 21, at Texas Scottish Rite Hospital. The annual conference will provide opportunities for ALTA members to learn new strategies in helping students with fluency and comprehension. In addition, it is a great time to renew friendships and meet new professional colleagues.

Continued IDA from cover

The study groups considered three issues. The first issue was the role and responsibilities of IDA in relation to an "Accreditation and Certification Alliance". The second issue was the role and responsibilities of the IDA Accreditation/Certification Committee. The final issue discussed was the role and responsibilities of the "Alliance".

All study groups reconvened and condensed their thoughts into one document. This document will be

presented to the IDA board in April for approval. When the document is approved by IDA, there will be another meeting of the committee and the resource group.

An Accreditation/Certification Committee Purpose Statement was presented for discussion. Editing suggestions were made and Emerson assigned a study group to consider the suggestions and come back to the next meeting with an edited version for further consideration.

Additionally, a study group was

assigned to work on data gathering and the development of a glossary of terms that can be used by all groups involved in accreditation and certification.

The atmosphere of cooperation and sharing was evident throughout the weekend. The consensus was that all groups involved in this collaboration remain focused on our common goal of establishing uniform national standards of excellence for accreditation and certification. This collaboration will enable us to better serve our profession and individuals with dyslexia and related disorders.



ALTA IS MOVING
Please make a note
of our new address,
effective March 1, 2001:

13140 Coit Road
Suite 320, LB 120
Dallas, TX 75240
(Phone and fax
number stay
the same)

ALTA member, Marilyn Mathis makes a difference in Allentown, Pennsylvania *By Beverly Dooley, Ph.D.*



In 1994, the Supreme Council, Scottish Rite Northern Masonic Jurisdiction adopted the Learning

Center Program as its fourth charity. Marilyn Mathis, CALT, was asked to be the director of a 32 Masonic Learning Center for Children in Allentown, Pennsylvania. In 1998, she began designing the layout and ordering equipment for the Center. In January, 1999, the Center opened. Her responsibilities for the Center include teacher training, student selection for the program and practicum supervisor. She also conducts workshops, overviews, and information sessions. Marilyn directs a summer program as well as the school-year program.

Marilyn began her training as an academic language therapist when her son was in the fifth grade. She was looking for answers to explain his inability to read. For one year, Marilyn drove one and one-half hours, five days per week, taking her son to a language therapist in Yardley, Pennsylvania. In order to recapture some of the time she and her son spent driving, Marilyn decided to begin structured language training in order to provide the therapy for her son. She received her Alphabetic Phonics training at William Paterson College in Wayne, New Jersey. The instructors were Beverly Dooley and Sue Kuveke.

In creating the Learning Centers, the Masons have provided free-of-charge professional treatment to children with dyslexia. Services are made available to children on a first-come, first-served basis. They are also committed to increasing public awareness of

dyslexia as well as improving the standards of care through research and education.

In the future, the Masons expect to open at least 55 Learning Centers operating throughout the 15-state Northern Masonic Jurisdiction. The tutors employed by the Centers are trained in the Orton-Gillingham approach. They are equipped to adapt the Orton-Gillingham method to the individual child and to modify therapy accordingly.

We are proud that a Certified Academic Language Therapist has made such a big difference for other children. Thank you, Marilyn Mathis.

Do you know of other ALTA members making a difference in your community? Please mail, fax or e-mail your news item to the ALTA National Office at:
13140 Coit Road, Suite 320, LB 120
Dallas, TX 75240 (972) 233-9107 ext. 204,
fax (972) 490-4219, mad@dondillon.com.

Member News ALTA Therapists at Eastern Europe Conference

Margaret Smith has been invited to be a guest speaker at the British Dyslexia Association conference April 18-21, 2001, in York, England. She will present "Preventing Reading Failure: A Multisensory Teaching System in Mainstream Beginning Reading Classes" and "Multisensory, Techniques for Teaching a Comprehension Process." Margaret's Multisensory Teaching System (MTS) has been published in England. MTS has been approved by the British Department for Education and Employment as

suitable for literacy instruction in England and Wales.

Betty Sue Crain and Ruth Ann Jewell presented a ninety-minute session on Multisensory Teaching Techniques at the first Central European Conference on Reading in Bratislava, Slovakia this past July. The audience, consisting mainly of university professors and ESL teachers, all spoke English as a second language and only one attendee required the use of an interpreter. Sponsored by the International



Reading Association, the conference has been a dream of eastern European educators for over three years. One hundred fifty participants representing 32 countries attended.

Igniting Their Writing: The Struggle to Get Ideas on Paper

By Dr. Mel Levine

So much is riding on writing. Not only must school-age writers transcribe their thoughts neatly, by they must also respond productively to the call for excellent language skill, rich idea development, and the arrangement of ideas and facts in a logical order. In some cases that call goes unanswered.

Large numbers of students falter and fail when it comes to writing. Their writing may be barely legible, the content overly simplistic, or they may simply write too little. Their written language may seem like the verbal expression of a much younger student. Sometimes there is a wide gap between the sophistication of a student's spoken language and the language he transmits on paper. Some kids simply resist writing activities altogether.

A range of possible neurodevelopmental dysfunctions can impede the acquisition of writing skills. Six forms of dysfunction are especially common in students with deficient writing: 1) graphomotor; 2) memory; 3) language; 4) attention; 5) organization; 6) ideation. A discussion of these potential breakdown points follows.

Graphomotor Challenges

Students with graphomotor problems may simply find that their fingers cannot keep pace with the flow of ideas and language coming from their minds. Letter formation may be a slow, laborious process; they may write symbols that are difficult to decipher or are inconsistently legible. Some students may have problems

coordinating their finger muscles so that they operate in the correct sequences to form letters. Others may find it hard to track the position of their fingers as they write; they get lost in the middle of letters. Often kids with graphomotor problems grip their pencils awkwardly, which may make letter formation even harder for them.

Memory Challenges

Memory problems are often an unrecognized cause of writing difficulty. In fact, writing requires more memory than just about anything else a student is asked to do in school. Writers need to simultaneously retrieve spelling, punctuation, capitalization and letter formation rules, vocabulary and content information, transitions and connections, and all the other ingredients of written output.

Some students have serious problems with this simultaneous draw on memory, and as a result, make many mistakes when writing. All too often, they come to believe that writing just isn't worth the effort.

Other kids have writing difficulty that stems from weaknesses related to active working memory, the part of memory that allows them to keep track of immediately relevant information while doing a task. These students tend to forget aspects of the writing tasks while they are writing. For example, while trying to decide where to put a comma, such a student may lose track of her ideas for the next sentence.

Language Challenges

Clearly, writing is one of the most stringent tests of language ability. Students who have trouble expressing

themselves orally are apt to have even greater difficulty when they try to use language on paper. Their writing may seem ungrammatical or too elementary. Sometimes these frustrated young writers react to their language limitations by reducing, i.e., "dumbing down" the quality of their ideas so they can express them more easily. These students' writing products are rarely representative of their true knowledge and thinking skills.

Attention Challenges

Good attention control is crucial for writing. Getting thoughts on paper requires sustained concentration, strong planning, and attention to detail. It is not surprising therefore that a high percentage of these students seem to reject writing. They are apt to produce written output that is highly inconsistent in both quality and volume. They may make frequent, careless mistakes and have particular problems with the mechanical details of writing such as punctuation, grammar and spelling.

Ideation Challenges

The ability to generate good ideas represents yet another writing necessity. Sadly, some kids have trouble brainstorming or thinking creatively or critically. They may find it hard to generate writing topics. They may lack the ability or the training to develop ideas and elaborate on their thinking. Consequently, their writing may be highly naïve and uninteresting.

Organization Challenges

Writing is fundamentally an organizational task. Before the actual writing process begins, a student first needs to get organized to complete the assign-

ment by breaking the task down into steps, managing time, and pulling together all needed materials, writing implements, paper, reference books, etc. Then, while writing, the student needs to organize his ideas in the best possible order to create a coherent story or report. Students who have trouble organizing materials, time, and their thought processes are likely to create a stream of consciousness writing, stating ideas in the order they come to mind. They may also procrastinate and miss deadlines, or do work at the very last minute. Additionally, such students can be overwhelmed by the need to keep track of the various writing tools and materials.

Be Specific

Helping a student overcome a writing problem or improve a particular writing skill requires an understanding of his specific breakdown. Take the case of a student whose written work is limited or primitive, for example. Without knowing whether the problem is due to a poor pen or pencil grip or letter formation difficulties, an inability to remember facts, a breakdown in organizational ability, or issues involving one or more of the other neurodevelopmental ingredients of writing, it's impossible to determine the appropriate course of action.

Careful assessment is essential. Only then can one devise a treatment plan that effectively encourages a student to persist and helps him to work around and/or strengthen a particular area of weakness. Specific insight into the nature of a writing problem coupled with specific kinds of help also increases the likelihood of a student's improvement. For these students, life on paper can get better.

<http://www.allkindsofminds.org/library/articles/IgnitingTheirWriting.htm>

Handwriting

By Dr. Mel Levine

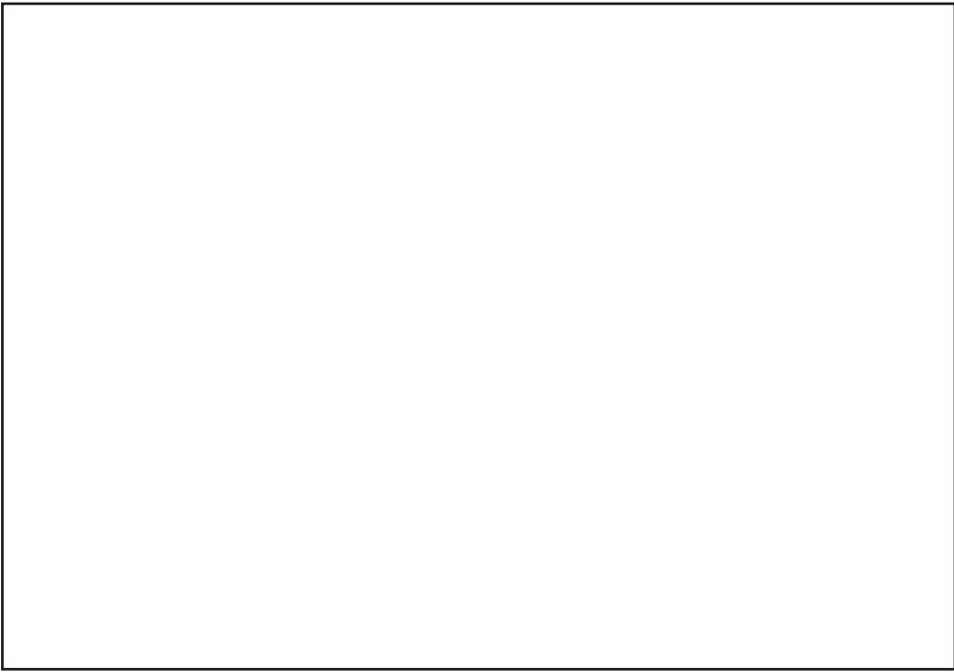
When a student writes and forms letters, he makes use of his graphomotor abilities. These special writing skills involve the coordination and control of the muscles at the end of his fingers.

Some muscles are used to make a pencil move up and down, others to make the pencil move left and right, others to move it in a circular motion, etc. Since writing letters requires a combination of these movements, different muscles are used to form different letters. Not surprisingly, when students write, some have trouble getting their muscles to move in the correct way.

The student's first steps in forming letters involve identifying the letter to be written, using memory to recall what that letter should look like, and making and holding a mental picture of the letter. The student then "sends" signals from the brain to the finger muscles required to move the pencil and to form the desired letter. Finally, the student forms the letter in the right place on the paper.

As students progress through school, they are expected to remember more and more information and to remember it extremely quickly or automatically. This is especially true when students write. Writing requires student to remember several things simultaneously (forming letters and words, using correct grammar and punctuation, recalling the ideas they want to write, etc.). If a student has a hard time retrieving any of this information from long or short-term memory, the entire writing process will be more difficult.

<http://www.allkindsofminds.org/library/Challenges/GTPHandwriting.htm>



CEU Calendar

March 23, 2001

Topic: "Literacy - The Whole Nine Yards"

Speaker: Suzanne Carreker, CALT, Director of Teacher Development, Neuhaus Education Center, Bellaire, TX

Contact hours: 5

Cost: None

Location: Lubbock Civic Center, 1501 6th Street, Lubbock, TX

Sponsor: Scottish Rite Learning Center of West Texas

Contact: Jan Morris, PO Box 10135, Lubbock, TX, 79408, (806)765-9150

Date: April 2-6, 2001

Topic: "Unlocking Learning Potential"

Sponsor: The Learning Disabilities Network 19th Annual Conference

Location: The Lantana, Randolph, MA

Contact: (781)340-5605

Date: April 6-7, 2001

Time: 8:30 a.m. to 4 p.m., both days

Topic: "Structured Accelerated Language Training (SALT) for Academic Language Therapists"

Sponsor: SMU/Learning Therapy Program

Location: Southern Methodist University, Dallas, TX

Contact: (214)768-7323

Date: April 9, 2001

Time: 7 to 9 p.m.

Topic: "Collaborative Communication with Teachers and Parents" (reservations required)

Speaker: Martha Sibley, CALT

Sponsor: Plano ALTA Professional Group

Location: Harvey Hotel, Plano, TX

Contact: Jean Fortune, (972) 527-3215

Date: April 21, 2001

Topic: ALTA Spring Conference

Location: Texas Scottish Rite Hospital for Children, Dallas, TX

Contact: ALTA National Office, (972) 233-9107 ext. 204

Date: June 4, 2001

Time: 7 to 9 p.m.

Topic: "Tricks of the Trade" (reservations required)

Speakers: Edith Hogan, Linda Byther, Jean Fortune,

Chris Wylie, Sherry Reeder, and others share their best ideas

Sponsor: Plano ALTA Professional Group

Location: Harvey Hotel, Plano, TX

Contact: Jean Fortune, (972) 527-3215

ALTA members are responsible for maintaining their own personal CEU records for possible audit.

"Speech to Print" at the Greenwood Institute:

Language Study for Teachers I: "Sounds, Syllables and Words," July 8 to 14

Language Study for Teachers II: "Syntax, Meaning and Text," July 15 to 21

Instructors: Louisa Cook Moats, Ed.D. and Bruce Rosow "Practicum in Diagnostic-Prescriptive Teaching," July 22 to August 4

Instructors: Marcia Hamm and Michael Minsky

Location: The Greenwood Institute, 12 Greenwood Lane, Putney, VT 05346

Contact: (802) 387-4545, fax (802)387-5396, grnwood@sover.net, www.greenwood.org

News about CEU's

By Kathy Gilman

The first audit of compliance with our continuing education requirement is underway! Two percent of our membership has been chosen to send in proof that they have completed the requirement. Letters were sent 45 days prior to the membership renewal date of March 1, 2001. Those who were randomly chosen for audit were asked to provide written documentation to the ALTA CEU committee that they had earned 20 contact hours of CEU credit between March 1, 1999 and February 28, 2001. Such documentation consists of a signed letter, form, transcript, or certificate including the course title, name of the approved sponsor, date(s) hours were earned, and the number of contact hours earned. Members chosen for audit are the only ones who must provide such documentation.

Members who were not chosen for audit must sign a statement on their 2001-2002 membership renewal form that they earned their CEUs. Membership renewal forms will be mailed in early March.

If members do not yet have the required 20 contact hours of CEU credit, there is still time. Each member has 90 days after the deadline date of February 28, 2001 to acquire the necessary contact hours. Dues and CEU documentation must be postmarked prior to June 1, 2001.

FAQ's about ALTA CEUs

1. Why is ALTA requiring CEUs for members?

Requiring Continuing Education Units brings ALTA one step closer to meeting the necessary criteria for licensure by promoting current, competent methods and standard of practice in academic language therapy.

2. How many hours are required?

Two CEUs equal 20 contact hours to be completed every two years.

3. Who will keep track of the hours accumulated?

Each therapist will document accumulated hours on a form entitled "Record of Continuing Education Hours."

4. Where do I get the record form?

The form is available from the ALTA office and can also be downloaded from the ALTA web site.

5. Do I send the Record of Continuing Education Hours to ALTA?

No, that form is for your records only.

6. What documentation do I send to ALTA?

If you are notified that you have been selected for audit, you will turn in the form entitled, Member Verification Form documenting your 20 hours of continuing education.

7. When do I send the record form to the ALTA office?

If you are notified that you have been selected for audit, you will turn in documentation of your hours at the same time that you send in your membership renewal form and fees.

8. When will I be notified that I have been selected for audit?

You will be notified 45 days prior to the membership renewal date.

9. How many therapists will be audited each year?

Each year 2% of the membership will be randomly selected for audit.

10. What if I am selected for audit and lack the required 20 hours?

You have a 90-day grace period in which to acquire and submit verification of your earned CEUs. After the 90-day grace period, you will be subject to penalties and/or disciplinary action as per the ALTA Grievance Procedures. A \$50 late renewal fee will be assessed if the documentation is postmarked after the 90-day grace period.

11. What if I earn more than the required two CEUs in a two-year period?

A maximum of 20 extra contact units (2 CEUs) may be accrued during a license period. These may be applied during the next two consecutive renewal periods.

First hours earned will be the first hours used. If extra hours have not been used at the end of four years, those hours will be dropped.

12. How long do I need to keep my hours documentation?

Your hours must be kept for minimum of three years.

13. I just completed my certification requirements. When do I begin documenting CEUs?

Your CEU requirement begins the THIRD membership renewal after active membership status is achieved.

14. What if continuing education sponsors in my area do not have ALTA approval?

Pre-approval by the ALTA continuing education committee is required if you wish to count a continuing education event that does not already have ALTA's approval. This type of pre-approval would be handled on an individual basis. It is the responsibility of the member to secure pre-approval from ALTA.

15. Do I have to pay a fee to acquire CEUs?

Currently, no fee is required to acquire CEUs. The fee has been waived through 12/31/2001.

16. How will I know the times and locations of CEU events in my area?

Check out the ALTA web site and the ALTA newsletter for listings of approved events and sponsors.

17. Do I need to get documentation from the sponsoring agency?

Yes, the sponsoring agency will provide a letter, form, transcript, or certificate. This documentation should be placed in your personal ALTA CEU file in the event that you are selected for audit.

18. Do I have to send anything to ALTA if I am not selected for audit?

Yes, you will continue to send in your annual membership fee. You will sign a statement on your membership renewal form that you have earned your CEUs for the year.

19. If an ALTA member is presenting at an approved event, does the presenter get CEU credit?

Yes, you will get two hours credit for each hour presented. Credit is limited to one presentation of the same topic.

Book Reviews

How Dyslexia Benny Became a Star: A Story of Hope for Dyslexic Children and Their Parents

By Joe Griffith

The title character, Benny, is a fifth-grader who feels stupid because he cannot read. He has become a loner over the past two years because the neighborhood kids are not interested in playing with him. This is a poignant story to add to the library of those about children and teens with dyslexia. Such books may offer encouragement and hope to others in similar situations. They are also good stories for children without dyslexia so they can understand the travails experienced by their peers.

Adam Zigzag

By Barbara Barrie

This is a story about a teen-aged boy with dyslexia and his coping with family, teachers, and peers.

My Name is Brain Brian

By Jeanne Betancourt

Sixth-grade Brian is helped to cope with his learning disability by a sensitive teacher. He also learns the meaning of friendship.

Josh: A Boy with Dyslexia

By Caroline Janover

Josh is an elementary-aged boy who confronts difficulties and wins battles as he copes with his learning disability.

The Worst Speller in Junior High

By Caroline Janover

Katie, aged 14, meets typical junior high (or middle school) problems as she copes with her bad spelling.

The Don't Give up Kid and Learning Differences

By Jeanne Gehret

An appealing story about a boy who experiences being a figure of fun

because of his school learning troubles. With appropriate help, he is challenged and meets success in school and out-of-school.

What Do You Mean I Have a Learning Disability

By Kathleen M. Dwyer

A boy has trouble in school, is embarrassed often by his mistakes, and thinks he is dumb. He gets tested, has special teaching, and finally gets his first "A" on a test. A captivating part of this book is the wonderful photographs to illustrate the text on each page.

Zipper: The Kid with ADHD

By Caroline Janover

The story tells of 11-year-old Zack, nicknamed Zipper because he moves up and down so much, coping with parents, peers, and finding and losing a good friend all while dealing with attentional problems.

Different Is Not Bad. Different Is The World

By Sally L. Smith

A book with charming illustrations that makes the point that each person has value and a talent or skill to offer. Designed for elementary-age children, it can inspire teens and adults as well.

Reach For The Moon

By Samantha Abeel

The poetry and essays are written by a young teen-aged girl with learning disabilities, including math disability and problems managing the mechanics of writing.

Speech to Print

By Louisa Cook Moats, Ed.D.

A well-written book that presents the organization of written and spoken English. It identifies the connection between language structure and how individuals learn to read. The author provides helpful chapter exercises and self-tests to ensure mastery of the language skills presented. The book includes sample lesson plans and adaptations that apply the concept of language. Dr. Moats' book will enable you to recognize, understand, and solve the problems individuals with or without disabilities may encounter when learning to read and write.

Straight Talk about Reading: How Parents Can Make a Difference During the Early Years

By Susan L. Hall and
Louisa C. Moats

Hall and Moats have co-authored a handbook for navigating the murky waters of childhood literacy in the 21st century. This comprehensive book inspires and equips parents to personally make a difference in the lives of their young readers. Encouraged to adopt a proactive stance toward their child's reading instruction, parents are introduced to three key roles; that of Coach, Monitor, and Advocate. An appendix of supplemental resources for books, videos, web sites, research literature, as well as booklists of recommended titles for prereaders through grade three is included In Straight Talk about Reading

Remember that when we go to www.ALTAread.org before we make a purchase from Amazon.com, ALTA is the recipient of 5% of your order.

Milestones

Welcome, new student members: Martha Baker, Tonya Bryant, Cecilia Corley, Dorothy DeSpain, Rose Engel, Jill Fakouri, Melanie Glover, Lori Hoerman, Evelyn Madu, Sarah Moore, Denise Smith, Kimberlee Swindler, Kelly Thompson and Traci Thompson.

Welcome, new active members: Elaine Cheesman, Mary Frances Colt, Dena Crook, Ruth Doocy, Mary Greenwood, Marcy Hudson, Carolyn Keating, Helaine Meisler, G-g Metzger, Sharon Montgomery, Tamara Nutt, Dorothy Pesnel, Kelly Ray, Maryetta Roderick and Melissa Wiegand.

CORRECTIONS: These active members were omitted in error from the 2000-2001 directory - Marcia Carson, 2 Linda Ct., Midland, TX, 915/697-2114; Kathleen Carlsen, 1424 Placer Dr., Allen, TX 75013, 972-396-9074; and Helen Macik, PO Box 213, Hutchins, TX 75141, 972/225-2590. Student member Michelle Bufkin's correct telephone number is 214/443-0067.

WANTED: The Shelton School seeks an upper school reading teacher for the 2001-2002 school year with experience in Alphabetic Phonics. Will train in Wilson Reading System. Go to www.shelton.org and see "Personnel" to submit a resume.

IN REMEMBRANCE: ALTA member Mary Lou Barcevac and her husband, Joe, recently lost their daughter Allison, age 22, to cystic fibrosis. Despite her illness, Allison graduated from Red Oak High School with honors and was studying to be a nurse. The family has requested donations to the Cystic Fibrosis Foundation in lieu of flowers.

WANTED: Lindsay ISD is seeking a substitute teacher in Alphabetic Phonics for the remainder of the 2000-2001 school year. Call Monica Johnson-Parkhill, 940/665-6010.

Members!

Spotlight your students' talents on the ALTA website SPOTLIGHT PAGE. We are featuring art and writing. Art must be submitted on a floppy disk. Descriptive, expository, or creative writing must be scanner-ready. Send to Jean Fortune at fortsearch@aol.com or call 972-527-3215 for more information. Please use the application at www.altaread.org or call for a copy. The form requires the signature of a parent and the therapist. What a wonderful way to show our students' giftedness to the world!

**The ALTA national office has moved!
Please make a note of the new address:**

**13140 Coit Rd., Suite 320, LB 120
Dallas, TX 75240-5737
(phone and fax numbers remain the same)**

bulletin Calendar

March-June

Scottish Rite Learning Center of West Texas, Lubbock, TX: C.J. Davidson Memorial Lecture Series - Advances in Literacy, Suzanne Carreker, speaker, Mar. 23 Alphabetic Phonics Dyslexia Therapist Training, Introductory Course, June 4-22; Advanced Course, June 18-29. Call 806/765-9150.

April

ALTA Spring Conference, Saturday, April 21, Texas Scottish Rite Hospital. Members only, call 972/233-9107 ext. 204.

April-July

Stratford Friends School, Havertown, PA: Multisensory reading instruction for elementary through middle school — Introduction B, Apr. 2, 9, 23, 30, May. 7; Advanced B, Apr. 3; Introduction A & B, Mon.-Fri., June 25-July 14. Call (610) 446-3144.

June

Shelton School, Dallas, TX: Training courses in Multisensory Structured Language Education, June 18-22 - Teaching Level Training Course, Therapy Level Training Course, and Instructor of Therapy Level Training Course. Course directors Joyce Pickering, Linda Kneese and Joy Martello. Contact Marty Cooley, 972/774-1772 x223 or mcooley@shelton.org.

June

Neuhaus Education Center, Bellaire, TX: Basic Language Skills June 4-22, 2001; Call (713) 664-7676.

ALTA Certification Exam Study Help Classes with study materials

- ◆ Taught by CALTs
- ◆ 6 to 8 hours
- ◆ 2-Saturday a.m.
- ◆ 1-Saturday

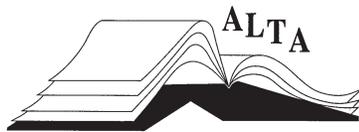
Out of town possible
Call for further information

(972) 840-1718

This is a private venture and is not endorsed
nor supported by ALTA

**ALTA's Hopeline number has
changed. Please make a note of
the new TOLL-FREE number,**

1-866-283-7133



Academic Language Therapy Association®
13140 Coit Road
Suite 320, LB 120
Dallas, TX 75240-5737