

Upcoming Alliance Registration Exam Dates

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

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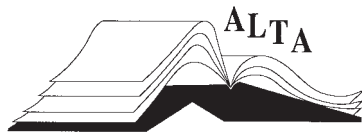
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713/664-7676
www.neuhaus.org

June 28, 2008
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Plano, TX 75024
214/768-7323
www.smu.edu/learning_therapy

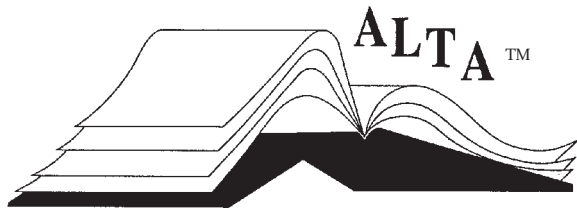
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SCOTTISH RITE LEARNING CENTER OF WEST TEXAS
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AALTs only. More info to follow

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bul•le•tin

Summer 2008

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

A Look Back at the 2008 ALTA Conference

The 22nd Annual ALTA® Conference was another success with approximately 400 people in attendance! We were honored to have in our presence three nationally recognized speakers: **Dr. Robert Brooks**, **Dr. Virginia “Ginger” Berninger** and **Dr. Margaret G. McKeown**.

Prior to the General Session, a special tribute was made to **Aylett Cox** in a video presentation highlighting her career and contributions to the field of dyslexia. Following, an awards ceremony honored three important members of our society. **Ms. Edith Hogan** received the *Jamie G. Williams ALTA® Founders Award*, **Ms. Margaret Smith** was presented with the *Aylett R. Cox ALTA® Educator Award*, and **Dr. Judith Birsh** accepted the *Luke Waites ALTA® Award of Service*. The ALTA Foundation also honored student **William W. Wells** with the 2nd annual *I Believe in Myself Award*. **Dianne M. Sebastian** and **Regina Staffa** were both winners of the *Aylett Royall Cox Memorial Scholarship*. The ALTA



Gina Mitchell welcomes a registrant!

Foundation also presented a donation to our organization in honor of out going ALTA President Nancy Coffman.



Dara La Force-Skelton and Judy Echols check out the ALTA Booth.

Dr. Robert Brooks captivated us all with his humorous and enlightening stories of his work with children in his presentation entitled, “**The Power of Mindsets: Nurturing Motivation and Resilience in Students.**” A psychologist and author of many books and articles on self-esteem and resilience, he is also a faculty member at the University of Harvard. The focus of his presentation centered on fostering self-esteem in children by examining our own attitudes as parents and educators.

The second presentation of the day, “**Relevance of knowledge of the brain to teaching children with dysgraphia, dyslexia, and oral and written language learning disability,**” was delivered by **Dr. Ginger Berninger**. Author of numerous books and articles and developer of the software program *PAL II (Process Assessment of the Learner Reading)*, she is the Professor of Educational Psychology at the University of Washington. Dr. Berninger presented her neurobiological research findings on dysgraphia, orthographic patterns and dyslexia.

See 2008 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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ALTA Foundation

President's Letter

Words change the world. For those of us devoted to academic language therapy, the power of this truth propels our work in this field. For our students, however, words are often the source of frustration and alienation. In varied settings each day across the country, ALTA members soften the edges of reading, writing and spelling so that words can become a trusted and familiar blanket rather than a hard and abrasive wall.

If you joined us for ALTA's conference in April, you saw the power of words at work. Our speakers shared insights on how to recognize the nuances of oral and written deficiencies (Dr. Berninger), build word friendliness (Dr. McKeown) and choose words which affirm our students and their abilities (Dr. Brooks). Many thanks to everyone who contributed their time, talent and resources to create another successful ALTA conference.

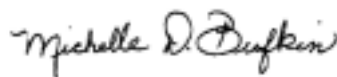
ALTA's new Officers and Board of Directors were installed at the conference and I am honored to serve the organization with these dedicated ALTA members. Our goal as a board is to back up our words – the ALTA mission to our members and our community – with thoughtful and cohesive action. To that end, several new committees have been created devoted to Member Services. In the coming weeks, I hope you will consider ways to interact with ALTA as opportunities for service and requests for your opinions are announced.

Words define our perception of reality. Since 1985, ALTA has established itself as a respected, stable and thoughtful organization, strengthened by our dedication to the highest standards of service to the community we serve. The credentials we earn as CALT's and AALT's in our field continue to carry weight beyond their letters.

Which words brought you to ALTA? Was it the encouragement of a mentor, the diagnosis of a family member or the inquiry of a parent? As we continue our efforts toward licensure, I encourage you to spend time crafting words which capture your reasons for your ALTA affiliation. Similar to our work with students, awareness of ALTA and its respected work is most effectively built on a personal level, the unplanned conversations we have with colleagues, parents and others interested in our mission. Our organization's established track record of doing and promoting the right things for individuals facing written language difficulties should be a hallmark of pride for all ALTA members and one we easily share with others.

Which words will guide our organization as it moves forward in the next two years? My hope is that words like 'dedication', 'commitment', 'traditions', 'excellence' and 'quality standards' are easily mingled with words like 'collegial', 'supportive', 'thoughtful', 'energetic' and, yes, even 'fun'. Our mission demands no less but the work of ALTA need not be heavy. I anticipate wonderful opportunities for us to develop the unique word banks which frame our work together.

Thank you for the many ways you daily carry ALTA's mission to colleagues, families and the communities we serve. The words we choose individually and collectively really do change the world.



Michelle Bufkin, ALTA President



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.

Continued **2008 ALTA Conference** from page 1

Dr. Margaret G. McKeown wrapped up the day with “**Instigating Rich Robust Vocabulary.**” Dr. McKeown, a senior scientist at the University of Pittsburgh, shared her research and findings on vocabulary development. Her presentation was extremely informative and helpful in providing a conceptual framework for teaching vocabulary to students.

In between the morning and afternoon sessions, a plated luncheon was served in the Hilton Lincoln Centre’s three dining rooms. Coffee and dessert were served during the afternoon break. Additionally, registrants were able to browse through and purchase books from Borders, Super Duper and many other exhibitors.

Next year, Dr. Timothy Odegard will be speaking at the ALTA® 23rd Annual Conference. We look forward to seeing everyone there. Save the date, April 18, 2009!

See **2008 ALTA Conference** on Page 4




Borders came prepared with books authored by our speakers.



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2009 Conference Underwriting

On the heels of the 2008 ALTA conference, preparations have already begun for another successful conference in 2009. The Conference Committee is working to plan an event that meets the high standards our members and guests have come to expect of 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 sponsor the event. Areas that need underwriting support are 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@sbc-global.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.

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Continued 2008 ALTA Conference from page 3



Margaret Smith, Judith Birsh, and Edith Hogan were our ALTA Award winners!



ALTA President, Michelle Bufkin, browses through the exhibits.

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.

OFFICE OF THE MAYOR/CITY OF DALLAS



Proclamation

WHEREAS, the Academic Language Therapy Association (ALTA) is a professional organization devoted to serving students with dyslexia and related disorders; and

WHEREAS, the mission of ALTA is to establish, maintain, promote and strengthen standards to assure that the membership will provide quality professional services for students with dyslexia and/or related disorders; and

WHEREAS, ALTA provides uniform standards for instructors and students; and

WHEREAS, ALTA establishes uniform certification standards for Certified Academic Language Therapists (CALT) and Associate Academic Language Teachers (AALT); and

WHEREAS, ALTA promotes knowledge and awareness of the Multisensory Structured Language Education (MSLE) profession in the community; and

WHEREAS, the city of Dallas is committed to excellence in education for all students and recognizes ALTA as an organization that serves who struggle to read.

Now, therefore, I, Tom Leppert, mayor of the city of Dallas and on behalf of the Dallas City Council, do hereby proclaim April 12, 2008 as

Academic Language Therapy Association Day

in Dallas, Texas.


Mayor, City of Dallas


MCC-0455

Dallas Mayor Tom Leppert declared April 12, 2008 to be "Academic Language Therapy Association Day."

Homework: A Second Job for Parents?

By Susan Hinton

It wasn't until our son graduated from high school that I realized that I had been carrying the pressure of his homework on my shoulders for years. It wasn't that I did his homework, of course, but I did a lot of reading, and if he said that he had a lot of homework, I took on the psychological burden. As much as I wanted to help and be involved in his school work, it was such a relief after graduation not to have that "job" any longer. I had no such feelings when my nondyslexic child graduated from high school, because I didn't have that job with her. Admitting that, I have to ask the question, "Does anyone ever directly teach our dyslexic students how to do homework?" It should not be assumed that they automatically will "get it."

In our case, it actually was taught. We were lucky to be in a school district that taught study habits starting in elementary school. It was a time management partnership between the student, teacher and parent. The student could get a point given or taken away by the teacher, if the assignments weren't taken down and signed by the parent. Every day after school, we would know what needed to be done for the day, the week or longer for larger assignments. Since our family life was highly structured anyway, we also knew that days with soccer practice, cub scouts, or music lessons, had to be incorporated into that system. In middle school there was a class in which all the kids were taught how to organize their lockers and memorize their locker combinations. They had to make sure that the work they didn't get done at school plus their homework was written down and that appropriate books were taken home. By the time he was in high school the homework system was so ingrained, he could cope with greater demands on time with of homework, basketball practice, choir and an active social life.

After school, our son had to have a break before diving into homework. On most days it was watching 30 minutes of a cartoon and having a snack.

I also have to admit that we broke the cardinal rule of having a quiet, secluded place for our son to do his homework. Homework was done everywhere, especially at the kitchen table. He would get his math or science homework done first, since that usually could be done quickly. Sometimes he would go to his room to listen to a book or work on the computer, or we would move into the living room, if I was going to read him something. Everyone in the family at some point became his editor, even his younger sister (much to his chagrin), when John and I weren't available. And I'm happy to say that he only emailed one paper to us during college for editing. After that he asked friends that he trusted to help him.

I also know that through his school years, he learned that, even though we were good at some subjects (English), he was better in other subjects (science). There is a family joke about how many times Mom needed to relearn the parts of the cell.

Having said all this, I do recommend the book, *Homework without Tears*, by Lee Canter. It has cute cartoons and could possibly be of great help for your students.

Susan Hinton is a Certified Academic Language Therapist and a parent of a dyslexic son, William (graduate of Colby College). She is a board member of the San Marcos Civic Foundation.

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.

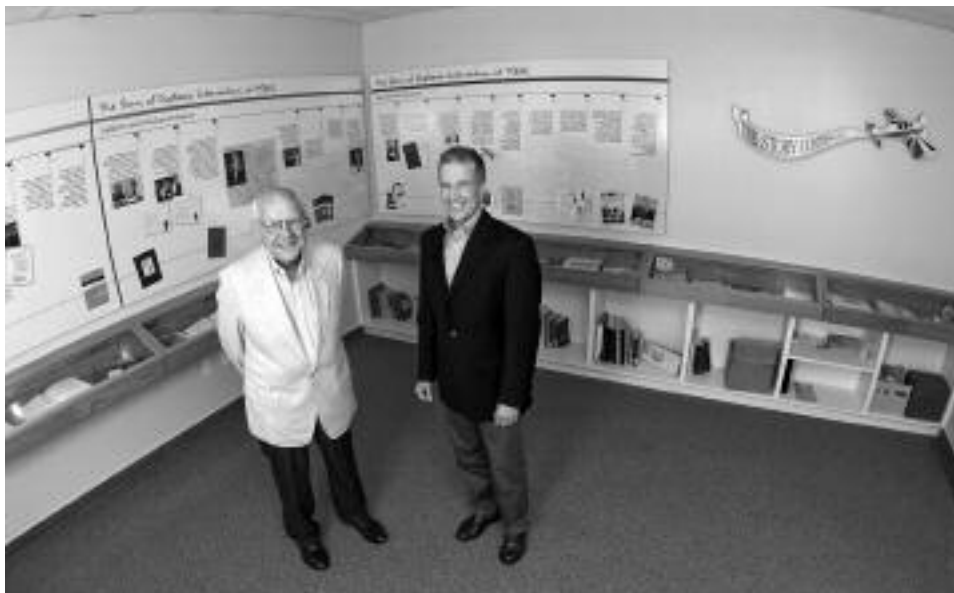
The same talents that help foster literacy for the individuals we serve – expertise, empathy, focus and structure – are important for the strength of our organization as well. In an effort to actively involve the ALTA membership in the workings of our organization, a new committee has been established. The Slating Committee will serve the function of surfacing 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 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!

Thanks to Jennifer Price-Sellers for chairing the 2008 conference!

The Story of Dyslexia Intervention at TSRHC



Dr. Luke Waites, founder of the Luke Waites Center for Dyslexia and Learning Disorders, with Dr. Jeffrey Black, current medical director of the Center, stop to visit and reminisce.

By Nancy Coffman

The Luke Waites Center for Dyslexia at Texas Scottish Rite Hospital for Children (TSRHC) in Dallas, Texas has developed a historic exhibit, "The Story of Dyslexia Intervention at TSRHC." The exhibit follows a time line format and includes a collection of photographs, texts and materials relevant to the history of dyslexia intervention. Guests are invited to walk along the time line as they read the text and view the items on display. The lives and career paths of many ALTA members have intersected with TSRHC over the years, and the exhibit reflects the contributions of numerous friends and colleagues.

This exhibit traces the progress of remedial dyslexia training at TSRHC. From the beginning in 1965 until the present time, programs have been developed and refined with an eye on the research to help children with dyslexia.

The exhibit begins, as did the programs developed at the hospital, with a look at the roots of the Orton-Gillingham tradition. Texts and photographs connect those early

beginnings of remediation to the programs developed at TSRHC. It was in 1960, when Aylett Cox began working with Sally Childs, the appointed "heir" of Anna Gillingham. Mrs. Cox continued training teachers at the Hockaday School in Dallas in the methods she learned through Mrs. Childs. In 1961 Dr. Waites arrived in Dallas and soon became the driving force of the Dallas dyslexia world. While still at Children's Medical Center, Dr. Waites began working with the Hockaday School and the Junior League of Dallas to serve children with dyslexia.

In 1965 Dr. Waites moved to TSRHC, consolidating the program described above and forming a child neurology program which included dyslexia. From the beginning, the program was fueled by Dr. Waites's passion to serve children with dyslexia. The program also began with three important components still in place today: identification, teacher training and remedial dyslexia training for children.

Due to a large number of students needing services, Dr. Waites was concerned that there were not enough teachers to serve

them. Prior to this time all training was done on a one-to-one basis. Dr. Waites and Mrs. Cox did a clinical study that revealed that instruction to students in small groups of up to six resulted in reading improvement similar to that in one-on-one instruction. This was a major breakthrough in providing needed treatment to students with dyslexia.

In 1966 the publication of the "Hanna Report" was a milestone in the development of the remedial dyslexia programs at the hospital. This report analyzed the frequency of letter/sound correspondences in over 3,000 words and provided the rationale for the order of presentation in the remedial dyslexia program. Aylett R. Cox published *Structures and Techniques* the forerunner to *Alphabetic Phonics* (AP), in 1967.

The concepts and methodologies from Orton-Gillingham and the structure indicated by the Hanna Report came together in this seminal AP text. These strong roots continue today in the programs developed at TSRHC.

Therapists from the Alphabetic Phonics tradition who have materials that would add to the documentation of intervention development are encouraged to contact the TSRHC staff. Texts and materials are being cataloged and archived in order to preserve our heritage. So, if you have some treasured materials from the past, we have a safe place for them where you can come to visit whenever you like! Please give us a call at 214-559-7800.

The staff at the Luke Waites Center for Dyslexia at TSRHC invites you to visit the museum whenever you are in the neighborhood.

ALTA on the Road

By Michelle Bufkin

The IMSLEC Spring Board Meeting was held on Friday, April 25 in Baltimore. One of my first duties as president of ALTA was to attend this meeting as the ALTA representative on the IMSLEC board. The meeting took place in the new headquarters of the International Dyslexia Association, a beautifully designed space just recently completed. Rob Hott, Director of Development for IDA, provided a morning tour of the facilities and offered wonderful insights into the planning of the space, much of which honors leaders in our field. Emerson Dickman, President of IDA, joined the group and shared news on developments at IDA. Phyllis Meisel, president of IMSLEC and ALTA board member, guided the all-day session which considered issues of accreditation, development, member services and ethics. Also in attendance were ALTA members Karen Avrit, Kay Peterson, Joyce Pickering and Karen Vickery who serve on the IMSLEC board. Laurie Wagner serves as one of two IMSLEC representatives on the ALTA Board of Directors.

In addition to the work accomplished, dinners on Thursday and Friday evenings offered relaxed opportunities to visit and share news and ideas from the various training centers represented at the gathering. The weekend underscored the value of collaborative discussions on our common mission of maintaining high standards in the field of multisensory structured language education. I especially enjoyed the gracious hospitality of the IMSLEC Board members and learning about the work currently underway at IMSLEC.



The Board of Directors of the International Multisensory Structured Language Education Council at their Spring Board Meeting held in the Rawson-Saunders Library & Board Room at the IDA Headquarters in Baltimore, Maryland.

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


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Who We Are and What We Do

By Edith Hogan, CALT

What does it mean to be a CALT?

The title CALT is an acronym for Certified Academic Language Therapist. The title CALT assures other professionals, parents, and the general public that an individual has completed a Therapist level Comprehensive Multisensory Structured Language Training course, has successfully passed the Therapy level Alliance National Registration Exam and has met the qualifying criteria for certification and registration as an Academic Language Therapist by the Academic Language Therapy Association (ALTA).

The founding members of ALTA were aware of the plethora of terminology being applied to students who were encountering difficulty with the academic language based skills of reading, writing and spelling. Diagnostic terminology varies from one locale to another across the nation. Envisioning that ALTA had the potential to become a national organization, they realized that no one title

that encompassed the diagnostic language used to label this language difficulty would be applicable to all locations. Therefore, they shifted their focus to creating a title that would describe what therapists, regardless of their location, do to serve these individuals who had been identified as needing remediation.

Initially therapists were referred to as Language Therapists, which seemed to cause difficulty in distinguishing Language Therapists who dealt with written language, and Speech Therapists whose focus was oral language. To clarify the distinction, the term "Academic" was added, and the title became "Academic Language Therapist". The rationale for the addition of "Academic" was that reading, writing and spelling are academic subject areas that are based in written language. The mission of the Academic Language Therapist is to provide remediation in these language based areas to those in need of these services. The "C" was added to complete the title when the certification process was put in place by ALTA.

As with any title unique to a specific profession, there is frequently an understandable resistance on the part of other professionals and the general public to accept the title when it is unfamiliar in a particular locale. CALTs need to openly use their well earned title, and welcome the opportunity to educate the professionals and potential clients in their locales by providing information about the title, its meaning, how it is acquired and the services a therapist is qualified to provide. Using the vernacular of the locale where a CALT works in clarifying the title and its implications will facilitate the understanding and acceptance of the title. If we as CALTs dedicate ourselves to educating the public by explaining "who we are and what we do", the title CALT will ultimately be recognized and accepted as a symbol of a professional who has the training, and the expertise to provide services to individuals who have difficulty acquiring the academic language based skills of reading, writing and spelling.



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Membership Renewal begins March 1st. In order to avoid a late fee all renewals are due by April 30th.

- Dues for 2008-2009 are as follows:
CALTs/AALTs.....\$75/\$90 after April 30th
QIs/IAALTs.....\$100/\$120 after April 30th
- Renewals must be received before May 15th for listing to be guaranteed in the 2008-2009 directory.

Want referrals? Be sure to check the referral box on your membership renewal form!

Committee Spotlight

By Nancy Redington

Upcoming issues of the ALTA bulletin will focus on the work of specific ALTA committees. Committees serve to carry out the multiple tasks required by our organization in meaningful and efficient ways. Committees also allow our members to share their talents in areas of need for our organization while acquiring an expanded appreciation for ALTA's mission. A pleasant side benefit of committee work is the camaraderie built between ALTA members from different backgrounds and locales.

Take a moment to learn about the newly created Member Services Committee. If you have an interest in assisting this committee, please contact Michelle Bufkin at mbufkin@smu.edu.

Committee: Member Services (new in 2008)

Chairman: Nancy Redington

Job Description: The Member Services Committee oversees the multiple subcommittees dedicated to researching and providing meaningful services for our membership. Its main function is to coordinate the work of the subcommittees for cohesion and to align activities so that subcommittee goals are accomplished and services provided efficiently and without duplicate effort. A major goal of the Member Services Committee is to research and offer services to our membership that are relevant to their work as CALTs and AALTs and/or which increase awareness of ALTA in the community.

The Member Services Committee oversees the following subcommittees:

Directory

Outreach (Community)

Referral Network (telephone and web help lines)

Philanthropy Opportunities (new in 2008)

Outreach (Colleagues)

Member Recognition (new in 2008)

Mentoring Network (new in 2008)

Milestones

Membership renewals for 2008-2009 are now past due. If you need assistance with the late renewal process, please contact the ALTA office (email casey@madcrouch.com, or call 972-233-9107 ext. 208.)

WELCOME, NEW CALT MEMBERS: Celina Buchanan, Kathleen Jensen, Myra Parmer, Susan Powell and Kimberly Warneke.

WELCOME, NEW AALT MEMBERS: Karen Edwards, Tina Evans, Donna Irene, Charlene Jennings, Laura Jackson, Timothy Odegard, Anne Okie, Tamara Rutledge, Cheryl Scroggs, Cynthia Scruggs, Judy Smith, Melanie Verno and Anna Weaver.

The ALTA Foundation is proud to announce that William W. Wells was awarded the second annual Joan Hogge "I Believe in Myself Award." William attends The Kinkaid School in Houston, Texas. His therapist, Patricia Cavanagh, reports that William has always been interested in art and is now drawing medieval pictures and fantasy. His parents, sibling, and therapist supported William as he accepted the award at the ALTA Spring Conference. We look forward to displaying William's art in the ALTA Foundation exhibit booth at the 2009 ALTA Spring Conference.



Member Spotlight

JOAN DODD

Current teaching position: I am the Coordinator of the Shelton Scholars and Adult Scholars programs.

Education (undergraduate and graduate): I have a BSS from SMU and MAT from DBU.

Initial academic language training: My initial training is in the Sequential English Education (S.E.E.) program. I am currently auditing the MTA course because several of my Scholars students are receiving that program in their public school.

Instructor level training: I am now an intern in the Instructor Therapy level course.

Other positions where you have used your training: I taught language therapy classes for the Lower, Upper Elementary and Middle School divisions of Shelton. Instead of teaching language therapy classes this year, I am assisting Linda Kneese, the Director of Outreach, with the Shelton online courses.

What led you to become interested in this field? My youngest son was diagnosed with dyslexia in 1990. Now I am able to take my experience as a parent and therapist to help other families with students who have learning differences.

Interests: My first interest is my family. My husband and I have three great kids who have become wonderful adults. I have always been interested in testing and I enjoy giving the Scholars battery of tests to incoming students. Watching students' process information (correctly or incorrectly) is amazing. I do not think I will ever grow tired of that!

Goals: My first goal is to complete my Instructor of Therapy certification. I would also like to learn more about other reading therapy approaches. My main goal is to assist those who have or know someone with a learning difference.

DANYLE DUKE

Current teaching position: 6th grade advisor at The Shelton School in Dallas, TX of math and history teacher, reading teacher/therapist, mediator

Education: (undergraduate) B.A. in Public Relations – SMU; C.A.L.T. – SEE Method training at The Shelton School.

Training: I received language therapy instruction through the therapy level in the SEE method from instructors Joyce Pickering and Linda Kneese at Shelton School. I have instructed middle school students at Shelton in the SEE program for nine years.

Other areas of specialization: I am trained in multi-sensory math through Shelton School. I conduct mediations in the Shelton Middle School through the MAPS (Mediation and Problem-Solving) program established in 2005. As an extension of MAPS, I head up Shelton Middle School's annual Kindness Week and I lead Leadership Lunches for our middle school girls.

Other positions where you have used your training: I have assisted and supervised Saturday Scholars through the Shelton Outreach Department. I have had the opportunity to expand my knowledge base and strengthen instruction skill during my internship in the teacher-training program at the Shelton School training center.

What led you to become interested in this field? Helping students with learning differences is my passion – I was one of those students. When I was in school, I connected with the teachers who showed passion for learning and compassion for students. I responded to those teachers and I strive to be one of those teachers. I always knew that I wanted to help others. Since the day I started working at Shelton School, I have had the support, guidance and training essential to reach learning-different students.

Interests: I feel truly blessed to serve others through teaching, training and mediation. Five minutes with my students can turn any down day into the best day ever. I would be lost without my golden retriever, Beau.

Goals: I plan to continue working toward Qualified Instructor so I can share with others all that I have learned in the last nine years at Shelton. I also continue to take trainings to develop my skills as mediator and communicator.

TIMOTHY ODEGARD

Current teaching position: Assistant professor of psychology at the University of Texas at Arlington.

Education: Received his doctorate in experimental psychology from the University of Arkansas. His later post-doctoral training was funded by the NICHD and sponsored by Drs. Valerie Reyna and Charles Brainerd. He conducts both basic and applied research on reading and memory using behavioral and brain imaging techniques.

Initial academic language training: During his post-doctoral training, Tim completed Dyslexia Language Therapist Training at Texas Scottish Rite Hospital for Children.

Other positions where you have used your training: While in training, Tim set up a dyslexia classroom at the university where he worked with three elementary school students each day for a year. Tim encouraged his university students to observe his dyslexia class each day where he demonstrated MLS techniques.

What led you to become interested in this field: At therapist graduation, Tim spoke with his fellow classmates about his work with students with dyslexia. Tim told the graduating therapist that he was a brain psychologist but they were brain surgeons. He showed the latest fMRI study done on the TSRHC Lab students and how their brains are physically altered through MSL training.

Goals: To continue in the area of brain research.

Meet the Board of Directors

ALTA proudly presents these four new members of the 2008-2009 Board of Directors:

JUDY ECHOLS

Education: B.S., DePaul University (1975); J.D., South Texas College of Law (1982); M.Ed., Southern Methodist University (2008)

Years in ALTA: Five (I joined as a Therapist-in-Training in 2003.)

Previous ALTA Board positions: None on the Board, however, I have served as Exhibits Chairperson for the 2007 and 2008 Conferences.

In what positions have you used your training: Currently I serve as the Language Therapist at St. Monica Catholic School; previously I used my training in private practice.

Initial training at: Southern Methodist University, Learning Therapy Program

Related board experience: Dallas Branch of International Dyslexia Association (2005 – present)

Goal: To work with the other members of the Board to further the mission of ALTA for the benefit of ALTA members and the students we serve.

PAULA FARISH

Education: B.S. – Dallas Baptist University; M.Ed.- University of North Texas

Years in ALTA: One year

Previous ALTA Board positions: None

In what positions have you used your training: I have used my training in private practice. My training has also been an asset in my work with the Northeast Tarrant County Dyslexia Council, a dyslexia awareness and parent information network of which I am a co-founder and co-chair.

Initial training at: Southern Methodist University

My vision for ALTA: I would like ALTA to continue to uphold the reputation and trust this organization has built through the hard work and commitment of those who established it.

KATY FARMER

Education: M.S., Curriculum and Instruction, University of Houston Clear Lake, 1999; B.S., Education, Lamar University, 1972

Years in ALTA: 16 years

Previous ALTA Board positions: none

In what positions have you used your training: Instructor, Neuhaus Education Center, 2001 – Present; Project Manager, Yellowstone Academy, Houston, Texas 2004-2006; Speaker IDA Conference 2007, 2006, 2005, 2003, 2002; Certified Academic Language Therapist, Phonics Plus (Co-owner) and Satori School, Galveston, Texas 1989-2007; Member, TAKS Standard Setting Advisory Committee for Reading, Grades 5 and 6; Texas Education Agency, 2002; Teacher, Elementary, Galveston Independent School District, 1995- 2001

Initial training at: Neuhaus Education Center, Graduated 1992

Related board experience: Lasker Home for Children - Board of Directors, 1975-1989; Junior League of Galveston County, 1986-2001; South Texas Girl Scout Council Board of Directors, 1980-1999; Galveston Ballet Board of Directors, 1999-2006

Goal: As the treasurer, my interest is to help facilitate the goals of the organization. By working with the board to plan for income and expenditures, we will insure that ALTA will continue to run seamlessly throughout the next year.

SHERRY ANN MALPHURS

Education: BA West Texas State University 1974

Years in ALTA: 1985-2008

Previous ALTA Board positions: Secretary, Vice-President, President

In what positions have you used your training: Scottish Rite Program Mesquite, Dean Learning Teacher Training Intern, Scottish Rite Hospital Lab, private practice, Irving ISD

Initial training at: Dean Memorial Learning Center 1978-80, Language Therapist

Goal: To serve ALTA to the best of my abilities.

CEU Opportunities

Strategic Studying: Study Skills to Take From the Classroom into Life

Date: September 12, 2008
Location: The Scottish Rite Learning Center of West Texas
Lubbock, TX
Sponsor: The Scottish Rite Learning Center of West Texas
Presenter: Nancy Coffman, M.S., CALT, QI
Contact Person: Linda Stringer
Telephone: 806-765-9150
Email: srlcwt@nts-online.net
CEU Contact Hours: 5

Illinois Branch of IDA Annual Conference

Date: October 16 & 17, 2009
Sponsor: Illinois Branch of the International Dyslexia Association
Presenter: Keynote speaker on October 16th, Dr. Michael Ryan (former national vice president of IDA)
Keynote speaker on October 17th, Dr. Rebecca Treiman Plus 32 Breakout sessions
Contact Person: Kathleen Wagner
Telephone: 630-469-6900
Email: www.readibida.org
CEU Contact Hours: 10

ONLINE EVENTS

Shelton System for Organization and Study Skills

Date: Anytime
Time: Anytime
Location: The internet of your own computer
Sponsor: Shelton School
Presenter: Joyce Pickering, Hum.D., Executive Director of Shelton School and Evaluation Center
Contact Person: Linda Kneese
Telephone: 972-774-1772, ext. 222
Email: lkneese@shelton.org
Cost: \$145
CEU Contact Hours: 4

Shelton Model for Teaching Social Skills

Date: Anytime
Time: Anytime
Location: The internet of your own computer
Sponsor: Shelton School
Presenter: Joyce Pickering, Hum.D., Executive Director of Shelton School and Evaluation Center
Contact Person: Linda Kneese
Telephone: 972-774-1772, ext. 222
Email: lkneese@shelton.org
Cost: \$145

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.

Dyslexia and Related Disorders – online class

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

The Shelton Model For Teaching Social Skills – online class

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

Developing Accuracy and Fluency – online class

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

Structure of the English Language for Reading – online class

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

Multisensory Grammar (Advanced) – online class

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

Reading Comprehension – online class

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

Scientific Spelling – online class

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

SHELTON OUTREACH CENTER

2008-2009 SATURDAY COURSES

FALL 2008 – PRESENTED BY JOYCE S. PICKERING, M.S., CCC/SLP, CALT, OI, HUM. D.

Neurological Aspects of LD / Current Research	Sept. 13
Measures Applied to Children at Risk / Child Development	Oct. 4
Discipline / Classroom Management	Oct. 25
Shelton Model for Teaching Social Skills	Nov. 15
Structural Math	Dec. 6

SPRING 2009 – PRESENTED BY LINDA KNEESE, M.ED., CALT, OI

History of Language / Oral Language Development	Jan. 24
Phonological Awareness: Assessment / Analysis / Practical Application	Feb. 7
Fluency, Comprehension and Composition	March 28
Organization and Study Skills	April 25
Dyslexia Law	May 23, 2008

• \$375 per semester or \$56 per Saturday
• May be taken for certification through Shelton's Academic Language Approach
• May be taken for credit if enrolled through Dallas Baptist University



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bul•le•tin Calendar

JUNE-JULY SMU Learning Therapy Program, 214/768-7323, Date: June 30-July 3 and July 7-10, Location: San Antonio

EDU 6330: Intro. Course Q/Survey of Dyslexia and Related Learning Disabilities, July 14-17 and July 21-24 at SMU-in-Legacy, July 14-17 and July 21-24 in Rio Grande Valley, and July 21-24 and July 28-31 in Shreveport; EDU 6332: Adv. Course A/Advanced Cognitive and Linguistic Structures of Written Language, Part 1, July 14-17 and July 21-24 at SMU-in-Legacy, July 14-17 and July 21-24 in Rio Grande Valley, June 19-20 and June 23-27 and June 30 in Shreveport, June 30- July 3 and July 7-10 in San Antonio; EDU 6110: Automaticity and Rate, June 13 and June 14 at SMU-in-Legacy; EDU 6134: Study Skills, June 20 and June 21 at SMU-in-Legacy; SMU Dyslexia Teaching Level Program Summer 2008, Course 1: Introduction to DTL Curriculum Level 1, July 14-17 and July 21-24, SMU-in-Legacy.

JUNE-SEPTEMBER Texas Scottish Rite Learning Center, Austin, TX, 512/472-1231. June 17-18, 2008, Special Summer Offerings for Teachers: A three part workshop presented by Alice Marsel, MA, CALT, QI. Part I: Handwriting 10 AM-12 PM, Part II: Building Vocabulary Beyond Dictionary Definitions, 1-4 PM, Part III: Bringing the Essential Components of Reading to Early Childhood; Dyslexia Therapist Training. Intro: July 7-25, 2008, Advanced: July 28-August 1, 2008; July 30-August 1, 2008, Dyslexia Therapist Retraining using the Take Flight curriculum; September 27, 2008, Rite Flight: A Fluency and Comprehension Program for Effective Reading Instruction, presented by Janice Robson, M.Ed., CALT, QI.