

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

# bul•le•tin

Spring

2007

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

## Standing on the Shoulders of Giants

# 21<sup>st</sup> Annual ALTA® Conference

*"Bernard of Chartres used to say that we are like dwarfs on the shoulders of giants, so that we can see more than they, and things at a greater distance, not by virtue of any sharpness of sight on our part, or any physical distinction, but because we are carried high and raised up by their giant size."*

-John of Salisbury, 1159 Metalogicon

*If I have seen a little further it is by standing on the shoulders of Giants."*

-Sir Isaac Newton, February 5, 1676



These quotes clarify and exemplify the spirit of ALTA®'s 21st Annual Conference. The power of this metaphor is immediate. First, the importance and nature of the scientific method and research is strikingly apparent. On further reflection, it is easy to imagine the view one might have from being lifted on high. By invoking the extraordinary vision which this help might entail, the metaphor underscores the very solid foundation of work upon which one stands. Early work and research has enabled a subsequent generation to begin at a higher level of understanding and knowledge. The collaborative nature of science whereby there is a collective and individual pursuit of knowledge is one of its greatest assets. What do we take away from this powerful image?

We must search for opportunities to learn from

those giants that remain among us, acknowledge each other's work and build while allowing others to build upon what we have accomplished. Working within this framework, we will continue to grow in stature and collectively and individually, we will achieve our goal. We must continue to be a collaborative community in the scientific tradition.

This year has seen the passing of one of the giants in our field, Mrs. Aylett Cox, and yet there remains another generation of giants. The ALTA® Board is very pleased to have four of them as this year's speakers.

*See 21st Annual ALTA® Conference on Page 3*

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

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# President's Letter

Dear Fellow ALTA members,

There are times when individual members can go about their business and not attend to the needs of the organization and there are times when the organization needs the support and attention of the members. We are in a time when our organization needs our attention. In my home state of Texas, there is a bill before the legislature that would grant licensure to individuals who hold our credentials. Our colleagues in Mississippi gained licensure last year. The goal of ALTA has always been to have licensure in all 50 states. As ALTA members we need to support the efforts to gain licensure in our home states and across the country. That support includes contributions to funds to employ lobbyists and letter writing. Your board will disseminate information on licensure efforts whenever needed and share the results with all members. You will find information on the licensure effort in Texas in this newsletter.



Today there is a heightened awareness of dyslexia and the professionals who are qualified to serve individuals with dyslexia. There is also quite a bit of confusion in the general public as to what qualifications are needed. We all hear sad tales of parents who spend hard earned dollars on interventions that have no scientific basis and that are not supported by research. It is our responsibility to inform and educate our friends and neighbors at every opportunity. We need to guide them to reputable professionals and training courses. We are fortunate that we can guide parents to our website and helpline, to the IMSLEC website, and to the Alliance website with confidence.

So, get involved! Contact the chair of a committee that interests you and volunteer to help. Stay informed as to legislative efforts in your area. Use CALT or AALT after your name with pride and let people know what it means. Come to the Annual Conference on April 28th in Dallas, Texas.

It is our ability to serve individuals with dyslexia that brings us together. It is quality training that makes us effective. It is banding together that moves this profession forward as a respected profession and strengthens each of us in the process.

I look forward to gathering at our conference in April. It will be wonderful, don't miss it!

Sincerely,

A handwritten signature in dark ink, appearing to read 'Nancy Coffman'. The signature is fluid and cursive.

Nancy Coffman

**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.**

The morning speakers are Dr. Edward Kame'enui, the first Commissioner of Special Education Research, U. S. Department of Education, and Dr. Joanne Carlisle, author, researcher, and Professor of Educational Studies at the University of Michigan. Afternoon speakers are Mr. Ronald Yoshimoto, M. Ed., M.S.W., and Fellow of the Orton-Gillingham Society, and Dr. Betty Osman, author and practicing psychologist.

**Edward J. Kame'enui, Ph.D.** was appointed the nation's first commissioner for special education research in May 2005, and assumed duties in July 2005. He is an international authority on learning problems and special education, and will lead the National Center for Special Education Research (NCSER), the fourth center established within the Institute of Education, as mandated in the 2004 reauthorization of the Individuals with Disabilities Education Act (IDEA).

Dr. Kame'enui comes to IES from the University of Oregon, where he has been a faculty member for the past 17 years. His areas of research expertise and interest include early literacy, vocabulary development, learning disabilities, school wide models of reading improvement, and the design of high quality educational materials. During his tenure with University of Oregon, he directed or co-directed numerous federal or state research and training grants including the Oregon Reading First Center and the Western Regional Reading First Technical Assistance Center. He has served on a multitude of national committees, review panels, and research boards in general and special education and has published over 90 journal articles, 30 book chapters, and 14 textbooks.

Kame'enui began his special education career in 1971 as a teacher and houseparent at a residential treatment center for children identified with serious emotional and behavioral problems in Wisconsin. He also served in the Office of Special

Education and Rehabilitative Services of the U.S. Department of Education as a research specialist and project officer. In the early-1980s, Kame'enui was a professor of special education at The University of Montana and Purdue University.

A native of Hawaii, Kame'enui earned his bachelor of arts degree at Pacific University in Oregon and a master's degree and Ph.D., both in special education, at the University of Oregon.

**Joanne F. Carlisle, Ph.D.**, is Professor of Educational Studies at the University of Michigan. Dr. Carlisle began her career as a high school English teacher and, later, taught students with learning disabilities at the middle school and high school levels. She received her doctorate in Learning Disabilities from the University of Connecticut in 1984. Her research focuses on language and literacy development of school-age children, with a particular interest in those for whom acquisition of literacy is a challenge. Current research projects focuses on early elementary reading instruction. She is studying methods of instruction in vocabulary in the early elementary years. She oversees the evaluation of Reading First in Michigan. In addition, she is the principal investigator of projects designed to investigate models of effective professional development in reading and the identification and measurement of teachers' reading knowledge. She is the author of numerous articles and books.

**Ronald Yoshimoto, M. Ed., M. S. W.**, and Fellow of the Orton-Gillingham Society was the principal of ASSETS School, a private school for dyslexic, gifted, and gifted dyslexic students, for 18 years. He is currently employed by the State of Hawaii, Department of Education, to train special and regular education teachers in Orton-Gillingham Multisensory Structured Language Training. He is also the past president of the Hawaii branch of the International Dyslexia Association. Mr. Yoshimoto is a

## Thanks to Our 2007 Conference Committee

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**And a Special Thanks to**  
**Region 10**

fellow of the Academy of Orton Gillingham Practitioners and Educators and is a former vice-president of the Academy. He has presented at the International Dyslexia Association and other conferences.

**Betty B. Osman, Ph.D.** is known throughout the country as an authority on children with learning disabilities and ADHD. She is a psychologist, specializing in the treatment of children and adolescents with behavioral problems, learning disabilities and attention deficit disorders, as well as counseling families. Dr. Osman also has "social groups" to foster the development of children's social skills. In addition to a private practice, she is on the staff of the White Plains Hospital center, Department of Behavioral Health. Dr. Osman is the author of several books and is a contributor of many journal articles and chapters in books. Her books include, *Learning Disabilities: A Family*

See 21st Annual ALTA® Conference  
on Page 4

# Member Spotlight: Stephen Nicola

## From a Cryptic Linguist to Associate Academic Language Teacher



**Stephen Nicola**

After studying French and Latin in high school, Stephen joined the United States Air Force as a Russian Cryptologic Linguist. He had a six-hour-a-day, five-day-a-week, year-long intensive Russian language training at Defense Language Institute in Monterey, California. While doing his military service in Berlin, Stephen took German courses through the University of Maryland. He received college credits for all of his military training in Russian

and German. After being honorably discharged, Stephen went to Penn State University and graduated with a BA in Russian. Later, Stephen answered an ad in the *Dallas Morning News* for a tutor for the Shelton School's Summer Scholars program. There happened to be an eight year old girl with learning differences who was adopted from Russia. Stephen was placed with her for the summer. Amy Kelton, a Shelton teacher, and Stephen worked together that summer using various methods to help this child with her various language difficulties. She could barely speak Russian or English. Joyce Pickering, director of the Shelton School, observed Stephen working with her and offered him a job. After arriving at Shelton, Stephen discov-

ered the Association Method. "I didn't even know about the Association Method until I came to work for Shelton." Since he was already using the method in the classroom and found it to be effective, he decided to take the training at the University of South Mississippi in Hattiesburg. Stephen says, "I had never studied language on the phonemic level, and I liked the Association Method symbols (The Northampton Symbols)."

Today, Stephen uses the Association Method everyday for instructing students from early childhood through second grade as language therapy for children with learning disabilities, primarily dyslexia. This year he has a T1/1st grade class at Shelton. His classroom is a modified Montessori classroom in which they use the Association Method, Sequential English Education (SEE) and Montessori Methods to teach the language part of the curriculum. They use VAK methods from Association and Montessori to help the students make the sound/symbol association (hence, the Association Method) for the phonemes and words.

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Continued **21st Annual ALTA® Conference** from page 3

*Guide to Living and Learning Together, No One to Play With: Social Problems of LD and ADD Children (Revised), and Learning Disabilities: A Family Affair.* She is also the co-editor of *Ritalin: Theory and Practice (2nd Edition)* with Laurence Greenhill, MD.

After graduating from Vassar College, Dr. Osman earned an M.A. and an Ed.M. from Teachers College, Columbia University, and a Ph.D. in psychology from Fordham University. She is on the Editorial Board of the *Journal of Child and Adolescent Psychopharmacology* and serves on the Board of Directors of the Eagle Hill School in Greenwich, Connecticut, as well as on several profes-

sional boards throughout the country. She is Chairman Emeritus of the Professional Advisory Board of the National Center for Learning Disabilities and a former member of the Board of Directors. She was a member of the President's Committee on Mental Retardation and served a four year term on the National Institute of Health and Human Development Advisory Council of the National Institutes of Health (NICHD).

Dr. Osman lectures widely in the United States and abroad, and has appeared on many national radio and television programs. She and her husband live in Rye, New York and are the parents of three grown children.

Stephen finds that most significant aspect of the Association Method is the orderliness. "The record-keeping of the Association Method is key to helping the student progress at that child's pace. The phonetic approach works very well for these LD children. It's nice to observe them analyze a word or a sentence by taking the building blocks of the written word to make meaning. Personally, I just find the Association Method to be an interesting way to understand the English language."

(For more information about the Shelton School, visit [www.shelton.org](http://www.shelton.org), or call 972-774-1772. For more information about the Association Method, visit [www.Usm.edu/dubard](http://www.Usm.edu/dubard), or call 601-266-5223.)



# Beyond the 3 R's: Learning Disabilities and Social Issues

**By Betty B. Osman, PhD,  
Child and Adolescent Services,  
Department of Behavioral Health  
White Plains Hospital Center,  
White Plains, New York**

Learning to successfully interact with others is one of the most important aspects of a child's development, with far-reaching implications. Although most children acquire social skills by example (and possibly osmosis), research clearly suggests that children with learning disabilities and/or ADHD may have difficulty making and keeping friends. LD adolescents have also been shown to be less involved in recreational activities than their non-LD classmates. As a result, they are likely to become the all-too-familiar couch potatoes who spend leisure time alone, addicted to T.V., computer games, and the internet.

Parents devote much time and effort trying to impart to children the information and values they consider important. Yet, the development of children's social skills frequently is taken for granted. It goes without saying that it is painful for parents to see a child rejected by peers; actually in a sense, it becomes their rejection as well. Some parents relive their own unhappy social experiences as children, while others have expectations or dreams for their children that, not realized, become a source of disappointment and frustration.

Certainly, not all young people with learning difficulties experience social problems; typically, the good athlete, computer whiz, class comedian, or resident artist, is likely to be accepted regardless of other problems. Then, too, some children seem born to make life easy for parents—and for themselves. They appear to develop social awareness in the crib and as they grow, display innately good "people skills"—a sense of humor, a posi-

tive attitude toward life, and empathy for others, qualities guaranteed to win friends. But for many children and adolescents, the lack of peer acceptance can become the most painful of their problems. There are calculators and word processors to help with school assignments, but there's no similar technology to help students handle a lonely recess at school, a family outing, or a date. These require social competence.

Social competence in this context refers to those overt and cognitive skills necessary for effective interpersonal functioning. They include both verbal and non-verbal behaviors that are socially valued and are likely to elicit a positive response from others. Lack of these behaviors though, does not represent a simple problem. Rather, social difficulties may be thought of as occurring on three levels.

The first is a cognitive deficit, or a lack of knowledge of how to act in a given social situation. Intervention on this level consists of teaching the requisite skill in much the same way as a new math concept would be introduced. There are people, however, who do understand appropriate behavior and what is expected in a social situation, but their own needs interfere with their cognitive processing. This is the "performance deficit", seen most frequently, perhaps, in LD/ADHD children and adolescents. These young people have the skills, but are unable to apply them.

Still others with social disabilities know how to act and can suppress their own needs, but lack the ability to evaluate their own or others' behavior. They don't understand the effect of their actions and therefore, have no means of monitoring what they do. Anticipation and cause/effect are non-existent, so there is no recognition until after the infraction occurs again.

In sum, young people with social disabilities frequently are less able than others their age to figure out how to behave in social situations and are less aware of how others respond to them. Therefore, they act without knowledge or regard for social consequences. Most though, are completely unaware of their role, perceiving themselves as the innocent victims of others' wrongs or mistreatment. In other words, these young people take little responsibility for their actions, blaming others—or simply bad luck—for events in their lives. What they do feel though, is a lack of mastery and success and an overdose of criticism from peers and adults alike. To help those with social difficulties, it is important to understand on what level they are having trouble and how their social disabilities reflect or relate to their other problems.

There are no easy solutions for helping children "catch up" with their peers, but one thing is apparent, children do not learn social skills in a vacuum. Although LD children may seem immature for their chronological age, they need to be encouraged to be independent and self-reliant, vital ingredients for a healthy social adjustment.

Communication skills, both verbal and non-verbal, frequently problematic for children with learning disabilities, also affects their social interactions. Some LD youngsters process verbal communication almost as a foreign language. Words don't stand still, and neither does the peer group, which may result in social isolation.



*See Beyond the 3 R's  
on Page 6*

Non-verbal communication is probably even more important socially, that is, the ability to correctly interpret body language and facial expressions. Some children with "high emotional intelligence" are aware of their own feelings and recognize emotions in others, even in the preschool years. Others though, tend to misread signals and don't perceive others' moods and attitudes. These children may also gesture inappropriately, standing too close to others, talking too loud or too long, with no awareness of the negative reactions they are incurring.

As parents, educators, and mental health professionals, we cannot afford to ignore children's psychosocial difficulties. The consequences are too great for them, their teachers, and their families. The social domain, along with academic instruction,

is within the realm of educational responsibility, at home as well as in school.

To help children and adolescents develop social skills and promote social acceptance, a few suggestions are offered:

1. Establish an atmosphere of caring in our schools, a climate where children will be willing to take risks to learn. Fear of failure is stronger for most than the desire to learn, especially for young people whose self-esteem tends to be fragile.
2. Teach prosocial skills:
  - How to initiate, maintain, and end a conversation
  - The art of negotiation
  - Cooperating with others in a group
  - How to give and receive compliments
  - How to take constructive criticism

3. Use of peers to facilitate social interactions (an underutilized resource in education)
  - Modeling
  - Groups
  - Role playing

Although not all children and adolescents incur social difficulties, those who do need special understanding in the school years, not only in terms of their present performance, but rather for the people they are capable of becoming with our help. Although each young person is unique, all have the same needs--for acceptance, approval, and a sense of belonging. To truly address their needs, we must go beyond the 3 R's to include the 4th R, Relationships.

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## Notice Anything Different About the Directory?

You will notice a somewhat different format to the 2006-2007 directories. Avril Greenberg and her committee worked diligently to make the ALTA directory a more user-friendly and comprehensive resource.

For quick and easy reference, the table of contents is on page 1. Avril and her committee have attempted to keep all relevant information together, i. e. membership and minimum guidelines have been moved to the beginning of the directory. All issues relating to ALTA governance, such as

Bylaws, ALTA's history and Policies and Procedures, as well as a comprehensive list of training courses, are located towards the back of the directory. On the front inside cover, you'll find the ALTA Officers, Board of directors, Past Presidents, Committee Chairs, and Liaisons.

Each membership section now has a thumb guide for each of the four different levels: Qualified Instructors, CALTs, a new section for Associate Level members, and Students. A table on page 11 details the minimum

certification guidelines, requirements, and standards for CALT and Associate Level membership in ALTA. This table is a quick visual reference to compare and contrast the requirements mandated for CALTs and our new Associate Level members.

A limited number of extra copies of the directory are available for purchase at \$15 each plus \$3 shipping and handling. To order an extra copy of the directory, send your check for \$18, payable to ALTA, to: ALTA National Office, 14070 Proton Rd., Suite 100, LB 9, Dallas, TX 75244.

Avril and her committee consider this directory to be a work in progress. They welcome your constructive input and will endeavor to incorporate any suggestions into the layout of the 2007-2008 directories. Send a note with your suggestions to the ALTA office address above, or go to the ALTA website, [www.ALTAread.org](http://www.ALTAread.org), to email your ideas. ALTA congratulates Avril and her committee for a job well done!

### 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. If you have any potential underwriters, please email Meg Carlsen: [mbcarsen@gmail.com](mailto:mbcarsen@gmail.com).**

# Is 2007 the year for licensure in Texas?

By Nancy Coffman, MS, CALT, QI

There is a bill before the Texas legislature to grant licensure to individuals who hold credentials matching those of Associate/Academic Language Teachers (AALT) and Certified Academic Language Therapists (CALT). This bill was drafted by Geraldine "Tincy" Miller with input from ALTA and all of the IMSLEC accredited training course directors in Texas. The criteria for licensure at both levels match the criteria for those levels of membership in ALTA. The Associate level is titled "Basic Dyslexia Practitioner," and the CALT level is titled "Advanced Dyslexia Therapist." This legislation was initially put before the Texas legislature in 2005. It was defeated, not on the merits of the bill, but due to some political maneuvers beyond our control.

Since that disappointment, the bill has been strengthened and the ALTA leadership has had a civics lesson! Recently, the ALTA Board of Directors unanimously voted to establish a fund of \$20,000



**Geraldine "Tincy" Miller meets with ALTA representatives, IMSLEC accredited course representatives, and state Education Service Center representatives to draft the licensure bill. Back row, left to right: Nancy Coffman, Karen Vickery, Helen Macik and Brenda Taylor. Front row, left to right: Geraldine "Tincy" Miller, Gina Mitchell, Linda Gladden, Valerie Tucker, Kay Allen, Karen Avrit and Doris Haney**

from our reserves to pay a lobbyist to usher this bill for licensure through the Texas legislature.

ALTA's status as a 501(c)(6) allows us to fund a lobbyist. As Jamie Williams, our founder, says, "This is exactly why we established ALTA as a 501(c)(6)!" Our founders intended for ALTA to take this action. They may not have predicted that the lobbyist we hired, Courtney Hoffman,

would be a former CALT herself and the mother of a child with dyslexia.

The ALTA Board listed these reasons for hiring a lobbyist:

- The bill failed in 2005 due to a lack of proper tracking on the House side.
- Our membership lacks the expertise to properly follow and support legislation.

*See 2007 the year for licensure in Texas on Page 8*

## Want to be in on the LAF?

**Support legislative efforts to secure licensure (see article above) by making a non tax deductible donation to ALTA's Legislative Action Fund (LAF). Checks or credit card contributions can be sent to the national office. All members who have contributed to the fund will be listed on the next newsletter and acknowledged at the conference.**

**Don't miss out on the LAF!  
Send your non tax-deductible contribution today!**

**ALTA  
14070 Proton Road, Ste 100, LB 9  
Dallas, Texas 75244  
Attn: LAF**

**Credit card contributions can be made by calling:  
972-233-9107, ext 201**

We need a professional to monitor the bill and to advise us as to how and when to offer support.

- Geraldine “Tincy” Miller’s endorsement of hiring a lobbyist. (Mrs. Miller is a CALT and the chair of the Texas State Board of Education. She was also instrumental in getting the Texas Dyslexia Law passed in 1985.)
- Courtney Hoffman’s reputation as an effective lobbyist combined with her passion and understanding of our profession.

As Judith R. Birsh, ALTA Board member and editor of *Multisensory Teaching of Basic Language Skills* said, “This is an important moment in our efforts for recognition of our MSLE profession and a precedent for further lobbying efforts in other states over time.”

A legislative committee has also been formed. Members of that committee are: Kay Allen, Suzanne Carreker, Nancy Coffman, Joyce Pickering (chair), Melanie Royal, and Valerie Tucker. This committee has done extensive work in drafting the bill and has been involved in the process over the past year.

## AND NOW WE NEED YOUR HELP!

The ALTA board also voted to request contributions from the membership to offset and/or expand the allotted funds so that ALTA can support future efforts in other states. Our goal is to raise a minimum of \$20,000. These contributions would not be tax deductible, but would show grassroots support from the organization, replenish the funds taken from our reserves, and prepare us to support licensure in other states.

I hope that each of you will make a donation to the Legislative Action Fund. Every contribution will be significant. The names of those contributing will be published in the next ALTA newsletter and at the ALTA conference. I know that I am proud to say, “I support licensure!” I will be even more proud when the bill has passed and I can say, “I helped secure licensure for ATLA members!” Once the bill has been submitted to the legislature, information will be available on the ALTA website, [www.altaread.org](http://www.altaread.org)

At press time, the following members have already shown their support by making a contribution:

Judith Birsh  
Michelle Bufkin  
Margaret Carlsen  
Nancy Coffman  
Tracey Cox  
Tresa Owens  
Jeanine Phillips  
Mary Lou Slania  
Karen Vickery

To make a non tax-deductible contribution, send your check payable to ALTA noting on the memo line that it is a contribution for the Legislative Action Fund (LAF), or a letter with your name, address, telephone number, contribution amount and credit card number with expiration date, to: ALTA, 14070 Proton Road, Suite 100, LB 9, Dallas, Texas 75244.

### CORRECTION

For complete information on the article “Improving Beginning Reading Instruction and Intervention for Students with LD: Reconciling “All” with “Each” by Michael Coyne, Edward Kame’enui and Deborah Simmons, which appeared in the Fall 2006 issue of *The Bulletin*, see *The Journal of Learning Disabilities*, Vol. 37, No. 3, May/June, 2004, page 231-239.



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## 21st Annual ALTA® Conference RAFFLE PRIZES

**A relaxing and luxurious afternoon at The Cooper Spa, an evening on the town with dinner and four premium Dallas Mavericks tickets could be yours!**

**Tickets will be priced at \$3.00 each and will be available in the Registration area after you check in. The winners will be drawn later in the day.**

**Please help support ALTA® in its mission and win one of these fun and exciting events!**



# About the ALTA Foundation

Academic Language Therapy Association Foundation was organized on November 16, 1998. The Foundation received a letter of determination from the Department of the Treasury in 1999 as a 501c(3).

The ALTA Foundation was established to provide financial support for ALTA in furtherance of its purpose to educate professional Academic Language Therapists in the most current research-based information, strategies and techniques that are effective in both therapeutic and classroom situations. The Foundation supports programs that enhance the self-esteem of students with dyslexia. Other activities include opportunities to promote and support best practices among ALTA members and maintain high levels of professionalism in the field.

The Foundation has made financial contributions to the ALTA spelling bee, ALTA spring conference, the newly written national registration exam and community projects in which ALTA has participated.

Long-term goals include the development of proposals to seek charitable donations for the Foundation.

Officers of the Foundation are Jana Jones, Michelle Bufkin and Kay Peterson.

The ALTA Foundation wishes to express their gratitude for the following individuals who have made contributions in memory of Aylett Royall Cox.

Opal Andrews  
Lucy and Stephen Bell  
Benita Belsley  
Judith R. Birsh  
Rhodes R. Bobbitt  
Michelle Bufkin  
Amy Campbell II  
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Nancy and David Eldridge  
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# Telephone and Online Helpline Assistance Needed

By Bryony Welsh

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 me at (281) 589-6539 or Bryonyw@aol.com if you would like to help.

# Milestones

Welcome, new CALTs: Carilyn Alarid, Holly Aranda, Joyce Bandfield, Kimberly Bell, Eleanor Browning, Jeana Burton, Gayle Chilcoat, Shelley Corr, Vicki Davis, Julie Davis, Kathleen Fish, Dana Griffith, June Hoffman, Ilene Jayne, Linda Mathews, Cathy McKenzie, Joan McNamara, Rebecca Montalvo, Janell Neer, Mary Jean Oman, Cynthia Sangenito, Marcy Schnelle, Pamela Tumbelson and Karen Wheaton.

Welcome, new Associate members: Jean Colner and Kimberly Moses.

## NOTICE OF NONDISCRIMINATORY POLICY AS TO STUDENTS

Southwest Academy admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

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# Members Asked to Vote

At the annual ALTA meeting, April 28, members will be asked to vote on a proposal to increase membership dues for the 2008 membership year. The proposed rates are \$75 for Academic Language Teachers and Therapists and \$100 for Qualified Instructors. ALTA is a professional non-profit organization that operates solely on the revenue from dues. Within the last three years ALTA has promoted its mission by increasing its national presence. The dues increase will permit ALTA to continue on this path and to meet the rising costs of operation.

## Proposed Bylaws Change to be Approved at the Annual Membership Meeting

In adherence to our bylaws, ALTA members in good standing will be asked to approve a bylaws change that has been proposed by the bylaws committee and unanimously approved by the Board of Directors. Once ALTA instated the Associate Academic Language Teacher level of membership, it became evident that there should also be a level for those who instruct at that level. The Instructor Certification Committee, chaired by Karen Vickery, researched the criteria for the instructor of the teaching level within IMSLEC and aligned those criteria with this proposal. You will be asked to approve the following motion:

### The Board of Directors proposes adding a fifth level of membership:

#### Instructor of Associate Academic Language Teachers

**Instructor of Associate Academic Language Teachers membership shall be open to individuals who have met the minimum guidelines for Instructor of Associate Academic Language Teachers as defined in Policies and Procedures.**

The following are the minimum guidelines for the Instructor of Associate Academic Language Teachers and will become effective immediately after approval by the general membership.

- A. Eligibility Criteria for Enrollment in Program
    1. ALTA Membership at the Associate Academic Language Teacher level for at least one (1) year before enrollment
    2. A minimum of 900 hours of teaching experience in the MSLE program beyond certification at the Associate Academic Language Teacher level prior to enrollment, to include:
      - a. One (1) completion of teaching experience in the MSLE course
      - b. To include all IMSLEC-specified content both beginning and advanced
      - c. Experience with all IMSLEC-specified principles of instruction
  - B. Instructor of Associate Academic Language Teacher Level Program
    1. An internship for a minimum of 9 months or one complete cycle of MSLE teaching-level course
    2. A teaching-level instructor intern works under the supervision of an approved MSLE teacher instructor for a minimum of one entire cycle of teaching-level training course that meets IMSLEC instructional standards
    3. Experience to include:
      - a. Observation of all activities in a continuous nine-month training cycle including beginning and advanced courses
      - b. Upon completion of observation at each level, gradual participation at that level may begin under supervision of a Instructor in:
        - (1) Preparation for classes
        - (2) Course participant observations
        - (3) Record-keeping
        - (4) Presenting and observing lectures
        - (5) Providing feedback under the supervision of a teaching level instructor
  - C. Certification Criteria
    1. Completion of a Bachelor's degree from an accredited institution of higher education
    2. Completion of Instructor of Associate Academic Language Teacher Level Program as outlined above
    3. All certification criteria must be completed by the end of the third year after enrollment in the Instructor of Associate Academic Language Teacher Level Program.
  - D. Documentation of completion of certification requirements to be submitted to the Vice President of Membership at the ALTA National Office who will forward it to the Instructor Level Certifying Committee
    1. Submit a copy of the Associate Academic Language Teacher certificate
    2. Submit a copy of Instructor of Associate Academic Language Teacher Level certificate of completion from an IMSLEC-accredited course
    3. Submit documentation of completion of a bachelor's degree from an accredited institution of higher learning
- Additional documentation that may be required:
1. A minimum of two (2) video presentations of lectures written and presented to a class by the Instructor of Teaching in training to include:
    - a. one reading or applicable lecture
    - b. one spelling or applicable lecture
    - c. additional lectures may be requested
  2. Portfolio of Instructor of Teaching trainee's work
    - a. lectures notes/outline of above two lectures
    - b. critiques of submitted video presentations as outlined above from the Instructor Level Certifying Committee
- E. Instructor Level Certifying Committee
    1. Responsible for reviewing the applicant's documentation and notifying the applicant and the ALTA Vice President of Membership of its decision
    2. Composed of three (3) Instructors of Associate Academic Language Teacher Level not affiliated with the applicant's training center
    3. Appointed by the ALTA president and Vice President of Membership
    4. Committee members will remain anonymous
    5. ALTA Vice President of membership will act as liaison between the committee and the Applicant's training center
  - F. All Instructors of Associate Academic Language Teacher Level must submit documentation of completion of ten (10) contact hours of continuing education every year with their membership renewal, beginning in the third year after completion of their training.

I, \_\_\_\_\_, am an ALTA member in good standing. I will not be able to attend the annual meeting on April 28, 2007 and therefore submit this written ballot. Send to ALTA Election, 14070 Proton Rd. Suite 100, LB 9, Dallas, TX 75244, postmarked by April 21, 2007.

#### The nominated slate of officers and directors

I approve     I do not approve

#### The bylaws change

I approve     I do not approve

#### The dues increase

I approve     I do not approve

## Nominations for the 2007-2008 Board of Directors

Each year a portion of the members of the Board of Directors (BOD) complete their two year term and their replacements are elected for their two year term. The Nominating Committee proposes a slate to the current BOD for ratification. That slate is then presented to the general membership for approval. As provided by our bylaws, (Article IX, Section 3, (b) (2) ), additional nominations for officers and directors may be submitted in writing and signed by three active members in good standing at least 15 days prior to the annual meeting. Any submissions should be mailed to the national office and postmarked by April 10, 2007.

At the April 28th business meeting, active members in good standing will be asked to approve the following slate of officers and directors:

Lisa Tyler, VP Membership  
 Helen Macik, VP Public Relations  
 Phyllis Meisel, Board of Directors  
 Treasa Owens, Board of Directors  
 Marilyn Mathis, Board of Directors  
 (serving a second two year term)  
 Jean Colner, Board of Directors

The directors completing their two year terms are:

Kathryn Gilman  
 Tracey Cox  
 Mary Dyer  
 Karen Vickery  
 Christine Wylie

The 2007 Nominating Committee members are:

Karen Avrit, chair  
 Suzanne Carreker  
 Sandra Dillon  
 Lynne Fitzhugh  
 Marilyn Mathis

# CEU Calendar

**ALTA members are responsible for maintaining their personal CEU records for possible audit. Two percent of our membership will be audited in 2007. If chosen for audit, you will be required to provide documentation for the past THREE YEARS. TEN CONTACT HOURS of CEU credit are required PER YEAR.**

## **When the Chips are Down...Strategies for Improving Children's Behavior (Video)**

Date: March 12, 2007  
Time: 7:00 p.m. - 9:00 p.m.  
Location: Winston School  
5707 Royal Lane  
Dallas, Texas 75229  
Sponsor: DBIDA's Dallas Dyslexia Information Group  
Presenter: Richard Lavoie (video)  
Contact Person: Bob Brooks  
Telephone: 214-351-1985  
CEU Contact Hours: 2

## **Fluency, Comprehension, and Composition**

Date: March 24, 2007  
Time: 8:00 a.m. - 4:30 p.m.  
Location: Shelton School & Evaluation Center  
15720 Hillcrest Rd.  
Dallas, Texas 75248  
Sponsor: Shelton School & Evaluation Center  
Presenter: Linda Kneese, M. Ed  
Contact Person: Cindy Angel  
Telephone: 214-774-1772 x 227  
Email: [cangel@shelton.org](mailto:cangel@shelton.org)  
CEU Contact Hours: 8

## **The Science of Dyslexia**

Date: March 27, 2007  
Time: 6:30 p.m. - 8:30 p.m.  
Location: Fundamental Learning Center  
917 S. Glendale  
Wichita, Kansas 67218  
Sponsor: Fundamental Learning Center  
Presenter: Brian Stone, Ph.D.  
Contact Person: Penny  
Telephone: 316-684-7323  
Email: [pdorpinghaus@funlearn.org](mailto:pdorpinghaus@funlearn.org)  
CEU Contact Hours: 2

## **Clues to Your Career: A Self-Directed Search To Selecting a Career**

Date: April 9, 2007  
Time: 7:00 - 8:30 p.m.  
Location: Neuhaus Education Center  
4433 Bissonnet  
Belaire, Texas 77401  
Sponsor: Neuhaus Education Center  
Presenter: Lee Herrick, M.ED., LPC  
Contact Person: Cathy Lorino  
Telephone: 713-664-7676  
Email: [clorino@neuhaus.org](mailto:clorino@neuhaus.org)  
CEU Contact Hours: 1.5

## **Organization and Study Skills**

Date: April 14, 2007  
Time: 8:00 a.m. - 4:30 p.m.  
Location: Shelton School & Evaluation Center  
15720 Hillcrest Rd.  
Dallas, Texas 75248  
Sponsor: Shelton School & Evaluation Center  
Presenter: Linda Kneese, M. Ed  
Contact Person: Cindy Angel  
Telephone: 214-774-1772 x 227  
Email: [cangel@shelton.org](mailto:cangel@shelton.org)  
CEU Contact Hours: 8

## **Unlocking Literacy: Effective Decoding and Spelling**

Date: April 21, 2007  
Time: 8:30 a.m. - 12:00 p.m.  
Location: Tarrytown United Methodist Church (Fellowship Hall)  
2531 Exposition Blvd.  
Austin, Texas 78703  
Sponsor: Scottish Rite Learning Center of Austin

Presenter: Dr. Marcia Henry, Ph.D.  
Contact Person: Linda Gladden  
Telephone: (512) 472-1231  
Email: [lgladden@aol.com](mailto:lgladden@aol.com)  
CEU Contact Hours: 3

## **Dyslexia Law**

Date: May 5, 2007  
Time: 8:00 a.m. - 2:30 p.m.  
Location: Shelton School & Evaluation Center  
15720 Hillcrest Rd.  
Dallas, Texas 75248  
Sponsor: Shelton School & Evaluation Center

Presenter: Linda Kneese, M. Ed  
Contact Person: Cindy Angel  
Telephone: 214-774-1772 x 227  
Email: [cangel@shelton.org](mailto:cangel@shelton.org)  
CEU Contact Hours: 6

## **ALTA's 21st Annual Conference - "Standing on the Shoulder of Giants"**

Date: April 28, 2007  
Time: 8:00 a.m. - 4:00 p.m.  
Sponsor: ALTA  
Location: Hilton - Lincoln Centre  
Dallas, TX

Presenter: Dr. Edward Kame'emui  
Dr. Joanne Carlisle  
Mr. Ronald Yoshimoto  
Dr. Betty Osman  
Geraldine "Tincy" Miller  
Contact Person: ALTA National Office  
Telephone: 972-233-9107, ext. 201  
Conference information available online:  
[www.altaread.org](http://www.altaread.org)

## **H is for HOPE -ADHD- If We Could Just Harness that Energy!**

Date: May 22, 2007  
Time: 6:30 p.m. - 8:30 p.m.  
Location: Fundamental Learning Center  
917 S. Glendale  
Wichita, Kansas 67218  
Sponsor: Fundamental Learning Center  
Presenter: Mark Romereim, M.D. - Child Psychiatrist  
Contact Person: Penny  
Telephone: 316-684-7323  
Email: [pdorpinghaus@funlearn.org](mailto:pdorpinghaus@funlearn.org)  
CEU Contact Hours: 2

ALTA Events for contact hours of CEU credit are posted on our online Calendar of Events. CEU Information and a CEU Book List can be found in the ALTA 2006-2007 Directory, pages 170 -175, as well as online. Organizations wishing to sponsor events are encouraged to submit them online by completing an Event Submission Form.

The annual audit is under way with 2% of our membership being audited.

For additional information regarding the audit or CEUs please contact Lisa Tyler, ALTA CEU Chairman at: [lt Tyler@tx.rr.com](mailto:lt Tyler@tx.rr.com)



# The ALTA Garage Sale Returns to the 2007 Conference!

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## HOW CAN I HELP?

- (1) Start your own cleaning frenzy now. Collect your items. Contact Linda Byther or her committee members for drop-off instructions.
- (2) Deadline for drop-off is Saturday, April 7th.
- (3) Volunteer to help with the booth on the day of the conference.

## Questions?

Contact Linda Byther, Garage Sale Committee Chair: Linda\_Byther@yahoo.com, or call 972-618-1335.



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# It's Not Too Late...

.....to place an ad in the Conference Program Brochure. A Friend of ALTA listing is only \$10; business card ads are only \$25.

Contact Meg Carlsen, Chair, at 214-361-8171 or [mbcarlsen@gmail.com](mailto:mbcarlsen@gmail.com).  
Deadline for ads is March 1.

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...to book your room at the Hilton Hotel for our conference. Join the fun group who raves about the service and style of our host hotel! Our special

ALTA rate expires on April 2. Every room booked by an ALTA member supports our conference. You can book a room online at [www.hilton.com](http://www.hilton.com).



...to donate to the ALTA Garage Sale! This fun tradition needs a wide variety of therapist tools and materials. Linda Byther, Garage Sale Chair, would love to hear from you. Contact her at [linda\\_byther@yahoo.com](mailto:linda_byther@yahoo.com) or 972-618-1335.

We're looking forward to seeing you at this year's conference. Don't be late for these very important dates!

## The ALTA Foundation Announces the I Believe in Myself Award

The ALTA® Foundation is pleased to announce a scholarship opportunity donated by one of our ALTA® members. Recognized artist and Certified Academic Language Therapist Joan Hogge approached the ALTA® Foundation with her offer to create an annual award for a student of an ALTA® member. As an instrumental part of the early ALTA® Spelling Bee contests, Joan sought to recreate some of the creative energy she enjoyed while watching students, parents and therapists work on the Spelling Bee project. As Ms. Hogge explains, "My idea is to encourage language therapy students who have an interest in learning to draw or to paint in a specific medium, or who dream of becoming an artist. This award allows me to connect two rewarding passions in my life: my experience as an Academic Language Therapist, and my love for the visual arts."

The I Believe in Myself Award is available to students of ALTA® members in third grade and up. With the help of their therapist, applicants will submit a short essay explaining why art is impor-

tant in their life. A committee will judge the essays and the award winner will be announced at the ALTA® annual spring conference. The award winner will receive a \$250 scholarship towards art lessons provided by Ms. Hogge during the following summer. Student essays and the artwork they produce under Joan's tutelage will be featured in the ALTA® newsletter, at ALTA® events and on the ALTA® web site.

In addition to this scholarship offer, Ms. Hogge is donating 5% of all proceeds from her web site to ALTA®. These proceeds will be donated to the ALTA® Foundation Scholarship fund. To view Ms. Hogge's artwork, please visit [www.joanhoggeart.com](http://www.joanhoggeart.com).

The recipient of the 2007 I Believe in Myself Award will be announced at the ALTA Conference on April 28, 2007. Applications for the 2008 I Believe in Myself Award will be available at the ALTA Foundation booth at this year's conference.

# Upcoming Alliance Registration Exam Dates

Contact the ALTA office for an exam application, [judy@madcrouch.com](mailto:judy@madcrouch.com), or call 972/233-9107 ext. 201.

## June 9, 2007

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## June 9, 2007

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## June 29, 2007

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[www.shelton.org](http://www.shelton.org)

## June 30, 2007

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## September 15, 2007

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**(972) 233-9107 ext. 201** or  
[judy@madcrouch.com](mailto:judy@madcrouch.com).



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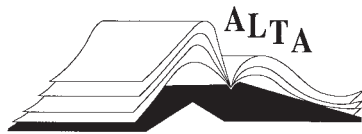
## Access the ALTA Bulletin Online

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.



Academic Language Therapy Association®  
14070 Proton Rd.,  
Suite 100, LB 9  
Dallas, TX 75244-3601