



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

bul•le•tin

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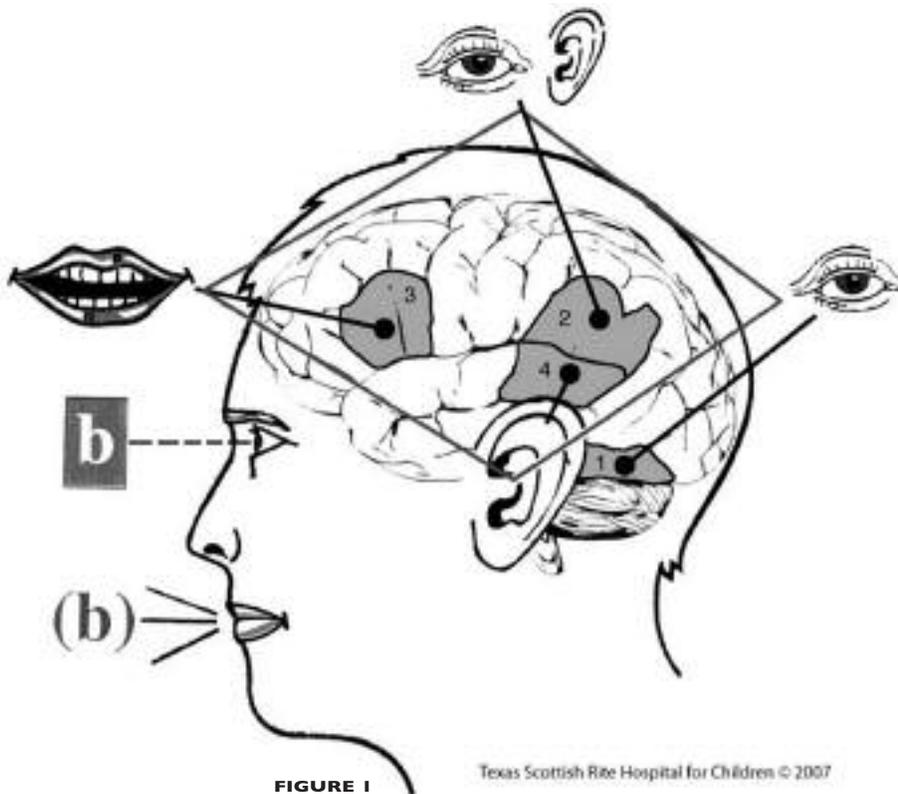


FIGURE 1

Texas Scottish Rite Hospital for Children © 2007

The Reading Brain, Part I

By **Timothy N. Odegard, Ph.D., University of Texas at Arlington, and Jeremiah Ring, Ph.D., Texas Scottish Rite Hospital for Children**

Timothy Odegard is an Assistant Professor of Psychology at the University of Texas at Arlington. He received his doctorate in Experimental Psychology from the University of Arkansas. His later Post doctoral training was funded by the NICHD and sponsored by Drs. Valerie Reyna and Charles Brainerd. During his postdoctoral training he completed language therapist training at Texas Scottish Rite Hospital for Children. He conducts both basic and applied research on reading and memory using behavioral and brain imaging techniques. Email odegard@uta.edu.

Jeremiah Ring is a research scientist at Texas Scottish Rite Hospital for Children. He received his doctorate in Cognitive Psychology from the University of Colorado. His research focuses primarily on reading interventions for children with dyslexia. Email jerry.ring@tsrh.org.

Therapists, diagnosticians and scientists all strive to better understand how to teach children with dyslexia how to read. Well over 40 years have passed since Dr. Lucius Waites assembled a group of neurologists at Texas Scottish Rite Hospital for Children in hopes of better identifying why certain

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President's Letter

Dear Fellow ALTA members,

Happy fall! I hope this edition of the *Bul-le-tin* finds each of you into the full swing of another year of serving children with dyslexia and related learning disorders. We are so fortunate to have the skills needed to impact the lives of others. As a mother of two children with dyslexia, I know that without the type of remediation that ALTA members provide, they would never have had access to their intellect. We literally alter lives.

In this newsletter you will find the first in a two part series of articles from Dr. Tim Odegard. Dr. Odegard is "one of us." He recently completed the two-year therapist training program at Texas Scottish Rite Hospital for Children. He is also heavily involved in research on the components of the instruction that we use. He understands the impact of our work. I know that you will enjoy reading his articles.

This past year has brought many changes to ALTA. Our Board of Directors is more geographically diverse than ever before. Of the three board meetings required by our bylaws, one coincides with the ALTA Conference and one with the International Dyslexia Association Conference. The remaining board meetings are done by conference call. This schedule allows the board to meet around the country with minimal expense to the board member and the organization.

Legislative action in support of Texas licensure for individuals with training commensurate with that of ALTA members, prompted ALTA to hire a lobbying firm and establish a Legislative Action Fund. The goal of the fund is to offset the cost of the lobbying firm not only in Texas, but in other states where similar legislation might occur. Contribute early and often!

A directory committee was established in the fall of 2006 and continues to work for accuracy and efficient utility of our directory. Our directory is more highly scrutinized than ever before! The goal is to provide you with clear and accurate information about the Organization and our membership.

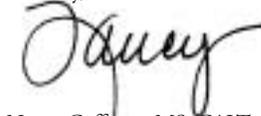
In an effort to encourage the establishment of local ALTA charters, a charter committee has been established. This committee is comprised of individuals who have organized groups of ALTA members in their communities. The goal of this committee is to review the charter provision in our bylaws and determine how to best implement the procedures. Local charters can be a wonderful source for individual members in their communities as well as support of the Organization.

After reviewing the verbiage in the proposed Texas legislation, the board approved the formation of a committee to review titles used by ALTA members. This committee will investigate the ramifications of potential title changes, outlining benefits and concerns. The goal of this committee is to determine if the titles that we use are the most beneficial to the public and to our membership.

I hope to see many of you at the IDA conference in Dallas in late October. Please drop by our booth in the exhibit hall.

Be certain to put **April 12, 2008** on your calendar. The 22nd Annual Spring ALTA Conference is coming together and will be a wonderful opportunity to hear high quality speakers, to see wonderful exhibits, and to see old friends. It will be FABULOUS!

Sincerely,



Nancy Coffman, MS, CALT, QI



The Academic Language Therapy Association neither recommends nor endorses any specific speaker, school, institution, instructional program or material advertised in ALTA promotional or educational materials.

children struggle to learn how to read. During the course of the meeting, the group drafted the first scientific definition of dyslexia, identifying it to be a neurological impairment in the brain¹. By defining dyslexia in this manner, a clear distinction was drawn between children who fail to learn how to read as a result of not receiving adequate classroom instruction, and those children who fail to learn how to read because their brains are fundamentally different than those of most other children. Today, we have new brain imaging techniques that allow us to view the structure, wiring, and function of young children's brains. Using these techniques, we now know that children with dyslexia have areas in their brains that are structurally different than the same areas in other children². The brains of children with dyslexia also are wired differently than the brains of other children³. Moreover, as was suspected many years ago, we now know that the areas of the brain that are used to read function differently in children with dyslexia than typical readers⁴. However, we also know that successful therapy can mediate such functional brain differences, thus making children with dyslexia function very much like their typically-developing peers⁵.

As a result of a tremendous amount of scientific research, we now know that Dr. Waites and his colleagues were correct in characterizing dyslexia as a neurological disorder of the brain. Put simply, the brains of children with dyslexia, at least at the beginning of therapy, are fundamentally different than the brains of most other children. Additionally, the current definition of dyslexia provided by the National Institutes of Health still specifies dyslexia to be a neurological impairment of the brain⁶. As a result of what happens in the classroom, we directly modify the inner workings of our students' brains.

Reading in the Brain

Reading is the comprehension of printed words. Along the way to text comprehension, a child typically decodes printed words into their spoken form. To begin the process of understanding how the brain facilitates reading, let us look at Figure 1, which is adapted from introductory materials used in *Take Flight: A Comprehensive Intervention for Students with Dyslexia*⁷. An important element of therapy is student investment, or 'buy-in', to the difficult journey they are beginning. In *Take Flight*, this 'buy-in' is facilitated with an introductory discussion of the reading brain.

On the first day of therapy, it is explained to the children that reading is similar to playing baseball. Everyone who 'steps up to the plate' wants to hit a home run, just like everyone who picks up a book wants to be able to read. As shown in Figure 1, first base is recognizing all the letters in the word that the child is trying to read. To help you visualize which part of the brain recognizes letters, it has been labeled with a 1. Next, hopefully, he will not get hung up on first base and will match the letters with their corresponding sounds. The area of the brain that pairs letters together with their sounds is labeled Number 2⁸. Next, the child runs to third base and plans out how to pronounce the word and then pronounces it. The area of the brain that plans out how to pronounce words is labeled Number 3. Hopefully, the child will round third base and make it all the way to home plate. By doing so, the child will hear the sounds that make up the word. The area of the brain that hears word sounds is labeled Number 4. If all of these things happen, then the child hits a *reading home run*. While the description of how reading works in the brain outlined in Figure 1 is highly simplified and incomplete, it serves as a powerful way of helping children understand the hopeful outcome of all of the hard work and effort they will devote to learning how to read.

Thanks to your training as a language therapist, which has been informed by 30 years of scientific research, you teach children letter knowledge, phonological awareness and phonics in your efforts to provide them with adequate decoding skills. You know that these components of reading are different from one another and make separate contributions to a child's ability to read. To graphically represent this distinction, these components are depicted as different bases on the baseball diamond included in Figure 1. Given your level of expertise, you are probably not surprised to learn that letter knowledge, phonological awareness and phonics all take place in different parts of the brain, nor are you probably surprised to learn that children struggle to learn how to read if they have deficiencies in how any of these brain regions function. As such, our knowledge of how reading works in the brain confirms what language therapists are already being taught. Using Figure 1 to guide us, let us take a closer look at exactly which parts of the brain support letter knowledge, phonological awareness and phonics.

Letter Knowledge in the Brain

Printed material is first perceived by a child and processed by the visual system. The visual system is one of the most well understood systems in the brain. We know, for example, that it is organized in such a way that the most basic aspects of visual input, such as line orientation, color, size and so forth, are first processed in the very back portion of the brain, regardless if the visual input is a cat, a fork, or a letter. As visual processing progresses, the basic visual information processed in the primary visual areas is passed along to one of the higher order visual processing areas that allow a person to identify *what* they see⁹.

In Figure 1, the visual word form area is labeled Number 1. It is the part of the "what" component of the visual system that is specialized for detecting letter forms¹⁰. Like most language areas of the brain, the area that recognizes letter forms is located in the left side or hemisphere of the brain. The same location on the right side of the brain is part of the "what" system that is specialized for recognizing faces¹¹. So, not only are certain parts of the visual system specialized for processing what they are seeing, there are even differences in the different types of visual information the two sides of the brain are specialized in recognizing.

For our purposes, we need to know that there is a specialized visual area in the left side of the brain that recognizes letter forms. A child who has functional difficulties in the visual word form area will struggle to learn the visual components of language (i.e., orthography). As a result of that brain difference, difficulties mapping the visual and auditory components of language together will arise and preclude a child from planning out how to articulate printed words. Thus, a brain-based dysfunction that results in an impaired ability to recognize the visual forms of words will prevent a child from even making it to first base.

However, children are not born with a fully-developed 'word form area.' We also need to know that the visual word form area of the brain develops as a result of exposure to printed material¹². Children who are not exposed to large amounts of printed material will also show deficits in the visual word form area of the brain. For example, a child

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may not get sufficient exposure to printed material because they struggle to read due to deficits in other brain areas highlighted in Figure 1. Such *exposure*-based brain differences do not result from a deficit inherent to the visual word form area, but such differences develop over time as a result of the child not being provided with adequate levels of exposure to printed material. Children need stimulation from their environment for normal brain development. If a child does not use a brain area, that brain area will not develop as expected even if the brain area is neurologically normal.

Phonological Awareness in the Brain: Hearing Sublexical Word Sounds

Now that we have addressed the visual component of reading, let us turn our attention to the brain area critical for phonological awareness. Based on your training you know phonological awareness to be the ability to identify and hear the individual sounds that make up a spoken word. Like the visual system, the auditory system can be divided into a primary perceptual area that processes basic auditory information for all sounds that a person hears. After being processed for basic sound characteristics, such as tone and pitch, speech sounds flow from the primary auditory cortex to a specialized area of the superior temporal lobe in the left hemisphere of the brain. This brain area is labeled Number 4 in Figure 1.

For our purposes, we need to know that there is a specific part of the superior temporal lobe found in the left hemisphere of the brain that processes speech sounds. If children have a brain difference in the functioning of the area of the brain specialized for processing speech sounds, they will hear and understand words, yet still struggle to learn how to read. These children will exhibit a *core phonological deficit*, and their deficit will preclude them from being able to map the letter forms processed in the visual word form area to their corresponding speech sounds. Given that dyslexia is characterized by a *core phonological deficit*, it should come as no surprise that the superior temporal lobe is an area of the brain often found to function differently in children with dyslexia than other children¹³. As such, the brain data support what you already know as a language therapist. Dyslexia is characterized by a *core phonological deficit* that results from a neurological impairment in the brain.

Phonics in the Brain: Mapping Phonemes to Graphemes

As an academic language therapist, you are trained to teach children both letter knowledge and phonological awareness, which provides them with the building blocks needed for phonics. You have been trained to use a phonics-based approach to directly teach children how to decode words. The curriculum that you use is multidimensional in that you teach children several different skills. Likewise, how the brain works while a child reads is multidimensional. As depicted in Figure 1, reading occurs as the result of the coordinated efforts of multiple areas distributed across the left hemisphere of the brain. These brain areas each have a specialized role to play while a child reads. Let us consider how these areas work together to allow letter forms to be mapped to their corresponding speech sounds.

As the child in Figure 1 tries to read the text in front of him, the letters that make up the words are initially processed in the primary visual areas located in the back of the brain, and this information is passed forward to the visual word form area (i.e., Area 1). Next, letter information processed in the visual word form area is passed to the inferior parietal lobe, the area of the brain labeled with the number 2 in Figure 1. To facilitate this communication, these two areas of the brain are wired to one another. In order to facilitate the mapping of the letter forms with their corresponding speech sounds, the inferior parietal lobe has access to the speech sounds that correspond to the letter forms that were relayed to it by the visual word form area of the brain. As discussed earlier, the brain represents speech sounds in a specialized area of the brain in the superior temporal lobe (i.e., Area 4). As such, the inferior parietal lobe must coordinate with the superior temporal lobe. To facilitate these coordinated efforts, the specialized speech sound area found in the superior temporal lobe is wired to the inferior parietal lobe allowing for information to be passed between these areas of the brain. Through the coordinated efforts of these areas, the inferior parietal lobe facilitates mapping printed letter forms to their corresponding speech sounds.

We need to know that the inferior parietal lobe is a specialized area of the brain that merges the input from the specialized areas of the brain that processes speech sounds and the

visual word forms. Damage to the inferior parietal lobe will preclude a child from making it to second base. Such a child would be unable to map the letters that are printed on the page to their corresponding speech sounds. Put simply, the child would be unable to decode words. Additionally, we need to know that reading does not take place in one part of the brain. Rather, reading is a multi-sensory skill that requires the coordinated efforts of multiple brain regions. Each of these brain regions has a specialized role to play while a child reads, and damage to these specific regions, or the neurological wiring that connects these areas of the brain to one another will hinder a child's ability to read.

Interim Summary

Thus far, we have reviewed how reading happens in the brain, focusing primarily on single word decoding. Additionally, we have identified how deficits in key areas of the brain can interfere with a child's ability to decode single words. Yet, language therapists, teachers and diagnosticians want to know how this knowledge impacts them. For example, can brain research improve how children with dyslexia are identified? How can the knowledge obtained from the scientific study of the brain help therapists teach children with dyslexia how to read? What can be done to help children who struggle to read even after receiving the best instruction that the therapeutic and scientific communities can provide? Questions such as these are some of the big questions that therapists, teachers and diagnosticians continually ask the scientific community. In the next installment of this article, we will consider these questions and attempt to provide initial answers to them based on the current scientific understanding of reading.

¹World Federation of Neurology (1968). *Report of Research Group on Dyslexia and World Illiteracy*.

²Eckert et al. (2005). *Cortex*, 41: 304-315.

³Klingberg et al. (2000). *Neuron* 25:493-500.

⁴Shaywitz et al. (2000). *Handbook of Reading Research* pp. 229-250.

⁵Simos et al. (2002). *Neurology* 58:1203-1213.

⁶Lyon et al. (2003). *Annals of Dyslexia* 53:1-14.

⁷Avrit et al. (2006). *Take Flight: A Comprehensive Intervention for Students with Dyslexia*.

⁸Horwitz et al. (1998). *PNAS*: 95: 8939-8944.

⁹Ungerleider & Mishkin (1982). *Analysis of Visual Behavior*. pp. 549-586.

¹⁰McCandliss et al. (2003). *Trends in Cognitive Neuroscience* 7:293-299.

¹¹Downing et al. (2006). *Cerebral Cortex* 16: 1453-1461.

¹²Shaywitz et al. (2002). *Biological Psychiatry* 52:101-110.

¹³Shaywitz et al. (2002). *Biological Psychiatry* 52:101-110.

New Orleans Pioneer

By Kathleen Hoyt

"There's voiced and unvoiced in each two!" "Ms. Hoyt, did you say (b) or (p)?" "Whoa, you teach me good!" "Kin I take these magnet mouths home?" Joy to my ears, the enthusiastic responses of my students who, after two weeks of school, have realized that the manipulatives aren't toys and the sounds I'm asking them to make have a real purpose.

These children are in great need. They either stayed in the city during Katrina, lived through the devastating aftermath the storm had on their lives, homes and schools; or they evacuated in time and moved from place to place for the last two years, missing school, going for awhile. Yet, they still laugh, make me laugh, get into mischief, and want so badly to learn.

I'm working at Langston Hughes Academy Charter School. It's a new school named after the old school that was destroyed by the winds and the flooding. We have both 1st year and experienced teachers who are tireless, inspired and go above and beyond to help our students catch up, thrive and succeed. Our leader, John Alford is a man with a vision plus the drive and leadership to see his vision fulfilled. Our Mission Statement says, "The mission of Langston Hughes Academy Charter School is to provide students with the knowledge, skills and character traits necessary to succeed in high school, college and the world beyond. Our goal is to send every student to college by preparing them for the best public and private high schools in the New Orleans area."

Presently, we have 125 fourth and fifth grade students. I work with 23 of them who

are, at best, reading two grade levels below where they should be. Next year we are opening the school up to Kindergarten through 6th grade. According to A.L.T.A., I'm the only Certified Academic Language Therapist in New Orleans. That makes me a pioneer and I need help. Would you like to be a pioneer, too?

New Orleans is a beautiful city, coming back stronger every day. It has a unique culture and history, wonderful music and excellent restaurants. AND the levees have been rebuilt! If you like adventure, challenging/rewarding work and a lively faculty, send me your resume and I'll give it to our recruiter, Mary Chastain, Think about it. Email: khoyt@nola180.org

Conference Underwriting

The costs of producing a national conference are skyrocketing and we're committed to keeping the cost of attending the ALTA Conference affordable. To help bridge the gap, we are looking for ways to attract underwriters to help subsidize the event. Please help us identify people or organizations that would consider underwriting a specific area of the conference. Those areas would include printing, speakers, audiovisual needs, the luncheon, coffee breaks, and a raffle. Please email Jennifer Price-Sellers at jenpricesunshine@yahoo.com with any suggestions. Additionally, there will be an opportunity to underwrite any of the areas on the Conference Registration form. We hope that you will consider helping. Any amount would be significant.



Telephone and Online Helpline Assistance Needed

When people call our Helpline or log onto the Website, they are seeking help for a child, or, sometimes, for themselves. We all know that there is a great up-swing in the number of people seeking help, thanks to our efforts in getting the message out. However, there is a dearth of therapists and it is often really difficult for volunteers to

find numbers to give people. When you renew your ALTA Membership, you are asked if you will take telephone or online referrals. Please, when you renew next time, consider adding your name to those who are prepared to help. We all have students drop out for one reason or another, or you may have a vacancy coming up in the near

future, or you may know of someone in your area who could help, or, most importantly, you can be a supportive ear for someone in need. We urgently need more people willing to help. Please contact Veronica Navarrette at veronicabucio@hotmail.com if you would like to help.

ALTA Proudly Presents the 2007 Board of Directors

Name: Phyllis B. Meisel

Education: B.A. Wheaton College, Norton, MA.

Years in ALTA: 6-7 years

Previous ALTA Board positions: IMSLEC Liaison

In what positions have you used your training: Tutoring and teaching reading at Dedham Country Day School and Beaver Country Day School, Private practice, Director of Massachusetts General Hospital Reading Disabilities Unit for 18 years. Ran Orton Gillingham Training there, Executive Clinical Director of the Scottish Rite Learning Centers in the Northern Jurisdiction. Also helped set them up. Am Director of Training there now.

Initial training at: Massachusetts General Hospital

Related board experience: IMSLEC Board member, IMSLE Board Officers

My vision for ALTA: My vision for ALTA is to have a national certifying body that can certify individuals who have completed structured, multisensory language training suitable for therapy with dyslexic individuals.

Name: Sara Rivers

Education: Winthrop College in Rock Hill, SC, BA in History; Virginia Commonwealth University in Richmond, VA, MA in Reading

Years in ALTA: 7 years

Previous ALTA Board positions: None

In what positions have you used your training: I have served as a reading teacher/tutor at Stratford Friends School for nine years. I have developed training materials and assisted in training for seven years. During that time, I have supervised the teaching of reading at Stratford. I recently became the Director of Teacher Training at Stratford.

Initial training at: CALT from Teachers College, Columbia Univ., Qualified Instructor from Stratford Friends Multisensory Teacher Training Center

Related board experience: Philadelphia Branch of the IDA Board - 4 years. Program chair for 2 years

My vision for ALTA: I would like to see ALTA widely recognized as a membership organization outside of Texas.

Name: Melanie Royal

Education: B.S., M.Ed.

Years in ALTA: 7 years

Previous ALTA Board positions: President, President Elect, Secretary, Chair of Exam Committee

In what positions have you used your training: Public school, Grades 1 and 2.

Initial training at: SMU

My vision for ALTA: To become a national clearinghouse for those seeking assistance with dyslexia and related disorders.

Name: Michelle D. Bufkin

Education: A.B., Public Policy, Duke University, A.B., Psychology, Duke University, M.P.A., Public Administration, LBJ School of Public Affairs, University of Texas at Austin Learning Therapy Certificate Program, Southern Methodist University Certificate of Advanced Studies, Southern Methodist University

Years in ALTA: 7 years

Previous ALTA Board positions: Vice President - Programs, Public Relations Chair, President-Elect

In what positions have you used your training: I have used my training in private practice and as a Qualified Instructor at SMU. Through my private practice, I have had the opportunity to assist groups in my community establish outreach programs to families and educators.

Initial training at: Southern Methodist University

Related board experience: Treasurer of The ALTA Foundation, Chair at Highland Park ISD Special Education Parent Advisory Committee, Member of HPISD Special Education Parent Advisory Committee, Member of Reading Committee at Highland Park ISD, Member of Long Range Planning Committee at Highland Park ISD, Currently serving as Chair of the Titles Committee for ALTA

My vision for ALTA: To provide opportunities for ALTA members to participate in our organization and plan for its growth; to promote the expertise of ALTA members as a reliable and trusted resource for families and educators in our respective communities; to build member commitment through programs which address our membership's needs; to increase public awareness of ALTA's long-standing adherence to high standards of training; to build bridges of collegial support with other organizations committed to excellence in our field.

Best Practices

22nd Annual ALTA Conference

Saturday, April 12th 2008
Hilton - Lincoln Centre
Dallas, Texas

Dr. Robert Brooks: “The Power of Mindsets: Nurturing Motivation and Resilience in Students”

Dr. Robert Brooks, a psychologist on the faculty of Harvard Medical School, has lectured nationally and internationally and written extensively about the themes of motivation, resilience, school climate, family relationships, and balancing our personal and professional lives. He has a special interest in students confronted with learning and language difficulties. He is the author or co-author of 13 books including: *The Self-Esteem Teacher*; *Raising Resilient Children*; *The Power of Resilience: Achieving Balance, Confidence, and Personal Strength in Your Life*; *Handbook of Resilience in Children*; *Understanding and Managing Children’s Classroom Behavior: Creating Sustainable, Resilient Classrooms*; and *Raising a Self-Disciplined Child*.

Dr. Virginia Berninger: “Relevance of knowledge of the brain to teaching children with dysgraphia, dyslexia, and oral and written language learning disability (OWL LD)”

Virginia Wise Berninger (Ginger) was a general education and special education teacher and reading specialist before she trained as an experimental psychologist (Ph.D., Psychology, Johns Hopkins University, 1981) and clinical psychologist (Boston’s Children’s Hospital). After six years experience in hospital settings in Boston, where she specialized in learning and developmental disabilities, in 1986 she moved to Seattle, WA where she is a licensed psychologist and Professor of Educational Psychology at the University of Washington. She is the former Director of School Psychology and of Internship Training. She is Director of the Multidisciplinary Learning Disability Center and Literacy Trek Project. She is co-author of *Brain Literacy for Educators and Psychologist*, as well as author of PAL II, *Process Assessment of the Learner Reading, Writing, and Math Diagnostic and Reading and Writing Lessons*.



Dr. Margaret G. Mckeown: “Instigating Rich Robust Vocabulary”

Margaret G. Mckeown is a Senior Scientist at University of Pittsburgh’s Learning Research and Development Center. Dr. Mckeown’s work covers the areas of learning, instruction, and teacher professional development in reading comprehension and vocabulary. Dr. Mckeown received her Ph.D. in education from the University of Pittsburgh in 1983. Her dissertation received the Most Outstanding Dissertation Award for 1985 from the International Reading Association. Before her career in research, Dr. Mckeown taught reading and language arts in elementary school.

Look for upcoming information on how you can register, either by mail or through our web site at www.altaread.org !

Help ALTA When You Purchase From Amazon.com

When you purchase your books, music, videos, etc. using the 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 first, then clicking on the link for 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. Consider www.amazon.com through www.altaread.org when shopping for professional reading material, children’s books, music, and videos and help ALTA with operating expenses.

FAQs about CEUs for CALTs and AALTs

1. *Why does ALTA require 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 standards of practice in academic language therapy.
2. *How many hours are required?* Thirty contact hours (3 CEUs) to be completed every three years.
3. *Who will keep track of the hours accumulated?* Upon attendance of an approved ALTA Event, each member is responsible for obtaining a signed certificate of attendance from the sponsor of the event. Contact hours for CEU credit should also be documented on the form entitled "Record of Continuing Education Hours." The form is available from the ALTA office or can be down-loaded from the ALTA website.
4. *Do I send the Record of Continuing Education Hours to ALTA?* No, the form is intended to assist you in maintaining your records.
5. *What documentation do I send to ALTA?* Documentation should not be sent unless you are notified that you have been

selected for audit. If you are selected you will send in the form entitled, "CEUs - Member Verification Form," documenting your 30 hours of continuing education, and copies of your certificates of attendance.

6. *When will I be notified that I have been selected for audit?* You will be notified 45 days prior to the membership renewal date.
7. *How many members will be audited each year?* Each year 2% of the CALT and AALT members will be randomly selected for audit. (Instructors - please see FAQs for ALTA QIs and IAALTs)
8. *What if I am selected for audit and lack the required 30 hours?* You have a 90-day grace period in which to acquire and submit verification of your CEUs. After this date, members who have not submitted the required documentation will be subject to penalties and/or disciplinary action as per the ALTA Membership Renewal Policies and Procedures. A \$50 late renewal fee will be assessed if the documentation is post-marked after the 90-day grace period.
9. *What if I earn more than the required three CEUs in a three-year period?* A maximum of 30 extra contact hours (3 CEUs) may be accrued during a renewal period. These may be applied during the next three 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.
10. *How long do I need to keep my hours documentation?* We advise that you keep CEU documentation for a minimum of 3 years.
11. *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.
12. *How will I know the times and locations of CEU events in my area?* Approved events are posted on the ALTA website and in the ALTA Bulletin.
13. *What if continuing education sponsors in my area do not have ALTA approval?* To receive CEU credit for attending a conference that has not been pre-approved for ALTA contact hours, ALTA members must obtain individual approval two weeks prior to the conference. The event may be submitted for pre-approval by contacting the ALTA National Office or the Chairman of the CEU committee.
14. *Am I required to pay a fee to accrue CEUs?* Currently no fee is required to accrue CEUs.
15. *Do I need 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. The "Record of Continuing Education Hours" is available online and through the ALTA office. The form is intended to assist you in maintaining your CEU records.

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16. *Do I need to send anything to ALTA if I am not selected for audit?* Yes, each year you will send your annual membership fee and you will be asked to sign a statement on your membership renewal form indicating that you have earned 10 contact hours of CEU credit during the past year.
17. *If an ALTA member is presenting at an approved event, can she/he receive CEU credit?* Yes, two hours of CEU credit may be earned for each hour of your presentation. Contact hours are limited to one presentation of the same topic and documentation is required. (See Section IIIA of ALTA CEU POLICIES and PROCEDURES.)

FAQs About CEUs for Qualified Instructors and Instructors of Associate Academic Language Teachers

1. *Why is ALTA requiring QIs and IAALTs to turn in documentation for 10 contact hours of CEU credit each year?* Qualified Instructors and Instructors of Associate Academic Language Teaching are audited annually because they train teachers and therapists, as well as individuals working to become QIs and IAALTs. To insure that QIs and IAALTs are knowledgeable regarding the most current research based methods and procedures in the field, the ALTA Board of Directors requires that documentation of continuing education be submitted annually.
2. *What documentation should I submit with the annual QI and IAALT audit?* Documentation should include the form entitled "CEUs - Member Verification Form" and copies of your certificates of attendance from ALTA approved events.
3. *What if I earn more than the required 10 contact hours of CEU credit in a one-year period?* A maximum of 10 extra contact hours may be accrued during a one-year period. These hours may be applied during the next two consecutive membership renewals. First hours earned will be the first hours used. If extra hours have not been used at the end of two years, they will be dropped.
4. *How long do I need to keep my documentation?* We advise that you keep CEU documentation for a minimum of 3 years.
5. *How will I know the times and locations of CEU events in my area?* Approved events will be posted on the ALTA website and in the ALTA Bulletin.
6. *What if continuing education sponsors in my area do not have ALTA approval?* To receive CEU credit for attending a con-

ference that has not been pre-approved for ALTA contact hours, ALTA members must obtain individual approval two weeks prior to the conference. The event may be submitted for pre-approval by contacting the ALTA National Office or the Chairman of the CEU committee.

7. *Am I required to pay a fee to accrue CEUs?* Currently no fee is required to accrue CEUs.
8. *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. The "Record of Continuing Education Hours" is available online and through the ALTA office. The form is intended to assist you in maintaining your CEU records.
9. *If a QI or an IAALT is presenting an approved ALTA event, can they receive CEU credit?* Yes, two hours of CEU credit may be earned for each hour of your presentation. Contact hours are limited to one presentation of the same topic and documentation is required. (See Section IIIA of ALTA CEU POLICIES AND PROCEDURES.)





- 1-6 teacher student ratio
- Multi-sensory teaching techniques

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For More Information:
 214.559.5363 www.hillierschool.org
davielee.giles@hppc.org

ALTA CEU Book List

- Badian, Nathalie. (2000). *Prediction and Prevention of Reading Failure*. Baltimore, MD: York Press.
- Beck, Isabel L. (2006). *Making Sense of Phonics: The Hows and Whys*. New York, NY: The Guilford Press.
- Beck, I., McKeown, M., & Kucan, L. (2002). *Bringing Words to Life: Robust Vocabulary Instruction*. New York, Guilford Press.
- Birsh, Judith. (2005). *Multisensory Teaching of Basic Language Skills, Second Edition*. Baltimore, MD: Paul H. Brookes Publishing.
- Blachman, Bonita. (2000). *Road to the Code*. Baltimore, MD: Paul H. Brookes Publishing Co.
- Brooks, Robert. (2001). *Raising Resilient Children: Fostering Strength, Hope and Optimism in Your Child*. Chicago, IL: Contemporary Books.
- Carreker, S. & Birsh, J. R. (2005). *Multisensory Teaching of Basic Language Skills Activity Book*. Baltimore, MD: Paul H. Brookes Publishing.
- Carlisle, Joanne & Rice, Melinda. (2002). *Improving Reading Comprehension: Research-Based Principles & Practices*. Baltimore, MD: York Press.
- Citro, Teresa Allissa. (2001). *The Experts Speak*. Bethesda, MD: Learning Disabilities Association of Massachusetts.
- Goldstein, Sam & Brooks, Robert. (2002). *Raising Resilient Children: A Curriculum to Foster Strength, Hope and Optimism in Children*. Baltimore, MD: Paul H. Brookes Publishing Co.
- Goldstein, Sam & Brooks, Robert. (2007). *Understanding and Managing Children's Classroom Behavior: Creating Sustainable, Resilient Classrooms*. J. Wiley & Sons.
- Hagan, Kristy; Goldstein, Sam & Brooks, Robert. (2006). *Seven Steps to Help Your Child's Social Skills: A Family Guide*. Specialty Press.
- Henry, Marcia K. (2003). *Unlocking Literacy: Effective Decoding and Spelling Instruction*. Baltimore, MD: Paul H. Brookes Publishing Co.
- King, Diana Hanbury. (2002). *Cursive Writing Skills*. Cambridge, MA: Educators Publishing Service, Inc.
- King, Diana Hanbury. (2000). *English Isn't Crazy! The Elements of Our Language and How to Teach Them*. Baltimore, MD: York Press.
- Kolberg, Judith. (2002). *ADD Friendly Ways to Organize Your Life*. New York, NY: Brunner-Routledge.
- Kuhl, Patricia K. (2001). *Scientist in the Crib: What Early Learning Tells Us about the Mind*. New York, NY: Perennial.
- Lavoie, Richard. (2005). *It's So Much Work to Be Your Friend: Helping the Child with Learning Disabilities Find Social Success*. New York, NY: Touchstone Books.
- Levine, Mel. (2002). *A Mind At a Time*. New York, NY: Simon & Schuster.
- Levine, Mel. (2003). *The Myth of Laziness*. New York, NY: Simon & Schuster.
- Mather, Nancy & Goldstein, Sam. (2001). *Learning Disabilities and Challenging Behaviors: A Guide to Intervention and Classroom Management*. Baltimore, MD: Paul H. Brookes Publishing Co.
- Moats, Louisa Cook. (2000). *Speech to Print*. Baltimore, MD: Paul H. Brookes Publishing.
- National Joint Committee on Learning Disabilities. (2001). *Collective Perspectives on Issues Affecting Learning Disabilities: Position Papers, Statements, and Reports*. Austin, TX: Pro-Ed.
- Nadeau, Kathleen G. (2005). *Understanding Girls with AD/HD*. Washington DC: Advantage Books.
- Neuman, Susan & Dickinson, David, (2001). *Handbook of Early Literacy Research*. New York, Guilford Press.
- Quinn, Patricia O. (2001). *ADD and the College Student: A guide for High School and College Students with Attention Deficit Disorder*. Washington DC: Magination Press.
- Rath, Linda & Kennedy, Louise. (2004). *The Between the Lions Book for Parents: Everything You Need to Know to Help Your Child Learn to Read*. New York, NY: Harper Resource.
- Richards, Regina. (rev. 2000). *Dyslexia Testing: A Process, Not a Score*. Riverside, CA: RET Center Press.
- Richards, Regina. (2001). *L.E.A.R.N.: Playful Strategies for All Students*. Riverside, CA: RET Center Press.
- Richards, Regina. (2005). *When Writing's A Problem: Understanding Dysgraphia and Helpful Hints for Reluctant Writers*. Riverside, CA: RET Center Press.
- Shaywitz, Sally. (2003). *Overcoming Dyslexia: A New and Complete Science-Based Program for Reading Problems at Any Level*. New York, NY: McGraw-Hill.
- Silver, Larry B. (2006). *The Misunderstood Child, Fourth Edition: Understanding and Coping with your Child's Learning Disabilities*. New York: Three Rivers Press.
- Stonvich, Keith & Beck, Isabel. (2000). *Progress in Understanding Reading*. New York: Guilford Press.

Wolf, Maryanne, ed. (2001). *Dyslexia, Fluency, and the Brain*. Timonium, MD: York Press.

Wright, Peter W.D. & Wright, Pamela D. (2000). *Wrightslaw: Special Education Law*. Hartfield, VA: Harbor House Law Press, Inc.

Wright, Peter W.D. & Wright Pamela D. (2002). *From Emotions to Advocacy: The Special Education Survival Guide*. Hartfield, VA: Harbor House Law Press, Inc.

ALTA CEUs Video List

Barkley, R. A. (2002). *Nature, Diagnosis and Assessment*. ADHD Symposium.

Barkley, R. A. (2002). *Comorbid Disorders, Etiologies and Outcomes*. ADHD Symposium.

Barkley, R. A. (2002). *A Theory of ADHD: Inhibition, Self-Control and Time*. ADHD Symposium.

Barkley, R. A. (2002). *Managing ADHD: Counseling and Medication*. ADHD Symposium.

Birsh, J. R. (1997) *Learning Disabilities to Learning Abilities: ADD/ADHD/LD: Understanding the Connection*. West Tisbury, MA: Vineyard Video Productions, (Part 5 of a 6 part series.).

Birsh, J. R. (1997). *Learning Disabilities to Learning Abilities: Children Parents and Schools and Strengths*. West Tisbury, MA: Vineyard Video Productions. (Part 4 of a 6 part series.).

Birsh, J. R. (1997). *Learning Disabilities to Learning Abilities: Reading Is Not a Natural Skill: Teaching Children the Code to Unlock Language*. West Tisbury, MA: Vineyard Video Productions. (Part 3 of a 6 part series.) .

Birsh, J. R. (1997). *Learning Disabilities to Learning Abilities: Teaching Math: A Systematic Approach for Children with Learning Disabilities*. West Tisbury, MA: Vineyard Video Productions. (Part 6 of a 6 part series.).

Birsh, J. R. (1997). *Learning Disabilities to Learning Abilities: The Teaching - What LD Students Need*. West Tisbury, MA: Vineyard Video Productions. (Part 2 of a 6 part series.).

Brooks, R. (1997). *Look What You've Done! Stories of Hope and Resilience for Teachers and for Parents*. Public Broadcasting Service.

Goldstein, S., & Brooks, R. (2001). *Raising Resilient Children: A Curriculum to Foster Strength, Hope, and Optimism in Children*. Baltimore, MD: Paul H. Brookes Publishing Co.

Goldstein, S.; & Goldstein, M. (1990). *Educating Inattentive Children*. Salt Lake City, UT: Neurology Learning and Behavior Center.

Lavoie, R. (2005). *Beyond F.A.T. City: A Look Back, A Look Ahead*. Public Broadcasting Service.

Lavoie, R (1989). *How Difficult Can This Be?* Public Broadcasting Service.

Lavoie, R. (2005). *It's So Much Work to be Your Friend*. Public Broadcasting Service.

Lavoie, R. (1997). *Learning Disabilities and Discipline with Richard Lavoie: When the Chips are Down*. Public Broadcasting Service.

Lavoie, R. (1994). *Learning Disabilities and Social Skills: Last One Picked, First One Picked On*. Public Broadcasting Service.

Creative Brains: Gifted, Talented and Dyslexic. (2005). Southwest Branch of the International Dyslexia Association. Albuquerque, NM.



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Book Review

The Secret Life of the Dyslexic Child

By Robert Frank Ph.D., with Kathryn E. Livingston

Secret, secret, I have a secret. Although this chant invokes pleasure and frivolity for many, it often instills a great burden for those who have dyslexia. In his book, *The Secret Life of the Dyslexic Child*, Dr. Frank combines his own experiences as a dyslexic with his professional knowledge to recommend strategies to overcome the challenges of dyslexia.

Dr. Frank stresses that dyslexia is a neurological disorder that affects language processing in varying degrees depending on each individual but explains that the majority of people with dyslexia have the most trouble in the areas of reading, writing, spelling, math, and directionality. Parents are provided pertinent information about dyslexia and offered valid strategies, including love and support to alleviate challenges, such as the fear and frustration that a dyslexic faces on a daily basis.

The academic, emotional, and social difficulties that a student with dyslexia faces every day can be overwhelming. Parents must strive to understand the physical and emotional impact that dyslexia has on their child's life. Their feelings of fear, frustration, and isolation can be combated by parents finding ways to help their children cope with their disability. As Dr. Frank explains, individuals with dyslexia are often afraid that they will not be accepted or able to accomplish their goals if others know about their disability. There is also the concern of students isolating themselves in order to avoid being embarrassed or feeling inadequate.

To help readers have a better understanding of the daily concerns of a dyslexic, Dr. Frank provides suggested activities that encourage the reader to experience the world as a dyslexic in the areas of processing language and information, mathematics, spatial skills and chronology, and social reactions to dyslexia.

He also maintains that it is crucial to develop good self-esteem at an early age in children with dyslexia to ensure social and academic successes while encouraging independence and self acceptance.

Dr. Frank states, "Self-esteem is at the base of our accomplishments in life; without it, how will your child have the courage and confidence to strive for his goals?" (p. 155). Students who have a good self esteem will be more willing to try new things, get along better with others, and will be more likely to do better in school (p. 155). Self-esteem boosters such as helping children experience success in an area they are interested in, encouraging children to help others through various volunteer programs, providing strategies that will build academic skills, letting children be responsible and make decisions, and providing talking and listening times are highly beneficial to all areas of a child's life.

The use of strategies and techniques such as teaching students through multisensory processes is strongly supported, and Dr. Frank's strategies are beneficial for use at home, in the community, post high school graduation, and into adulthood.

I think this book would change the way people view individuals with dyslexia. I would recommend it to any parent and feel that all classroom teachers should read it. It provides information in a simple manner that is easy to understand. It also allows people who are not familiar with dyslexia a chance to see the disability from a more personal perspective.

— Review by Karen Cato

Frank, Ph.D., Robert, and Kathryn E. Livingston. *The Secret Life of the Dyslexic Child*. United States: Rodale, 2002. 1-260.

ALTA FOUNDATION

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 that 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.

The Educator's Mindset: The Basis for Touching a Student's Mind and Heart

Dr. Sam Goldstein and I have emphasized the concept of mindsets in our books pertaining to resilience. We have defined mindsets as assumptions and expectations that we possess about ourselves and others. We may not always reflect upon or even be aware of these assumptions, but they play a major role in determining our actions and behaviors.

The following are five of the key beliefs that I believe represent the mindset of the effective educator, that is, educators who touch both the minds and hearts of students. It is my hope that this relatively brief description will provide the reader with a sense of the mindset that I advocate be defined, embraced, and incorporated by all educators in their teaching activities.

The Mindset of the Effective Educator

1. To believe that what we say and do in the classroom each day can have a lifelong influence on students, including their sense of hope and their ability to be resilient. I as well as others have found that the seemingly simple comments or actions of an educator can make a profound difference in the paths that students choose in their lives
2. To believe that addressing the social-emotional needs of students is not an extra curriculum. It is unfortunate that a belief has emerged in some quarters that nurturing a student's emotional and social well-being is mutually exclusive from reinforcing academic skills. I am convinced from my own experience as well as the feedback I have received from numerous educators that strengthening a student's self-worth is not an "extra" curriculum that siphons time from teaching academics; if anything, a student's sense of belonging, security, and self-confidence in a classroom provides the scaffolding that bolsters the foundation for enhanced learning, motivation, self-discipline, and caring.
3. To believe that all students enter school hoping to learn and to succeed. Without wishing to sound facetious, I have never met a young child first beginning school who says, "I hope I do not do well in school, I hope I have trouble learning, I hope my parents and my teachers are always on my back criticizing me about my school performance." If we accept that all students truly wish to succeed, then if they are displaying academic and/or behavior problems, we must ask, "What is it that we can do differently so that the student will succeed?"
4. To believe that students will be more responsive and motivated to learn from us when we first meet their basic needs. Effective educators subscribe to the view that before they attempt to teach a student academic skills or content, their first task is to create a safe and secure environment in which all students feel comfortable and motivated to learn. As has often been said, "Students don't care what you know until they first know you care." As psychologist Edward Deci has noted, basic needs include the need to belong, to feel a sense of ownership for one's life, and to feel competent.
5. To believe that parents are our partners, not our adversaries. I have witnessed far too many situations in which educators and parents have become adversaries and it is the child who suffers. Effective parent-teacher relationships enhance a child's success in school.

Reprinted with permission from Dr. Robert L. Brooks. This excerpt is an edited version from his article entitled "The Educator's Mindset: The Basis for Touching a Student's Mind and Heart" published in September 2005 and found on his web site www.drrobertbrooks.com.

Seeking Information

Do you have a group of ALTA members that meet regularly or would you like to start such a group? We have a newly formed ALTA committee exploring ALTA charter formation. There are provisions for charters in the ALTA bylaws. If you have an existing group or are interested in forming one – or just have questions or comments about this – contact Jean Colner, jean.colner@gmail.com

L A F

Support legislative efforts to secure licensure by making a non tax deductible donation to ALTA's Legislative Action Fund (LAF). Check or credit card contributions can be sent to the national office.

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CEU Opportunities

Structural Math

Date: October 17, 2007
Time: 9:00 a.m. – 3:00 p.m.
Location: Shelton School, 15720 Hillcrest Road,
Dallas, Texas 75248
Sponsor: Shelton School
Presenter: Joyce Pickering, Hum. D.,
Executive Director of Shelton School
Contact Person: Cindy Angel
Telephone: 972-774-1772, ext. 223
Email: cangel@shelton.org
CEU Contact Hours: 6

Learning Disabilities: Meeting the Challenge

Date: October 31 – November 3, 2007
Time: 8:00 a.m. – 5:00 p.m.
Location: Renaissance Austin Hotel, Austin, TX
Sponsor: Learning Disabilities Association of Texas
Presenter: Rick Lavoie, M.A.
Alvin Granowsky, Ed.D.
More than 50 presenters and more than 60 sessions
Contact Person: Ann Robinson
Telephone: 210-832-0491
Email: arobinson78709@sbcglobal.net
CEU Contact Hours: 23

International Dyslexia Association's 58th Annual Conference

Date: October 31 – November 3, 2007
Location: Adam's Mark Hotel, 400 Olive Street,
Dallas, TX 75201
Location: www.interdys.org

Rite Flight: A Fluency & Comprehension Program for Effective Reading Instruction

Date: November 8, 2007
Time: 8:00 a.m. – 4:00 p.m.
Location: Scottish Rite Temple
Sponsor: Scottish Rite Learning Center of South Texas
Presenter: Nancy Coffman – Dyslexia Coordinator for the
Luke Waites Center for Dyslexia
Contact Person: Janet Flory
Email: floryfam5@sbcglobal.net
CEU Contact Hours: 5

504/ Dyslexia Law

Date: November 10, 2007
Time: 9:00 a.m. – 4:00 p.m.
Location: Rawson-Saunders School for Dyslexics,
2600 Exposition Blvd., Austin, TX
Sponsor: Rawson-Saunders School for Dyslexics
Presenter: David M. Richards, J.D. Attorney at Law
Contact Person: Drenda Haddock
Telephone: 512-476-8382
Email: dhaddock@rawson-saunders.org
CEU Contact Hours: 3

ALTA members (CALT and AALT) will be responsible for documenting 30 contact hours of continuing education credit (3 CEUs) between March 1, 2005 and February 29, 2008. Each member is responsible for maintaining his or her personal records. Two percent of our CALT and AALT members will be randomly chosen for audit in the Spring of 2008. If chosen for audit, members submit the following documentation:

- 1. Copies of signed certificates of attendance or signed letters from the sponsors of the events attended**
- 2. CEUs Member Verification Form (available on-line or from the ALTA office)**

All instructors (QI or IAALT) must provide documentation of 10 contact hours of continuing education credit (1 CEU) each year when submitting their membership for renewal. Documentation includes:

- 1. Copies of signed certificates of attendance or signed letters from the sponsors of the events attended**
- 2. CEUs Member Verification Form (available on-line or from the ALTA office)**

2007 Symposium: Insights in Dyslexia as Teacher, Researcher, and Dyslexic

Date: November 10, 2007
Time: 8:30 a.m. - 1:30 p.m.
Location: Junior League of Houston
Sponsor: Houston Branch of the International Dyslexia Association
Presenter: G. Eden, R. Langston, S. Carreker, and R. Gooden.
Contact Person: Cathy Lorino
Telephone: 713-665-5733 or 713-446-5140
Email: clorino@sbcglobal.net
CEU Contact Hours: 4

Dyslexia and English Language Learners: Identification & Assessment Issues (Day1)

Date: November 12, 2007 and March 27, 2008
Time: 9:00 a.m. – 4:00 p.m.
Location: Region 13 Education Service Center, Austin, TX 78723
Sponsor: Region 13 Education Service Center
Presenter: Dr. Alvarado
Contact Person: Susan Patteson
Telephone: 512-919-5401
Email: Susan.Patteson@esc13.txed.net
CEU Contact Hours: 5.5

Fluency and Comprehension

Date: November 14, 2007
Time: 9:00 a.m. – 3:00 p.m.
Location: Shelton School, 15720 Hillcrest Road,
Dallas, Texas 75248
Sponsor: Shelton School
Presenter: Linda Kneese, M.Ed., Outreach Coordinator of
Shelton School

Contact Person: Cindy Angel
Telephone: 972-774-1772, ext. 223
Email: cangel@shelton.org
CEU Contact Hours: 6

Social Skills/ Choices

Date: November 17, 2007
Time: 8:00 a.m. – 4:30 p.m.
Location: Shelton School, 15720 Hillcrest Road,
Dallas, Texas 75248
Sponsor: Shelton School
Presenter: Joyce Pickering, Hum.D., Executive Director of
Shelton School and Evaluation Center
Contact Person: Cindy Angel
Telephone: 972-774-1772, ext. 223
Email: cangel@shelton.org
CEU Contact Hours: 8

ABCs of Dyslexia Evaluation

Date: December 1, 2007
Time: 9:00 a.m. – 4:00 p.m.
Location: Rawson-Saunders School for Dyslexics,
2600 Exposition Blvd., Austin, TX
Sponsor: Rawson-Saunders School for Dyslexics
Presenter: Pat Sekel, Ph.D., CALT, QI
Contact Person: Drenda Haddock
Telephone: 512-476-8382
Email: dhaddock@rawson-saunders.org
CEU Contact Hours: 6

Structural Math

Date: December 1, 2007
Time: 8:00 a.m. – 4:30 p.m.
Location: Shelton School, 15720 Hillcrest Road,
Dallas, Texas 75248
Sponsor: Shelton School
Presenter: Joyce Pickering, Hum.D., Executive Director of
Shelton School and Evaluation Center
Contact Person: Cindy Angel
Telephone: 972-774-1772, ext. 223
Email: cangel@shelton.org
CEU Contact Hours: 8

History of Language

Date: January 19, 2008
Time: 8:00 a.m. – 4:30 p.m.
Location: Shelton School, 15720 Hillcrest Road,
Dallas, Texas 75248
Sponsor: Shelton School
Presenter: Linda Kneese, M.Ed., Outreach Coordinator
of Shelton School
Contact Person: Cindy Angel
Telephone: 972-774-1772, ext. 223
Email: cangel@shelton.org
CEU Contact Hours: 8

Research Discussion Circle

Date: January 19, 2008, February 23, 2008, April 19,
2008 (Participants may attend any of the session or
all of the sessions.)
Time: 9:30 a.m. – 11:30 a.m.
Location: Barnes and Noble Bookstore, Bee Caves Location
Sponsor: Rawson-Saunders School for Dyslexics
Presenter: Pat Sekel, Ph.D., CALT, QI
Lynn Hoover, M.Ed., CALT, QI
Drenda Haddock, M.Ed., CALT, QI
Contact Person: Drenda Haddock
Telephone: 512-476-8382
Email: dhaddock@rawson-saunders.org
CEU Contact Hours: 2

Courage to Risk

Date: Jan. 25-26, 2008
Time: 8:00 a.m. – 5:00 p.m.
Location: The Broadmoor Hotel
Sponsor: IDA, LDAC, CCED, DCDT, CSHA, CCCBD,
CSSP, CDE
Presenter: Cheryl Scott, Ph.D., CCC-SLP, Guivere Eden, Ph.D.
Contact Person: IDA website
Telephone:
Email: anne@spectrumeducationalconsulting.com
CEU Contact Hours: 16

LETRS – Language Essentials for Teachers of Reading and Spelling Modules 1, 2, & 3

Date: January 29 – 31, 2008
Time: 9:00 a.m. – 4:00 p.m.
Location: Rawson-Saunders School for Dyslexics,
2600 Exposition Blvd., Austin, TX
Sponsor: Rawson-Saunders School for Dyslexics
Presenter: Pat Sekel, Ph.D., CALT, QI
Contact Person: Drenda Haddock
Telephone: 512-476-8382
Email: dhaddock@rawson-saunders.org
CEU Contact Hours: 18

Composition

Date: January 30, 2008
Time: 9:00 a.m. – 3:00 p.m.
Location: Shelton School, 15720 Hillcrest Road,
Dallas, Texas 75248
Sponsor: Shelton School
Presenter: Linda Kneese, M.Ed., Outreach Coordinator of
Shelton School
Contact Person: Cindy Angel
Telephone: 972-774-1772, ext. 223
Email: cangel@shelton.org
CEU Contact Hours: 6

“Capturing Elusive Images: Practical Strategies for Building Orthographic Recall” and “What Little Readers Need to Know: Launching Preschoolers into Reading!”

Date: February 8, 2008
Time: 9:00 a.m. – 4:00 p.m.
Location: Lubbock Civic Center Theater, PO Box 10135, Lubbock, TX 79408
Sponsor: Scottish Rite Learning Center of West Texas
Presenter: Michele Berg, Ph.D.
Contact Person: Linda Stringer
Telephone: 806-765-9150
Email: srlcwt@nts-online.net
CEU Contact Hours: 5

Phonological Awareness: Assessment, Analysis and Practical Application/ Oral Language Development

Date: February 16, 2008
Time: 8:00 a.m. – 4:30 p.m.
Location: Shelton School, 15720 Hillcrest Road, Dallas, Texas 75248
Sponsor: Shelton School
Presenter: Linda Kneese, M.Ed., Outreach Coordinator of Shelton School
Contact Person: Cindy Angel
Telephone: 972-774-1772, ext. 223
Email: cangel@shelton.org
CEU Contact Hours: 8

Take Flight Retraining – Part 1

Date: March 5-7, 2008
Time: 8:30 a.m. – 4:00 p.m.
Location: Texas Scottish Rite Hospital for Children, Luke Waites Center for Dyslexia, 2222 Welborn Street, Dallas, Texas 75219
Sponsor: Texas Scottish Rite Hospital for Children
Presenter: Karen Avrit, M.Ed., CALT, QI, Director of Dyslexia Education at TSRH
Contact Person: Krystal Sims
Telephone: 214-559-7885
Email: Krystal.Sims@tsrh.org
CEU Contact Hours: 17

Dyslexia and English Language Learners: Identification and Assessment Issues (Day2)

Date: March 28, 2008
Time: 9:00 a.m. – 4:00 p.m.
Location: Region 13 Education Service Center, Austin, TX 78723
Sponsor: Region 13 Education Service Center
Presenter: Dr. Alvarado
Contact Person: Susan Patteson
Telephone: 512-919-5401
Email: Susan.Patteson@esc13.txed.net
CEU Contact Hours: 5.5

Fluency and Comprehension

Date: March 29, 2008
Time: 8:00 a.m. – 12:00 p.m.
Location: Shelton School, 15720 Hillcrest Road, Dallas, Texas 75248
Sponsor: Shelton School
Presenter: Linda Kneese, M.Ed., Outreach Coordinator of Shelton School
Contact Person: Cindy Angel
Telephone: 972-774-1772, ext. 223
Email: cangel@shelton.org
CEU Contact Hours: 4

Composition

Date: March 29, 2008
Time: 12:30 p.m. – 4:30 p.m.
Location: Shelton School, 15720 Hillcrest Road, Dallas, Texas 75248
Sponsor: Shelton School
Presenter: Linda Kneese, M.Ed., Outreach Coordinator of Shelton School
Contact Person: Cindy Angel
Telephone: 972-774-1772, ext. 223
Email: cangel@shelton.org
CEU Contact Hours: 4

Dyslexia Law

Date: April 26, 2008
Time: 8:00 a.m. – 2:30 p.m.
Location: Shelton School, 15720 Hillcrest Road, Dallas, Texas 75248
Sponsor: Shelton School
Presenter: Linda Kneese, M.Ed., Outreach Coordinator of Shelton School
Contact Person: Cindy Angel
Telephone: 972-774-1772, ext. 223
Email: cangel@shelton.org
CEU Contact Hours: 6

Organization and Study Skills

Date: May 3, 2008
Time: 8:00 a.m. – 4:30 p.m.
Location: Shelton School, 15720 Hillcrest Road, Dallas, Texas 75248
Sponsor: Shelton School
Presenter: Linda Kneese, M.Ed., Outreach Coordinator of Shelton School
Contact Person: Cindy Angel
Telephone: 972-774-1772, ext. 223
Email: cangel@shelton.org
CEU Contact Hours: 8

Overcoming Dyslexia: Translating Research Into Practice

Date: May 9, 2008
Time: 9:00 a.m. – 12:00 p.m.
Location: Dell Jewish Community Center, Austin, TX 78750
Sponsor: Scottish Rite Learning Center of Austin
Presenter: Dr. Sally Shaywitz and Dr. Bennet Shaywitz
Contact Person: Linda Gladden
Telephone: 512-472-1231
Email: lsgladden@aol.com
CEU Contact Hours: 2.5

LETRS – Language Essentials for Teachers of Reading and Spelling Modules 4, 5, & 6

Date: June 25 – 27, 2008
Time: 9:00 a.m. – 4:00 p.m.
Location: Rawson-Saunders School for Dyslexics,
2600 Exposition Blvd., Austin, TX
Sponsor: Rawson-Saunders School for Dyslexics
Presenter: Pat Sekel, Ph.D., CALT, QI
Contact Person: Drenda Haddock
Telephone: 512-476-8382
Email: dhaddock@rawson-saunders.org
CEU Contact Hours: 18

CEU Opportunities Available Online

Dyslexia and Related Disorders - Online

Date: Any Date
Time: Any Time
Location: Internet - www.shelton.org
Sponsor: Shelton School
Presenter: Joyce Pickering, Hum.D., Executive Director of
Shelton School and Evaluation Center
Contact Person: Cindy Angel
Telephone: 972-774-1772, ext. 223
Email: cangel@shelton.org
CEU Contact Hours: 4

The Shelton Model For Teaching Social Skills - Online

Date: Any Date
Time: Any Time
Location: Internet - www.shelton.org
Sponsor: Shelton School
Presenter: Joyce Pickering, Hum.D., Executive Director of
Shelton School and Evaluation Center
Contact Person: Cindy Angel
Telephone: 972-774-1772, ext. 223
Email: cangel@shelton.org
CEU Contact Hours: 4

Multisensory Grammar – Advanced - Online

Date: Scheduled time once a month or by appointment for
large groups
Time: varies – participants have 2 weeks to complete the 3
contact hours

Location: www.neuhaus.org – Neuhaus Education Center web site
Sponsor: Neuhaus Education Center
Presenter: Neuhaus Education Center Teaching Staff
Contact Person: Jennifer Schmidt
Email: jschmidt@neuhaus.org
CEU Contact Hours: 3

Structure of the English Language for Reading - Online

Date: Scheduled time once a month or by appointment for
large groups
Time: varies – participants have 2 weeks to complete the 3
contact hours
Location: www.neuhaus.org – Neuhaus Education Center web site
Sponsor: Neuhaus Education Center
Presenter: Neuhaus Education Center Teaching Staff
Contact Person: Jennifer Schmidt
Email: jschmidt@neuhaus.org
CEU Contact Hours: 3

Scientific Spelling - Online

Date: Scheduled time once a month or by appointment for
large groups
Time: varies – participants have 2 weeks to complete the 3
contact hours
Location: www.neuhaus.org – Neuhaus Education Center web site
Sponsor: Neuhaus Education Center
Presenter: Neuhaus Education Center Teaching Staff
Contact Person: Jennifer Schmidt
Email: jschmidt@neuhaus.org
CEU Contact Hours: 3

Reading Comprehension - Online

Date: Scheduled time once a month or by appointment for
large groups
Time: varies – participants have 2 weeks to complete the 3
contact hours
Location: www.neuhaus.org – Neuhaus Education Center web site
Sponsor: Neuhaus Education Center
Presenter: Neuhaus Education Center Teaching Staff
Contact Person: Jennifer Schmidt
Email: jschmidt@neuhaus.org
CEU Contact Hours: 3

Developing Accuracy and Fluency – Online class

Date: On-going
Time: A three hour online class. Participants have 2 weeks
to complete the 3 hours.
Location: www.neuhaus.org
Sponsor: www.neuhaus.org - Neuhaus Education Center web site
Presenter: Mary Lou Slania, CALT
Contact Person: Jennifer Schmidt
Telephone: 713-664-7676
Email: jschmidt@neuhaus.org
CEU Contact Hours: 3

Milestones

WELCOME, NEW CALT MEMBERS: : Cathy Bailey, Ramona Bailey, Karan Bain, Susan Barlowe, Rebecca Beasley, Lori Bergeron, Lisa Boren, Katherine Boruff, Harry Burg, Alyssa Burke, Alva Carey, Tara Chapman, Sharon Clayton, Nicole Cohen, Lynne Coleman, Susan Coley, Twila Crowder, Katrina Fairchild, Paula Farish, Maureen Geis, Charleen Glidden, Phyllis Glidewell, Kristine Goossen, Katherine Grassi, Amanda Gray, Cindy Gray, Belinda Haas, Deborah Harrington, Tommie Henning, Desiree Hunerberg, Cindy Hutto, Mary Johnson, Clara Kelly, Tammy Lea, June Levitt, Donna Lewis, Elissa Linehan, Vicki Littleton, Alison Luria, Charlotte Mahler, Jessica Martin, Jean McCathern, Lisa McCulloch, Charlotte McIntyre, Kimberly McKinzey, Cindy Medlicott, Elizabeth Mims, Isabel Nieves, Maureen O'Brien, Amy Popp, Roberta Read, Amy Richard, Paula Schneider, Karen Skinner, Dian Smith, Laura Stagg, Kimberly Story, Mari Tandeski, Lisa Thomas, Sulinda Trilops, Judith Waldie, Cindy Waltrip, Melani Ward, Jaime Warren and Diane Wood.

WELCOME, NEW IAALT MEMBER: Diana Duke.

WELCOME, NEW ASSOCIATE MEMBERS: Michelle Blackmon, Sharri Harris, Laura MacDonald and Gerre Slaton.

Upcoming Alliance Registration Exam Dates

Contact the ALTA office for an exam application, judy@madcrouch.com, or call 972/233-9107 ext. 201.

November 2, 2007

IDA ANNUAL CONFERENCE

Adam's Mark Hotel • Dallas, TX
972/233-9107 ext. 201 (ALTA Office)

July 14, 2008

SCOTTISH RITE LEARNING CENTER

1622 East Riverside • Austin, TX
512/472-1231
www.scottishritelearningcenter.org

bulletin Calendar

OCTOBER: SMU Learning Therapy Program. Intro. Course B/Cognitive & Linguistic Structures of Written Language, Plano Campus, Oct. 26-27; Intro. Course B/Cognitive & Linguistic Structures of Written Language, Rio Grande Valley, Oct. 26-27; Intro. Course B/Cognitive & Linguistic Structures of Written Language, Shreveport, LA, Oct. 26-27; Intro. Course B/Cognitive & Linguistic Structures of Written Language, San Antonio, TX, Oct. 12-13; Adv. Course B/Cognitive & Linguistic Structures of Written Language, Part II, Plano Campus, Oct. 26-27; Adv. Course B/Cognitive & Linguistic Structures of Written Language, Part II, San Antonio, Oct. 12-13.



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