

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

# bul•le•tin

Winter

2005

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

## ALTA 2005 Spring Conference

### “Keys to Fluency • Keys to Learning”

**Saturday, April 23, 2005**

**Schedule:**

7:30 am – 8:30 am	Registration and Continental Breakfast
8:30 am – 9:00 am	Business Meeting, Election of Officers
9:00 am – 10:30 am	Dr. Marilyn J. Adams Understanding and Promoting Reading Fluency
10:30 am – 10:45 am	Break
10:45 am – 12:15 pm	Shirley Kurnoff Bright Kids Who Struggle with Reading and Writing: Coping Strategies for Kindergarten through College
12:15 pm – 1:45 pm	Lunch and Book Signing
1:45 pm – 3:00 pm	Breakout Session 1
3:00 pm – 3:15 pm	Break
3:15 pm – 4:30 pm	Breakout Session 2

**Location:**

The Hilton Hotel Lincoln Center is located at the intersection of LBJ Freeway (635) and the Dallas North Toll Road. Entrance to the hotel is on Harvest Hill Road. Three parking options are available: complimentary lakeside, covered garage for \$4/day, or valet for \$8/day. Detailed directions to the hotel, parking maps and hotel reservation instructions are posted on [www.altaread.org](http://www.altaread.org). Special hotel rates for ALTA are available until April 2.

**Registration Information:**

A registration form is included in this newsletter. You may also download the brochure and registration form from [www.altaread.org](http://www.altaread.org). Early registration closes February 15, 2005.

### Top 10 Reasons to Attend the ALTA Spring Conference

10. Excellent speakers on hot topics!
9. Cutting-edge strategies to help your students!
8. Lunch by the lake! Aren't you the least bit curious about our new location?
7. Door prizes! Exciting door prizes! Conference favors!
6. Support your colleagues who are leading breakout sessions!
5. Autographed copies of the speaker's book!
4. The chance to catch up with friends from afar...and watch the Conference Committee in action!
3. Practice your multi-tasking skills. Learn while you live it up by staying at the hotel!
2. CEUs!
1. Supporting your professional organization is the right thing to do!

Don't miss out on the fun! Make plans now to attend the Spring Conference. We can't wait to see you there!

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:

**Chris Wylie**

Editor

ALTA

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## OFFICERS 2004-2005

Melanie Royal, *President*  
Nancy Coffman, *President-Elect*  
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Chris Wylie, *Newsletter*  
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*Registration Examination*  
Ginny McCrea, *Telephone Helpline/Hopeline*  
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Pat Sekel, *Website*

# President's Letter

Dear ALTA Members,

In November, the 55th Annual Conference of the International Dyslexia Association was held in Philadelphia, Pennsylvania. ALTA boasted an impressive number of members presenting at the conference. ALTA's presence could also be seen in the board meeting rooms for The Alliance for Accreditation of Structured Language Education, ALTA Centers Council, IMSLEC and also at a collaborative meeting hosted by IDA. The purpose of this collaborative meeting was to bring together leaders in the field of Structured Language Education to discuss the question, "How can IDA support the growth and acceptance of the broadest range of evidence-based interventions that are available to educators and other professionals who strive to help people with dyslexia as well as those at risk of reading failure?" An impressive group of persons including Jane Greene, Marcia Henry, Angie Wilkins, Barbara Wilson, Nancy Hennessy, and many others spent several hours engaged in dialogue and brainstorming ways that IDA can continue to support the common mission of various programs and curricula across the nation. It was the hope of all those present that more meetings of this nature would take place at future conferences.

Speaking of conferences, Michelle Bufkin and her capable committee have been busy finalizing plans for another outstanding ALTA Spring Conference to be held on Saturday, April 23rd at the beautiful Hilton Hotel Lincoln Centre. Hopefully, you have taken advantage of the early registration period as this conference is not to be missed! The morning will host two nationally known speakers, Dr. Marilyn Adams and Shirley Kurnoff. Dr. Marilyn Adams, whose research and applied work in the area of cognition and education has earned her a place as one of the top five most influential people in the national reading policy arena, will speak on the topic of "Understanding and Promoting Reading Fluency". Adams states that reading fluency, as measured in terms of how much a child can read in one minute, has been shown to correlate very strongly with measures of decoding, vocabulary, comprehension, and full-scale reading assessments. Dr. Adams will discuss the issues surrounding reading fluency and will share insights gained through her research using automatic speech recognition technology. Shirley Kurnoff, MA, the mother of a dyslexic daughter and the author of *The Human Side of Dyslexia: 142 Interviews with REAL people telling REAL stories*, will present on the pragmatic and sociological side of dyslexia. After interviewing more than 200 families across the US and in the UK, Ms. Kurnoff was able to answer a definitive "yes" to the question, "Do kids with a different learning style impact family members?" Kurnoff's presentation will include excerpts from her book, provide coping strategies for parents of dyslexic learners, and a moderated Q&A session with several respondents from her book. The afternoon sessions will provide a variety of topics meant to complement the morning session. These sessions, presented by current ALTA members, will cover topics from identification issues, decoding and reading comprehension strategies, current federal legislation, and issues pertinent to the growth of ALTA such as becoming a CALT and potential membership changes. As you can see the day is packed with important information for members and guests alike. For more information on the speakers, registration, hotel accommodations, and directions, please visit that ALTA website.

I look forward to seeing you all on April 23rd!

Melanie Royal, CALT  
ALTA President

## It's Not Too Late!

.....to place an ad in the Conference Program Brochure. A Friend of ALTA listing is only \$10.00. Don't let your name be left off this list! Contact Terri Zervas, Program Ads Chair, at 972-772-2361 or tzerfas@swbell.net.

.....to donate a door prize or refer a donor for a door prize. We need educational and personal items as well as gift certificates. Contact Nora Moore at 817-488-0693 or noramoore@msn.com.

.....to have your favorite vendor participate in our elegant Exhibitors Area. Contact Ginny McCrea at 214-349-0904 or ginnymcc@swbell.net.

# Can You Keep a Secret?

A special surprise is planned for ALTA's 20th Anniversary Conference in 2006. But we need your help to pull it off.

We are looking for photos of ALTA members from the past and present in all types of settings. Of particular interest are:

- Photos of ALTA's founders and early members
- Photos of "the early days" at Dean Learning Center and TSRH
- Photos of ALTA Accredited Training Centers
- Photos of CALTs in training classes
- Photos of training centers' graduating classes

- Photos of therapists in classrooms, private therapy settings, presenting at conferences
- Photos of any ALTA related event that would trace our history

If you have any photos of these types in your files, please share them with us! Please bring your photos to this year's conference in an envelope marked with your name, address and phone number. Drop them off at the registration desk when you arrive. We will scan the images and return them to you.

Start cleaning out those scrapbooks and photo albums now and share them with ALTA. You will be pleasantly surprised!

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## Proposed 2005/2006 Slate of Officers and Board

### Officers

Melanie Royal, *President*  
Nancy Coffman, *President Elect*  
Kimberly Mullins, *VP/Membership*  
Michelle Bufkin, *VP/Programs*  
Tracey Cox, *VP/Public Relations*  
Kathleen Carlsen, *Secretary*  
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### Board of Directors

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Pat Sekel  
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Mary Lou Slania  
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Bryony Welsh  
Christine Wylie

**If you are member in good standing who will NOT be at the 2005 Spring Conference to vote, please mark your ballot ( ) FOR or ( ) AGAINST. Then mail to ALTA, 13140 Coit Rd., Suite 320, LB 120, Dallas, TX 75240. Names of write-in candidates must be received, in writing, at the ALTA office two weeks prior to the conference date.**

## COMMITTEES

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Lois Grundy, *Chair*

### Continuing Education

Lois Grundy, *Chair*

*Member*

Pat Sekel

Janna Curry

### Ethics and Grievance

Elsa Cardenas-Hagan, *Chair*

*Member*

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### Registration/Examination

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# What Does It Take To Read a Letter?

By **Graham F. Neuhaus**

Reading research has firmly established that word reading ability is influenced primarily by phonological processing skills (Adams, 1990; Stanovich and Seigel, 1994; Vellutino, 1991). However, there is also evidence that reading accuracy and fluency are influenced by orthographic recognition, the ability to recognize a letter or letter cluster (Berninger, Abbott, Thomson, and Raskin, 2001; Olson, Forsberg, and Wise, 1994), and rapid naming skill (Torgesen, Wagner, Rashotte, Burgess and Hecht, 1997; Neuhaus, Foorman, Francis, and Carlson, 2001; Wolf and Bowers, 1999). While it seems intuitive that knowledge and recognition of the sounds and symbols used in a language are prerequisites for reading that language, what is not as obvious is how rapid naming is related to reading accuracy or fluency.

The Rapid Automatized Naming Tests (RAN; Denckla and Rudel, 1974) are well-established tasks that robustly predict longitudinal word reading and reading comprehension (Neuhaus, Foorman, Francis, and Carlson, 2001; Wolf, Bally, and Morris, 1986). The RAN has been used recently to determine why rapid naming is related to word reading (Neuhaus and Swank, 2000; Neuhaus and Swank, in press). These two investigations used a series of structural models to uncover the commonalities of rapid naming and word reading. First, structural models were used to show what knowledge or processes support RAN letter naming. Then, structural models were used to determine whether the processes and knowledge underlying the RAN letter tasks independently predicted word reading accuracy, or whether the knowledge and processes that predicted word reading predicted word

reading only indirectly through RAN letter reading.

The RAN letter subtest was scored using a component scoring system (Neuhaus, 1998) that separated the RAN response into three different measured components: articulation, pause, and consistency of the pause response. The first set of structural models showed that RAN letter component times were associated with phonological awareness, orthographic recognition, general cognitive processing or pause time of RAN objects, and general articulation time of RAN objects (Neuhaus and Swank, 2000). Additionally, it was found that general processing or pause time of RAN objects was predicted by visual attention.

Further analyses (Neuhaus and Swank, 2002) showed that when all the variables were entered in the model, word reading was significantly and directly predicted only by RAN letters and RAN objects tasks. So phonological awareness, orthographic recognition, and general articulation time of RAN objects only predicted word reading indirectly through RAN letters. In other words, the RAN letters test was shown to be a very basic reading test, a letter reading test, and letter reading fluency predicted word reading accuracy.

The knowledge and the processes found to support letter reading were varied, and exposed the complexity of what many consider to be a simple task. Letter reading efficiency was directly associated with phonological processing, orthographic recognition, general articulation time of RAN objects, general cognitive processing time of RAN objects. It was indirectly predicted by visual attention through general cognitive processing time of RAN objects. In other words, fluent letter reading was supported by the knowledge of sounds and symbols, and the efficiency of general naming and visual attention

skills. Fluent letter reading demanded the coordination of visual, verbal, and attentional systems. Importantly, this study suggests that limitations in any of these areas could hamper letter reading efficiency, leading to reduced word reading accuracy, and diminished reading fluency. These findings have specific implications for parents and teachers.

First, the cognitive processing time of naming common objects was found to predict letter reading. Simply, this task is a general measure of the efficiency of connecting a visual stimulus with a verbal label. The only difference between this task and letter naming is the type of stimuli. The object stimuli were over-learned, and represented general items that were well known to the children. The naming of overlearned general items was associated with the naming of specific items, letters, and this indicated that the quality of general visual-verbal processing is important to support letter and word reading. Parents especially need to appreciate the connection between general oral language and reading. General oral language is supported by verbal memory. The same verbal memory also supports the storage and retrieval of the specific verbal labels we call letter names and sounds that are used for reading. Oral language development begins early in a child's life, and the foundation for later language development is established before a child enters kindergarten. Parents can enrich preschool oral language development through abundant talking, labeling, and reading with their children. Moreover, teachers must attend to oral language development in their students, and understand that general naming ability temporally precedes and directly predicts the ability to efficiently read letters and accurately read words. (See the Carreker article in this issue for specific suggestions for oral language development.)

See **Letter** on Page 5

**Letter** *continued from Page 4*

Second, teachers must acknowledge and understand the importance of individual letter reading. They must teach the bases of knowledge and help develop the necessary processes that enhance efficient letter reading. Beginning reading students need to automatically recognize the orthographic symbols used to represent the sounds of the language. They also need to know the name of the letters, and to be able to match the sound of the letter with its name and symbol. It is easy to assume that primary grade students know the names of their letters; however, in the Neuhaus and Swank (2002) study, although all of the first grade children could name their letters easily and readily, the RAN component times suggested the students had different levels of letter knowledge that was shown through variation in their RAN letters articulation and processing times after general cognitive processing and articulation times were controlled. The variation that was invisible to the human ear or eye became apparent when the computer measured the responses in milliseconds. This finding replicated results found with third and fourth grade students (Neuhaus, Carlson, Jeng, Post, and Swank, 2001). In other words, students may still be familiarizing themselves with the names of letters even into third and fourth grades. Therefore, practice with naming letters should continue even after letters are joined into words.

Word familiarity has been shown to influence the time needed to articulate words (Hulme, Roodenrys, Brown, and Mercer, 1995). Neuhaus and Swank (2000) also showed that articulation time of RAN letters was significantly related to cognitive processing time specific to RAN letters when consistency of the cognitive processing time was controlled. These findings connect more developed letter familiarity with both faster articulation and cognitive processing. Therefore, it is important that all letters be completely familiar to all students.

Letters naturally differ in frequency of occurrence. For example, typical readers encounter the letter a more than the letter w. This will cause the letter to be more familiar than the letter w. However, the frequency of any letter is individually determined because some children read more than others, may be more familiar with particular letters such as those that appear in their name, or some teachers or primers may emphasize certain letters or letter combinations more than others. To overcome the variability in letter familiarity between students, the challenge for the reading teacher is to make all letters high-frequency for all of his or her students through intense exposure. In other words, exposure to each letter must be intense enough that all the letters become overlearned, because each letter counts in the cadence associated with efficient word reading.

Letters are the building blocks of words. A word with an unfamiliar or infrequent letter can cause hesitant reading that interferes with the fluent automatic identification of words that then impacts reading comprehension (Stanovich, 1991). Automatic letter recognition is the key to automatic word recognition. But not all children learn about letters and words at the same rate. Berninger (2000) reported that at-risk children were found to need over 20 times the amount of literacy practice than children who were not at-risk. Therefore, teachers must individualize instruction to provide

ample opportunity for all children to reach an automatic level of letter naming. (See Allen and Beckwith 1999 for activities for developing instant letter recognition.)

What does it take to read a letter? Neuhaus and Swank (2000, 2002) found that the smooth integration of the contributions from visual, verbal, and attentional systems is essential. Letter reading demands knowledge of orthographic symbols, phonological labels and sounds, consistent effort, and general naming ability. In short, letter naming is complex, only slightly less complex than word reading. Lastly, the recent research suggests that letter-naming fluency is dependent upon familiarity of the orthographic and phonological properties of letters, so

*See Letter on Page 6*

**SMU AD**

**Letter** continued from Page 5

that increased efficiency comes about through increased familiarity with the properties of letters. For beginning readers this means that letter shapes must be associated with letter names and sounds, and these associations need to be over-learned in order to support rapid fluent letter reading that leads to word reading accuracy, word reading fluency, and reading comprehension. Letter reading may be complex, but given appropriate experiential and instructional opportunities that emphasize phonological skills and letter-sound associations, children will be well prepared to read letters efficiently and to read words accurately and fluently.

*Graham Neuhaus, Ph.D. is affiliated with the social sciences department of the University of Houston-Downtown. Her current research interests include predictors of reading ability, the role of cognitive processing speed in reading ability, and phonological and orthographic priming. All correspondence should be directed to Graham Neuhaus, geneuhaus@aol.com.*

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# Book Review

***Beginning to Read: Thinking and Learning About Print – A Summary***  
**By Marilyn Jager Adams, Ph.D.**  
**Reviewed by Michelle Bufkin,**  
**MPA, CALT**

The debate over how to improve reading skills in the United States inflames passions on all sides. As a summary of her much larger work entitled *Beginning to Read: A Summary* condenses Marilyn Adams' ambitious counterpart into a text and format that is palatable to those passionate about working with early readers but less interested in highly technical discussions. Her purpose is twofold: to summarize in meaningful form the over 600 research studies contained in her larger work; and, to eliminate the hearsay element prevalent in phonics versus whole language debates.

The book highlights in engaging detail the complex steps required to learn to read, and offers suggestions on how these steps are best managed in curriculum for young readers. Examples of classroom obstacles and techniques serve to 'hook' the reader quickly and make applications for the classroom teacher easy to follow. For parents, Adams' model of reading systems, described in terms of processors, is especially useful in explaining how reading actually occurs. Most importantly, the conclusion of the book extinguishes the trite rhetoric used in most phonics versus whole language debates. In its place, Adams offers a five page summary of pertinent research in the field concerning issues of teaching and learning to read.

The applications of Adams' work are numerous for parents, reading teachers and their charges. First, Adams confirms that the value of practice and review in a multisensory modality for struggling readers returns double dividends for the effort expended. Second, research in the book bolsters the need for strong spelling

skills in order to help students bridge between printed text and written language. More specifically, students can benefit from research evidence confirming that it is more effective to write a word to learn its spelling than to spell it orally. Also, students learning to read need to know the value of pictures and visual aids in augmenting word recognition skills and comprehension.

For parents and teachers, Adams' delicate but direct discussion of retention issues especially in the kindergarten to first grade years should be required reading for any parent or teacher who has struggled with that issue. Likewise, Adams' ability to dissect the debate over reading techniques, examine each piece in scholarly, research-driven fashion, and then recombine the pieces of the arguments into a meaningful whole is of value to parents and educators. In the end, she proves that phonics and content-driven methods can and should coexist. In the process of proving her point, Adams successfully models the same precise steps that teachers ask of their students learning to read.

*Beginning to Read: A Summary* should be a reference book on the bookshelf of every teacher, administrator, and parent interested or involved in reading issues. It is scholarly, engaging, challenging, and succinct. Chapters are short, margins are extra wide for note taking, and summary bullet points in the margins serve to emphasize the strongest points of her arguments. By refining the issues contained in this debate, Adams takes both parent and practitioner to higher ground – a vantage point from which to understand the necessary issues and to implement teaching strategies already proven by research.

*Beginning to Read: Thinking and Learning about Print – A Summary* is published by the Center for the Study of Reading at the University of Illinois at Urbana-Champaign.

**Southwest Academy**

# Milestones

The Rawson-Saunders School for Dyslexic Children announces its accreditation by the Southern Association of Colleges and Schools (SACS). SACS is an international accreditation agency whose purpose is to help schools improve through the process of accreditation. Rawson-Saunders is the only full curriculum school for children with dyslexia in the greater Austin, Texas, area. For more information go to [www.rawson-saunders.org](http://www.rawson-saunders.org).

There will be no Garage Sale at this year's ALTA Spring Conference. We'll hold it again next year and hope to gather a larger amount of used materials to sell to our members at rock bottom prices. Meanwhile, please hold on to your no-longer-needed teaching supplies and materials.



**Jane Chancellor received the Lynda Laird Memorial Award upon completing her training at the Southwest Academy Learning Center. The award goes to program graduates who go the extra mile during training, earn the respect of their peers and display an excellent attitude. Lynda Laird was an Academic Language Therapist from Midland who completed her training even as she was receiving radiation treatments for cancer.**



**Marilyn Mathis, CALT, received IMSLEC's "Innovator Award, Outstanding MSLE Professional" at the 2004 IDA conference. Marilyn trained as a Qualified Instructor with Dr. Beverly Dooley. She is director of a Masonic Learning Center in Allentown, PA, and received a grant for the center from The Paul Newman Foundation.**

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## Book Signing Event at the ALTA Conference

Don't miss your opportunity for a signed copy of our speaker's book, *The Human Side of Dyslexia*. At our upcoming conference the author, Shirley Kurnoff, will be sharing her research on the impact of dyslexia on families and coping strategies that help students from kindergarten through college become successful learners.

*The Human Side of Dyslexia* is an excellent reference for therapists, teachers, parents, and families affected by dyslexia. Chapter titles include "Family Dynamics," "How to Cope," "The College Search," and "The College Experience." The book makes a wonderful resource for training centers and school libraries as well as a thoughtful gift for teachers and parents. Ms. Kurnoff will be signing books following her morning presentation.

*The Human Side of Dyslexia* will be available for purchase at the ALTA conference on April 23 for \$20. Conference guests may reserve copies of the book prior to the conference for a reduced price of \$18.

To reserve your copy, fill out the form below and return it by April 1 to the fax number or email address listed below. Book reservation forms are also available on the ALTA home page, under the "Conference Book Signing" button. When you submit this form, your name will be added to the list of reserved copies and your books will be waiting for you when you check-in at the conference.

Yes! I would like to reserve \_\_\_\_\_ copies of *The Human Side of Dyslexia*.

I will purchase and pick up these books when I check in at the conference.

Reservation Deadline: April 1, 2005

Today's date: \_\_\_\_\_

Name: \_\_\_\_\_

Address: \_\_\_\_\_

Phone: \_\_\_\_\_ email: \_\_\_\_\_

Number of copies to reserve: \_\_\_\_ @ \$18 each = \_\_\_\_\_ Total due

Fax this form to: Michelle Bufkin @ 214-890-0248 • Email this information to: [msbufkin@bigplanet.com](mailto:msbufkin@bigplanet.com)

# bulletin Calendar

**June 4, 2005:** Scottish Rite Learning Center of Austin, TX, ALTA registration exam, Noon – 5:00 p.m., contact ALTA office for application.

**June 6- 17th, 2005:** Scottish Rite Learning Center of Austin, TX Advanced Course of Basic Language Skills (10 days total, 8:30 a.m. – 3:30 p.m., attendance at all sessions is mandatory.) Call (512)472-1231

**June 6-17, 2005:** Southwest Academy Learning Center, Allen, TX. Alphabetic Phonics Introductory Course. Call (972) 359-6646.

**June 11-29, 2005:** Scottish Rite Learning Center of Austin, TX. Introductory Course of Basic Language Skills (15 days total, 8:15 a.m. – 4:00 p.m., attendance at all sessions is mandatory). Call (512) 472-1231

**June 30, 2005:** Scottish Rite Learning Center of West Texas, ALTA registration exam. Call (806) 765-9150.

**July 18-29, 2005:** Southwest Academy Learning Center, Allen, TX. Alphabetic Phonics Advanced Course. Call (972) 359-6646.

**ALTA members are responsible for maintaining their own personal CEU records for possible audit. Twenty contact hours which equal 2CEUs are required every two years.**

## CEU Calendar

### Sensory Integration Lecture Series

Vision: A Piece of the SI Puzzle  
Presenter: Dr. Charles Shiklofsky, OD  
March 5, 2005 10:00 a.m. to 12:00 noon  
Ampitheater of Scofield Memorial Church  
7730 Abrams Rd., Dallas, TX 75231  
Contact LPT (214)821-9083  
2 contact hours

### Sensory Integration and ABA

Presenter: Dana Cooper, MS,CCC/SLP  
April 2, 2005 10:00 a.m. to 12:00 noon  
Ampitheater at Scofield Memorial Church  
7730 Abrams Rd., Dallas, TX 75231  
Contact: LPT (214)821-9083  
2 contact hours

### The Componential Reading Model Applies to Current Federal Reading Legislation

Presenter: Malt Joshi, Ph.D from TAMU  
April 11, 2005 11:00 a.m. to 2:30 p.m.  
Rawson-Saunders School  
Austin, TX  
2 contact hours

### Region XI

Identification of Students with Dyslexia  
Presenter: Bettye Kuchler  
April 12, 2005 9:00 a.m. to 4:00 p.m.  
3001 North Freeway  
Fort Worth, TX 76106  
5 contact hours  
How to Implement the Scottish Rite Video Lessons into Your Dyslexic Curriculum  
Presenters: Elizabeth Cantrell and Lois Pohl  
August 3, 2005 9:00 a.m. to 4:00 p.m.  
403 W. Washington Dr.  
San Angelo, TX 76903  
(325)655-2331  
5 contact hours

### LETRS Institute Series

Embassy Suites Hotel Austin-  
Downtown/Town Lake  
300 South Congress Ave.  
Austin, TX 78704  
(512) 469-9000

Presenter: Louisa C. Moats  
March 30-April 1, 2005  
Modules 1, 2, 3  
18 contact hours

Presenter: Carol Tolman  
May 17-19, 2005  
Modules 4, 5, 6  
18 contact hours

Presenter: Judi Dodson  
July 13-15, 2005  
Modules 7, 8, 9  
18 contact hours

Presenter: Carol Tolman  
August 8-10, 2005  
18 contact hours

### Alpha Smarts, Laptops & Quicktionaries... Using Portable Computer Tools

May 2 and 4, 2005, 8:30-11:30 a.m.  
Southwest Academy Learning Center  
Allen, TX  
972) 359-6646

## Neuhaus Education Center

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Kay A. Allen, M.Ed. — Executive Director  
Suzanne Carreker, CALT — Director of Teacher Development



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# ALTA CENTERS COUNCIL (ACC)

The weather outside is frightful and the ALTA CC board is hard at work! Since most of our training is done during the summer, the winter months are used for reading, rewriting lectures, giving presentations, watching demonstration lessons and working to keep the accreditation process up-to-date.

In November, 15 of the council members gave presentations at the International Dyslexia Association conference in Philadelphia, Pennsylvania. Karen Avrit, Suzanne Carreker, and Valerie Tucker joined Louisa Moats, Nancy Cushen White, Pamela Hook, Barbara Wilson and Marcia Henry in a symposium for the Philadelphia public teachers titled "Dyslexia Demystified: Foundations and Formulas for Teaching." Pat Sekel and Suzanne Carreker participated in a symposium with Susan Hall, Linda Ferrell, Marcia Henry and Barbara Wilson for the administrators and heads of public schools titled "Reading First and Foremost for Public Administrators." Valerie Tucker, Melanie Royal and I participated in a symposium with Joyce Pickering on the Alliance. Other topics presented by council members included fluency, study skills, multisensory instruction, cursive handwriting, early identification of dyslexia, and testing. Many of these council members will also be presenting at the ALTA conference in April, 2005.

Now, as the new year dawns, Suzanne Carreker, our accreditation chair, is hard at work with her committee to incorporate the new Qualified Instructor criteria into the accreditation process. By assuring that all the centers present similar qualified instructor programs, the general public is assured of consistent quality instruction for teachers.

There is no rest for the weary! This is an exciting time in our field as we gain more

recognition nationally for the work that we do. As we gain that national recognition, more awareness is generated leading to more children and adults with learning differences receiving appropriate services.

Get caught up in the excitement! Stay in touch with your training center to stay up to date with the field. Recommend training to a friend, or go back for further training yourself. Education is a process; stay in the loop!

Nancy Coffman, MS, CALT, QI  
President, ALTA Centers Council

## ALTA ACCREDITED CENTERS

### Centers for Youth & Families

Stacey Mahurin  
PO Box 251970  
Little Rock, Arkansas  
72225-1970  
(501) 660-6886 x 1129  
smahurin@aristotle.net

### LEAD

Valerie Tucker  
406 Country Club Rd.  
Argyle, TX 76226  
(940) 464-3752 phone  
(940) 464-7293 fax  
lead1234@gte.net

### Multisensory Language Training Institute of New Mexico

Sandra Dillon  
6344 Buenos Aires N.W.  
Albuquerque, New Mexico 87120  
(505) 898-7500 phone  
(505) 890-4119 Fax  
sandraddillon@msn.com

### Neuhaus Education Center

Kay Allen  
4433 Bissonnet  
Bellaire, TX 77401  
(713) 664-7676 phone  
(713) 664-4744 fax  
kallen@neuhaus.org

### Payne Education Center/OK City

Janet Riggan  
3240 W. Britton Rd., Ste. 104  
Oklahoma City, OK 73120  
(405) 755-4205 phone  
(405) 755-4281 fax  
info@payneeducationcenter.org

### The Scottish Rite Learning Center of Austin

Pat Sekel  
508 W. 14th Street  
Austin, Texas 78701  
(512) 472-1231  
(512) 472-3861 fax  
psekel@austin.rr.com

### The Scottish Rite Learning Center of West Texas

Doris Haney  
602 Avenue Q  
PO Box 10135  
Lubbock, TX 79408  
(806) 794-2210  
(806) 765-9150  
haney@nts-online.net

### Southern Methodist University LTP

Karen Vickery  
Learning Therapy Program  
Southern Methodist University  
5236 Tennyson Pkwy., Bldg. 4-108  
Plano, TX 75024  
214) 768-7323 phone  
(972) 473-3442 fax  
kvickery@smu.edu

### Southwest Multisensory Training Center

Beverly Dooley  
600 S. Jupiter  
Allen, TX 75002-4065  
(972) 359-6646 phone  
(972) 359-8291 fax  
bev@patrickdooley.com

### Stratford Friends School MSL Teacher Training Program

Sandra Howze  
6 Llandillo Rd.  
Havertown, PA 19083

See ACC on Page 11

(610) 446-3144 phone  
(610) 446-6381 fax  
showze@stratfordfriends.org

**Teachers College, Columbia University**  
Multisensory Teaching of Basic Language Skills  
Mary Rowe  
Dept. of Curriculum & Teaching  
PO Box 31  
New York, New York 10027  
(212) 678-3080 phone  
(212) 678-3237 fax  
mcr30@columbia.edu

**Texas Scottish Rite Hospital for Children**  
Karen Avrit  
Luke Waites Child Development Center  
2222 Welborn Street  
Dallas, TX 75219  
(214) 559-7885 phone  
(214) 559-7808 fax  
lwcdc@airmil.net

# Alliance Update

The Alliance for Accreditation and Certification of Structured Language Education, Inc. also known as "The Alliance" is comprised of the Academic Language Therapy Association (ALTA), the Academic Language Therapy Association Centers Council (ALTA CC), the International Multisensory Structured Language Education Council (IMSLEC), and sponsored by the International Dyslexia Association (IDA). Melanie Royal and Kay Peterson represented ALTA at the The Alliance Board of Directors meeting held in Philadelphia, Pennsylvania on November 7, 2004. Several exciting projects are underway which will have a positive impact on ALTA.

Over the past year an Alliance Certification Exam Committee, chaired by Alliance President, Valerie Tucker has been meeting. This committee made up of professionals in the field including Nancy Coffman, Maureen Martin, Louisa Moats, Jean Neville, Kay Peterson, Joyce Pickering, Melanie Royal, Barbara Smith, Sandi Soper, and Carol Wile have developed a Standards and Competencies chart which is the foundation for a new National Certification Exam. The committee under the guidance of BETA, a professional test development company, has also completed draft test questions for each competency area. It is the committee's hopes that a field test will be available for early summer 2005 with statistics from BETA to be shared by late summer. This certification exam will be administered by ALTA. Persons who pass the exam will be eligible for membership with ALTA broadening our membership base.

Another exciting project sponsored by the Alliance is a scholarship program. Ten programs accredited by either IMSLEC or ALTA Centers Council, both participating organizations in the Alliance, are offering one scholarship to a qualified individual for the 2005 training cycle. For information about the programs or centers participating, contact any of ALTA Accredited Centers listed in your directory.

**The following names did not appear in the ALTA directory that was published last September:**

**Kay Byrd, Janna Curry, Martha Sibley and Dede Toney.**

**Please keep the ALTA Foundation in mind whenever you consider giving a memorial, scholarship money, or simply a charitable donation. The ALTA Foundation is a 501(C)(3) non-profit entity established to accept donations and contributions which support ALTA's educational mission. Through the financial support provided by the Foundation, Academic Language Therapists benefit from continued education in the most current research-based information emphasizing strategies and techniques most effective in clinical and school settings. The Foundation also supports programs to help students with dyslexia, their peers, and public at large to better understand dyslexia and to demystify the disorder. Other Foundation activities include opportunities to provide and support best practices among our members and maintain high levels of professionalism in the field. For more information, or to make a tax-deductible donation, please contact the ALTA national office.**

# Online with ALTA

## Help ALTA When You Purchase From Amazon.com

When you purchase your books, music, videos, etc. using the [www.amazon.com](http://www.amazon.com) link found on the ALTA web site, you help ALTA with its web site operating expenses. ALTA receives 5% of the purchase price when you buy an item by visiting [www.altaread.org](http://www.altaread.org) first, then clicking on the link for [amazon.com](http://amazon.com). In addition, ALTA receives 15% of the purchase price when you visit the book review section of the ALTA web site and make a purchase. Once you review a book and decide to purchase it, click on the link for [www.amazon.com](http://www.amazon.com). Consider [www.amazon.com](http://www.amazon.com) through [www.altaread.org](http://www.altaread.org) when shopping for professional reading material, children's books, music, and videos and help ALTA with operating expenses.

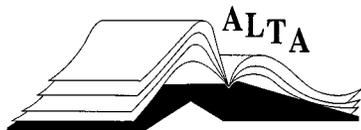
## Access the ALTA Bulletin Online

You may now access the Academic Language Therapy Association newsletter, the ALTA bulletin, on-line. Go to ALTA's web site at [ALTAread.org](http://ALTAread.org) and click "Resources" from the menu selections. You will then click "Newsletters." You may choose to view the most recent newsletter, or perhaps a past newsletter. Newsletters will download to your computer. They are in Adobe Acrobat PDF format and, due to their length, may take a few minutes to download.

## Update Basic Membership Information Online

As you may have already noticed, [www.ALTAread.org](http://www.ALTAread.org) had a facelift. One of the new features of the site extends the capability for members to update their basic member information on the website by themselves. By basic information we

mean name, address, phone number, and email address. You may also change your password if you desire. **Important! You will still need to report these changes to the ALTA office to update the association's regular database.** Here's how it works, from the home page of [ALTAread.org](http://ALTAread.org), click "Member Login" from the selection menu. Type in your member number and password. (If you don't remember your member number and/or password click the "Contact Us" selection and drop us an email, we'll get that information back to you within 48 hours of receipt.) Once you are logged-in, select "My Account" from the selection menu. Immediately to the right of "Profile Information" you will see "edit profile." Click "edit profile" and this will take you to the place where you can make changes.



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