

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

bul•le•tin

Fall

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

CAARTE Research Project to Benefit Students with ADHD

Joyce S. Pickering, Hum. D.
Executive Director, Shelton School, Dallas, TX

Since 2006 the Center for Advanced ADHD Research, Treatment and Education (CAARTE) has been involved with several projects to benefit children and youth with Attention Deficit / Hyperactivity Disorder (ADHD). Thanks to a \$3 million grant from The Sparrow Foundation, a collaboration among **University of Texas Southwestern Medical Center, UT Dallas' Center for BrainHealth** and **Shelton School** is showing results that will be shared with all those interested in learning differences.



Joyce S. Pickering

ADHD is a behavioral disorder which some believe is over-diagnosed and over-treated. Many are frustrated with treatment options. Studies show that 3 to 5 percent of the population shows characteristics of ADHD, a disorder that persists into adulthood and can cause many frustrations in school and the work place. ADHD is complex, and diagnosis and treatment require a multidisciplinary approach. A primary goal of CAARTE is early identification and treatment.

CAARTE is dedicated to developing better treatments and evaluating brain and behavior change in response to medication and non-medication intervention for ADHD. The team is translating new discoveries from brain science into innovative interventions to improve learning efficiency and social success. Non-medication interventions for preschoolers through school-aged children (8 to 18) are currently under investigation. In addition, the CAARTE program offers training for families and teachers.

The CAARTE program has been involved with two research studies. For younger children ages 3-7, the **Preschool Intervention for Parent Education Study (PIPES)** involves a 10-week program that assists parents in developing strategies and techniques for helping their child deal with impulsivity, inattention and hyperactivity. The program provides much needed parent information and a support group of other parents with similar challenges. After the parenting course, each child receives a full evaluation to confirm the diagnosis of ADHD. Part of the diagnosis uses assessment with the MMAT, a computerized Continuous Performance Test that assesses a child's ability to stay focused and measures errors of impulsivity and other attention variables. The program also measures head and leg movements, which in ADHD individuals are found to be increased over the typical person. If a child is on medication, this test is given off medication and then on, to observe differences in focus and concentration.

See CAARTE 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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2008 - 2009

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President's Letter

The Importance of Vision

Dear ALTA Members,

Fall and the start of school bring many changes to students, families and our colleagues. Some are predictable and welcome while others are new and uncertain. What kinds of changes did fall bring for you? For me, fall brought bifocal lenses in addition to new students and projects. I marvel at the items once outside of my range of vision that now have form and definition. Likewise, the fuzzy caterpillars of closer print have transformed into recognizable letters and numbers. The ability for one lens to bring both distant and near images into focus compensates for the admission that I have reached the age of bifocals.

Vision for our organization often requires the same sort of adjustments. Our ability to reach those who need our expertise but lie beyond our current grasp will depend on how adeptly we adjust our initiatives. Likewise, our long range effectiveness in years to come will depend on how thoughtfully we proceed with our short range work in this field. Balancing these short term and long term visions has driven four major goals I hold for our organization over the next two years.

First, as a member organization, we must stay committed to **member retention and acquisition**. To retain members and add value to their membership, a wide range of new committees has been created under the Member Services helm. To acquire new members, each ALTA member has a unique role in driving interested colleagues to our organization. Take time to read about opportunities to build awareness of ALTA in our communities and our Member Services initiatives in this issue.

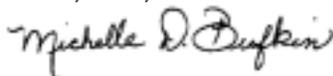
Second, **licensure** holds great promise for ALTA and our field. Judy Echols and the Licensure Committee have spent countless hours over the summer months refining our bill and planning strategies for the upcoming legislative session. Expect to receive notices from ALTA in upcoming weeks on our licensure effort and how you can assist.

Third, ALTA must remain a **financially viable organization** in order to meet the goals listed above. By planning for income reductions or expense increases, ALTA is better prepared to provide consistent benefits to our members and our populations. Through monthly reviews by the ALTA Board and our national office, ALTA's finances are scrutinized so that we remain good stewards of ALTA's resources.

Finally, ALTA's **relationship with other organizations** requires ongoing review. As the world of multisensory structured language education instruction evolves, ALTA must remain aware of and promote our unique niche in the field. A major initiative is in progress to revise our web site as a way of building cohesion within and outside of our membership. Ad hoc committees focused on ALTA's relationship with IMSLEC and the Alliance have been created to keep our members informed of initiatives in the field.

Balancing both present and future visions for ALTA requires near and far sighted strategies as well as a dedicated membership. Our goals, plans, initiatives and strategies are only effective if embraced by the ALTA members for whom our organization exists. I invite you to take an active role in many of the projects you will read about in this newsletter. ALTA welcomes your ideas, talents, and yes, your vision.

Thank you for your service to ALTA



Michelle Bufkin, MPA, CALT, QI
President



Continued CAARTE from page 1

The second part of the PIPES study for younger children involves parent / child participation in an **Attention Training Program (AIM)**. Sessions run eight weeks, with parents and child learning techniques to improve the child's attention and impulse control.

For older children ages 8 to 18, the research **School Aged Intervention and Learning Study (SAILS)** begins with a diagnostic evaluation for ADHD, an assessment of their functioning, and an evaluation of their strategic learning ability. Strategic learning requires the ability to inhibit the less important information in a lesson which focuses on the main ideas and most critical information. A student who qualifies for the study will be randomized into either the **Strategic Memory and Reasoning Training (SMART)** program or the **(Pay Attention!)** program. Both groups will have pre- and post- evaluation to determine improvement.

Currently CAARTE is in the last phase of these two studies – investigating the efficacy of the interventions.

Through the PIPES program, CAARTE has served 84 families in the COPE parenting program and 48 families in the AIM intervention. For the SAILS program, 99 diagnostic evaluations have been conducted for children ages 8 to 18. Forty-two children have received or are waiting to receive Pay

Attention! Thirty-six have been referred to UTD Center for BrainHealth for intervention and / or brain-imaging. We have also begun offering the COPE parenting intervention to parents of school-aged children with ADHD (8 to 12 years old), and 59 parents have participated in the program to date.

Consumer satisfaction ratings show that parents believe the interventions are improving their child's attention and behavior, and they would recommend the program to others. Analysis of objective assessment data and clinician, parent, and teacher ratings show that children who participated in AIM or Pay Attention! are showing significant improvements in executive function measures including attention, memory, inhibition, as well as overall symptoms of ADHD.

The UTSW team has also established a genetics study for later analysis on the etiology of ADHD.

CAARTE has made significant progress in developing and pilot testing the Strategic Learning behavioral battery in ADHD on more than 90 children and teens. Assessments reveal that strategic learning deficits are pervasive in teens with ADHD of normal IQ. Ninety-four percent of the children with documented ADHD showed problems on measures of inhibiting irrelevant information and abstracting the central

message, both of which are pivotal skills to higher level reasoning and learning effectiveness in school and life.

The SMART program, a non-pharmaceutical, academic-based brain training program, is producing improvement to some degree. It is not yet known how long these effects will be sustained or to what extent they carry over into classroom performance.

The ongoing goals of CAARTE are to complete research studies, measure their effectiveness, and to disseminate their results. Included are continued public education events to generate awareness about ADHD. The marriage of science and education is proving beneficial, and the three notable institutions involved with CAARTE look forward to making a difference in the lives of children with ADHD. Presentations on the CAARTE findings to date include programs delivered to the Attention Deficit Disorder Association (South Region 19), International Dyslexia Association annual conference, Learning Disability Association of Texas, Youth and Family Centers for Dallas ISD, and through public awareness promotions with KERA 90.1 and WRR101.1 radio stations.

For information about CAARTE, or to schedule a speaking engagement about the program, please contact Joyce Pickering, jpickering@shelton.org.

Committee Spotlight: Member Recognition Committee

The ALTA Member Recognition committee is in the process of developing a system for reaching out to our members in different ways. We want to celebrate the work, achievements, and awards of our talented members or let them know they are in our thoughts when we hear of crises in their lives. The committee seeks your help with this new endeavor.

Do you know of an ALTA member who deserves a note saying: "thank you;" "some kind words;" "words of recognition;" "we're thinking of you;" "get-well;" "words of sympathy;" or just a "friendly note"? Please let the committee know of these needs in our membership by emailing Juancita Petro at jpetro@smu.edu or jl.petro@sbcglobal.net. You may also call 972-264-0622 and leave a message.

Please check the ALTA web site and Newsletter for additional information on the Member Recognition Committee. Thank you in advance for your assistance with this new service for

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Your Opinion Matters!

By Helen Macik

ALTA is fortunate to have so many talented and dedicated members whose primary motivation is serving others. The work we do in the communities we serve has ripple effects beyond our vision.

The same talents which help foster literacy for the individuals we serve – expertise, empathy, focus and structure – are talents which are important for the strength of our organization as well. In an effort to actively involve the ALTA membership in the workings of our organization, the Slating Committee serves the function of eaching out to interested ALTA members throughout the year for leadership positions in our organization. Do you have an interest in serving ALTA in some capacity? Do you know of ALTA members whose skill sets would be a perfect match for one of our organization's needs? If so, you now have a channel through which to submit suggestions for officers, directors, committee chairs and members.

In coming months, a simple form will be available on our web site to help with this effort. Until then, please submit all suggestions for officers, directors or committee members to the Slating Committee Chair, Helen Macik, at 972-225-2590 or hmacik@smu.edu.

Your opinion matters!

Conference Underwriting

Preparations are underway for the 2009 ALTA conference. The Conference Committee is working to plan an event that meets the high standards our members and guests have come to enjoy at ALTA conferences while keeping the event affordable for all who attend.

To meet these goals, we are looking for ways to attract underwriters to help subsidize the event. Some of the areas that need underwriting assistance include speakers, printing, audiovisual needs, refreshment breaks, and the raffle. If you are aware of organizations or individuals willing to underwrite a specific area of the conference, please contact Paula Farish, Vice President - Programs at farish5@sbcglobal.net. No contribution is too small.

The Conference Committee appreciates in advance your suggestions for underwriting sources and your support as we strive to make the 2009 ALTA conference an informative and enjoyable event.

We Live To Give

By Joan Hogge
ALTA Community Outreach Committee

As Academic Language Therapists, we live to give our students the joy of reading and self expression. Through philanthropy projects, we give of ourselves voluntarily to help others in society. In that process, we improve our interpersonal relationships and give ourselves joy and personal satisfaction.

ALTA is interested in becoming philanthropically involved in the community, and we are interested in learning from our membership. You can help us with both of these goals by filling out the following survey and giving us some ideas to discuss and pursue.

You may email your responses to this survey to altapresident@yahoo.com. Thank you for your time and sharing any ideas which might increase awareness of ALTA's mission through philanthropy in our communities.

1. Do you participate in a philanthropic project in your community? Explain. Is this a family project or your own personal interest?
2. Do you believe this is a project or group that ALTA could help? Please explain why. How would you suggest ALTA get involved? Who would we contact?
3. Name and discuss other philanthropic projects in which you have participated. Do you have other suggestions which ALTA might pursue philanthropically: organizations, companies, schools, libraries, church related?

Please respond to altapresident@yahoo.com by **November 15, 2008**. Thank you!

Aylett Royall Cox Memorial Scholarship

The ALTA Foundation has established a scholarship in memory of Aylett Royall Cox to continue to pay tribute to her extraordinary work. The Foundation is grateful for the opportunity to recognize someone of significant importance to our field. This scholarship has been made possible due to the generous donations received by the Foundation in her memory.

We believe this award will encourage teachers to continue the superb work she pioneered. To quote Judith Birsh, "Aylett was a great woman, a brilliant intellect, and vastly dedicated educator. Her influence will endure through the work of her successors and through all of the people who have been helped because of the superb system of reading and language intervention she created."

The ALTA Foundation awarded the first Aylett Royall Cox Memorial Scholarship at the 22nd Annual ALTA Conference in April 2008. The recipients were Dianne M. Sebastian for the teaching level scholarship from Shelton MSL Training Course-SEE and Regina Staffa for the therapy level scholarship from Scottish Rite Learning Center of Austin.

The ALTA Foundation is currently accepting applications for the Aylett Royall Cox Memorial Scholarship for 2009. One of the application requirements is that the applicant be enrolled and in good standing with an IMSLEC accredited training center in either a teacher level or therapist level course. The scholarship will be awarded at the 23rd Annual ALTA conference in April 2009. Scholarship applicants must complete a one-page application, submit two letters of recommendation, and write a brief description explaining why they are in the training course and how the training will be utilized. In addition, the IMSLEC Accredited Training Course Director must complete the Verification of Enrollment form and fax it to: Attention: Karen Vickery, Chairman, Aylett Royall Cox Memorial Scholarship.

Please go to the ALTA website at www.altaread.org under ALTA Foundation for the documents to apply for this scholarship. Submission deadline is March 1, 2009.

For the latest news and developments from IMSLEC,
please visit www.imslec.org.

How's this for a brainteaser?

ALTA's Hotline chairman, Veronica Navarrette's husband, Ruben Navarrette, wrote this article for *The San Diego Union-Tribune* - 2008.

President Bush's top domestic policy achievement is an education reform law that demands no child be left behind by emphasizing early reading. And yet, public school students with language-based learning disabilities such as dyslexia— disabilities that make it difficult to learn to read – are still being left behind.

I first came to the subject about seven years ago, when I met my future wife – a language therapist who helps children with dyslexia. My first lesson was humility. Reading had come easily for me, and so I was impatient with classmates who struggled to read.

Yet over the years, I've had the chance to interact with elementary school students who have dyslexia, and I've always come away impressed. It takes courage to get up in the morning and go to school even though you know you're going to struggle. Yet you go. And tomorrow, you'll go again.

Let's get straight what dyslexia is and what it isn't. It isn't where some people magically see words written backward. That's a misconception. Dyslexics see letters and words, but they have trouble associating those letters and words with the sounds they represent.

Dyslexia is not a disease; it's more accurately described as a learning difference. It has nothing to do with low intelligence. On the contrary, dyslexics are often high-aptitude thinkers with a knack for solving problems and thinking outside the box. And the condition is not as rare as you might think; it affects up to one in five school-age children in the United States, of all races and income levels.

It's a glitch in the brain's wiring that makes any language-based task seem like climbing Mount Everest. If caught early – researchers advise testing students as early as kindergarten – it can be treated

by emphasizing phonetic learning, building vocabulary and increasing comprehension through repetition.

The good news: Dyslexics can be extraordinarily bright and possess a wide range of gifts – including leadership characteristics, communication skills, and artistic ability. Their ranks include such notables as Thomas Edison, Albert Einstein, Winston Churchill, filmmaker Steven Spielberg, actor Tom Cruise, investment leader Charles Schwab, Kinko's founder Paul Orfalea, comedian George Lopez and other high-achievers.

The bad news: Dyslexics can also be rebellious, socially withdrawn and prone to behavioral problems. According to research, children with dyslexia are – because of the frustration they feel over not being able to fit in like everyone else – more likely than non-dyslexics to drop out of school, withdraw from friends, and even attempt suicide. Their ranks include a high percentage of high school dropouts and those in prison.

Which way individuals go depends a lot on themselves, their family, and how the educational system responds to the challenge of reaching them and teaching them.

The results are mixed. Different states have different learning curves when it comes to dyslexia. There are federal laws that require school districts to accommodate those with disabilities. But many districts are reluctant to test students or even use the "d" word.

You see, if you test, you might find that a student has dyslexia, and then you'd have to do something about it. Many school districts don't have the foggiest idea what to do. In fact, parents sometimes have to sue to get their children the help they need. Even then, the institutional response is often simply to put these kids in special education courses. According to a Time magazine article in 2003, it is estimated that there are almost 3 million students in special education classes for no other reason than because they can't read.

It can be maddening to people like Kelli Sandman-Hurley, president of the San Diego Branch of the International Dyslexia Association. (My wife is a member of the group.) As someone who has helped train teachers, Sandman-Hurley said there is a disconnect between education professionals – who teach in graduate schools or run school districts – who have little enthusiasm for the science surrounding dyslexia and teachers on the front lines who are hungry for information about how to deal with it.

"Children are not being offered the best instruction because the educators are not trained in this instruction," she told me. "The change needs to occur with the administrators who can then have the power to change teacher-training programs. When that happens, I believe we will have some progress in the area of dyslexia."

So let's get with it. There are millions of children fighting a brave and lonely battle every day, and they could use reinforcements.

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.

A Special Night for a Special Therapist

By Jean Fortune and Mimi Grant



(l to r) Mimi Grant, Lana Stripling, Edith Hogan, Jean Fortune

Members of the Plano ALTA Group honored Edith Hogan, M.Ed., CALT, QI and Jamie G. Williams Foundation Award recipient at a dinner in Plano on June 9, 2008. Seventeen academic language therapists enjoyed Italian food at Compari's Ristoranti prior to a brief pictorial history of Edith's life. The pictures were provided by Edith's husband who gathered them as a surprise for the occasion.

Following dinner, Edith shared with the group the wisdom she has gleaned as a therapist working with students over 30 years. Some of her 'gems' for other therapists included:

- keep good records of progress and error analysis,
- sustain structure throughout therapy;
- color code materials for each student;
- set a goal of 360 sessions for the total program;
- offer partial scholarships instead of reducing fees;
- stay aware of the consequences of sleep deprivation among our students; and,
- bill at the beginning of the month.

Edith reported that she uses her students to help in record keeping as this helps them see their progress over time. She spoke highly of the Neuhaus Multisensory Grammar program as a helpful curriculum tool. For spelling issues, Edith suggested focusing on the top six rules as a way to organize student learning in this area.

The program ended with a presentation of a gift basket for Edith and Mimi Grant reading a personalized version of "Thank You, Mr. Falker", inserting Edith's name as the caring teacher. The author of the book, Patricia Polacco, was rescued by a knowledgeable teacher who recognized her learning disabilities and how they affected her school work and self-esteem. Ms. Polacco's joy in learning to read, even though later than most, was a life changing experience. The book touched the hearts of those at the dinner because of the work we do with students and adults.

Thank you, Edith!



(l to r) Jerri Brandenburg, Kathleen Johnson, Chris Wylie, Diane Rutkousky, Vicki Maswell



(l to r) Joan Hogge, Patti Coffman, Mary Dyer



Mimi Grant

Starbucks, Microsoft and ALTA: An Awesome Trio in Seattle

Are you headed to Seattle for the IDA conference? If so, come by the ALTA booth to make new friends and help introduce others to ALTA. JoAnn Handy, ALTA's Exhibit Chair, will be manning the booth and would welcome any time you could give to help her. Because many of our ALTA board members are attending meetings during the conference, our booth depends on our members to offer information and friendly faces to those who stop by to learn more about ALTA. Booth workers enjoy meeting other ALTA members and making connections with colleagues from around the country.

If you would be willing to work a shift at the ALTA booth in Seattle, please email JoAnn Handy at joahan9@hughes.net. She will also have a sign up sheet at the booth for anyone who would like to sign up after they reach Seattle.

Thanks so much for your help in sharing ALTA with other colleagues!

5 Colorado Springs Women Receive AALT Certification; Bring New Standards in Teacher Training to Colorado in Time for New Dyslexia Legislation

Five Colorado Springs women have become the first Coloradans trained within the state of Colorado to receive certification from ALTA. The five new Associate Academic Language Teachers are Anna Fitzhugh, Sandra Giorgetta, Peggy Johnson, Julie Leutz, and Jill Yochim.

"These women have done a remarkable job," remarked Robert Durham, Ph.D., Chairman, Board of Directors of The Dyslexia Center where all five women received training. "This is an exciting moment for The Dyslexia Center and its impact on education in Colorado."

The Dyslexia Center, founded in 2002, officially opened its doors at Penrose-St. Francis Hospital on June 1, 2007, and began its first group of trainees, including the new AALTs, in July of that year. The training was conducted by Teresa Hinote, CALT and Qualified Instructor from the Luke Waites Center for Dyslexia at Texas Scottish Rite Hospital for Children in Dallas, TX, who traveled to Colorado to direct the training.

On May 27, Colorado Governor Bill Ritter signed into law House Bill 1223, authored by House Education Committee Chair Michael Merrifield, which requires the Colorado Department of Education to help teachers identify students with dyslexia and teach them to read. Colorado's House Education Committee voted unanimously to approve the bill.

"These are such exciting times for us," commented Lynne Fitzhugh, an ALTA board member and Founding Director of TDC. "When I moved from Dallas to Colorado Springs in 1999, there were only five ALTA members in Colorado and our public schools did not recognize dyslexia. With the new dyslexia legislation, there is tremendous interest in learning how to teach our students with dyslexia. I'm proud to say the state now has ten ALTA members, and I hope the number keeps growing."

The Dyslexia Center offers graduate credit for its training through the University of Colorado-Colorado Springs, and began the Dyslexia Institute at Colorado College in summer, 2008.

SAVE THE DATE

The Dallas Branch of the International Dyslexia Association Presents

2009 Annual Conference

Reading Difficulties: Prevention, Early Intervention and Remediation

Keynote Speaker: Dr. G. Reid Lyon

February 6, 2009

City Place Conference Center • 2711 N. Haskell at Central Expressway • Dallas, Texas

Visit www.dbida.org for conference brochure/registration Or contact Sally at 972-233-9107

Milestones



SMU's Learning Therapy Program in San Antonio.

Janna Curry, Susie Giles, Sharon Bowles, Joan Stapley, Cindy Connolly, Darci Lynn, Kim Hinojosa and Rebecca Gould.



This is the first Intro class of Take Flight at the Scottish Rite Learning Center of South Texas in San Antonio. Class was held June 9 27, 2008.

Names from left to right: Judith Hendrickson, Christina Geigenmiller, Gayle Kahanek, Kim Lowe, Nancy Coffman, Deborah Flint, Sharon Murphy, Janet Flory



Celebration luncheon for the Learning Therapist Certificate Program at Legacy campus

Back row left to right: Trina Cody, Laura Benson, Margaret Abramo, Nanette Foght, Carol Crawford, Carrie Gross, Julie Tucker, Libby Neubach, Denise Booher, Beth Ann Hewett, Alicia Walker

Third row left to right: Cynthia Riggs, Jessica Frasier, Debbie Smith, Patricia Lawrence, Katherine Blair, Debbie Camp, Cathleen McCown, Wendie Fleming, Doug Leb

Second row left to right: Lorena O'Brien, Kimberly Miller, Martha Bumgardner, Lindsay Bock, Melissa Pulliam

Front row left to right: CAS Jo Ann Handy, Instructor Kim Mullins, Learning Therapy Center Director Karen Vickery, Learning Therapist Certificate Program coordinator Jana Jones, Instructor Michelle Nelson

Not Pictured: Callie Klaassen, Vicki Krnac, Rebecca Tolson, Kelly Walker, Natalie Hoover, Erika Hultsman



The five new Associate Academic Language Teachers are Anna Fitzhugh, Sandra Giorgetta, Peggy Johnson, Julie Leutz and Jill Yochim. The training was conducted by Teresa Hinote, a QI from Texas Scottish Rite Hospital for Children at Dallas, Tx. Lynne Fitzhugh is the director of The Dyslexia Center in Colorado Springs, Colorado.

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.

CEU Opportunities

ALTA members (CALT and AALT) will be responsible for documenting 30 contact hours of continuing education credit (3 CEUs), between March 1, 2008 and February 28, 2009. Each member is responsible for maintaining their personal records. Two percent of our CALT and AALT members will be randomly chosen for audit in the spring of 2009. If chosen for audit, members submit the following documentation:

- 1) Copies of signed certificates of attendance or signed letter from the sponsors of the events attended
- 2) CEU 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:

ALTA Events for contact hours of CEU credit are posted on our online Calendar of Events. CEU Information, a CEU Book List and a CEU Video List can be found in the ALTA 2007-2008 Directory, pages 166 -173, as well as online. Organizations wishing to sponsor events are encouraged to submit them online by completing an Event Submission Form. For additional information regarding CEUs please contact Lisa Tyler, ALTA CEU Chair, at: ltyler@tx.rr.com.

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

For current CEU opportunities, please refer to ALTAread.org

It's Back.....the ALTA Garage Sale!

Calling all pack rats! Don't miss this chance to clean out your bookcases, files, classrooms and offices for items to donate to the ALTA Garage Sale, planned for the 2009 ALTA **C o n f e r e n c e**. The Garage Sale welcomes new and used teaching and therapy supplies, books, workbooks, toys, gifts, tote bags - anything you would like to pass on to benefit our work. We are grateful for any donation - small or large.

Proceeds from the ALTA Garage Sale benefit the ALTA Foundation and their work supporting ALTA's mission. Begin collecting your treasures to donate now. Future announcements will provide instructions on drop-off and pick-up options for the Garage Sale.

Upcoming Alliance Registration Exam Dates

Contact the ALTA office for an exam application, casey@madcrouch.com, or call 972/233-9107 ext. 208.

2008 EXAM DATES

November 15, 2008

Stratford Friends School
5 Llandillo Road
Havertown, PA 19083

2009 EXAM DATES

January 10, 2009

Southwest Multisensory Training Center
600 South Jupiter
Allen, TX 75002-4065
972-359-6646
www.beverly.dooley@southwestacademy.org

January 31, 2009

Fun.da.men.tal Learning Center
Parklane Shopping Center
917 S. Glendale
Wichita, KS 67218
316.684.READ (7323)

June 13, 2009

Scottish Rite Learning Center of Austin
12871 N. Hwy 183, Ste. 105
Austin, TX 78750
512-472-1231
www.scottishritelearningcenter.org

July 9, 2009

Scottish Rite Learning Center
of West Texas
1101 70th
Lubbock, TX 79412
806-747-3268
www.lubbockscottishrite.org

The Alliance for Accreditation and Certification of Structured Language Education

Suzanne Carreker, MS, CALT, QI and Nancy Coffman, MS, CALT, QI

Teaching reading is a job for experts. (Moats, 1999)

ALTA members understand that becoming an expert in the teaching of reading requires language education that is informed by research and upholds the highest standards of excellence. Specifically, teachers and therapists need language education that

- (a) promotes the explicit, systematic reading instruction for all children that both research and teaching practices support (Brady & Moats, 1997; National Reading Panel, 2000),
- (b) provides teachers and therapists with a solid knowledge base to teach reading to all children (Moats, 1999), and
- (c) follows established standards that are monitored and periodically reviewed.

Both research and multisensory structured language education (MSLE) for teachers and therapists have been guiding principles of The International Dyslexia Association (IDA). To promote quality structured language education, The Alliance for Accreditation and Certification of Structure Language Education (The Alliance) was formed in 2002 and is sponsored by IDA. Participating in The Alliance with IDA at this time are the Academic Language Therapy Association (ALTA) and the International Multisensory Structured Language Education Council (IMSELC).

The Alliance is dedicated to the improvement of reading instruction through the promotion of specific criteria and high standards for special and general education instruction. Organizations within The Alliance accredit programs offering professional development in MSLE. The accredited programs follow established standards that are monitored and reviewed. The programs attest to the knowledge and abilities of individuals to deliver explicit, systematic reading instruction. Individuals who have successfully completed the requirements for a given program receive a record of completion that indicates the program is an accredited program and the individual is eligible to sit for The Alliance National Registration Exam and then to become members of ALTA. Just as accreditation serves as a signal to the public that a particular program meets objective criteria, successful completion of the exam and membership in ALTA serve as an objective affirmation that an individual has acquired the necessary knowledge and skills to provide appropriate instruction to all children, especially those children who struggle to learn to read.

School administrators and parents often need to verify a program's accreditation or an individual's qualifications to inform MSLE instruction. This is the second critical role of the Alliance: To inform the public of the criteria and standards required for accredited programs for reading instruction and the qualifications of individuals

to provide MSLE instruction. The Alliance promotes the following sources of information:

- (a) The criteria and standards for professional development for teachers and therapists in research-based MSLE reading instruction can be found by visiting The Alliance web site at www.allianceaccreditation.org.
- (b) Information about MSLE programs that meet established standards and are in compliance with the standards can be found at www.imslec.org.
- (c) Two fact sheets entitled IMSLEC Accredited Teaching-Level Courses by State and IMSLEC Accredited Therapy-Level Courses by State can be found on the IDA web site at www.interdys.org.
- (d) Finally, information about qualified individuals can be found through the ALTA helpline at 1.800.283.7133. Additional information about ALTA can be found at www.altaread.org.

Other functions of The Alliance include collaboration with researchers to continually validate clinically proven MSLE practices and to collaborate with other organizations concerned with accreditation of MSLE programs and certification of graduates who work with individuals with dyslexia and related disorders. Currently, a task force is working toward the expansion of membership in The Alliance. With the addition of other organizations that share the same goals and objectives, more teachers and therapists will have access to the language education that will help all children become successful readers.

As ALTA members, you support the work of The Alliance, and The Alliance supports each of you.

The Alliance provides an opportunity for increased exposure for ALTA as an organization and collaboration between ALTA and other like-minded national organizations, such as IDA and IMSLEC. ALTA's work with The Alliance helps raise awareness of the knowledge and skills that ALTA members hold, ultimately guiding families to the professionals who can best serve children who struggle to read.

References

- Brady, S., & Moats, L. C. (1997). *Informed instruction for reading success: Foundations for teacher preparation*. Baltimore: The International Dyslexia Association.
- Moats, L. C. (1999). *Teaching reading is rocket science: What expert teachers of reading should know and be able to do*. Washington, DC: American Federation of Teachers.
- National Reading Panel (2000). *Teaching children to read: An evidence-based assessment of scientific research literature on reading and its implications for reading instruction*. Washington, DC: National Institute of Child Health and Human Development.

Milestones

WELCOME, NEW CALT MEMBERS: Margaret Abramo, Mary Afseth, Jacqueline Baker, Patricia Baker, Pamela Barrier, Angelique Beckwith, Mary Belvin, Laura Benson, Lindsay Bock, Denise Booher, Sharon Bowles, Pamela Bradley, Lydia Brady, Rhonda Brittain, Karen Bruton, Jody Cabler, Terre Carroll, Amy Cass, Karen Cato, Allison Cattan, Angela Chandler, Trina Cody, Anne Collins, Jacque Cook, Carol Crawford, Tracey Dalrymple, Amber Daughtery, Pamela D'Elicia-Wilson, Helen Doria, Beth Egmon, Molly Ellis, Ilana Fineberg, Vicki Foster, Jessica Frasier, Tiffany Gantt, John Gonzalez, Maria Grandusky, Carrie Gross, Iris Guinn, Jane Hanisch, Joy Hays, Shirley Hessong, Beth Hewett, Erika Hultsman, Diane Isom, Kellie Keto Odegard, Glenna Kite, Vicki Krnac, Amanda Langford, Stephanie Lark, Sheri Leamon, Doug Leb, Barney Liese, Johna Lowe, Carroll Lum, Janine Luz, Beverly Macho, Vicki Martin, Cathleen McCown,

Vonda McFarling, Sally Miles, Kimberly Miller, Christi Mills, Katie Monk, Lisa Moore, Rebecca Moreland, Ann Neubach, Elizabeth Nolan, Karen Nolen, Lorena O'Brien, Kathleen O'Connell, Oscar Olivarez, Tonya Parrish, Jill Radigan, Dee Reed, Cynthia Riggs, Andrea Rosenbusch, Debra Rummage, Amanda Rutledge, Loretta Schurig, Mary Scott, Jean Selchow, Susan Silvey, Jennifer Skjonsby, Debbie Smith, Merry Smith, Celeste Spiers, Laura Strittmatter, Deanna Susong, Karen Sykes, Nelda Tarbet, Rebecca Tolson, Sarah Ullmann, Kelly Walker, Lori Walters, Mylinda Wilson, Debra Wimberly, Sue Winemiller, Danette Wofford and Samantha Wright.

WELCOME, NEW AALT MEMBERS: Nancy Carlson, Anna Fitzhugh, Sandra Giorgetta, Melissa Graham, Vicki Henson, Peggy Johnson, Robert Lamoreaux, Julie Leutz, Kelly Richardson, Dianne Sebastian, Kathi Silver and Jill Yochim.



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