

**Academic Language Therapy Association®**  
*Dedicated to the remediation of written-language skills.*  
 Established 1985

# bulletin

WINTER 2010

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

## PRESIDENT'S MESSAGE



*"A mythical bird that never dies, the phoenix flies far ahead to the front, always scanning the landscape and distant space. It represents our capacity for vision, for collecting sensory information about our environment and the events unfolding within it. The phoenix, with its great beauty, creates intense excitement and deathless inspiration."*

- Lam Kam Chuen

Dear ALTA members,

The ancient myth of the phoenix tells of a beautiful and wise winged creature which after centuries of existence, self-destructs by fire, only to rise from its own ashes into an even nobler and stronger bird. In some ways, this mythical creature reminds me of ALTA at this unique time in our history. While we continue to celebrate the successful conclusion to our

longstanding goal of licensure, that conclusion has created even more promising beginnings for our organization. The busy months spent pushing HB 461 through the legislative process have been matched by even busier weeks since June, in great part by significant projects and exciting opportunities born of the bill's passage. You will enjoy reading of these projects, but I would like to highlight a few of these important happenings below.

- A new committee – the Legislative Advisory Council (LAC)– has been established to guide ALTA during this post-passage/pre-licensure phase. Linda Gladden and her committee have been hard at work establishing training center, parent, and community councils of support. In coming months, many of you will be asked to help with these important plans. The goal of the LAC is to make legislative action a permanent part of our organizational planning, to increase awareness of licensure among communities and to support and strengthen the collaborative bridges we built during our licensure project.
- Preparing for the licensing process next spring has generated several timely projects aimed at aligning and updating ALTA policies and procedures. The ALTA Board has approved changes in our CEU policies and the titles we apply to our teaching level members. ALTA has been consulted as a respected resource in recent weeks and stands as an important link to licensure for our members. The

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work accomplished by Avril Greenberg and the Ethics and Grievance committee over the past two years has finally concluded with a revised Grievance Procedure, approved by the ALTA Board. Their earlier work with our Code of Ethics was put to good use in rulemaking procedures for licensing.

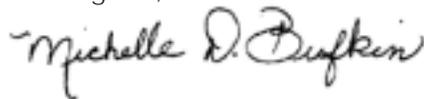
- The increased attention showered on our organization because of HB 461 has generated projects in the public relations arena to help polish our marketing image to colleagues and the community. Joyce Pickering and Marilyn Mathis have worked on perfecting a new DVD presentation to introduce ALTA to others. It debuted at our exhibit booth at IDA in Orlando to rave reviews. Likewise, Janna Curry designed a wonderful new exhibit booth display that is portable, colorful and contemporary. Our web site project, guided by Anita Bruck and Kim Mullins, continues to build with an expected new portal due in time for our conference.
- A most exciting collaboration between ALTA and the Dallas Children's Theater has been the work of Joan Hogge and our Outreach/Philanthropy committee. There are multiple avenues for member participation which are described in the pages which follow. Joan has worked with Paula Farish, Conference Chair, to create a unique conference weekend for our members and our guests – one with stellar speakers, theatrical productions, and awards and recognitions. Make plans now to be in Dallas on April 30 – May 1 to enjoy an exciting celebration of our licensure success. As proof that one good thing leads to another, Joan and her committee members are already at work on ALTA's second collaboration with community outreach partners.

All of these extra projects are proceeding while the regular business and annual planning initiatives of our organization continue. During the fall and winter, the ALTA Board begins the nominating process and annual budget review while finalizing our annual conference and directory update, all projects which require an extra measure of commit-

ment. Your ALTA colleagues continue to give graciously of their time and expertise in seeing these projects through and promoting ALTA professionally in the communities we serve. If you know a board or committee member, please take a moment to thank them for their work on our collective behalf. We welcome your ideas and participation as we propel ALTA forward and prepare for licensing in spring of 2010.

Thank you for your service to ALTA. It is an honor to serve as your President.

Best regards,



Michelle D. Bufkin, MPA, CALT, QI  
President

Academic Language Therapy Association

Southern Methodist University Learning  
Therapy Center  
Annette Caldwell Simmons School of  
Education and Human Development  
Director, Dr. Karen Vickery



SMU's Learning Therapy Certificate graduates from May 2009. Also included in the photo are the course instructors and our Certificate of Advanced Studies/QI graduate. In the photo, from left to right: Becky Carmickle, Jeanne Crawford, Michelle Bufkin\*\*, Kate McManemin, Nancy Redington\*, Kristie Moore, Laura MacDonald, Barbara Storie, Sherry Malphurs, Donna Hores, Kathleen Blair, Suzie Beliak, Margie Torrance, Tami Wojnarowski, Krisztina Shields, Christine Palmquist, Catherine Cobb, Trudi Wilcox, Jana Jones\*\* (\*Qualified Instructor Graduate, \*\*LTP Course Instructor (QI))

<http://smu.edu/learningtherapy>

The Learning Therapy Center is comprised of the Learning Therapy Teaching Level Certificate Program, the Learning Therapist Certificate Program, the Diagnostic Center for Dyslexia and Related Disorders, and the Academic Enhancement Workshops.

The **Learning Therapist Graduate Certificate program** (LTP) is a two-year course of study serving individuals interested in working with children or adults who have dyslexia or related written-language disorders. The first year of the Learning Therapist Graduate Certificate program comprises the Learning Therapy Teaching Level Certificate (TL) program. Students who do not wish to pursue certification at the Therapist Level are eligible to take the National Alliance Registration Exam at the Teaching Level upon completion of the first year of curriculum requirements in the LTP.

The first year of coursework (TL) prepares individuals to work as dyslexia teachers in small remedial classes in public or private school settings. Participants receive thorough instruction in guided discovery, multisensory teaching techniques, lesson planning, and documentation of student progress. The program of study uses a sequential multisensory approach to teach alphabet and dictionary skills, reading (decoding & comprehension), spelling, cursive handwriting, fluency, and written composition. During this year of study, students must successfully complete 12 hours of graduate credit coursework, five teaching demonstration lessons, and 200 supervised hours of clinical teaching experience.

The second year of study (LTP) includes basic and advanced theory, methods, curriculum, and professional development for therapists working with individuals and/or groups with dyslexia. Students

are trained in the structure of the written language, multisensory teaching methods, and sequential procedures for teaching written-language skills and learning strategies. The LTP year of study requires completion of an additional 12 hours of graduate credit coursework, 500 additional supervised hours of clinical teaching experience, and five additional teaching demonstration lessons. Students who successfully fulfill the requirements of both years of study become eligible to take the Alliance National Registration Exam at the Therapist Level.

The Certificate of Advanced Studies program prepares individuals for instruction and administration of Learning Therapy Programs. The program is open to individuals who have already completed Multisensory Structured Language Education (MSLE) training and have been a Certified Academic Language Therapist (CALT) for a minimum of two years. Students must also hold a Master's degree or higher, have completed a minimum of 1400 MSLE teaching hours beyond certification, and must undergo a formal interview and board-review admissions process.

The LTP, TL, and CAS programs at SMU are accredited by the International Multisensory Structured Language Education Council (IMSLEC) and subscribe to the certification guidelines and standards of professional conduct and code of ethics of the Academic Language Therapy Association (ALTA®). We also offer a variety of courses as professional Continuing Education Units (CEU's) to teachers and therapy professionals. Online courses are being developed not only for graduate credit but also for CEU's. One course will be offered in the fall with others to follow. In addition, a special topics course, entitled *Assessment of the Struggling Reader*, will be offered in the fall as a three hour elective.

The **Diagnostic Center for Dyslexia & Related Disorders** offers full evaluations (initial or re-testing) for individuals five through adult. It provides diagnosis of learning differences including dyslexia, dysgraphia, dyscalculia, nonverbal learning disability, learning disability-not otherwise specified, expressive /receptive language disorder, memory problems, reading and reading comprehension problems. The testing also provides screening of and allows the staff to refer to a specialist for ADHD, behavior, autism, visual or auditory processing problems, or psychological problems.

Each evaluation includes a full cognitive battery of tests which yields information about verbal ability, nonverbal reasoning, processing speed, working

memory, long-term retrieval, executive processes, phonemic awareness, and cognitive efficiency. In addition to the cognitive testing, three areas of processing are assessed which includes visual, auditory, and phonological. Complete batteries for receptive and expressive language are used to determine if there are any contributing factors to the learning difficulty. Finally, the achievement battery assesses reading (basic, fluency, and comprehension), written expression (spelling, fluency, and writing), handwriting, and math (basic, fluency, and reasoning).

These quantitative test results are supplemented with the qualitative information provided by the individual, parents, and teachers along with the history, previous intervention, response to that intervention, and other non-academic factors that may support or interfere with academic competence.

The quantitative and qualitative data provide a profile of the individual's strengths and weaknesses (which may be significant enough to warrant diagnosis of a learning difference). Based on the profile, an extensive list of recommendations for intervention, classroom accommodations, and strategies for the student, parents, and teachers are provided. A face to face conference (that takes approximately two hours) is held to review the testing information and clarify any questions prior to completion of the final report. A final interpretative report (approximately 20 – 25 pages) is mailed to the client.

Additionally, **Academic Enhancement Workshops** are offered through the Learning Therapy Center as part of the SMU Summer Youth Program at SMU-in-Plano. Academic Enhancement Workshops promote development in the academic areas of reading, writing, spelling, math, handwriting and keyboarding to boost students' academic performance. Workshops to improve communication skills, vocabulary, test preparation, college planning, computer technology and social skills give students the necessary skills to succeed in school and beyond. Since 2002, SMU's Learning Therapy Center has offered Academic Enhancement Workshops (AEW) as part of the SMU Youth Program. The focus of AEW has been boosting academic skills for students through fun, interactive settings which feature small teacher student ratios and highly qualified instructors. Our workshop offerings for 2009 fall in 11 categories: Writing, Spelling, Reading, Test Preparation, Study Skills, School Success Skills, Math, Advanced Placement Course Preparation, College Transition Skills and Communication Skills.

## Trainee Spotlight: Sally Cain

**Where are you receiving your training?**

I am in training at the Annette Caldwell Simmons School of Education and Human Development Learning Therapy Center at Southern Methodist University. I am currently enrolled in the Advanced Program and will work to complete coursework and practicum qualifications to sit for the national exam in June 2010.

**Hometown:**

I was born in Houston and lived in Austin for many years before coming to Dallas.

**Previous Education:**

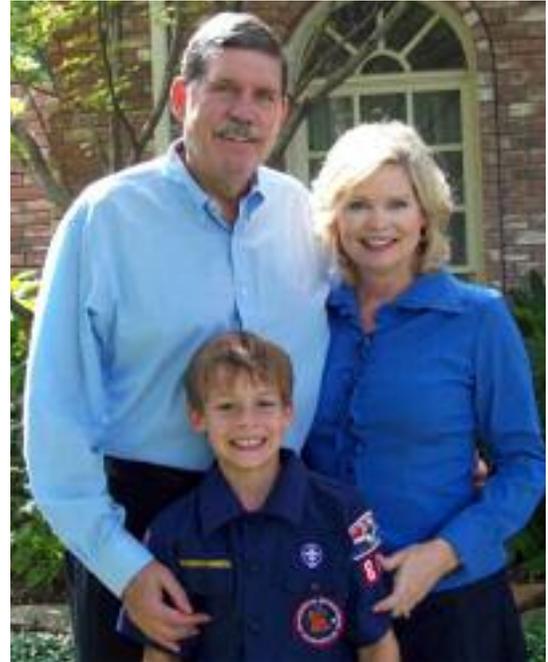
I have attended St. Cecilia's Catholic School and Spring Branch High School in Houston. I have Bachelors of Science degree in Elementary Education from Texas State University with a specialization in Reading.

**Why did you choose CALT Training:**

My son was working with Terry Fornear at a Catholic school and I was fascinated with his positive development over two years. As a former dyslexic teacher in Deer Park Schools, I was interested in being trained to help him at home. Working with other children as part of the practicum has expanded my scope of work to provide therapy and change lives with the wonderful program.

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

I am currently in a run-off for the for the Dallas ISD school board and , if elected, would like to explore language therapy programs in a large urban school district and work with educators to improve students' scores and their successes throughout their education. My plans are to constantly work with my son and with other children in my home where I have a room dedicated to ALT. I am so pleased to share that on November 3rd, Election Day, my first student came after school and stood at a library encouraging people to vote for me because I taught her to read. It was so gratifying that I did not need to win that day because I already had. She is still struggling with reading; however, I attend the ARD meetings and she has a great school and very good teachers. Her integration back into a school has truly been a blessing because she is bright and is experiencing success. I believe this is one of the greatest gifts we give children with academic language therapy. Tools to read and a positive self-image.



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

Initially I was not in a classroom and this program was very challenging. Once I was able to apply it, work with it and organize activities for each schedule for each student, it has been very interesting and wonderful. The greatest thing we all need is more time to share stories, ideas on how to both apply the training in different venues with various students and how to be creative when we teach to mastery, a child who still struggles.

**What has been most valuable?**

The joy in my students' eyes when they find success with language or when they read something. The value cannot be measured. And, in the SMU program we are surrounded with amazing expertise and we benefit greatly from their experiences in both private therapy and in schools. The Diagnostic Center for Dyslexia and Related Disorders at SMU's Learning Therapy Center provides a great resource with materials and expertise to share with parents. My best sources for curriculum have come from the professors in the program and what they have used for years.

**What areas do you feel are a struggle for trainees?"**

Application of the program with a child is so important because it brings confidence and mastery for the trainee. Once you use an academic language therapy program with a student it is easier to "own it" with your own style and teaching skills.

**How can ALTA assist new trainees?**

The Academic Language Therapy Association is in a unique position to help integrate this wonderful training program into our schools and in our communities by being the key resource for parents, educators, business, professors, administrators and others interested in good research based training for students struggling with reading. I know as a former educator, I was searching everywhere to find the best methods and people to help my son. As the research has suggested, children lose their motivation and love of reading as they struggle in 2nd and 3rd grade. I was not going to let him fail in the area that I have worked my entire life and many of the parents that I talk to have the same sense of panic. Recognizing that these children need help is first and finding it is critical. ALTA should join together and provide research based resources to all of the great training entities. If everyone joins the organization and shares stories, challenges and participates at local ALTA meetings, we can really have a large impact on student success.

We need to renew the spark around reading and keep urging parents and schools and others to look at ALTA as the key to helping these students

find success. As the State of Texas goes through the first year of licensure for academic language therapists, there is a great need for everyone to talk to people and encourage them to learn more about this wonderful program. And, everyone needs to come to the April 2010 annual conference in Dallas to unite and share our stories about children's success. Together we can change lives all over the country!

**Why do you want to join ALTA?**

I want to join ALTA to stay connected with the professionals working with children all over the country.

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

I really love teaching and this program has empowered me. I want to learn everything I can to make it work for children.

## Slating Committee Call to Action

By Helen Macik

It is hard to believe it is again time to think about filling officer, board positions and committee positions for ALTA. The Slating Committee is beginning to gather names of Interested ALTA members to consider for leadership positions in our organization. ALTA has always been fortunate to have many talented and dedicated members whose primary motivation is to serve others. The same expertise, empathy, focus and attention which help foster literacy for the students with whom we work are the same talents important for leadership

in order to maintain the strength of our organization. Do you have an interest in serving ALTA in some capacity? Do you know of an ALTA member who has talents and skills that would be of benefit to our organization? If so, submit your suggestions for officers, directors, committee chairs and members to the Slating Committee. In coming months, a simple form will be available to help with this effort. Until then, please submit all suggestions for officers or directors to the Slating Committee Chairperson, Helen Macik, at 972-225-2590 or hmacik@smu.edu

### Taking Training on the Road: Sweet Home Alabama!



Nancy Coffman and Khristie Goodwin of Oxford with trainees from Oxford (AL) City Schools



Shelton School's Nancy Coffman and Linda Brady of Vestavia with trainees from Vestavia Hills (Alabama) City Schools.

In the spring of 2009, Shelton School entered into a contract with two city school districts in Alabama, Oxford City Schools and Vestavia Hills City Schools, to train teachers to the level of therapists in multisensory structured language (MSL) education. The forward thinking administrators in those districts understood the importance of providing teachers with training that would allow them to be therapeutic with students with varying levels of reading difficulty. Forty "pioneer" trainees began therapy level training in the summer months. They plan to sit for the Alliance National Certification exam in the spring of

2011 so that they can become Certified Academic Language Therapists.

These trainees are working in a variety of settings including pulling individual students, working with small pull-out groups and with reading groups within the regular classroom. The program is being used with students from elementary school through high school. The trainees are all certified teachers, some from special education and some general education. The students are responding as enthusiastically as their teachers. One student recently told his teacher, "I have always

hated school, but I can tell that this year is going to be different. This stuff makes sense to me.”

Plans to add another colleague for next summer are already underway. The word is out that these teachers have tools to address the needs of students who have previously failed to respond and other teachers are eager to gain the same knowledge. Kristie Goodwin in Oxford and Linda Brady in Vestavia intend to have a Certified Academic Language Therapist on every campus in their districts. They also intend to support this first group through to the instructor level. “We want to be self-sustaining!” declared Mrs. Brady. ALTA can expect a strong group of Alabama CALT’s in the very near future!

Shelton School and Evaluation Center offers four training courses in multisensory structured language education. Those courses are distinctive in that they use different curricula. Sequential English Education (SEE) is based on the work of Dr. Charles Shedd and Shelton executive director Dr. Joyce Pickering. Shelton Adolescent Reading Approach uses the Wilson Language System materials as the base of a course developed specifically for adolescents by Amanda Thornton. Shelton Academic Language Approach has two tracks using two curricula as the base, Multisensory Teaching Approach (MTA) developed by Margaret Smith and *Take Flight: A Comprehensive Intervention for Students with Dyslexia* developed by Texas Scottish Rite Hospital for Children in Dallas, Texas.

## Reaching New Heights 24th Annual ALTA® Conference Saturday, May 1st Hilton-Lincoln Centre Dallas, Texas

### Mark Your Calendar and Save the Date!



Well-known author and speaker, Rick Lavoie, will be presenting the workshop based on his latest book, *The Motivation Breakthrough: 6 Secrets to Turning On the Tuned-out Child*.

Additional conference weekend events:

- Private showing of *hard 2 spel dad*, the Dallas Children's Theater production dedicated to dyslexia and learning differences. It will be held for ALTA members and guests. This Friday night event (April 30th) at the Dallas Children's Theater will include a moderated panel following the show and opportunities to learn about ALTA's collaboration with the Dallas Children's Theater. ALTA is a production partner for this play.
- Legislative Action Fundraising Luncheon featuring Dr. Reid Lyon, Tincy Miller and leaders in Texas licensure effort.

## Scottish Rite Learning Center of Austin's Successful Safari Night 2009



Attending Scottish Rite Learning Center of Austin's Safari Night are, l to r: Melissa Vollbrecht, Becky Parker and Padma Narayanan.

By Jessica Smith, CALT and SRLC Director of Outreach and Development

Safari Night, Scottish Rite Learning Center of Austin's (SRLC) annual fundraiser, was held Friday, October 9, 2009. Over 250 guests sported their safari style and enjoyed the beautiful scenery and more than 200 species of exotic game that roam the Texas Disposal Systems Exotic Game Ranch. Giraffe sponsors, who sponsored tables for \$10,000, enjoyed a private pre-party in a log cabin prior to the event with guest speaker, Fred Burton, and received signed copies of his book, *Ghost, Confessions of a Former Counterterrorism Agent*.

A Texas barbeque buffet by The Salt Lick, a live auction with choice items, great live jazz trio, and speaker, noted Austin author, Fred Burton, were just a few highlights of the evening. Fred's vice-chairman of counterterrorism responsibilities at Stratfor Global Intelligence and work with Texas Homeland Security, made his presentation timely and riveting. Added to this, Fred and his family are neighbors of Emily Moshier, 2009 graduate of Scottish Rite Learning Center! He watched Emily improve her reading skills during her time at SRLC and believes in our mission to help the children and families of Central Texas dealing with dyslexia.

It was an honor that notable guests took the time to attend our event. Traveling from Dallas, representing Texas Scottish Rite Hospital for Children, was Treasa Owens and from San Antonio, Mason and State Senator Jeff Wentworth. Courtney Hoffman, ALTA's lobbyist for H.B. 461, the dyslexia licensure bill, attended and was recognized for her successful stewardship of this ground breaking legislation for Texas.

The drawing for the grand prize raffle item, "A Trip of a Lifetime to South Africa" ended the evening with the announcement of the lucky winner, Austin attorney, Eric Wright. Eric and his wife, Susie, are clearing their schedules to travel to the exquisite resorts of Oceana Beach and Wildlife Reserve and Shamwari Game Reserve in the Eastern Cape, South Africa. We can't wait to hear all about it!

Because of the generous contributions from our board, community advisors, Masonic Lodges, therapists who have trained at SRLC and are in training now, parents of our students, expanded supporter base, and the tireless effort of our SRLC staff, we were able to double the amount raised at last year's Safari Night!

## Outreach Committee Projects

By Joan Hogge

The Outreach Committee's purpose is twofold: to help others in the community through our monetary gifts or services and to increase awareness of ALTA's mission locally and nationally.

At the first meeting of the Legislative Awareness Committee formed after the passage of HB 461, we discussed ways for the Outreach Committee to "help ALTA become more visible in the community, especially with projects that promote literacy and learning."

Currently, we are working on two exciting projects linking our interests of literacy and learning. The first is with The **Dallas Children's Theater** (DCT). Recently, Michelle Bufkin and Joan Hogge met with the Executive Director of DCT, Robyn Flatt, her Assistant, Alicia Wallace and Production MGR/Special Events Coordinator, Melissa Cashion to discuss collaboration of an opportune event during ALTA's Annual Conference, May, 2010. The Baker Idea Institute, founded by Robyn's father, promotes multisensory techniques to teach acting and is producing a play about a dyslexic student's difficulties with learning called **hard 2 spel dad**. We discussed how we can promote this play and increase awareness of ALTA, as well.

It was decided the ALTA Board of Directors will hold their Spring board meeting at the DCT Rosewood Center for Family Arts on Friday, April 30th followed by a joint ALTA/IMSLEC board dinner at the theater. At 7:00 pm on Friday, April 30th, the DCT will present a special performance of **hard 2 spel dad** in the **Baker Theater** for ALTA members, our conference guests and other invited dignitaries. Advance tickets for this April 30th performance are currently available to ALTA members by calling 214-980-0110. After our conference brochure is mailed, seating will be available to the general public. This will be a not-to-be-missed performance of **hard 2 spel dad**, recognition of legislative leaders and post-performance discussion with the cast. The Dallas Children's Theater continues to be a gracious and supportive partner in our efforts to increase

public awareness on the students we serve and ALTA's expertise in the community.

We plan to have ALTA members serve as ushers for this performance, as well as the theater's performances of the play, April 9th- April 25th, 2010. They will be available to answer questions about ALTA/dyslexia after the performance. T-shirts are being designed with a logo combining the DCT and ALTA's shared support of literacy for members and ushers to wear during these events. Also, The **ALTA Foundation** has been asked to donate \$500 to support DCT.

The T-shirts also will be worn by supporters of ALTA and literacy in the community who will be assisting with promotions and advertising, taking tickets, etc. These supporters are advocates for Dallas Bethlehem Center, a Methodist sponsored school for underprivileged children in South Dallas, which promotes and raises money for literacy annually through **Starlit**. Usually held in October, **Starlit** hosts authors of children's books at a breakfast, where children meet the authors and have an opportunity to hear them talk about creating their books and buy the published product. They generate the enthusiasm in the children for creating and reading. Parents as well as grandparents feel the excitement.

Our hope is, that by helping ALTA promote **hard 2 spel dad** and becoming acquainted with Robyn Flatt and the **DCT**, **ALTA**, and **DCT** could work together in October of 2010 and host authors for Starlit at the DCT in a three way effort to promote the arts and literacy. Robyn expressed enthusiasm for the idea during our discussion.

So, in the coming year, The Outreach Committee looks forward to joining the creativity, talents and interests of **The Dallas Children's Theater**, **advocates of Dallas Bethlehem Center/ Starlit**, and the **ALTA membership** to help raise awareness of ALTA while also helping others in our own community and throughout the country.

Welcome, new CALT members: Tracy Andrews, Jenna Arredondo, Barbara Calaway, Debbie Camp, Joseph Contreras, Libbie Dallas, Kimberly Davis, Julie Evans, Julia Gravley, Shelly Harrington, Rhonda Hill, Michelle Jungerberg, Chad MacCluskey, Mary McManemin, Barbara Orsi, Laura Pettay, Pamela Pogue, Dawn Davis Pruitt, Joanna Lea Putnam, Dena Luree Rendon, Deborah Saldana, Kristin Schroder, Melinda Stephens, Tara Lynn Taliaferro-Brown, Diana Susan Taylor, Gretchen Tolnay, Dawn Vaughn, Martha Hood Wieser and Trudi Gayle Wilcox.

Welcome, new AALT members: Susan C. Bliss and Carin M. Illig.

Congratulations, new Qualified Instructor Elisa Barnes.

Long time ALTA member Kathie Mennel passed away in Dallas, Texas on November 22, 2009 at age 64. She was a wonderful teacher who dedicated her life to teaching students with learning differences. She is survived by her husband, Bob; son John Mennel, daughter-in-law Lauri and granddaughter Mary Kathleen of Vienna, Virginia; daughter Emilie Collins, son-in-law Stew and grandchildren Joseph and Anna of Grand Rapids, Michigan; and daughter, Jennifer Smallwood, son-in-law Jeremy and grandchildren Jane and John Clayton of Lawrenceburg, Kentucky. Kathie is also survived by her sister, Mary Pat Nastasi of Westmont, New Jersey, brother Edward F. Mullin of Dallas, Texas, and brother, James Mullin of Havertown, Pennsylvania. She was a member of the



International Dyslexia Association and the Academic Language Therapy Association. Kathie had many interests in life but all were secondary to her love for her students, her children, and especially her grandchildren. In lieu of flowers, the family suggests donations in Kathie's memory to the YMCA of the Rockies, 2515 Tunnel Rd., Estes Park, Colorado 80511.

## IDA Conference



The ALTA booth at the IDA Conference.



Helen Macik, ALTA President Elect, and Dr. Maureen Martin, IMSLEC President visiting ALTA's booth.

The Legacy School of Rockwall Presents

## "Overcoming Barriers to Literacy"

A Symposium for parents, educators, school administrators, speech-language pathologists, academic language therapists, and other interested persons

Sponsored by the Department of Psychology, University of Texas at Arlington

### Benefiting The Legacy School of Rockwall, Texas

A non-profit private school, Grades 1-6, for students with learning differences

Director: Jo Polk, M.Ed., CALT

**LOCATION:** The University of Texas at Arlington

**ADDRESS:** 701 S. Nedderman Dr., Arlington, TX 76019-0528

**DATE:** Friday, January 22, 2010

**TIME:** 8:00am to 4:00pm

#### **SPEAKERS:**

Dr. Reid Lyon

*Distinguished Professor, SMU;*

*President & CEO of Synergistic Education Solutions*

Dr. Tim Odegard

*Assistant Professor of Psychology, UTA*

Jeffery Black, M.D.

*Texas Scottish Rite Hospital, Dallas*

Dr. Karen Vickery and Panel

*From Learning Therapy Center, SMU*

Anthony Pedriana

*(Author of Leaving Johnny Behind)*

Diane Lyon

*(A Parent's perspective)*

#### **Registration Available Online**

Discount for early registration (Registration includes lunch)

<http://www.legacy-school-rockwall.org/>

ALTA CEUs approved

ASHA credit pending

### IMSLEC Innovator Awards

During the IDA Conference, four ALTA members were recognized by IMSLEC for their work. Karen Avrit, Margaret Smith, Kay Peterson, and Jana Jones were recipients of an *IMSLEC Innovator Award*. Dr. Maureen Martin, President of IMSLEC, and Dr. Karen Vickery, Treasurer of IMSLEC, presented the awards.



Karen Avrit receives the IMSLEC Outstanding MSLE Professional Award.



Jana Jones receives the IMSLEC Outstanding MSLE Therapist Award.



Kay Peterson receives the IMSLEC Outstanding Educator in a College or University Award.



Margaret Smith receives the IMSLEC Outstanding MSLE Professional Award.

## A Global Request: Academic Language Therapy in Guatemala



**JoAn Dwyer and Timoteo Ixcayá helped develop the BECA tutoring program in San Pablo.**

Joan Hogge, Chairman of the Outreach/Philanthropy Committee, has spent the past year building bridges of awareness and cultivating friends in philanthropic circles, all with the intent of letting others know of ALTA's good work in our field. Our current collaboration with the Dallas Children's Theater will be followed by an opportunity with StarLit, a children's literacy advocacy group.

Joan and her committee's work in many charitable circles has opened doors for ALTA members to be involved in new ways. Joan received a request from colleagues at her church, asking for remediation and training assistance by certified ALTA members in Guatemala.

Thanks to Joan's efforts, the ALTA name, brand and reputation are being spread to new corners. If you have questions about this opportunity, please feel free to contact Joan at [joanehoggepaints@tx.rr.com](mailto:joanehoggepaints@tx.rr.com).

### Request for Volunteers in Guatemala

Dear Joan and Members of the Academic Language Therapy Association:

Because the education system here in Guatemala teaches by rote, and often the children are writing something 500 times so

they will "get it", we are looking for a volunteer to work with our children and our tutoring teachers in our children's scholarship program. We have primary school children in our program who have learning differences, and are not doing well in school. We also think the teachers in the private school that our students attend would be open to learning new teaching skills also.

We would like for one or two of your ALTA members to come to Guatemala for a month or whatever time is possible. We would prefer a Spanish-speaking volunteer, but that would not be absolutely necessary. Our children attend school from January through October.

We can help arrange housing and food for the volunteer. Unfortunately, we at ODIM do not have funds to offer a stipend.

We hope your association will take this opportunity to help children in the remote village of San Pablo La Laguna who have learning differences learn in a productive way.

Thank you for your consideration.  
Warm regards,

JoAn Dwyer & Mary Micikas  
Individual Volunteers in Mission  
Guatemala  
ODIM Organizacion para Desarrollo de la Indigena Maya  
Callejon Cho'Cruz 0-25  
Barrio Jucanya  
Panajachel, Guatemala, C.A.  
Cell Phone: 011 502 5215-8608  
(in Guatemala, dial 5215-8608)



**Children from San Pablo la Laguna.**



New ideas and progressive thinking isn't a recent phenomenon at Dallas Children's Theater. With a mission to inspire young people to creative and productive lives through the art of theater, Dallas Children's Theater (DCT) is now in its 26th season of bringing imaginative and inventive productions to the youth and families of North Texas. Founded in 1984 by Robyn Baker Flatt, the company has become the largest family theater in the Southwest, has produced hundreds of shows enjoyed by millions of audience members, and was named as one of the Top 5 professional family theaters in the United States by Time Magazine. As the title character in DCT's recent production of *Junie B. Jones & A Little Monkey Business* might say: "Wowie-wow-wow!"

A 501(c) 3 non-profit organization, DCT is a forum for artistic collaboration, a vital educational resource for metropolitan schools, and a vehicle of enrichment for the greater Dallas community. With a multi-million-dollar budget and a national audience, DCT offers a season of ten productions in its newly renovated Rosewood Center for Family Arts, as well as a national touring company, theater academy, and "arts-in-education" programs for local schools.

So new ideas and creative thinking isn't a recent occurrence at DCT; and it isn't a coincidence. It's the genesis of DCT. Executive Artistic Director Robyn Flatt grew up surrounded by progressive thought. Her father is the legendary Paul Baker whose life in the theater represents a lion's list of accomplishments.

In 1972 Baker published his groundbreaking book, *Integration of Abilities*. This innovative work clearly

delineates the sequence of exercises Baker utilized to inspire creative growth. These exercises became known as the Baker Philosophy and were used as the foundation for the development of Dallas Children's Theater. This same approach to creative exploration is also the primary inspiration underlying the Baker Idea Institute.

Paul Baker has not just been an educator and a man of the theater; he has been a visionary who celebrates the vast potential of an individual's unique creative process. He did not teach his students how to be creative by giving them an established set of rules. Instead, Baker gave them the means to unleash their boundless imaginative power and creative potential. Through explorations of texture, color, shape, light, movement, sound, line, rhythm and space, he gave students a multi-sensory alphabet to stir the imagination. "He taught me how to think," has become something of a mantra for former Baker students.

Founded in 2008 as a legacy to Baker's artistic vision, the Baker Idea Institute (BII) was established to spotlight the tools needed to spark creative ideas for educators, parents, students and innovators. BII's inaugural year was a terrific success and demonstrated a need in the Dallas community for a gathering of educators, artists and leaders.

Throughout the opening season an internationally acclaimed roster of speakers and guests gathered to promote Baker's philosophies of innovation and creative thinking. All three symposia featured a diverse group of intellectuals who shared dynamic and illuminating thoughts, ideas and perspective through their workshops, lectures and presentations.

The symposia reached a climax when a brief scene from the first script commissioned through BII was presented. Illuminating the difficult and often misunderstood world of dyslexia, *hard 2 spel dad* follows the lives of two young people and their paths to self-acceptance.

The creative process for writing a play such as this would not be possible without the advice and encouragement of others along the way. Dr. G. Reid Lyon, President and CEO of Synergistic Education Solutions, and his wife Diane, a strong advocate for children with disabilities, shared their thoughts and ideas about the play throughout the weekend.

The reading generated substantial excitement over the development of an important new play spotlighting learning differences and the stage was set for year two of BII.

Enter ALTA. Possessing the passion for the project and the skills to mount an original work, DCT realized they needed an assist with the science. ALTA members will play an important role as *how 2 spel dad* moves forward from staged reading to fully produced world premiere in April, 2010.

Beginning with the December BII symposium, ALTA experts will assist in the development of the play by helping to provide answers to complex questions raised by the staged reading. ALTA members will provide guidance through a post-reading talkback and subsequent panel discussions and will be invited to rehearsals as the creative process continues. This feedback will be crucial as playwrights Linda Daugherty and Mary Rohde Scudday work through subsequent drafts of the play.

As the fully staged production of *hard 2 spel dad* makes its bow on center stage, ALTA will continue to play an important role. Throughout the performance run of the show, members will serve as ushers, post-show facilitators of discussion, and offer one-on-one contact with audience members seeking answers.

During the run of *hard 2 spel dad*, audience members and school groups in attendance will participate in talk-backs facilitated by members of ALTA. When presenting plays with difficult subject matter, DCT's experience has taught them that dialogue between audience members and experts following performances is the most effective way to bring home a message and to motivate audience members to action. Past feedback has led DCT to develop exciting new works, such as Linda Daugherty's *The Secret Life of Girls* and *Eat (It's Not about Food)* which were both partially funded by the National Endowment for the Arts.

With *hard 2 spel dad*, Mary Rohde Scudday and Linda Daugherty hope to give the audience an understanding of what it feels like to learn differently, the difficulties facing the family of a learning different child, and a sense of how powerful and enduring that struggle is. Along the way, the story will dramatize the loss of self-esteem, isolation, alienation and risky behaviors that all too often accompany learning differences, as well as the strength, courage and perseverance of those who turn this difference into a distinction.

A special performance for ALTA membership of *hard 2 spel dad* will be held during the spring conference on Friday, April 30, 2010. An ALTA awards ceremony and reception will also be part of the planned events, all to be held at DCT's Rosewood Center for Family Arts.

ALTA's contribution will be instrumental in helping to elevate *hard to spel dad* to a meaningful, enlightening learning experience that will help patrons leave the theater feeling educated and empowered. Wowie-wow-wow indeed.

### College Panel

Date: January 6, 2010  
 Time: 7:00-9:00pm  
 Location: Neuhaus Education Center – Houston, TX  
 Sponsor: Neuhaus  
 Cost: free  
 Goals and Outcomes: Annual Event – college prep  
 Presenters: Various college students and Carole Willis, Headmaster, The Briarwood School  
 Contact Person: Mary Yarus  
 Contact phone number: 713-664-7676  
 Contact email: myarus@neuhaus.org  
 CEU Contact Hours: 2

### Freedom from Chemical Dependency

Date: January 14, 2010  
 Time: 7:00-9:00pm  
 Location: Shelton School  
 Sponsor: Shelton School  
 Cost: free  
 Goals and Outcomes: understanding of freedom from chemical dependency in relation to students with learning disabilities  
 Presenters: Joyce Pickering  
 Contact Person: Barbara Shortall (Outreach)  
 Contact phone number: 972-774-1772 X 223  
 Contact email: bshortall@shelton.org  
 CEU Contact Hours: 2

### How does it feel to be dyslexic?

Date: January 21, 2010  
 Time: 9:00-12:00  
 Location: Southwest Multisensory Training Center  
 Sponsor: Dr. Beverly Dooley  
 Cost: free  
 Goals and Outcomes: experience learning difference and what happens in the classroom  
 Presenters: Dr. Beverly Dooley  
 Contact Person: Ashley Morris-Johnson  
 Contact phone number: 972-359-6646  
 Contact email: ashley.mj@southwestacademy.org

### History of Language

Date: January 23, 2010  
 Time: 8:30-4:30  
 Location: Shelton School  
 Sponsor: Shelton School  
 Cost: \$95  
 Goals and Outcomes: Structure and origins of words  
 Presenters: Linda Kneese, M,Ed  
 Contact Person: Barbara Shortall (Outreach)  
 Contact phone number: 972-774-1772 X 223  
 Contact email: bshortall@shelton.org  
 CEU Contact Hours: 7

### Research Discussion Circle

Date: January 30, 2010  
 Time: 9:30-11:30am  
 Location: Barnes and Noble Westlake; Austin, TX  
 Sponsor: Dyslexia Resources Center  
 Cost: free  
 Goals and Outcomes: Article Study- Ehri, L. & Rosenthal, J. Spelling of Words: A neglected facilitator of vocabulary learning, 39(4), 389-409.  
 Presenters: Pat Sekel  
 Contact Person: Pat Sekel  
 Contact phone number: 512-327-5855  
 Contact email: psekeld@dyslexiarc.com  
 CEU Contact Hours: 2

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

Date: February 6, 2010  
 Time: 8:30-4:30  
 Location: Shelton School  
 Sponsor: Shelton School  
 Cost: \$95  
 Goals and Outcomes: auditory discrimination and memory  
 Presenters: Linda Kneese, M,Ed  
 Contact Person: Barbara Shortall (Outreach)  
 Contact phone number: 972-774-1772 X 223  
 Contact email: bshortall@shelton.org

## AYLETT ROYAL COX MEMORIAL SCHOLARSHIP

The ALTA Foundation has established a scholarship in memory of Aylett Royall Cox, recipient of the prestigious Samuel T. Orton Award presented at the 28th Annual Conference of the Orton Dyslexia Society in 1977. This scholarship will continue to pay tribute to her extraordinary work. The ALTA Foundation is grateful for the opportunity to recognize someone of significant importance to our field. This scholarship has been made possible due to the generous donations received by the ALTA Foundation in her memory.

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

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

The ALTA Foundation is currently accepting applications for the Aylett Royall Cox Memorial Scholarship for 2009. One of the application requirements is that the applicant be enrolled and in good standing with an IMSLEC accredited training center in either a teacher level or therapist level course. The scholarship will be awarded at the 23rd Annual ALTA conference in May 2010. Scholarship applicants must complete a one-page application, submit two letters of recommendation, and write a brief description explaining why they are in the training course and how the training will be utilized. In addition, the IMSLEC Accredited Training Course Director must complete the Verification of Enrollment form and fax it to: Attention: Karen Vickery, Chairman, Aylett Royall Cox Memorial Scholarship.

Please go to the ALTA website at [www.altaread.org](http://www.altaread.org) under ALTA Foundation for the documents to apply for this scholarship. Submission deadline is March 1, 2010.

## 20 Tips to Promote Positive Self-esteem

by Richard D. Lavoie, M.A., M.Ed.

A dynamic relationship exists between self-esteem and skill development. As a child improves in self-esteem, his academic competence increases. And as that competence increases, his self-esteem improves. The caring and concerned caregiver must come to realize that positive self-esteem is both a prerequisite and a consequence of academic success. Here are 20 tips to help foster a child's self-esteem:

1. Value each child as an individual with unique strengths, needs, interests and skills.
2. Focus on the child's strengths. Emphasize and celebrate his "islands of competence."
3. Reject the child's behavior, but never reject the child. Use affectionate terms and nicknames when scolding ("Your room is a mess, honey. Now turn off the TV and make your bed.>").
4. Remember that sincere interest can be more effective and meaningful than praise. Demonstrate a genuine interest in her activities, hobbies, etc.
5. Establish realistic, achievable goals for your child. Anticipate success.
6. Avoid using sarcasm with kids - children with language problems often misinterpret it.
7. When discussing an issue or a problem, avoid bringing up past difficulties.
8. Never compare one child to another.
9. Help the child develop decision-making and problem-solving skills.
10. Understand that mistakes are an inevitable (and valuable!) part of any learning experience. Use these as an opportunity to teach and assist.
11. Divide large tasks into smaller, manageable ones. This will ensure success, mastery, and retention.
12. Maintain a file of his academic work. Use this to demonstrate his progress and development when he is feeling down.
13. Encourage him to maintain "collections" (e.g., baseball cards, stamps, rocks, etc.). This allows him to be the resident expert on a topic.
14. If she does not participate in team sports, promote individual sports (e.g., skiing, golf, swimming). This will provide opportunities for success, exercise, and peer interaction.
15. Communicate your confidence in the child and in her future.
16. Permit and encourage the child to follow the normal fads of his peer group (e.g., clothing, music). This will enhance his acceptance at school and in the community.
17. Emphasize the positive aspects of her behavior or performance, even if the task was not completely successful. Reward direction, not perfection.
18. Anticipate that the child will have plateaus, failures, backslides, setbacks, and regressions. Support and encourage him at these times. Kids need love most when they deserve it least!
19. Look for opportunities to offer him choices to allow him to practice decision-making skills.
20. Never, ever, communicate disappointment to your child. The disappointment of an adult may be too great a burden for a child to carry.

### Remember:

- Your child's self-esteem will be determined by the conditional acceptance that he receives from others - and the unconditional acceptance that he receives from you
- and
- Your child's self-esteem will be determined by success and progress in four areas:
  - Social (acceptance, friendships)
  - Competence (in a skill area)
  - Physical (clothing, attractiveness)
  - Character (effort, generosity, etc.)

Emphasize, recognize and reinforce all four areas!



### Bylaws Changes

Jana Jones, Chairman, Bylaws Committee  
Kay Crews, PRP, ALTA Parliamentarian

The passage of HB 461 and pending licensure for our certified members has brought about many positive opportunities for our organization. Some of these changes have generated revisions to our bylaws in order to align language and intent with the bill. At the annual ALTA general membership meeting on May 1, 2010, ALTA members will be asked to approve the bylaws changes summarized below.

#### 1. ALTA Titles: change in teaching level member titles

ALTA's current titles for teaching level members are Associate Academic Language Teacher (AALT) and Instructor of Associate Academic Language Teacher (IAALT). Resistance has been heard on the use of the word 'associate' in this title as well as the lack of the word 'certified'.

HB 461 uses the term Licensed Dyslexia Practitioner to describe those professionals who will be licensed by the state at the teaching level. To more clearly

align the titles for ALTA's teaching level members and the title used by the State of Texas for the teaching level license, the Bylaws Committee has moved to change these titles to Certified Academic Language Practitioner (CALP) and Instructor of Certified Academic Language Practitioner (ICALP).

#### 2. CEU Requirements: change to annual submission for all membership levels

Currently, ALTA members at the CALT and AALT levels must submit 30 contact hours of CEU credit every three years. ALTA members at the QI and IAALT levels must submit 10 contact hours of CEU credit every year.

Most professional organizations require annual submission of CEU credit. HB 461 requires annual proof of CEUs. For equity purposes, all ALTA members will be required to submit proof of 10 contact hours of CEU credit each year with the membership renewal cycle, effective May 1, 2010. This change will not affect membership renewals prior to May 1, 2010.

Approved by ALTA BOD on November 12, 2009

### CEU Documentation Requirements

**ALTA members (CALT and AALT)** will be responsible for 10 contact hours of continuing education credit each year. Each member is responsible for maintaining their personal records. Two percent of our CALT and AALT members will be randomly chosen for audit in the spring. If chosen for audit, members submit the following documentation:

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

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

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

2010 BYLAWS AMENDMENTS

ALTA  
Proposed Amendments to Bylaws 2010

Amendment # 1: Ethics and Grievances		Approved by ALTA BOD on November 12, 2009
Current Bylaws	Amendment	Amended as Proposed
<p>Article III MEMBERSHIP: There are five (5) categories of membership.</p>	<p>Amend by adding: There are five (5) categories of membership. See the Policies and Procedures for more detailed information, including time frames for completion of these requirements. All members, regardless of category, shall acknowledge compliance with the ALTA Code of Ethics on an annual basis.</p>	<p>There are five (5) categories of membership. See the Policies and Procedures for more detailed information, including time frames for completion of these requirements. All members, regardless of category, shall acknowledge compliance with the ALTA Code of Ethics on an annual basis.</p>
<p>Article VI BOARD OF DIRECTORS, Section 9. Section 9. It shall be the duty of the Board of Directors. At any regular meeting of the Board, the Policies and Procedures may be altered or repealed with subsequent notice given to the membership of such changes.</p>	<p>Substitute the following for Section 9: The duties of the Board of Directors shall be: a. to establish policies, procedures, and regulations, to be known collectively as "Policies and Procedures", provided such policies, procedures, and regulations do not conflict with these Bylaws b. to give subsequent notice to the membership of changes to the Policies and Procedures, which may be altered or repealed at any regular meeting of Board c. to revoke a Certificate of Registration for failure to register annually and remit renewal fees or if the member fails to accrue the required ALTA CEUs</p>	<p>The duties of the Board of Directors shall be: a. to establish policies, procedures, and regulations, to be known collectively as "Policies and Procedures", provided such policies, procedures, and regulations do not conflict with these Bylaws and regulations do not conflict with these Bylaws b. to give subsequent notice to the membership of changes to the Policies and Procedures, which may be altered or repealed at any regular meeting of Board c. to revoke a Certificate of Registration for failure to register annually and remit renewal fees or if the member fails to accrue the required ALTA CEUs</p>
<p>Article IX COMMITTEES</p>	<p>Insert new Section 5. An Ethics and Grievance Committee shall be authorized: a. to enforce and act under the Grievance Procedures b. to reprimand, place on probation, or suspend credentials of ALTA certification ("Certificate of Registration"), for violations of the ALTA Code of Ethics.</p>	<p>An Ethics and Grievance Committee shall be authorized: a. to enforce and act under the Grievance Procedures b. to reprimand, place on probation, or suspend credentials of ALTA certification ("Certificate of Registration"), for violations of the ALTA Code of Ethics.</p>
<p><b>Rationale:</b> to authorize and document the role of the Ethics and Grievance Committee</p>		

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

2010 BYLAWS AMENDMENTS

Amendment # 2: Teaching Level of Membership – Title Change	Amendment	Amended as Proposed
<p><b>Current Bylaws</b></p> <p>Article III MEMBERSHIP, Section 2, paragraph a:                      a. ASSOCIATE ACADEMIC LANGUAGE TEACHER (AALT) – This level of membership is open to individuals who have met the following requirements:</p> <p>Article III, Membership, Section 2, paragraph 2 (i)                      (i) "Comprehensive MSLE teaching level training" shall be defined as a course under the supervision of an instructor of AALT that includes a minimum of 45 instructional hours, a minimum of 5 clinical/teaching hours, a minimum of 5 demonstrations, clinical/teaching documentation, and proof of the individual's progress and competency.</p> <p>Article III, Membership, Section 2, paragraph a subparagraph 2 (iii) See Policies and Procedures for minimum requirements for Associate Academic Language Teacher training programs and for Instructors of AALT's.</p> <p>Article I, Name and Purpose, Section 2,                      The Academic Language Therapy Association is organized exclusively for the purpose of establishing, maintaining, and promoting standards of education, practice, and professional conduct for Certified Academic Language Therapists and Associate Academic Language Teachers who are teaching students with dyslexia and/or related disorders in individual or class settings.</p>	<p>Amend by striking out and inserting:                      a. CERTIFIED ACADEMIC LANGUAGE PRACTITIONER (CALP) – This level of membership is open to individuals who have met the following requirements:</p> <p>Amend by striking out and inserting:                      (i) "Comprehensive MSLE teaching level training" shall be defined as a course under the supervision of an instructor of CALP that includes a minimum of 45 instructional hours, a minimum of 60 clinical/teaching hours, a minimum of 5 demonstrations, clinical/teaching documentation, and proof of the individual's progress and competency.</p> <p>Amend by striking out and inserting:                      See Policies and Procedures for minimum requirements for Certified Academic Language Practitioner training programs and for Instructors of CALP's.</p> <p>Amend by striking out and inserting:                      The Academic Language Therapy Association is organized exclusively for the purpose of establishing, maintaining, and promoting standards of education, practice, and professional conduct for Certified Academic Language Therapists and Certified Academic Language Practitioner who are teaching students with dyslexia and/or related disorders in individual or class settings.</p>	<p>Approved by ALTA BOD on November 12, 2009</p> <p><b>Amended as Proposed</b></p> <p>a. CERTIFIED ACADEMIC LANGUAGE PRACTITIONER (CALP) – This level of membership is open to individuals who have met the following requirements:</p> <p>(i) "Comprehensive MSLE teaching level training" shall be defined as a course under the supervision of an instructor of CALP that includes a minimum of 45 instructional hours, a minimum of 60 clinical/teaching hours, a minimum of 5 demonstrations, clinical/teaching documentation, and proof of the individual's progress and competency.</p> <p>See Policies and Procedures for minimum requirements for Certified Academic Language Practitioner training programs and for Instructors of CALP's</p> <p>The Academic Language Therapy Association is organized exclusively for the purpose of establishing, maintaining, and promoting standards of education, practice, and professional conduct for Certified Academic Language Therapists and Certified Academic Language Practitioner who are teaching students with dyslexia and/or related disorders in individual or class settings.</p>

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

<b>Amendment # 2: Teaching Level of Membership – Title Change</b>		Approved by ALTA BOD on November 12, 2009 <b>Amended as Proposed</b>
<b>Current Bylaws</b>	<b>Amendment</b>	
Article III, Membership, Section 2, paragraph a subparagraph 3 Completion of three CEUs (30 contact hours) every three years. (An Associate Academic Language Teacher member is eligible to become a Certified Academic Language Therapist (CALT) upon fulfilling the requirements stated in Article III., Section 2,c.)	Amend by striking out and inserting: Completion of three CEUs (30 contact hours) every three years. (An Certified Academic Language Practitioner member is eligible to become a Certified Academic Language Therapist (CALT) upon fulfilling the requirements stated in Article III., Section 2,c.)	Completion of three CEUs (30 contact hours) every three years. (An Certified Academic Language Practitioner member is eligible to become a Certified Academic Language Therapist (CALT) upon fulfilling the requirements stated in Article III., Section 2,c.)
<b>Rationale:</b> Title change to CALP aligns with teaching level title provided by licensing and adds 'Certified' to the title for these members.		
<b>Amendment # 3: Instructor for Teaching Level of Membership – Title Change</b>		Approved by ALTA BOD on November 12, 2009 <b>Amended as Proposed</b>
<b>Current Bylaws</b>	<b>Amendment</b>	
Article III MEMBERSHIP, Section 2, paragraph b: b. INSTRUCTOR OF ASSOCIATE ACADEMIC LANGUAGE TEACHER (IAALT) – This level of membership is open to individuals who have met the following requirements:	Amend by striking out and inserting: INSTRUCTOR OF CERTIFIED ACADEMIC LANGUAGE PRACTITIONER (ICALP) – Instructor membership shall be open to individuals who have met the minimum guidelines for Instructor of Certified Academic Language Practitioner as defined in Policies and Procedures.	INSTRUCTOR OF CERTIFIED ACADEMIC LANGUAGE PRACTITIONER (ICALP) – Instructor membership shall be open to individuals who have met the minimum guidelines for Instructor of Certified Academic Language Practitioner as defined in Policies and Procedures.
<b>Rationale:</b> Title change to ICALP parallels language and rationale for CALP title change.		
<b>Amendment # 4: Annual Completion of CEUs. (Same wording, changed in two places)</b>		Approved by ALTA BOD on November 12, 2009 <b>Amended as Proposed</b>
<b>Current Bylaws</b>	<b>Amendment</b>	
Article III MEMBERSHIP, Section 2, paragraph a(3) first sentence; Article III MEMBERSHIP, Section 2, paragraph c(3); Completion of three CEUs (30 contact hours) every three years.	Amend by striking out and inserting: Completion of one CEU (10 contact hours) annually.	Completion of one CEU (10 contact hours) annually.
<b>Rationale:</b> Most professional organizations require annual submission of CEUs. ALTA's policy needs to follow this protocol in order to be consistent with the rules for HB 461.		

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