

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

# bul•le•tin

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## Retrieval, Automaticity, Vocabulary Elaboration- Orthography (RAVE-O): A Comprehensive, Fluency-Based Reading Intervention Program- Part I

By **Maryanne Wolf**

The RAVE-O (Retrieval, Automaticity, Vocabulary-Elaboration-Orthography) reading-intervention program is a direct outgrowth of the implications of the cumulative work that attempts to understand the phenomenon of naming-speed deficits in severely impaired readers. The central purpose of the RAVE-O program is the development of fluency and automaticity in these readers. In this article we will first briefly describe the research context from which the RAVE-O program emerged. Because this article is intended to illustrate one of the applied implications of naming-speed research, it is hoped that other articles in the Special Research Section will be read first, particularly the review in Wolf, Bowers, and Biddle (this volume). Second, the goals and major theoretical principles that guided program design will be discussed. Third, we will present an overview of the program's instructional structure with selected examples of methods that illustrate how the various components are implemented in the classroom. The purpose of this paper, therefore, is to give a theoretical description, rather than an empirical study, of one application of the new conceptualization of reading disabilities presented in this Special Research Section.



**Maryanne Wolf**

### BACKGROUND

Stemming from original studies by Geschwind (1965), Denckla (1974; Denckla & Rudel, 1976a,b), and Spring and Capps (1974), convergent evidence over the last two decades has demonstrated that the majority of reading disabled children across all languages and ages tested have naming-speed deficits (Ackerman & Dykman, 1993; Badian, 1995, 1996a, b; Bowers, Steffy & Tate, 1988; Denckla & Rudel, 1976a, b; Grigorenko, Wood, Meyer,

*See RAVE-O on Page 3*

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# President's Letter

Dear ALTA Members,

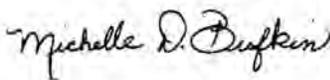
The months prior to our annual conference present a whirlwind of activity for our organization. Armed with the fervor of spring cleaning, your ALTA colleagues have been preparing for annual functions of our organization as well as pushing our licensure initiative forward. Let me update you on just a few of these activities.

1. **ALTA Conference:** Our conference is almost sold out. This issue of our newsletter includes various conference updates. Paula Farish and her committee have been hard at work, finalizing details for a wonderful event. If you have not served as a conference chair, it is hard to imagine the sheer volume of details Paula and her team are managing right now. Take a moment to thank them either by email or at the conference for the time they have taken from work and family to support this flagship event of our organization.
2. **ALTA Annual Business Meeting:** Our annual conference and business meeting is our time to transact ALTA business for the year. Bylaws amendments are carefully explained by ALTA's Professional Registered Parliamentarian, Kay Crews, in this newsletter. Katy Farmer, ALTA's Treasurer, has worked diligently to prepare a budget that is balanced and relevant. Our annual budget process is described in an article on sustainability. Please take time to read both of these pieces in preparation for votes at our annual meeting.
3. **ALTA Slate:** The Nominating Committee, led by Karen Avrit, has been at work since early January. Their proposed slate is included in this newsletter. Helen Macik, Chair of ALTA's Slating Committee, has worked this year to make that process more available to the ALTA membership. Her article on the nominating and slating process will clarify who's who on the current and proposed ALTA Board.
4. **Licensure:** Judy Echols and the Licensure Committee, along with Courtney Hoffman, ALTA's lobbyist, are in the thick of things, so to speak. For an update on our bill and licensure effort, please read both the article and FAQs in this newsletter. We are in almost daily contact with Courtney and will move forward with requests for assistance from our members when she deems appropriate.

Beneath each of these main projects sit numerous others who carry out the work of our organization – all on a volunteer basis. Without their combined commitment to a common mission, the daily business of ALTA would falter. Likewise, without your commitment to quality remediation and standards, ALTA's image would falter. This edition of the newsletter highlights a new ALTA colleague to remind us of the beginnings of our journey in this field. An added bonus is a Trainee Spotlight – to remind us of the caliber of professional who seeks out ALTA and the reasons we began this work. I hope you will find inspiration in these spotlights.

I look forward to seeing many of you in April at our conference. It is always a special time of relevant knowledge and renewed friendships. Please make plans to join us. Thank you for your service to ALTA.

Warmest regards,



Michelle Bufkin, President



Hart, Speed, Shuster, & Pauls, 1997; Lovett, 1992, 1995; McBride-Chang & Manis, 1996; Meyer, Wood, Hart, & Felton, 1998; Snyder & Downey, 1995; Spring & Capps, 1974; Spring & Davis, 1988; Swanson, 1989; Wolf, 1979; Wolf, Bally & Morris, 1986; Wolff, Michel, & Ovrut, 1990a, b; Wood & Felton, 1994). As discussed in this volume, we have demonstrated that naming-speed deficits and the better known phonological deficits represent two separable sources of reading failure, whose co-occurrence leads to profound reading disability. The extensive research on phonological deficits amply supports the view that learning grapheme-phoneme correspondence rules in early reading acquisition is based on the more basic phonological ability to analyze the sounds within words (Shankweiler & Liberman, 1972; Stanovich, 1986; Torgesen, Wagner, & Rashotte, 1994).

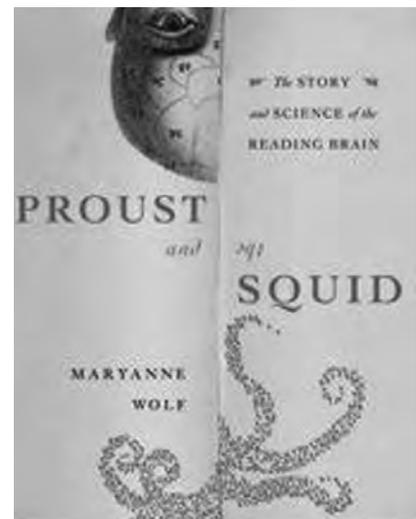
The relationship between reading failure and the processes underlying naming speed appears more complex. As discussed in Wolf, Bowers, and Biddle (this volume), naming speed is the end product of an ensemble of both lower-level perceptual, attentional, articulatory and lexical-retrieval processes and higher-level cognitive and linguistic processes, each of which require extremely rapid rates of processing. We argue that these same processes are also utilized in word-recognition processes in reading. Thus, deficits in processes underlying naming speed will affect speed of processing in both naming and word recognition. The degree of dysfluency and whether word attack and/or word identification processes would be involved is dependent on where the underlying deficits occur and how pervasive they are (see Wolf & Bowers, in press). The upshot is that deficits that impede rapidity in naming speed impede the lower-level requirements necessary for fluent word recognition processes, that, in turn, impact comprehension.

Recently, Bowers and Wolf (1993; Wolf & Bowers, in press) have articulated a

reconceptualization of dyslexia, the Double-Deficit Hypothesis, to emphasize the separate roles that core deficits in processes underlying naming speed and underlying phonology play in reading failure. Three reading disabled subtypes are depicted in this hypothesis with readers characterized by 1) phonological deficits; 2) rate or naming-speed deficits; and 3) double or dual deficits that are accompanied by the most pervasive forms of reading disabilities. The most important implication of this hypothesis is that it provides a new theoretical direction for intervention. For example, using the above subtypes, children with single phonological core deficits would be well served by current phonological-based treatment; however, children with either single processing-speed deficits or dual deficits would be only partially served and would require particular emphases on building fluency in reading skills and, potentially, building automaticity in lower-level processes subserving these skills. By working to better understand the role of fluency in reading development and incorporating this dimension in current phonological-based treatment models, we hope to better meet the needs of some of more children, particularly those children described by Torgesen (1998) and by Blachman (1994) as “treatment resisters”. We hypothesize that many such resisters are found in the rate and double-deficit subgroups.

Although some notable exceptions will be discussed in a later section, fluency is largely unaddressed in most current reading interventions that have rightly focused on what the reading disabilities field knows best: i.e., the phonological sources of reading disability. Research in the phonological areas represents over twenty years of the most systematic, well-conceptualized work the field has ever conducted (Bradley & Bryant, 1983; Brady & Shankweiler, 1991; Bruck & Treiman, 1990; Catts, 1996; Foorman, Francis, Shaywitz, Shaywitz, & Fletcher, 1997; Kamhi & Catts, 1989; Lyon, 1995; Olson, Wise,

See **RAVE-O** on Page 5



**Don't Miss  
Dr. Maryanne Wolf  
Signing Her Latest Book...  
Proust and the Squid**

**“I have lived my life in the service of words: finding where they hide in the convoluted recesses of the brain, studying their layers of meaning and form, and teaching their secrets to the young.”**

**– Maryanne Wolf**

**“Quite simply this book is spectacular. Somehow Wolf takes the reader on an absolutely engrossing journey through time, cultures, the brain, and long-standing philosophical questions about our very existence, all in an astonishingly thorough account of the evolution of writing, reading, and the reading brain... Read this book for an incredible walk though time and reading; be prepared to be amazed.”**

**– Connie Juel, Ph.D., Professor of  
Education, Stanford University**

**Dr. Wolf is the keynote speaker at the 2009 ALTA Conference, April 18th. She will be signing books in the exhibit hall 8:30a.m.-9:30a.m. Her presentation, “The Past and Future Reading Brain: Implications for Reading Intervention” will begin at 10:00a.m. in the Auditorium.**

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## Academic Language Therapy Association ALTA Member Recognition Committee

### Joys and Concerns

We want everyone to know about this new ALTA committee and hope you will share news regarding both joys (new baby, an award of some sort, community recognition, engagement, etc....) and concerns (an illness, loss of a loved one, divorce, troubling times, etc.....).

We want to support our ALTA Family in every way possible and this is one way to show we care.....but we need your help! Please share news with us regarding our ALTA Membership Family so that we can reach out!

Please email your news (or questions) to:  
alta.membrec@sbcglobal.net

## ALTA Garage Sale

Spring is here, and you know what that means. Spring Cleaning! It's time for you to clean out your supply closets and make room on your shelves. ALTA can help you do this by taking those materials and supplies off your hands and making them available to other therapists at the annual ALTA Garage Sale.

For information about donating materials, contact Linda Byther at (214) 538-0431 or linda\_byther@yahoo.com.

You can also let Linda know if you would be willing to donate a small portion of your time to volunteer to help at the garage sale booth on the day of the conference.

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please visit [www.imslec.org](http://www.imslec.org).

Connors, Rack, & Fulker, 1989; Perfetti, 1985; Shankweiler & Liberman, 1972; Siegel & Ryan, 1988; Stanovich, 1986, 1992; Stanovich & Siegel, 1994; Torgesen, Wagner, & Rashotte, 1994; Tunmer, 1995; Vellutino & Scanlon, 1987; Wagner, Torgesen, & Rashotte, 1994). As discussed by Torgesen, Rashotte and Wagner (1997) and by Lyon and Moats (1997), phonological based intervention with its emphasis on phoneme awareness and decoding skills has resulted in considerable progress in most reading behaviors among at-risk readers with the exception of fluency-related skills: "Improvements in decoding and word-reading accuracy have been far easier to obtain than improvements in reading fluency and automaticity. This persistent finding indicates there is much we have to learn about the development of componential reading skills and how such skills mediate reading rate and reading comprehension" (Lyon & Moats, 1997, p. 579)

The Double-Deficit Hypothesis' dual emphasis on 1) phonological skills and 2) on fluency and automaticity builds on the previous research on phonological awareness and decoding skills, but adds to it a new stress on rate of processing. This dual emphasis enables investigators to explore the relationship between levels of performance in decoding accuracy and in decoding fluency at sublexical and lexical levels. Thus, the Double-Deficit framework does not replace past treatment models, but instead adds to them a new dimension by working on both accuracy and rate in each component skill and reading outcome. This point is embodied in the way that the RAVE-O program is conceptualized as one half of a "treatment-package". At no point is RAVE-O envisioned as an independent treatment: That is, it is explicitly designed to follow and expand a systematic phonological analysis and blending program, which serves as its foundation. Although various phonological programs could, in principle, be used to teach phonological awareness and decoding skills, our own work to date has combined RAVE-O with the PHAB (Phonological Analysis and Blending) program that is described

by Lovett and her colleagues (Lovett, Borden, DeLuca, Lacerenza, Benson, & Brackstone, 1994) and based on SRA Reading Mastery I/II Fast Cycle (Engelmann & Buner, 1988).

There are many basic questions in the area of fluency that are largely unanswered, and critical to confront in future work. At the fore are questions about what is meant by fluency and by automaticity. In the past we have used work in reading theory and cognitive sciences (e.g., Logan, 1988; Spring & Davis, 1988; Stanovich, 1990) to define automaticity cautiously as a continuum in which processes are considered automatic when they are fast, obligatory, and autonomous and require only limited use of cognitive resources (see discussions of automaticity in Logan, 1988; Stanovich, 1990; Wolf, 1991). In the present paper we use the term automaticity as defined above, but only in relationship to underlying component processes; we use fluency in relationship to the acquisition of smooth rates of processing speed in reading outcomes (e.g., word identification, word attack, and comprehension). Large theoretical questions, however, remain unaddressed: Is automaticity for lower-level processes the necessary prerequisite for reading fluency, or can fluent reading be attained by practice and attention directed solely to the word level? Are there large individual differences in the development of fluency and automaticity? What is the relationship between fluency and accuracy in phonological awareness and decoding skills?

The Double-Deficit Hypothesis, as presently articulated, offers no immediate answers to these questions. Rather, it provides a framework in which these questions must be addressed, if we are to develop optimal forms of fluency-based intervention. In the absence of immediate answers with regard to the relationship between fluency and automaticity, the present form of the RAVE-O program was designed to treat both fluency in overt reading outcomes (Goal 1, see below) and automaticity in underlying component skills (Goal 2, see below). It is hoped that future studies in which one

or the other of these areas is the basis of treatment will allow us to compare the efficacy of each approach for different reader subtypes.

## **GOALS and THEORETICAL PRINCIPLES of RAVE-O**

The RAVE-O program has three overarching interconnected goals that motivated the selection and design of activities within it. This second section will describe each of the goals, and some of the theoretical principles that guided their selection.

Goal One. First, the ultimate outcome of the program is the development of fluency in overt reading behaviors, including word identification, word attack, and comprehension. This is a shared goal with the few existing fluency programs, most of which emphasize the importance of practice, wide reading, and repeated reading in the achievement of fluency (Samuels, 1985; Samuels, Schermer, & Reinking, 1992; Stahl, Heubach & Crammond, 1997). Stahl et al. (1997) redesigned a basal reading program for a Grade 2 classroom in order to stress repeated reading, partner reading, choice reading, and home reading. Their use of practice and wide reading resulted in significant gains in fluency for most average readers and for one-half of the children who had not been at the primer level. Bowers and her colleagues (Bowers, 1993; Young & Bowers, 1995; Young, Bowers, & MacKinnon, 1996) have employed an assisted repeated reading technique where the child reads simultaneously with a fluent reader in order to model not only pronunciation but also prosodic features of the text. Young, Bowers, and MacKinnon (1996) found some gains in fluency and comprehension through repeated reading practice, regardless of prosodic modeling (for a more complete review of this literature, see Meyer and Felton, 1998). In all of these studies, the emphasis to date has been largely at the level of practicing connected text.

See **RAVE-O** on Page 6

Goal Two. RAVE-O's second set of goals incorporate lexical and sublexical levels and represent a significant departure from previous programs' work at the level of connected text. An emphasis on the interconnectedness of sublexical and lexical processes is, we believe, important for achieving fluency in the variety of impaired readers. If there are, as we have described in other papers (see Wolf & Bowers, in press; Wolf, et al., this volume), widely differing reasons for slow rates of processing in dysfluent readers, then it is important to attack a range of possible sources in our interventions. For example, at the sublexical level, RAVE-O activities emphasize the development of increased processing speed or automaticity in such underlying component skills as: a) visual-related processes, like left-to-right scanning, letter recognition, and, in particular, orthographic pattern recognition; and b) auditory processes that include faster initial, final phoneme and rime identification.

The theoretical rationale for attending to the rate of underlying sublexical processes is grounded in work in the cognitive sciences. McClelland and Seidenberg (1988), for example, posited that automatic letter pattern recognition is based on

rapid visual and auditory perception, rapid visual-auditory matching, and sublexical pattern segmentation for the most frequent letter patterns. (To be discussed later, each of these underlying processes has become the basis of several RAVE-O subgoals and corresponding activities.) It is important to note from the outset the centrality in RAVE-O of the child's ability to perceive, segment, and recognize rapidly the most frequent orthographic patterns in the language. This set of abilities is seen as key to acquiring orthographic level fluency, which, in turn, is seen as key to fluency in word recognition.

At the lexical level, the program places simultaneous emphases on more fluent lexical-retrieval skills, alongside directly instructed semantic development. The latter work in vocabulary includes the systematic introduction of core, program words, each of which possesses a) systematically introduced phonemes in the PHAB program; b) orthographic patterns (e.g., rimes, consonant blends) that employ these phonemes; and c) multiple meanings and rich associations attached to each meaning.

The theoretical rationale connecting phonemes and common orthographic

patterns is that rapid word identification is facilitated by the ability to perceive and blend "chunks", rather than reliance on often laborious letter-to-letter decoding. The theoretical principle for connecting lexical retrieval and vocabulary skills is that rapid word retrieval is facilitated by the child's familiarity and amount of knowledge about the word (see Beck, Perfetti, & McKeown, 1982; Beck, McKeown, & Omanson, 1987; German, 1992; Kameenui, Dixon, & Carnine, 1987; Lahey & Edwards, 1996; Lorschach, 1982; Snyder & Godley, 1992; Wolf & Segal, in press). In other words the child retrieves fastest what she knows best in oral and written language. Each of these component skills will be discussed further with concrete examples in later sections.

To summarize the first two goals, the RAVE-O program is designed as a comprehensive approach towards fluency that addresses multiple levels of reading-related skills. The underlying sublexical skills, particularly for orthographic pattern recognition, are addressed along with lexical-level retrieval and vocabulary skills. The facilitation of speed and accuracy at these lower levels is believed to enhance the speed and accuracy of word attack, word identification and comprehension, especially for the population of impaired readers, whose heterogeneity can be based on a variety of underlying sources.

Goal Three. The third goal is the most difficult to articulate and implement, but essential to overall success: that is, an appreciation by the children of their growing command over the language through incremental success in daily practice and an accumulation of metacognitive tools (strategies) aimed directly at decoding and retrieving words. For example, at the surface level, the program may appear to be a collection of whimsical activities that actively engage the child's and the teacher's imagination. This engagement is critical. Whimsy and fun not only disguise practice, but are conceptualized as antidotes to self-perceived weaknesses and the consequent tendency to give up in the children.

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Negative attitudes, like denial, inflexibility, and fear of failure, are the produce not the precursor of reading problems in most young impaired readers. The combination of fun activities with the RAVE-O programs intensive, small-group pull-out approach (four children in a group), was designed to help young disabled readers regain their motivation to learn. Teachers actively combat former attitudes by building an environment where trust and risk-taking go hand-in-hand. The program's incremental curriculum was designed to give students every opportunity to succeed in small steps so that they could take these risks and learn even larger increments.

Practice is key in this process. Teachers work to provide a foundation of highly practiced skills and strategies in three areas: 1) phonological and orthographic pattern analyses of the internal structure of words into common sublexical units; 2) the retrieval of words through word-finding strategies or the finding of alternative vocabulary choices and; 3) the semantic analysis of words into known roots or associations. The unique features of this program lie in the explicitly, daily-rendered connectedness and practice of these three areas and the ways these skills encourage the child to persevere during the exact moments of former weakness. In other words our third goal has both a cognitive and an emotional component that work together to change children's attitudes towards language and their perception of themselves as language-learners (Donnelly, Joffe, & Wolf, 1998).

Underlying the convergence of this program's three goals is a framework based on a connectionist view of the reading process (Adams, 1990; Foorman, 1994), such that phonology, orthography, and semantics are seen as integrally connected aspects of reading development. In similar vein, we believe different problems in reading acquisition can be based on various contributions by these three aspects of reading. The remainder of this paper will elaborate on the specific ways that the above goals are implemented in the program, with special emphasis on orthography and semantic fluency.

There will be no individual section on phonology, because the major work in this area falls within the province of the separate phonological analysis and blending program that is used (see Lovett et al., 1994 for description of the program used to date with RAVE-O in the NICHD intervention program by Morris, Lovett, & Wolf, 1996). Nevertheless, consistent with a connectionist view of reading, all work in orthography is conceptualized as utilizing and reinforcing those phonological skills taught in the phonological base.



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# Sustainability: Conserving Physical and Fiscal Resources

**By Michelle Bufkin,  
President**

Has the recent economic downturn affected someone you know? Roller coasters on Wall Street have made for anxious times in their downhill path. With few exceptions, companies, communities and families are re-examining priorities in new ways. Corporate and personal initiatives are being placed under the lens of fiscal responsibility after several cycles of fiscal abundance.

Running as a reciprocal function to the economic downswing is the upswing of conservation in all forms. Tracking your personal carbon foot print ([www.nature.org](http://www.nature.org)) can be a sobering event for even those most skeptical of global warming. If you have embraced the virtues of recycling for some time, it is happy news to see your neighbors and colleagues fill their recycle bins each week. From recycled pads at Office Depot to renewable energy resources to high-end clothing consignment, almost every area of daily living has been branded by a new sort of 'green house' effect – that of going green to conserve physical resources.

The ALTA budget process this year was an activity rooted at the intersection point of both of these dynamics. There are many layers of scrutiny in our budget process, beginning in November when the ALTA Treasurer requests updated reviews of each line item in our budget. This request is sent to officers, directors and committee leadership. During this initial review, outside resources such as our national office, bookkeeper, and vendor accounts are consulted to attempt to have the most current and accurate information from which to project ALTA's financial needs. In January, ALTA's Executive Committee meets to review each proposed line item in the budget, comparing it to the past two years of expenditures and revenues. Discussions center on patterns of increases and decreases as well as suggestions for balancing expenses and revenues. This proposed budget is then sent to the ALTA Board of Directors who may question, suggest, revise and amend any portion of the budget before voting on it.

The Treasurer then prepares a financial report to be presented to the membership at the annual meeting.

In our examination of the budget this year, several areas emerged where issues of sustainability became important. To be fiscally and physically responsible, the following steps were taken to bridge our needs and wants for ALTA.

## **Conference Planning:**

Registration fees were reduced by \$15. Our venue was moved from a hotel to conserve costs. The Conference Committee's goal this year is to provide the same quality expected of the ALTA conference while conserving resources, both physical (online registration, alternative options for handouts) and fiscal (reduced registration fees, alternative venues).

## **Member Renewal Process:**

When you received the email request from our national office to renew your membership online this year, we hope you did so. Using this platform saves ALTA money, paper and time in tracking inaccurate renewal forms. The online system will not allow you to make a mistake or skip a step. Please make the effort to renew online this year and encourage your colleagues to join you.

## **Dues:**

Based on current economic conditions and our ability to balance the budget, the Board is recommending that dues remain constant at previous levels for 2009 – 2010. There will not be an increase in membership dues for 2009. The membership will be asked to vote on this recommendation at the annual meeting.

## **Website Planning:**

A major initiative is underway to update ALTA's Website from aesthetic and functional standpoints. Our face to the world is in desperate need of a makeover and the Website and Long Range Plan Committees have joined together to handle this project. More of our organization's functions will be moved to the Web in hopes of increasing efficiency, saving money for ALTA and dri-

ving others to our site. Our Website offers a unique, cost-effective way in which to propel the ALTA brand to the public and handle many of the daily functions of our membership. When you receive word of its capabilities and invitations to test the system, I hope you will eagerly embrace them.

## **Newsletter:**

In 2008, ALTA spent over \$9,000 on production, printing and postage for our newsletter. It represents a major expense account in the face of competing needs. After discussions on the pros and cons of a hard copy newsletter as well as our revenue needs, the transition to a digital newsletter seemed a logical choice. Many of you, like me, already receive newsletters from other boards and associations through your computer. Back issues of the ALTA newsletter have been archived on the ALTA website for many years, available for both viewing and printing. The transition to a digital format will involve an email blast containing a link to the most recent newsletter and an invitation to view it. As book lovers, we tend to be territorial about our paper, and paper versions of the newsletter will still be available and accessible to ALTA members through our web portal. The difference will be a savings to ALTA on items which eventually make their way to the recycling bin and availability of funds for other organizational needs.

Each of these initiatives came about after thoughtful deliberation by many of your ALTA colleagues. We recognize that change is seldom easy. It can, however, force us to view our responsibilities from different perspectives and motivate behavioral changes that in the long run benefit our members and mission. Sustainability of our members and our mission is of prime importance to me, and I hope you will join me in being open minded on the steps we can take to ensure a vibrant ALTA for many more decades. Being responsible stewards of our current resources can mean that future generations of ALTA members will be able to carry out our mission, one worthy of our sacrifices.

# Trainee Spotlight: Ginger Harlan Gustovich

For all ALTA members, staying connected to the professionals currently in training can reaffirm our commitment to this field and provide insights into how ALTA as an organization can reach out to those who will soon join our ranks. Meet Ginger Gustovich, a trainee in a therapist level program.

## ***Where are you receiving your training?***

I will graduate at the therapist level in Spring, 2010, from the Southern Methodist University Learning Therapy Program. I plan to continue on to earn an M.Ed from SMU.

***Hometown:*** Frisco, Texas

***Previous education:*** I graduated from Dallas Baptist University, with a Bachelor of Arts and Sciences degree. Additionally, I have completed teacher and supplemental Special Education training classes.

***Why did you choose CALT training?*** I came across a newspaper article about the life work of Aylett Royall Cox, and learned that people with dyslexia need sequential, multi-sensory instruction from an Academic Language Therapist. After seeing firsthand the benefits of language therapy, I had an “ah ha” moment. I knew I wanted to help struggling readers as an Academic Language Therapist. I found the training program at SMU, and am thrilled to be a trainee in this life changing program.

## ***How do you plan on using your training?***

I plan on working in either private practice, or in the schools. I hope to spend the rest of my life passing on the gift of learning therapy to struggling readers.

## ***What has been the hardest part of your training?***

For me, the hardest part of training has been balancing the responsibilities of work, family, and graduate school.

## ***What have been the most valuable parts of your training?***

Learning from instructors who are tops in this field. Their experience and wisdom serve as an



inspiration to me. Also, working one on one with students during practicum hours has helped solidify what I have learned in class.

***What areas do you feel are a struggle for trainees?*** Finding time in their schedule for the required practicum hours is a struggle, although a vital part of training.

***How can ALTA assist new trainees?*** I think a mentoring program would be a wonderful way to introduce trainees to the ALTA organization. Pairing up current ALTA members with trainees would help provide needed support for trainees, and provide members an avenue to pass on their vast knowledge.

***Why do you want to join ALTA?*** I want to join ALTA because membership shows that you have completed the requirements to become a Certified Academic Language Therapist. And with this professional certification, parents and the community at large can be confident that you have the training and expertise to remediate dyslexia using proven scientific methods.

## ***How has your training changed other areas of your life?***

The training has made me realize (1) what an impact we can have in others lives; (2) the training I am receiving can truly transform children's lives for the better; and, (3) when you have a passion for something, it doesn't seem like work.

# Nominations Update: Proposed 2009 / 2010 ALTA Slate

By Helen Macik, Slating Committee Chair

ALTA is an organization fortunate to have many members with multiple skills and talents. These talents and skills often translate to positions of leadership within our organization. As ALTA members, you are the most knowledgeable resource on colleagues whose experience, talent and commitment to ALTA can benefit our membership.

Each year a portion of the members of the Board of Directors (BOD) complete their terms. As Chair of the Slating Committee, I have solicited and received suggestions for officers and directors throughout the past year.

The nominating process this year included these suggestions by some of our membership as well as nominees proposed by the Nominating Committee.

The slate listed below provides the positions that will be filled this year and the nominees proposed by this year's Nominating Committee.

One of the privileges of ALTA membership is involvement in the nominating process. Some of you participated in that process by submitting names to the Slating Committee for consideration by this year's Nominating Committee. If you did not participate in the slating process and wish to nominate yourself or a colleague for a Board position, you may do so until Friday, April 3, 2009. 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 received by April 3, 2009.

At the April 18th business meeting, active members in good standing will be allowed to vote on the slate as proposed by the Nominating Committee and any additional nominees submitted by April 3, 2009.

The 2009 Nominating Committee members are: Karen Avrit, chair; Judith Birsh; Suzanne Carreker; Ruth Ann Jewel; Sherry Malphurs.

Returning Board Members include:

Michelle Bufkin, President	(2008 – 2010)
Helen Macik, President-elect	(2008 – 2010)
Paula Farish, VP - Programs	(2008 – 2010)
Judith Birsh, VP - Long Range Plan	(2008 – 2010)
Sherry Malphurs, Secretary	(2008 – 2010)
Katy Farmer, Treasurer	(2008 – 2010)
Kay Byrd, Board of Directors	(2008 – 2010)
Kathleen Carlsen, Board of Directors	(2008 – 2010)
Suzanne Carreker, Board of Directors	(2008 – 2010)
Judy Echols, Board of Directors	(2008 – 2010)
Lynne Fitzhugh, Board of Directors	(2008 – 2010)
Margie Gillis, Board of Directors	(2008 – 2010)

Board members who complete their terms in April, 2009 are:

Lisa Tyler, VP-Membership	(2007 - 2009)
Joyce Pickering, VP-Public Relations	(2007 – 2009)
Jean Colner, Board of Directors	(2007 – 2009)
Marilyn Mathis, Board of Directors	(2007 – 2009)
Phyllis Meisel, Board of Directors	(2007 – 2009)
Treasa Owens, Board of Directors	(2007 – 2009)
Sara Rivers, Board of Directors	(2007 – 2009)
Jennifer Sellers, Board of Directors	(2007 – 2009)

## The Nominating Committee of the Academic Language Therapy Association submits the following slate of officers and directors for 2009.

<b>VP Membership</b>	<b>Treasa Owens</b>	<b>Term: 2009 - 2011</b>
<b>VP Public Relations</b>	<b>Joyce Pickering</b>	<b>Term: 2009 - 2011</b>
<b>Board of Directors</b>	<b>Jennifer Sellers</b>	<b>Term: 2009 - 2011</b>
	<b>Kim Mullins</b>	<b>Term: 2009 - 2011</b>
	<b>Catherine Ghassemi</b>	<b>Term: 2009 - 2011</b>
	<b>Jean Colner</b>	<b>Term: 2009 - 2011</b>
	<b>Lucy Smith</b>	<b>Term: 2009 - 2011</b>
	<b>Elaine Cheesman</b>	<b>Term: 2009 - 2011</b>

Respectfully submitted,

**Nominating Chair, Karen Avrit**  
**Committee Judith Birsh**  
**Suzanne Carreker**  
**Ruth Ann Jewel**  
**Sherry Malphurs**

# New ALTA Member Spotlight: June Levitt, CALT



## ***Where did you receive training? Hometown and previous education?***

I graduated from the SMU Learning Therapy Program in 2007 at the therapist level. I'm originally from Japan, but Dallas has been my home since 1985. My master's degree is in cognitive and neuroscience. Currently, I am working on my doctoral degree in communication sciences/disorders, specializing in speech motor control/learning and experimental phonetics.

## ***Why did you choose CALT training?***

In 2005, my daughter's teachers thought she showed markers of dyslexia. While she was being diagnosed, I applied to SMU to assist my daughter throughout her school years. Ironically, several days before SMU's first session, my daughter's diagnosis was completed and indicated she is not dyslexic. I started the program anyway to deepen my understanding of this disorder.

## ***What was the hardest part of your training?***

The concepts and theoretical issues were manageable for me. However, it was challenging to memorize all the specific procedures.

## ***What were the most valuable parts of your training, looking back now that you are a CALT?***

It was great to get to know my classmates from different backgrounds. The benefit of the doctoral study is to become an expert in a field of study, but I sometimes find it difficult to stay informed of the development in the surrounding fields. My CALT training provided me an opportunity to look at "language" from an educational point of view, out of my eyes as a linguist/speech scientist.

## ***What areas do you feel are a challenge for new CALTs?***

One of the most difficult challenges for interns/trainees and new CALTs is to keep up with new therapy methods, instructional technologies, laws, and maintain connections.

## ***How can ALTA assist new CALTs?***

ALTA can become a resourceful organization that can provide a great network that can connect individual expertise. I am honored to serve ALTA as the Chair of the Interns/Trainees Mentoring Network Committee. I would love to hear from my colleagues and colleagues to be.

## ***Why did you join ALTA?***

It is a young organization with which we can grow together. My ability is limited, but as part of a group of professionals, I will be a part of larger knowledge base.

## ***What advice would you give trainees currently in a program?***

I know you are busy with assignments and practicum. However, look ahead of the future and be prepared for the post-certification stage. This is the time to plan and start building the avenue. One way of doing this is to get involved in ALTA as your professional organization.

## ***How has your training as a CALT changed other areas of your life?***

After I complete my doctoral study, I would like to look into the speech characteristics of dyslexics. Although dyslexia is considered to be a deficit of phonological processing, it has not been fully studied from the perspectives of speech perception/production. It is also my dream to share my phonetics and speech science expertise with my colleagues. As my instructors at SMU shared their knowledge with me, I would like to assist fellow professionals to reach and serve more effectively children with dyslexia.

# Author Overcomes Early Difficulties with Dyslexia



Kendra Thomas is a testament that children can overcome their challenges. When she was in the second grade, she struggled to read and to cope with dyslexia. Her challenges did not stop her from reading and writing and now Kendra Thomas is a published author. *Ravenheart*, her first novel, was published Sept. 15, 2008, by Comfort Publishing and is available through Amazon.com. She is listed as K. A. Thomas and the book is a young adult fantasy.

In the book, a young girl named Ayla must stop an evil goddess from taking over a kingdom. To do so, she must discover her own past and resurrect a power long thought lost to her people.

She worked on the book for four years. Her struggles when she was younger began her career as a writer.

"In the second grade, I was in a class for learning disabled students and the teacher, Mrs. (Ruth Ann) Jewell, used story writing to help us," Thomas said. "It ignited this passion for writing that hasn't gone away."

Thomas still struggles with her learning difficulties, but contrary to the stereotypes, she is an avid reader and writer.

"You don't recover from learning disabilities but you push past them, even when it is very frustrating," Thomas said. "I had a journalism teacher that showed me I could write a good story, an AP English teacher who insisted I learn the rules and spell correctly and a theater professor in college that developed my imagination and ability to write dialogue."

Thomas wrote an award-winning play that was performed for competition at Ouachita University and was filmed in May of 2007. The film is still in post-production.

Currently, Thomas lives with her husband, Chris, in Raleigh, North Carolina. She teaches Language Arts at North Garner Middle School and works with the North Raleigh Arts and Creative Theatre on productions.

"As a Language Arts teacher, I now spend most of my day teaching young people how to write," she said. "But every day, my students are teaching and inspiring me. I am always amazed by their imaginations."

Thomas plans to continue writing and is currently working on the sequel to *Ravenheart*.

"It will be the adventures of Bree, who is a supporting character in *Ravenheart*," she said. "I've spent too much time developing that world to just let it go. Readers can look forward to many more books."

## Amazon Readers Review *Ravenheart*

"This is one of those books where I sat down on a Saturday afternoon intending



to read a chapter or two and ended up reading until midnight instead. I was drawn in by the adventure and the vivid portrayal of a society with a culture every bit as distinctive as any found in our world, but I became completely engrossed with the introduction of Ayla as the main character. Ayla is real. She is not a detached heroine standing above it all—she is part of it all, her boots muddy and her struggles sincere. I could relate to her directly, and it did not take long to become invested in her story. The other characters, too, were not neglected in the slightest, each with their own personalities complementing (or clashing with!) Ayla's to build a vibrant world. Fantasy readers, especially teens, will enjoy this book immensely, and even non-fantasy readers will find a story they can relate to and enjoy. I know I did!" — *Em Keller*

"Entering a world totally different from our own, one with kings and queens, magic, dragons and mystical kingdoms, this book takes the reader on a wonderful journey. Ayla, the main character, grows into her true identity through her adventures and learns with the reader who she

*Continued on Page 13*

# **Transacting ALTA's Business: the Importance of the Annual Meeting**

**By Kay Crews, Professional Registered Parliamentarian**

It has been my pleasure to serve as a parliamentarian advisor to ALTA this year. My experience as a Professional Registered Parliamentarian (PRP) assists ALTA in the areas of governance issues, meeting protocol and bylaws. Article V of the ALTA bylaws establishes the requirement of an annual meeting for transacting ALTA business and electing officers and directors. ALTA bylaws also require that amendments to the bylaws are (1) approved by a 2/3 vote of the Board of Directors; (2) presented to the ALTA membership in written form 30 days prior to the annual meeting; and (3) approved by 2/3 majority of active members voting at the annual meeting.

The Board of Directors is recommending the following seven bylaws amendments to the membership for vote at the annual meeting:

1. Amendment 1: Electronic Meetings
2. Amendment 2: Election and Installation of Officers and Directors
3. Amendment 3: Nominations and Notice of Meetings and Slate
4. Amendment 4: Duties of the President
5. Amendment 5: Nominating Committee
6. Amendment 6: Preferential Voting
7. Amendment 7: Officers.

Most of these amendments contain changes to several different areas of the Bylaws. They will be presented in groups, and a single vote taken on each Amendment. This is being done in an effort to save the members time and confusion in voting on similar changes, each of which must be adopted to ensure that the bylaws do not contain inconsistencies.

Each of these amendments and the rationale supporting them is described in detail in the enclosed pages. The amendments suggested to the Bylaws Committee and approved by the Board of Directors are based on several factors, including increasing the efficiency of the organization, aligning bylaws requirements with Robert's Rules of Order, reflecting current practice, and clarifying areas of governance uncertainty.

At the annual meeting in April, ALTA members in good standing will be asked to vote on each of these amendments. Please take a moment to carefully review them prior to the meeting. Should you have any questions about these amendments, or parliamentary procedure in general, please visit with me at the conference.

**ALTA**  
Proposed Amendments to Bylaws 2009

Amendment # 1 : #Electronic Meetings		APPROVED BY BOD: 10/30/08 IN SEATTLE
Current Bylaws	Amendment	Amended as Proposed
<p>Article VI BOARD OF DIRECTORS, Section 3. There shall be a minimum of three meetings of the Board of Directors per year. Notice of such meetings shall be sent to the directors in advance of the meeting.</p>	<p>Insert new paragraphs (a) and (b):</p> <p>(a) Meetings may be held using a conference telephone or similar communications equipment, or another suitable electronic communications system, including videoconferencing technology or the Internet, or any combination, if the telephone or other equipment or system permits each person participating in the meeting to communicate with all other persons participating in the meeting.</p> <p>(b) If voting takes place at meetings, measures must be implemented which (1) verify that each person voting by means of remote communication is sufficiently identified; and, (2) record any vote or other action taken.</p>	<p>Article VI BOARD OF DIRECTORS, Section 3. There shall be a minimum of three meetings of the Board of Directors per year. Notice of such meetings shall be sent to the directors in advance of the meeting.</p> <p>(a) Meetings may be held using a conference telephone or similar communications equipment, or another suitable electronic communications system, including videoconferencing technology or the Internet, or any combination, if the telephone or other equipment or system permits each person participating in the meeting to communicate with all other persons participating in the meeting.</p> <p>(b) If voting takes place at meetings, measures must be implemented which (1) verify that each person voting by means of remote communication is sufficiently identified; and, (2) record any vote or other action taken.</p>
<p>Article VIII EXECUTIVE COMMITTEE, Section 3. Meetings of the Executive Committee shall be called at the discretion of the President. Four members shall constitute a quorum.</p>	<p>Insert new paragraphs (a) and (b):</p> <p>(a) Meetings may be held using a conference telephone or similar communications equipment, or another suitable electronic communications system, including videoconferencing technology or the Internet, or any combination, if the telephone or other equipment or system permits each person participating in the meeting to communicate with all other persons participating in the meeting.</p> <p>(b) If voting takes place at meetings, measures must be implemented with (1) verify that each person voting by means of remote communication is sufficiently identified; and, (2) record any vote or other action taken.</p>	<p>Article VIII EXECUTIVE COMMITTEE, Section 3. Meetings of the Executive Committee shall be called at the discretion of the President. Four members shall constitute a quorum.</p> <p>(a) Meetings may be held using a conference telephone or similar communications equipment, or another suitable electronic communications system, including videoconferencing technology or the Internet, or any combination, if the telephone or other equipment or system permits each person participating in the meeting to communicate with all other persons participating in the meeting.</p> <p>(b) If voting takes place at meetings, measures must be implemented which (1) verify that each person voting by means of remote communication is sufficiently identified; and, (2) record any vote or other action taken.</p>
<p><b>Rationale:</b> Adding language about conference call meetings will enable additional regular Board and Executive Committee meetings in this fashion in between face-to-face meetings if needed. Language relating to electronic meetings and voting is based on the Business Organizations Code (Section 6.002 Alternative Forms of Meetings), which became effective 1/1/2006.</p>		

Each numbered set of amendments will be voted on in a single vote.  
Amendments approved by the Board of Directors via conference call will be ratified in person prior to being presented to the Delegates for vote.

<b>Amendment # 2: Election and Installation of Officers and Directors</b>		<b>APPROVED BY BOD: 10/30/08 IN SEATTLE</b>	
<b>Current Bylaws</b>	<b>Amendment</b>	<b>Amended as Proposed</b>	
Article VI BOARD OF DIRECTORS, Section 8. Election and installation of the directors shall take place at the annual meeting of AL TA.	Substitute the following for Section 8: Election and installation of the directors shall take place at the annual meeting of AL TA. The terms of office for directors shall begin at the end of the meeting at which they are elected.	Article VI BOARD OF DIRECTORS, Section 8. Election of the directors shall take place at the annual meeting of AL TA. The terms of office for directors shall begin at the end of the meeting at which they are elected.	
Article VII OFFICERS, Section 8. Election of officers shall take place at the annual meeting of AL TA.	Amend by adding: Election of officers shall take place at the annual meeting of AL TA. The terms of office for officers shall begin at the end of the meeting at which they were elected.	Article VII OFFICERS, Section 8. Election of officers shall take place at the annual meeting of AL TA. The terms of office for officers shall begin at the end of the meeting at which they were elected.	
Article V GENERAL MEETINGS, Section 1(a). An annual meeting of the membership shall be held before the close of each membership year for the purpose of transacting AL TA business and electing officers and directors. Officers and directors elected at the annual meeting will take office within thirty (30) days of the meeting.	Amend by striking out: An annual meeting of the membership shall be held before the close of each membership year for the purpose of transacting AL TA business and electing officers and directors. Officers and directors elected at the annual meeting will take office within thirty (30) days of the meeting.	Article V GENERAL MEETINGS, Section 1(a). An annual meeting of the membership shall be held for the purpose of transacting AL TA business and electing officers and directors.	
<b>Rationale:</b> Additional language in the Board of Directors and Officers Articles (1) establishes when directors and officers begin their terms of office; and (2) aligns with language contained in AL TA's parliamentary authority, Robert's Rules of Order, Newly Revised as required by Article XIII, Section (1). In Article V, deletion of the last sentence creates consistent requirements in Article V, Section 1(a) and Article VI, Section 8 regarding terms of office. Deletion of "before the close of each membership year" creates flexibility in planning the annual meeting.			
<b>Amendment # 3: Nominations and Notice of Meetings and Slate</b>		<b>APPROVED BY BOD: 2/9/09 via Conference Call</b>	
<b>Current Bylaws</b>	<b>Amendment</b>	<b>Amended as Proposed</b>	
Article V GENERAL MEETINGS, Section 1(b). Notice of such meeting and ballots shall be mailed to each member thirty (30) days prior to the date of the meeting.	Substitute the following for Section 1(b): Notice of such meeting and ballots the slate shall be mailed to each member thirty (30) days prior to the date of the meeting. Additional nominations for officers and directors will be accepted up to fifteen (15) days prior to the meeting. When specifically permitted by the Executive Committee due to extenuating circumstances, nominations may be made from the floor.	Article V GENERAL MEETINGS, Section 1(b). Notice of such meeting and the slate shall be mailed to each member thirty (30) days prior to the date of the meeting. Additional nominations for officers and directors will be accepted up to fifteen (15) days prior to the meeting. When specifically permitted by the Executive Committee due to extenuating circumstances, nominations may be made from the floor.	
Article VIII EXECUTIVE COMMITTEE	Insert new Section 9 and renumber subsequent sections.	Article VIII EXECUTIVE COMMITTEE, Section 9. The Executive Committee may, from time to time, change the number and titles of the designated Vice Presidents depending upon the needs of the organization. Such action shall require ratification by the Board of Directors, and shall not impact existing vice presidents, but will only apply to future nominations.	
<b>Rationale:</b> See Article IX, Section 3(a)(i). Language parallels the duty of the Nominating Committee. Currently, the bylaws list "designated Vice Presidents" as officers and members of the Executive Committee; yet there is no process in place to identify who "designates" the Vice Presidents.			

Each numbered set of amendments will be voted on in a single vote.

Amendments approved by the Board of Directors via conference call will be ratified in person prior to being presented to the Delegates for vote.

Amendment # 4: Duties of the President		APPROVED BY BOD: 10/30/08 IN SEATTLE
Current Bylaws	Amendment	Amended as Proposed
<p>Article VII OFFICERS, Section 2.</p> <p>The President shall:</p> <p>(a) preside at all meetings of ALTA and of the Board of Directors.</p> <p>(b) in consultation with the vice-presidents appoint committee chairpersons.</p> <p>(c) serve and/or appoint a vice-president to serve as an ex-officio member of all committees except the nominating committee.</p> <p>(d) have the privilege of inviting persons with special knowledge to the meetings of the Executive Committee or Board of Directors, and</p> <p>(e) perform such other duties as are incident to this office, or as may be properly required by the actions of ALTA or of the directors.</p>	<p>Substitute the following for Section 2:</p> <p>The President shall:</p> <p>(a) preside at all meetings of ALTA and of the Board of Directors.</p> <p>(b) appoint committee chairpersons in consultation with the Vice-President that will supervise that committee.</p> <p>(c) serve and/or appoint a Vice-President to serve as an ex-officio member of all committees except the nominating committee.</p> <p>(d) have the privilege of inviting persons with special knowledge to the meetings of the Executive Committee or Board of Directors.</p> <p>(e) perform such other duties as are incident to this office, or as may be properly required by the actions of ALTA or of the directors.</p> <p>(f) appoint a Parliamentarian.</p>	<p>Article VII OFFICERS, Section 2.</p> <p>The President shall:</p> <p>(a) preside at all meetings of ALTA and of the Board of Directors.</p> <p>(b) appoint committee chairpersons in consultation with the Vice-President that will supervise that committee.</p> <p>(c) serve and/or appoint a Vice-President to serve as an ex-officio member of all committees except the nominating committee.</p> <p>(d) have the privilege of inviting persons with special knowledge to the meetings of the Executive Committee or Board of Directors.</p> <p>(e) perform such other duties as are incident to this office, or as may be properly required by the actions of ALTA or of the directors.</p> <p>(f) appoint a Parliamentarian.</p>
<p>Article XIII, PARLIAMENTARY AUTHORITY Section 2.</p> <p>A member of the Board of Directors may be appointed by the President to the position of Parliamentarian and shall advise upon the propriety of procedures.</p>	<p>Amend by striking out:</p> <p><del>A member of the Board of Directors may be appointed by the President to the position of Parliamentarian and shall advise upon the propriety of procedures.</del></p>	
<p><b>Rationale:</b> Item (b) is changed to align with Article IX, Section 2. All committee chairpersons shall be appointed by the President in consultation with the Vice-President that will supervise that committee. Item (f) reflects current practice and follows Robert's Rules, Newly Revised.</p>		

Each numbered set of amendments will be voted on in a single vote.  
 Amendments approved by the Board of Directors via conference call will be ratified in person prior to being presented to the Delegates for vote.

<b>Amendment # 5: Nominating Committee</b>		
<b>Current Bylaws</b>	<b>Amendment</b>	<b>APPROVED BY BOD : 2/9/09 via Conference Call</b>
<p>Article VI BOARD OF DIRECTORS Section 7. Vacancies on the board shall be filled upon the recommendation of the nominating committee and by a two-thirds vote of the Board of Directors.</p>	<p>Strike out Section 7 and replace it with the following:  Vacancies on the board shall be filled upon the recommendation of the <del>nominating committee</del> <u>Executive Committee and by a two-thirds vote with the ratification</u> of the Board of Directors.</p>	<p>Article VI BOARD OF DIRECTORS Section 7. Vacancies on the board shall be filled upon the recommendation of the Executive Committee with the ratification of the Board of Directors.</p>
<p>Article IX NOMINATING COMMITTEE, Section 3. The Nominating Committee shall:</p> <p>(a) form every January, hold office for a term of one year, and consist of five (5) active members selected in the following manner:</p> <p>(i) three (3) appointed by the President; and</p> <p>(ii) two (2) elected by the Board of Directors.</p> <p>(b) further, the Nominating Committee shall:</p> <p>(i) prepare a slate of members in good standing of the association to serve as officers and directors to be presented to the membership thirty (30) days prior to the annual meeting;</p> <p>(ii) accept additional nominations for officers and directors that have been submitted in writing and signed by three (3) active members in good standing at least 15 days prior to the annual meeting;</p> <p>(iii) present nominations for officers and directors at the annual meeting; and</p> <p>(iv) unexpected vacancies occurring during the year.</p>	<p>Substitute the following for Section 3:  <del>The Nominating Committee shall:</del></p> <p>(a) The Nominating Committee shall form every January, <del>held office for a term of one year, and</del> consist of five (5) active members <u>elected by the</u> Board of Directors. Elections may be held by preferential voting in a manner described in Article V. Section 1(c), <del>selected in the following manner:</del></p> <p><del>(i) three (3) appointed by the President; and</del></p> <p><del>(ii) two (2) elected by the Board of Directors;</del></p> <p>(b) <del>further, the</del> The Nominating Committee shall:</p> <p>(i) prepare a slate of members in good standing of the association to serve as officers and directors to be presented to the membership thirty (30) days prior to the annual meeting;</p> <p>(ii) accept additional nominations for officers and directors that have been submitted in writing and signed by three (3) active members in good standing at least 15 days prior to the annual meeting; <u>and</u></p> <p>(iii) present nominations for officers and directors at the annual meeting; <u>and</u></p> <p>(iv) <del>unexpected vacancies occurring during the year;</del></p> <p>(c) When specifically permitted by the Executive Committee due to extenuating circumstances, <u>and</u> <del>nominations may be made from the floor.</del></p>	<p>Article IX NOMINATING COMMITTEE, Section 3.</p> <p>(a) The Nominating Committee shall form every January, and consist of five (5) active members elected by the Board of Directors. Elections may be held by preferential voting in a manner described in Article V, Section 1(c).</p> <p>(b) The Nominating Committee shall:</p> <p>(i) prepare a slate of members in good standing of the association to serve as officers and directors to be presented to the membership thirty (30) days prior to the annual meeting;</p> <p>(ii) accept additional nominations for officers and directors that have been submitted in writing and signed by three (3) active members in good standing at least 15 days prior to the annual meeting; <u>and</u></p> <p>(iii) present nominations for officers and directors at the annual meeting;</p> <p>(c) When specifically permitted by the Executive Committee due to extenuating circumstances, nominations may be made from the floor..</p>
<p><b>Rationale:</b> Allows for all five members to be appointed by the Board of Directors, removing the influence of the President on the next administration (an influence that is counter to RONR); removes the term of one year, which is impractical, since the procedures for the Nominating Committee require a presentation to the Annual Meeting, but another Nominating Committee would have been elected to also make nominations for election at that meeting. Provides a method to fill vacancies.</p>		

Each numbered set of amendments will be voted on in a single vote.  
Amendments approved by the Board of Directors via conference call will be ratified in person prior to being presented to the Delegates for vote.

**Amendment # 6: Preferential Voting****APPROVED BY BOD: 2/9/09 via Conference Call**

<b>Current Bylaws</b>	<b>Amendment</b>	
<p>Article V GENERAL MEETINGS, Section 1(c).</p>	<p>Insert new section 1(c) and renumber as appropriate.</p> <p>(c) Voting for Officers and Directors shall be by preferential ballot, unless there is a single candidate for each position, in which case election may be viva voce. A majority of the votes cast for Director shall be required for election to that office. All candidates for Director shall be considered to be running for all vacant seats on the Board of Directors.</p> <p>(i) On the preferential ballot, the voter ranks each candidate in order of preference, placing the numeral "1" beside the most preferred, the numeral "2" beside the next most preferred, and so on for every possible choice. In counting the votes, the ballots are arranged according to the first preference – one pile for each candidate – and the vote count is then recorded for the tellers' report. If one candidate's pile contains more than half the ballots – that is, if the candidate is shown as the first choice on more than half the ballots – that candidate is elected. If no candidate is elected, the candidates are eliminated one by one, beginning with the least popular, until one candidate prevails.</p> <p>(ii) The ballots in the thinnest pile – that is, those containing the name designated as first choice by the fewest number of voters – are redistributed into the other piles according to the names marked as second choice. The number of ballots in each remaining pile is again recorded, and if more than half the ballots are now in one pile, that candidate is elected. If no candidate is elected, the next least popular candidate is eliminated by taking the thinnest remaining pile and redistributing its ballot according to the second choice; except that, if the name of a candidate already eliminated is the second choice, that ballot is placed according to its third choice. Again the number of ballots in each remaining pile is recorded. The process is repeated until more than half the ballots are in one candidate's pile. In the event of multiple vacancies for the same office, the total process will be repeated with all ballots, except that the name of a candidate already elected shall be ignored in allocating the votes to the remaining candidates.</p> <p>(iii) In the case of a tie of the votes cast, the board of directors shall cast a deciding ballot.</p> <p>(iv) The President shall report the results of the election to the members utilizing routine communication channels.</p> <p><b>Rationale:</b> This method of voting, which must be permitted in the bylaws in order to be used, will save time and reduce the number of ballots required for elections for the Board of Directors and for members of the Nominating Committee.</p>	

**Amendment # 7: Officers****APPROVED BY BOD: 2/9/09 via Conference Call**

<b>Current Bylaws</b>	<b>Amendment</b>	<b>Amended as Proposed</b>
<p>Article VII, OFFICERS, Section 1: The officers of ALTA shall be President, Executive Vice-President, additional designated Vice-Presidents, Recording Secretary and Treasurer. The term of these officers shall be two (2) years.</p>	<p>Substitute the following for Section 1: The officers of ALTA shall be President, Executive Vice-President, additional designated Vice-Presidents, Recording Secretary, <del>and</del> Treasurer, and the Immediate Past President. The term of these officers shall be two (2) years, <u>except for the Immediate Past President, who shall serve a single year.</u></p>	<p>Article VII OFFICERS, Section 1. The officers of ALTA shall be President, Executive Vice-President, additional designated Vice-Presidents, Recording Secretary, Treasurer, and the Immediate Past President. The term of these officers shall be two (2) years, except for the Immediate Past President, who shall serve a single year.</p>
<p><b>Rationale:</b> This formalizes the recent practice of ALTA in relying on the immediate past president for historical perspective for transition purposes during the first year of a new Administration.</p>		

Each numbered set of amendments will be voted on in a single vote.

Amendments approved by the Board of Directors via conference call will be ratified in person prior to being presented to the Delegates for vote.

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*Continued from Page 12*

really is. She is not always triumphant but she finds her strength and her gifts in her fight against evil. I liked the language used in this book. From the first paragraph, I felt like the author was gently pulling me into this wonderful world of discovery without ever talking down to me. I like the twists in the plot and the fact that Ayla was as surprised as I was with her challenges, and she was persistent. The characters in the book felt real and the adventures seemed to come to life. This is an excellent book for the young teen reader.... or for anyone who enjoys books like Harry Potter. This isn't the genre that I normally read and I found it captivating, exciting, and wonderful." - *KC*

"Ravenheart is a wonderful story filled with memorable characters in far-away lands full of mystery and magic. It's intriguing from the very beginning and the adventure doesn't stop until the very end. The reader follows Ayla, the main character, as she grows up into her destiny. We watch Ayla discover herself in the writings of ancient texts and as she overcomes challenge after challenge. There's something for almost everyone as this splendid tale includes friendship, action, romance, your occasional mystical creature, and of course, the forces of good and evil vying for ultimate control. I don't typically read this genre of novel, but I found this particular book highly enjoyable and would recommend it to anyone looking for a good fun read."

– *L. Williams*

## Upcoming Alliance Registration Exam Dates

Contact the ALTA office for an exam application, [casey@madcrouch.com](mailto:casey@madcrouch.com), or call 972/233-9107 ext. 208.

### 2009 EXAM DATES

#### April 4, 2009

Key Learning Center  
1345 Hendersonville Rd  
Asheville, NC 28803  
Arrival- 7:15AM  
Exam- 7:30AM

#### April 17, 2009

SMU-in-Legacy  
5236 Tennyson Pkwy.  
Bldg 4-120  
Plano, TX 75024  
Arrival- 8:00AM  
Exam- 8:30AM

#### June 13, 2009

Southwest Multisensory Training Center  
600 S. Jupiter Rd  
Allen, TX 75002  
972/359-6646  
Arrival- 8:30  
Exam- 9:00A

#### June 13, 2009

Scottish Rite Learning Center of Austin  
12871 N. Hwy 183, Ste. 105  
Austin, TX 78750  
512/472-1231  
[www.scottishritelearningcenter.org](http://www.scottishritelearningcenter.org)  
Arrival- 8:30A  
Exam- 9:00A

#### June 27, 2009

SMU-in-Legacy  
Building 3-Room 103/ The Great Room  
5236 Tennyson Parkway  
Plano, TX 75024  
Arrival- 8:00A  
Exam- 8:30A

#### July 9, 2009

Scottish Rite Learning Center of West Texas  
1101 70th  
Lubbock, TX 79412  
806-747-3268  
[www.lubbockscottishrite.org](http://www.lubbockscottishrite.org)

#### August 7, 2009

Shelton School  
15720 Hillcrest Rd  
Dallas, TX 75248  
972/774-1772 x223  
Arrival- 9:00A  
Exam- 9:30A

#### 2010 EXAM DATES

#### January 9, 2010

Southwest Multisensory Training Center  
600 S. Jupiter Rd  
Allen, TX 75002  
972/359-6646  
Arrival- 8:30  
Exam- 9:00A

# CEU Opportunities

- 1) **I've DIBELd, Now What?**  
**Date:** April 27, 2009  
**Time:** 8:30 a.m. – 3:00 p.m.  
**Location:** Dove Center  
619 E. Mason St.  
Springfield, IL 62701  
**Sponsor:** Illinois Branch of IDA  
**Presenter:** Susan L. Hall, Ed. D  
**Contact Person:** Kathi Wagner  
**Telephone:** 630-469-6900  
**Email:** kwagner@readidida.org  
**CEU Contact Hours:** 6
- 2) **Creative Brains: Gifted, Talented and Dyslexic**  
**Date:** March 9, 2009  
**Time:** 7:00 p.m. – 9:00 p.m.  
**Location:** Winston School  
5707 Royal Lane  
Dallas, TX 75229  
**Sponsor:** Dallas Branch of IDA  
**Presenter:** Video/ Lois Rothschild and Tony Carlson  
**Contact Person:** Bob Brooks  
**Telephone:** 214-351-1985  
**Email:**  
**CEU Contact Hours:** 2
- 3) **Language Essentials for TEachers of Reading and Spelling – Reading Big Words: Advanced Decoding and Syllabication – LETRS Module**  
**Date:** March 12, 2009  
**Time:** 8:30 a.m. – 4:00 p.m.  
**Location:**Region 10 ESC  
**Sponsor:** Region 10 ECS  
**Presenter:** Gina Mitchell, BS. EDUC, MLA, CALT  
**Contact Person:** Gina Mitchell  
**Telephone:** 972-348-1454  
**Email:** gina.mitchell@region10.org  
**CEU Contact Hours:** 6
- 4) **Every Child Reading with Research Based Strategies: 36th Annual Conference on Dyslexia and Related Learning Disabilities**  
**Date:** March 16-17, 2009  
**Time:** 8:30 a.m. – 5:15 p.m.  
**Location:** New York Marriott Marquis in Times Square  
**Sponsor:** New York Branch of IDA  
**Presenter:** Dr. Louisa Moats, Drs. Sally and Bennett Shaywitz plus 90 more  
**Contact Person:** Lucy Foster  
**Telephone:** 212-691-1930  
**Email:** lfoster@nybida.org  
**CEU Contact Hours:** 6 per day
- 5) **Dysgraphia and Strategies for Struggling Writers**  
**Date:** March 10, 2009  
**Time:** 9:00 a.m. – 3:30 p.m.  
**Location:**Region 13 ESC  
Austin, Texas 78723  
**Sponsor:** Region 13 ECS  
**Presenter:** Susan Patteson, MA, CALT  
**Contact Person:** Susan Patteson  
**Telephone:** 512-919-5404  
**Email:**  
**CEU Contact Hours:** 5.5
- 6) **Multi-sensory Grammar**  
**Date:** June 19, 2009  
**Time:** 9:00 a.m. – 3:30 p.m.  
**Location:**Region 13 ESC  
Austin, Texas 78723  
**Sponsor:** Region 13 ECS  
**Presenter:** Susan Patteson, MA, CALT  
**Contact Person:** Susan Patteson  
**Telephone:** 512-919-5404  
**Email:**  
**CEU Contact Hours:** 5.5
- 7) **Wilson Language Basics**  
**Date:** April 16, 2009  
**Time:** 9:00 a.m. – 4:00 p.m.  
**Location:**Region 13 ESC  
Austin, Texas 78723  
**Sponsor:** Region 13 ECS  
**Presenter:** Susan Patteson, MA, CALT  
**Contact Person:** Susan Patteson  
**Telephone:** 512-919-5404  
**Email:**  
**CEU Contact Hours:** 5
- 8) **RTI: High Intensity Intervention for Students with Reading Difficulties**  
**Date:** April 14, 2009  
**Time:** 9:00 a.m. – 3:30 p.m.  
**Location:**Region 13 ESC  
Austin, Texas 78723  
**Sponsor:** Region 13 ECS  
**Presenter:** Dr. Carolyn Denton  
**Contact Person:** Susan Patteson  
**Telephone:** 512-919-5404  
**Email:**  
**CEU Contact Hours:** 5.5
- 9) **The Three “Ologies: Phonology, Etymology, and Morphology” and Vocabulary and Fluency: Keys to Comprehension**  
**Date:** March 6, 2009  
**Time:** 9:00 a.m. – 4:00 p.m.  
**Location:** The Scottish Rite Learning Center of West Texas  
Lubbock, Texas 79412  
**Sponsor:** The Scottish Rite Learning Center of West Texas  
**Presenter:** Dr. Marcia Henry  
**Contact Person:** Linda Stringer  
**Telephone:** 806-765-9150  
**Email:** slcwt@nts-online.net  
**CEU Contact Hours:** 5
- 10) **Dyslexia Law**  
**Date:** April 25, 2009  
**Time:** 8:00 p.m. – 2:30 p.m.  
**Location:**Shelton School  
Dallas, Texas 75248  
**Sponsor:** Shelton School  
**Presenter:** Linda Kneese  
**Contact Person:** Cindy Angel  
**Telephone:** 972-774-1772 ext. 223  
**Email:** cangel@shelton.org  
**CEU Contact Hours:** 6
- 11) **Composition**  
**Date:** April 25, 2009  
**Time:** 12:30 p.m. – 4:30 p.m.  
**Location:**Shelton School  
Dallas, Texas 75248  
**Sponsor:** Shelton School  
**Presenter:** Linda Kneese  
**Contact Person:** Cindy Angel  
**Telephone:** 972-774-1772 ext. 223  
**Email:** cangel@shelton.org  
**CEU Contact Hours:** 4
- 12) **Research Discussion Circle**  
**Date:** March 28, 2009 and April 25, 2009  
**Time:** 9:30 a.m. – 11:30 a.m.  
**Location:**Rawson- Saunders School  
**Sponsor:** Rawson-Saunders School  
**Presenter:** Pat Sekel  
**Contact Person:** Drenda Haddock  
**Telephone:** 512-476-8382  
**Email:** dhaddock@rawson-saunders.org  
**CEU Contact Hours:** 2
- 13) **Fluency and Composition**  
**Date:** March 28, 2009  
**Time:** 8:30 a.m. – 4:30 p.m.  
**Location:** Shelton School  
Dallas, Texas 75248  
**Sponsor:** Shelton School  
**Presenter:** Linda Kneese  
**Contact Person:** Cindy Angel  
**Telephone:** 972-774-1772 ext. 223  
**Email:** cangel@shelton.org  
**CEU Contact Hours:** 8
- 14) **Organization and Study Skills**  
**Date:** May 2, 2009  
**Time:** 8:00 a.m. – 4:30 p.m.  
**Location:** Shelton School  
Dallas, Texas 75248  
**Sponsor:** Shelton School  
**Presenter:** Linda Kneese  
**Contact Person:** Cindy Angel  
**Telephone:** 972-774-1772 ext. 223  
**Email:** cangel@shelton.org  
**CEU Contact Hours:** 8

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.

- 15) **ADHD/Study Skills**  
**Date:** March 26, 2009  
**Time:** 8:30 a.m. – 12:00 p.m.  
**Location:** Southwest Multisensory Training Center  
**Sponsor:** Southwest Multisensory Training Center  
**Presenter:** Beverly Dooley, Ph.D., CALT, QI  
**Contact Person:** Ashley Morris-Johson  
**Telephone:** 972-359-6646  
**Email:** Ashley.mj@southwestacademy.org  
**CEU Contact Hours:** 3
- 16) **Verbal to Written Expression**  
**Date:** March 5, 2009  
**Time:** 8:30 a.m. – 4:00 p.m.  
**Location:** Southwest Multisensory Training Center  
**Sponsor:** Southwest Multisensory Training Center  
**Presenter:** Beverly Dooley, Ph.D., CALT, QI  
**Contact Person:** Ashley Morris-Johson  
**Telephone:** 972-359-6646  
**Email:** Ashley.mj@southwestacademy.org  
**CEU Contact Hours:** 5
- 19) **Shelton Model for Teaching Social Skills**  
**Date:** Any Date  
**Time:** Any Time  
**Location:** The Internet of Your Computer  
**Sponsor:** Shelton School & Evaluation Center  
**Presenter:** Joyce Pickering, Hum. D., Executive Director of Shelton School & Evaluation Center  
**Contact Person:** Cindy Angel  
**Telephone:** 214-774-1772 x 227  
**Email:** cangel@shelton.org  
**CEU Contact Hours:** 4
- 20) **Dyslexia and Related Disorders**  
**Date:** Any Date  
**Time:** Any Time  
**Location:** The Internet of Your Computer  
**Sponsor:** Shelton School & Evaluation Center  
**Presenter:** Joyce Pickering, Hum. D., Executive Director of Shelton School & Evaluation Center  
**Contact Person:** Cindy Angel  
**Telephone:** 214-774-1772 x 227  
**Email:** cangel@shelton.org  
**CEU Contact Hours:** 4
- 21) **Shelton System for Organization and Study Skills**  
**Date:** Any Date  
**Time:** Any Time  
**Location:** The Internet of Your Computer  
**Sponsor:** Shelton School & Evaluation Center  
**Presenter:** Joyce Pickering, Hum. D., Executive Director of Shelton School & Evaluation Center  
**Contact Person:** Cindy Angel  
**Telephone:** 214-774-1772 x 227  
**Email:** cangel@shelton.org  
**CEU Contact Hours:** 4
- 22) **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
- 23) **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
- 24) **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
- 25) **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:** schmidt@neuhaus.org  
**CEU Contact Hours:** 3
- 26) **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:** schmidt@neuhaus.org  
**CEU Contact Hours:** 3
- 27) **Neurobiology of Developmental Dyslexia: Implications for Teachers**  
**Available:** For purchase on DVD  
**Cost:** \$10.00  
**Contact:** Texas Scottish Rite Hospital for Children  
 Luke Waites Center  
 2222 Welborn Street  
 Dallas, TX 75219  
**Contact Person:** Katy Todora  
**Telephone:** 214-559-7800  
**Email:** katy.todora@tsrh.org

# Texas State Licensure for Dyslexia Practitioners and Dyslexia Therapists

**By Joyce Pickering, Vice President, Public Relations and Judy Echols, Chairman, ALTA Licensure Committee**

ALTA has long held the goal of licensure for those certified as an AALT or CALT. In 2005 an effort was begun to make that goal a reality.

House Bill No. 461 has been introduced in the present session of the Congress of Texas. This bill is a title bill which will give state recognition to those who have completed the required training and passed a national certifying exam. Individuals certified by ALTA will be eligible for this licensure, if they choose to apply. The cost of a license will be determined after the bill is passed.

The language of the bill describes the individual with teaching level training (AALT) as a Dyslexia Practitioner and those with therapy level training (CALT) as a Dyslexia Therapist. After 2012, the bill requires a Master's degree for the Dyslexia Therapist license. However, there will be a grandfathering period until 2012 during which time a CALT certified before that cut-off date is eligible for licensure without a Master's degree. The bill does not prevent a person who does not hold this licensure from teaching individuals with dyslexia.

It is of vital importance for this profession to have state recognition. Passage of this licensure bill will provide further credentialing for well-trained professionals and give the public clear information on the specific training of those who work with their children.

It is important that all ALTA members support this bill and that you, as constituents, voice your support for the bill at the appropriate time. Please be watching your email inbox for updates on the bill and for further information about actions you can each take to support its passage.

## **Frequently Asked Questions**

### **What is the status of licensure in Texas for CALTs and AALTs?**

H.B. 461 has been filed with the Texas Legislature. This is the third time that licensure has been pursued in Texas. In the last legislative session (2007), the bill was passed in the Senate and voted out of Committee in the House. It was slated for a vote on the House floor on a day when the House adjourned early before the bill was heard. Although there is no guarantee that the bill will be passed, we are greatly encouraged that we had the votes last Session and that our bill has already been filed and is ready to be heard early in the Session.

### **Will I have to get a license?**

The bill as filed does not require a CALT or AALT to get a license, nor does it require any school district to hire a person who has a license.

### **Why should I get a license?**

Licensure promotes the high standards of training in multisensory structured language education and promotes professional expertise to consumers. It has been a goal of our organization since its inception.

### **I'm in private practice. What good will licensure do for me?**

Licensure will give greater credibility to CALTs and AALTs, regardless of whether they are in private practice or in school settings.

### **I'm not a resident of Texas. What good is a Texas license for me?**

Regardless of your state of residence, a state license is very impressive. It may be that your Texas license might catch the attention of others in your state. Licensure efforts in other states have already begun, many using the model of the Texas effort for their states.

### **What will a license cost?**

The cost of a license will be determined by the number of people who apply for a license.

### **What about insurance?**

Coverage under a health care plan or policy is determined by the specific plan or policy and is not within the purview of the licensure bill.

# Milestones

Rene' King and her students have been invited to present at the First Annual Yale Center for Dyslexia & Creativity Conference June 23rd and 24th. The emphasis of the conference will be directed toward new research and implications for independent schools. Topics will include: 1) What does cutting-edge research tell us about dyslexia? 2) What are some of the myths about dyslexia? 3) What does it mean for independent schools? In addition there will be a panel discussion moderated by Dr. Sally Shaywitz regarding school policy and curriculum issues related to dyslexia. In Texas, Rene' and her students are well known for their program, THE SECOND STEP – Success Through Technology. Their goal is to keep the dyslexic population abreast of the newest technology available, with emphasis on usage within the classroom, therefore, enabling all dyslexic students to have the opportunity for success. Guests at Rene's speaking engagements and conference appearances have watched the students who travel with Rene' grow from elementary to successful high school and college students. Rene' comments, "Over time the tables have turned. The students now drive me as I watch, listen, and at times direct. Together we continue to learn what is available through technology and what works best for their learning style. With the knowledge and experience these students now possess, who would know better than they themselves? The students and I are looking forward to working with both Drs. Sally and Bennett Shaywitz."

**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.**



Southwest Multisensory Training Center recently awarded the Lynda Laird Memorial to newly Certified Academic Language Therapist Valerie Brimer. Valerie lives in Fruitvale, Texas, with her husband, a captain in the Mesquite Fire Department, and three children. She has home schooled all of her children, two of whom are dyslexic, and her long term goal is to be in private practice as a therapist. The Lynda Laird Memorial is an annual recognition awarded to the therapist completing the advanced level who goes above and beyond with teaching, is respectful to peers and instructors, is helpful to peers, and has kept a challenging schedule during the entire course. Congratulations to Valerie for a job well done!



Karen Sykes, CALT, is responsible for beginning training for Academic Language Teachers in Bentonville (Arkansas) ISD. Southwest Multisensory Training Center was represented by Beverly Dooley, Ph.D., who traveled to Bentonville to teach the introductory level of "Take Flight: a Comprehensive Intervention for Students with Dyslexia," developed by Texas Scottish Rite

Hospital for Children in Dallas. During the training Arkansas experienced the worst ice storm in its history. While power remained on in the hotel, some teachers lost power for ten days. Dr. Dooley will travel to Bentonville three more times this spring to complete the Intro Level instruction.



Mary Ann Cochran, executive director of the James Phillips Williams Memorial Training Center hosted Dr. Beverly Dooley for an ADHD/Study Skills workshop on February 5th. Certified therapists received CEUs, parents enjoyed the information, and teachers learned how to understand the ADHD student and implement needed techniques in the classroom.

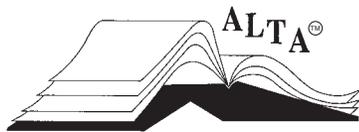
The Tammy Jones Memorial Curriculum Library will be dedicated at the Southwest Academy Dinner on Saturday, February 28th. Tammy Jones, mother of a dyslexic son and grandson, was an advocate for her family. Tammy attended courses at SMU and continued training, gaining additional help from the Southwest Multisensory Training Center. Tammy passed away December 7, 2007 from Lou Gehrig's disease, and her daughter felt that all of her resources and creative talents should be shared. The curriculum library will be housed at Southwest Academy.

# Welcome New CALTs

**Congratulations, new Qualified Instructors:** Jane Hayes, Barbara Lynn James, Cam Jantz, Nadine Voth and Mary Wines.

**Welcome, new CALT members:** Maren Angelotti, Tamara Black, Sharon Blankennagel, Valerie Brimer, Kimberly Gordon, Tammie Kline, Mary Kohnle, Patricia Lawrence, Angela Lunde, Sandra Marr, Sally McDonald, Robin Meyen, Heidi Mitchell, Jodie Parham, Kathleen Proud, Ramona Roberts, Deanna Schmidt, Denita Singleton, Joan Stambaugh, Pauline Stoffels Lesa Timmons and Jody White.

**Welcome, new AALT members:** Linda Cedor, Marian Cisarik, Jessica Colvin, Brenda Crowson and Jennifer Gillentine.



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