

Academic Language Therapy Association®
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bul•le•tin

Summer 2000

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

Teaching Reading IS Rocket Science

By Louisa Cook Moats

Reading is the fundamental skill upon which all formal education depends. Research now shows that a child who doesn't learn the reading basics early is unlikely to learn them at all. Any child who doesn't learn to read early and well will not easily master other skills and knowledge, and is unlikely to ever flourish in school or in life.

Low reading achievement, more than any other factor, is the root cause of chronically low-performing schools, which harm students and contribute to the loss of public confidence in our school system. When many children don't learn to read, the public schools cannot and will not be regarded as successful — and efforts to dismantle them will proceed.

Thanks to new scientific research — plus a long-awaited scientific and political consensus around this research — the knowledge exists to teach all but a handful of severely disabled children to read well. This report discusses the current state of teacher preparation in reading in relation to that research. It reviews and describes the knowledge base and essential skills that teacher candidates and practicing teachers must master if they are to be successful in teaching all children to read well. Finally, the report makes recommendations for improving the system of teacher education and professional development.

In medicine, if research found new ways to save lives, health care professionals would adopt these methods as quickly as possible, and would change practices, procedures and systems. Educational research has found new ways to save young minds by helping them to become proficient readers; it is up to us to promote these new methods throughout the education system. Young lives depend on it. And so does the survival of public education. The urgent task before us is for university faculty and the teaching community to work together to develop programs that can help assure that all teachers of reading have access to this knowledge.

Executive Summary

The most fundamental responsibility of schools is teaching students to read. Indeed, the future success of all students hinges upon their ability to become pro-

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Inside the bul•le•tin

- **Learning the Hard Way**
Page 3
- **Spotlight on ALTA Centers**
Page 8
- **ALTA Member Opens a New Charter School**
Page 9
- **Picture this! ALTA's Spring Conference**
Page 12

See Rocket Science on Page 4

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Dyslexia Therapist Training, *Dallas, TX*

President's Message

Dear ALTA members,

Thanks to last year's Vice President of Programs, Sherry Warren, and her capable committee, the ALTA Spring Conference was a great success. Regrettably, I was unable to attend, but I spoke to so many of you who enjoyed the information on phonological awareness presented by Earlyne Hastings. Our own ALTA Accredited Centers shared their unique approaches to the same subject and provided a practical application of phonological awareness for your therapy settings. Best of all, it was a special time to see our professional friends and colleagues and meet new ALTA members. Mark your calendars now so you can plan to be there next spring. The date for the 2001 Spring Conference is Saturday, April 21, 2001.



Martha Sibley recognized our retiring board members at the meeting. I would also like to add my appreciation. Your ALTA Board members voluntarily give countless hours of their personal time to further our association. Thank you to Sherry Warren, Suzanne Cecil, Lynn Harnden, Kathie Mennel, Linda Taylor and Valerie Tucker for their significant contributions of time and talent to ALTA. Our new ALTA board is in place for the 2000-2001 year and will begin its work this summer.

Summer is here and for some of you that means a well-deserved respite from evaluations, reports, and lesson plans. For others there is no rest because summer means our Qualified Instructors are guiding new trainees who will soon be eligible for student membership. Student members will be expanding their skills and knowledge to prepare for the certification examination. For all of us devoted to the field of education summer is a time to renew our commitment to the students, families, and teachers we serve. Whether you plan to be at the beach or in the classroom I hope you have a great summer.

A handwritten signature in cursive script that reads "Elizabeth Cantrill".

Elizabeth Cantrill

Learning the Hard Way

The following article was written by Erin Irons in response to a class assignment asking her to "write about a hardship that she thought colleges need to know about." Erin, a high school senior, is in the National Honor Society and a High School All-American Swimmer, who is only .08 of a second from qualifying for the Olympic Trials. Her parents are Dan and Deb Irons. Deb is a Certified Academic Language Therapist. She was trained at the Scottish Rite Learning Center of West Texas.

Imagine reading a book as simple as the *Cat in the Hat* and comprehending nothing but the gibberish a two-year-old speaks. Anyone can tell you the difficulties they had learning to read, but I know first hand how arduous it is to live with a learning disability.

Many children as well as adults have had to cope with a disability known as dyslexia. It has torn many individuals apart mentally as well as emotionally. It's not the disability itself that destroys ones self-esteem, but society's reactions to those who suffer from dyslexia. A crowd of judgmental and criticizing individuals, who don't take into consideration a person's

feelings, surrounds us. I had not noticed how cruel people could be until I realized that I was different from those around me. Society criticizes imperfection. Every one is blessed with his or her own talent. Unfortunately I, unlike some people, have a hard time reading.

It is a sad realization to know your biggest fear is being called on in class. Unfortunately, I had to go through the harsh criticizing remarks of my peers as well as my teachers. I will never forget one instance when my second grade teacher called on me to read in front of our over crowded class. My hands began to sweat, a cold chill swept over my body, and every sound around me became enhanced. I could hear people breathing, the tapping of pencils, and the crumbling of papers. I couldn't focus or concentrate on what I had to read. After forcing out every word as it appeared to me, I noticed small chuckles coming from my classmates. I was humiliated. Not only did I receive a negative response from my peers, but from my teacher as well. I felt as small and useless as a fly on the wall. My teacher made me feel inadequate when it came to reading. What hurt

the most was when she assumed I was lazy and not trying hard enough. Little did the teacher know that every night I worked for hours with my mother memorizing words, using flash cards, and praying she wouldn't call on me the next day.

Unlike some students I had a supportive family who did everything in their power to help me. My mother took me to a Licensed Professional Counselor in Lubbock who diagnosed me with dyslexia. Not only did words of encouragement build me up, but the life saving program, Alphabetic Phonics, did as well. I spent many long hours with a special teacher who taught me how to read in a different and easier way. To this day I still have trouble reading and getting up in front of a large crowd. I feel that I have overcome many tough obstacles. Over all I believe my past has helped me become a stronger person; however, more importantly I have become a person who has compassion for those people who have special needs.

Reprinted with permission of The Scottish Rite Learning Center of West Texas.



Thank you, friends, for your expressions of support and encouragement written on the butterflies at the luncheon tables and cards sent by mail following the conference. Your sentiments warmed my heart, gave me strength, and lifted my spirits. I continue to treasure your words. I've heard it said that friendship is a sheltering tree and I am most fortunate to stand in the refuge of a tall and lovely forest. Thank you for your continued prayers and support.



— Elizabeth Cantrill

efficient readers. Recent scientific studies have allowed us to understand more than ever before how literacy develops, how some children have difficulty, and what constitutes best instructional practice. Scientists now estimate that fully 95 percent of all children can be taught to read. Yet, in spite of all our knowledge, statistics reveal an alarming prevalence of struggling and poor readers that is not limited to any one segment of society:

- About 20 percent of elementary students nationwide have significant problems learning to read.
- At least 20 percent of elementary students do not read fluently enough to enjoy or engage in independent reading.
- The rate of reading failure for African-American, Hispanic, limited-English speakers and poor children ranges from 60 percent to 70 percent.
- One-third of poor readers nationwide are from college-educated families.
- Twenty-five percent of adults in this country lack the basic literacy

skills required in a typical job.

Research indicates that, although some children will learn to read in spite of incidental teaching, others never learn unless they are taught in an organized, systematic, efficient way by a knowledgeable teacher using a well-designed instructional approach. And, while many student from high-risk environments come to school less prepared for literacy than their more advantaged peers, their risk of reading difficulties could be prevented and ameliorated by literacy instruction that includes a range of research-based components and practices. But, as the statistics testify, this type of instruction clearly has not made its way into every classroom.

Indeed, a chasm exists between classroom instructional practices and the research knowledge base on literacy development. Part of the responsibility for this divide lies with teacher preparation programs, many of which, for a variety of reasons, have failed to adequately prepare their teacher candidates to teach reading. Fortunately, this situation

is being corrected, thanks in large part to recent basic research on reading that has allowed the community of reading scientists and educators to agree on what needs to be done. This new information about language, reading, and writing is just beginning to shape teacher preparation and instructional programs. This knowledge must also form the basis of high quality professional development for practicing teachers.

What Does the Research Say About Effective Reading Instruction?

Well-designed, controlled comparisons of instructional approaches have consistently supported these components and practices in reading instruction:

- Direct teaching of decoding, comprehension, and literature appreciation;
- Phoneme awareness instruction;
- Systematic and explicit instructions in the code system of written English;
- Daily exposure to a variety of texts as well as incentives for children to read independently and with others;
- Vocabulary instruction that includes a variety of complementary methods designed to explore the relationships among word structure, origin, and meaning;
- Comprehension strategies that include prediction of outcomes, summarizing, clarification, questioning, and visualization; and
- Frequent writing of prose to enable deeper understanding of what is read.

Toward a Curriculum for Teacher Preparation and In-Service Professional Development

Because classroom instruction, more than any other factor, is crucial in preventing reading problems, it is a primary focus for effecting change. A



comprehensive redesign of teacher preparation in reading instruction, founded on a core curriculum that defines the knowledge and skills necessary for effective practice, is vital to improved classroom instruction.

Such a research-based core curriculum would provide much more extensive, demanding, and content-driven training to inform classroom practice. Specifically, a core curriculum for teacher preparation must include components for:

- Understanding reading psychology and development;
- Understanding the structure of the English language;
- Applying best practices in all aspects of reading instruction; and
- Using validated, reliable, efficient assessments to inform classroom teaching.

This core curriculum can also serve as the basis for in-service professional development for the vast number of current teachers who have not been exposed to the research-based knowledge.

Changing Teacher Preparation and Professional Development in Reading

If higher standards and substantive courses of preparation are adopted now, the two million new teachers projected over the next decade may be equipped to minimize reading failure in all but a small percentage of students. To achieve that goal, a range of initiative needs to be considered:

- Research should guide the profession.

- Core requirements and standards for new teachers should be established.
- Teacher education programs should be aligned with standards for students and licensing requirements for teachers.
- Professional development institutes should be created for professors of education and master teachers.
- Developers of textbooks and instructional materials should be encouraged to improve their products.
- High-quality professional development must be available for teachers.
- An investment in teaching should be made to attract and retain high-caliber teacher candidates.

The fact that teachers need better training to carry out deliberate instruction in reading, spelling, and writing should prompt action rather than criticism. It should highlight the existing gap between what teachers need and what they have been given. It should underscore the obligation of teacher preparation programs to provide candidates with a rigorous, research-based curriculum and

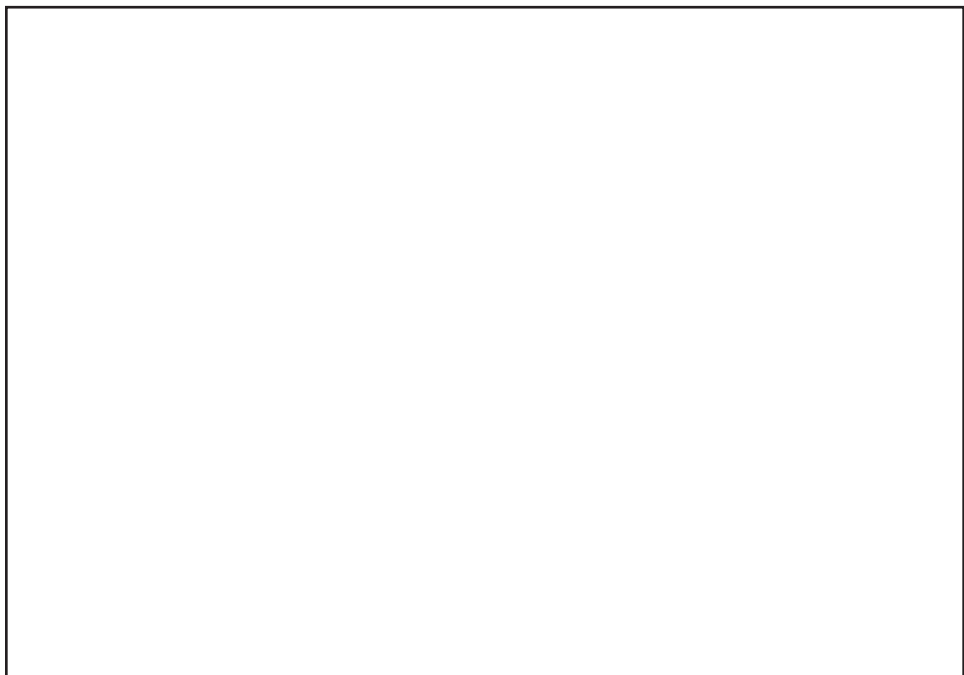
opportunities to practice a range of predefined skills and knowledge, as well as the need for licensing authorities to assess that knowledge.

The knowledge and skills inherent in effective reading programs must be part of every teacher's reading instruction repertoire. Good, research-based teacher preparation programs, coupled with high-quality professional development for classroom teachers, can assure that this is so.

Preventing Reading Failure: A Top Priority for Education

In today's literate world, academic success, secure employment, and personal autonomy depend on reading and writing proficiency. All children who are capable of reading must be taught how to read; such is the fundamental responsibility of schooling. Although educators have long understood the importance of literacy, a series of recent studies goes a long way in elucidating the chain of cause and effect

See Rocket Science on Page 7



ALTA Centers Council Report

The ALTA Centers Council Board met on March 31, 2000 at Texas Scottish Rite Hospital. The Council meeting was held immediately after the ALTA Conference on April 1, 2000. Actions taken by the Board and Council included:

- Guidelines were adopted regarding titles used by trainees (please see separate article in this issue). All centers are requested to inform their trainees of this adoption.
- The ALTA Centers Council recommends that the ALTA membership category of Qualified Instructor issue certificates to qualified individuals, which would be jointly signed by A) the ALTA cen-

ter which trained the instructor, B) President of the ALTA Centers Council, and C) Membership Chair or President of ALTA.

- New bylaws for the ALTA Centers Council were adopted.
- The ALTA Centers Council formed a committee to act as a liaison with the ALTA Exam Committee.
- Two representatives from IDA presented their goals for accreditation and certification to the Council. The Council stressed the strength of ALTA's certification process and made the representatives aware of the work that ALTA and the ALTA Centers Council have done in the areas of accreditation and certification.

- The Curriculum Committee has begun a process by which centers can share information and lectures.
- The Scholarship Committee will award five \$100 scholarships to qualified individuals.
- The Research Committee welcomes current articles or research papers dealing with dyslexia and related disorders. Please contact Margaret Smith, committee chair.
- The Accreditation & Review Committee presented certificates to two new centers and has a simultaneous accreditation with IMSLEC in process.

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Continued Rocket Science from page 5

that supports the development of literacy. Convergent findings of high-quality research have clarified how children learn to read and what must be done to ensure that they do. Beyond doubt, reading early links one benefit to another. Enjoyment of reading, exposure to the language in books, and attainment of knowledge about the work all accrue in greater measure to those who have learned how to read before the end of first grade. Difficulty with first steps of reading, in contrast, eventually undermines vocabulary growth, knowledge of the world, mastery of language, and skill in writing. Once behind in reading, few children catch up unless they receive intensive, individual, and expert instruction, a scarce (and expensive) commodity in most schools.

Far too many children have trouble reading and writing. About 20 percent of elementary students nationwide have significant problems learning to read; at least another 20 percent do not read fluently enough to enjoy or engage in independent reading. Thus it should not be surprising that, according to the United States Office of Technology, 25 percent of the adult population lacks the basic literacy skills required in a typical job. Among those who do not make it in life- school dropouts, incarcerated individuals, unemployed and underemployed adults - are high percentages of people who cannot read. Such realities have prompted the National Institutes of Health to regard reading development and reading difficulty as a major public health concern. For poor, minority children who attend low-performing urban schools, the incidence of reading failure is astronomical and completely unacceptable. African-American, Hispanic,

limited English speaking students, and those from impoverished homes fall behind and stay behind in far greater proportions than their white, middle-class counterparts. The rate of reading failure in these groups is 60 percent to 70 percent according to the National Assessment of Educational Progress. This figure alone explains much about the poor academic achievement of minority students and why they are under-represented in professions that depend on higher education.

Environment, however, does not explain all. Many children from more advantaged, literacy-rich environments have trouble learning to read, and many children from high-risk environments do indeed learn to read. California recently initiated a series of laws to reform reading education after 49 percent of students of college-educated parents scored "below basic" on the National Assessment of Educational Progress. One-third of poor readers nationwide are from college-educated families who presumably encourage literacy in the home.

The tragedy here is that most reading failure is unnecessary. We now know, that classroom teaching itself, when it includes a range of research-based components and practices, can prevent and ameliorate reading difficulty. Although home factors do influence how well and how soon students read, informed classroom instruction that targets specific language and reading skills beginning in kindergarten enhances success for all but a few students with moderate or severe learning disabilities. Scientists now estimate

that 95 percent of all children can be taught to read at a level constrained only by their reasoning and listening comprehension abilities. It is clear that students in high-risk populations need not fail at the rate they do. When placed into schools with effective principles and well-prepared and well-supported teachers, African-American, Hispanic, or students who are economically disadvantaged, can learn to read as well as their more advantaged peers. Further, students who lack the prerequisite awareness of sounds, symbols, and word meaning can overcome their initial disadvantage if teachers incorporate critical skills into lessons directly, systematically, and actively. Thus, while parents, tutors, and the community can contribute to reading success, classroom instruction must be viewed as the critical factor in preventing the primary focus for change. Ensuring effective classroom instructional practice is well within the purview of educational policymakers.

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For Professionals - Members Only Area

Have you taken a moment to access our web site and peruse the “For Professionals” area? Included is a special members only section created with YOU in mind. Because this area is designed especially for ALTA members, it can be accessed only via the “For Professionals” area by entering your user name and password. Please call the national office at 972-233-9107 ext. 204 if you have forgotten your password or need further assistance. Of course, we can also be contacted via e-mail at ALTAadmin@airmail.net.

What will I find in the Members Only section of our web site?

Members’ Discussion Group — Share ideas with your colleagues online by posting and responding to comments, questions, and suggestions via our electronic bulletin board.

Pay Dues — Enjoy the ease and convenience of paying membership and/or Find-A-Therapist dues online (security protected).

Members’ Survey — Let your voice be heard via our online survey. Just click and send!

Survey Results — Access this area to check the pulse of our organization and find out what your colleagues are REALLY thinking!

Members’ Catalog — Note cards, brochures, pamphlets, professional stationery, and more are available for purchase in our totally secure online store.

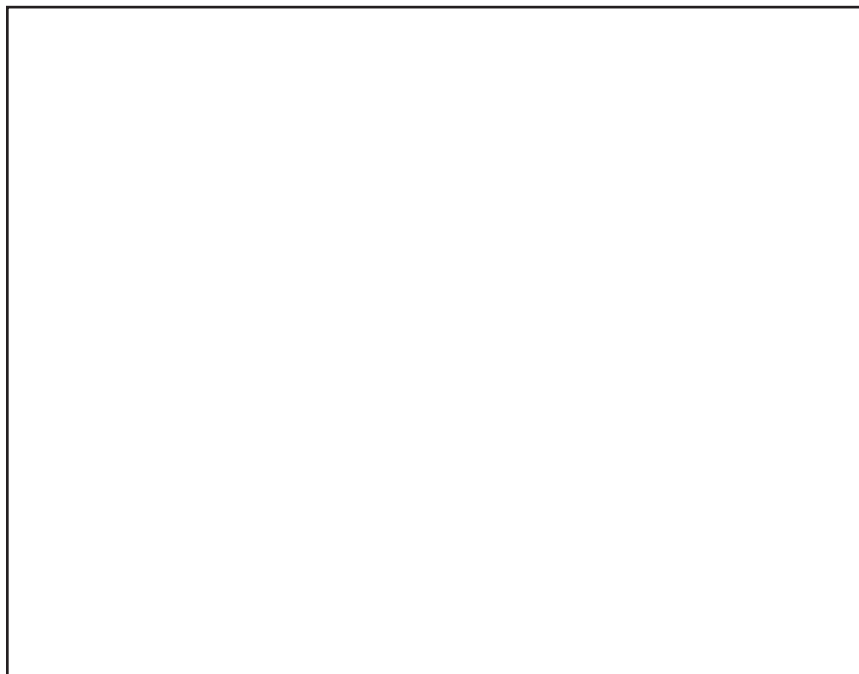
Members’ Resources — Access links to other related organizations and web sites.

Classified Ads — Check out our online classifieds for job opportunities, materials available for sale, special classes, and much, much more!

Practices, Protocols, Ethics — Find posted complete professional standards for academic language therapists.

If you didn’t receive a copy of our new ALTA brochure, The Academic Language Therapy Association on the Internet, at the spring conference, please don’t hesitate to call the national office and request a copy. This helpful and informative guide gives instructions on how to access our web site, as well as a brief overview of www.ALTAread.org.

Come join us on our cyber-journey. We are here to serve YOU and are just a click away!



Members!

Spotlight your students’ talents on the ALTA website SPOTLIGHT PAGE. We are featuring art and writing. Art must be submitted on a floppy disk. Descriptive, expository, or creative writing must be scanner-ready. Send to Jean Fortune at fortsearch@aol.com or call 972-527-3215 for more information. Please use the application at www.altaread.org or call for a copy. The form requires the signature of a parent and the therapist. What a wonderful way to show our students’ giftedness to the world!

ALTA Members Honored

The Dallas Branch International Dyslexia Association established an *Excellence in Education* award in 1995. To date, a classroom teacher in a private school, a school founder, an educator of teachers and a state dyslexia coordinator have received this distinction. Five outstanding individuals were nominated this year. Four of the five are ALTA members. The ALTA members nominated were Connie Burkhalter, Ruth Ann Jewell, Leroy McClure, and Melanie Royal.

The fifth nominee was Bill Pearson. The individual who won the award for 2000 was Ruth Ann Jewell. Ruth Ann is a charter member of ALTA and has served on the board of directors. She has chaired the ALTA Spelling Bee and developed the T-shirt /notecard design contest which raises money for the Aylett Royal Cox Scholarship Fund. Ruth Ann is currently in private practice. Congratulations to Ruth Ann for this recognition.



Susan Fleming, Ph.D. (left) presents the Education in Excellence award to finalists (l to r): Bill Pearson, Melanie Royal, Ruth Ann Jewell, Connie Burkhalter and Leroy McClure.

ALTA Member Opens Charter School

By Barbara Fox

ALTA member Leroy McClure is a shining star in the Oak Cliff community of South Dallas. He has taught language therapy in two North Dallas private schools designed for children with learning differences and has volunteered countless hours in public schools in South Dallas serving the African-American community. His most recent contribution to this community is the founding of FOCUS Learning Academy, a state-approved charter school in South Oak Cliff.

Soon after McClure began his training to become a Certified Academic Language Therapist, he put the wheels into motion to realize a dream, establishing FOCUS Centre of Learning as a haven for students with learning differences. Motivated by the memory of the academic struggles experienced by his younger brother, Leroy had a burning desire to make an impact on the education of the African-American community. Armed with the tools of multisensory

structured language training, he gave nine hours of his time each week to four Dallas Independent School District elementary schools, working with small groups of at-risk first graders. Leroy continued this volunteer work for two years along with his regular teaching duties at the private school on the opposite side of the sprawling city. So impressed by the progress of these students, all the principals began to inquire about ways to increase the numbers of children receiving McClure's help. A seed planted by one unselfish man touched the lives of many young children and was on the brink of impacting hundreds more.

To answer the call to serve more children, Leroy McClure knew that he must find a way to bring training to teachers in his African-American community he so desperately wanted to help. As a result, FOCUS Centre of Learning launched its first teacher training class during the summer of

1998 under the leadership of ALTA Qualified Instructors, Kay Peterson and Barbers Fox. Teachers from public and private schools in South Dallas began multisensory structured language training with FOCUS. Meanwhile, Leroy worked tirelessly to receive approval for a charter school.

FOCUS Learning Academy, serving kindergarten through sixth grade, opened its doors for the 1999-2000 school year and saw its enrollment quickly reach capacity. The new school concentrates mainly on children with learning differences and those at-risk, but it also serves many traditional learners. FOCUS Learning Academy has just completed its first school year and has a waiting list for next fall.

ALTA applauds Leroy McClure for his drive to make a dream come true through FOCUS — Focus On Children In the United States.

Centers Profiles

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Kay Allen, Associate Director

Suzanne Carreker, Director of
Teacher Development

Neuhaus Education Center, a not-for-profit educational foundation in Houston, Texas, recently celebrated its 20th birthday. Since its inception in 1980, the Center has provided a multisensory, research-based approach to teaching the basic language skills of reading, writing, and spelling. Over 10,000 teachers have participated in courses and workshops. The Center, founded in memory of W. Oscar Neuhaus, serves primarily as a staff development institute for educators. To support its educational programs, the Center develops curricula and conducts research. Its community outreach includes seminars for parents, parental consultations, a newsletter, a public multimedia library, and adult classes in reading and spelling.

The Dyslexia Therapist preparation program was accredited by ALTA in 1996 and by the International Multisensory Structured Language Education Council (IMSLEC) in 1999. The Neuhaus Education Center offers courses and workshops at three levels: prevention, intervention and remediation/acceleration. Prevention and intervention courses and workshops greatly reduce referrals for special education or special programs. Remedial/acceleration courses provide retraining in language for students with learning differences, especially

dyslexia. Students' acquired knowledge of language is supplemented, secured, and expanded by explicit, systematic instruction.

Prevention

Reading Readiness is a workshop designed for early prevention and intervention of reading failure. Kindergarten teachers learn techniques for teaching phonological awareness, as well as letter recognition and oral language. Current research shows automaticity in these three areas leads to successful reading and spelling in later grades. The Reading Readiness manual is available from Neuhaus Education Center.

Intervention

Language Enrichment is a course for teachers in the regular classroom grades 1-5. This 60-hour course enables teachers to provide a balanced approach to language arts instruction with direct instruction in decoding and spelling skills within their literature-based reading programs. Adapted from Alphabetic Phonics, the curriculum is designed for the regular classroom. The Language Enrichment Reading manual is available from Neuhaus Education Center.

Scientific Spelling is a workshop for teachers who teach spelling. This six-hour workshop enables teachers to teach the reliable spelling patterns in the English language, the major spelling rules, and a multisensory procedure for permanently memorizing irregular words. Participants receive Scientific Spelling, a manual containing a suggested sequence of instruction and reproducible worksheets for student use. Scientific

Spelling supplements any of the new state-adopted spelling textbooks. The Scientific Spelling manual is available from Neuhaus Education Center.

Remediation/ Acceleration

Basic Language Skills is an Alphabetic Phonics-based curriculum for use by teachers, specialists, and therapists working with students identified with special needs in learning to read and spell. This curriculum is particularly effective with dyslexic and reading-disabled students. The 90-hour Basic Language Skills Introductory Course provides a balanced approach to teaching literacy skills, such as phonological awareness, letter recognition, decoding, comprehension, spelling, grammar, and written composition. The course is the starting point for individuals interested in the two-year Dyslexia Therapist preparation program. Basic Language Skills, books 1-3, are available from Neuhaus Education Center.

Multisensory Reading and Spelling is a course designed to improve the reading and spelling skills of adolescents and adults. This course has been used in the Adult Reading and Spelling courses at the Neuhaus Education Center since 1986. The four books of Multisensory Reading and Spelling teach the different kinds of syllables, the division of longer words, the reliable spelling patterns, the rules for adding affixes, word origins, and frequently misspelled words. The teacher's manuals are fully scripted. Multisensory Reading and Spelling, books 1-4, are available from Neuhaus Education Center.

Other materials available from Neuhaus Education Center

Word Detective: Discovering the History of Language. Word origins are introduced to deepen an appreciation of language, reinforce spelling patterns, and provide clues for pronunciation. Verbal Expression Skills, Volumes One and Two. Oral language, the foundation of comprehension and written composition, is developed through the use of topic-related units. Multisensory Grammar. The eight parts of speech are introduced and reinforced through color-coding and other multisensory activities.

To learn more about Neuhaus Education Center, visit the Center's Web site at <http://www.neuhaus.org>.

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Teacher Training

Payne Education Center was founded in 1983 by a small group of parents who discovered there were no teachers in Oklahoma trained to teach dyslexic children to read. The parents sent one teacher to the Dean

Learning Center in Dallas to begin training in the Alphabetic Phonics curriculum. The teacher returned to Oklahoma City and began working with a few students. The parents realized that more Oklahoma teachers needed this specialized training. Aylett Royall Cox began an eight-year relationship as a mentor to this budding center.

In the summer of 1984, Payne Education Center conducted its first introductory Alphabetic Phonics class with 13 teachers. As the newly formed Board of Directors of Payne Education Center determined the mission of the Center, they decided to focus on teacher training for therapists. It was also decided to adopt a global view when looking at Oklahoma's needs and unite the State under one Center, with a branch in Ardmore. An additional focus was the vision of providing appropriate services for students during the regular school day at no additional cost to their families.

Oklahoma Scottish Rite Masons began their partnership with Payne Education Center in 1988. Since that time, the Masons have provided more than \$350,000 in scholarships for Oklahoma teachers to participate in Alphabetic Phonics and other trainings offered by the Center and instructed by sixteen Master Instructors.

Besides Alphabetic Phonics training, the

Center has developed a scripted curriculum for the elementary classroom teacher, based on the Alphabetic Phonics principles. Payne Education Center now offers programs appropriate for Kindergarten teachers through adult literacy providers. To date, more than 3,500 teachers have participated in Payne Education Center training and impacted more than 70,000 students across Oklahoma.

In 1999, Payne Education Center began a multi-year project to mentor low-performing schools. Two schools in Oklahoma City were selected in the inaugural year. In addition, projects were begun involving communities in schools. Payne Education Center continues to seek out partnerships within the State to further enhance education.

Neuhaus Education Center

Offering Classes
Summer/Fall/Spring

**Basic Language Skills
Language Enrichment 1 & 11
Scientific Spelling
Reading Readiness**



Teaching Basic Language Skills

Lenox Reed, M.Ed., Director
4433 Bissonnet • Bellaire, Texas 77401-3233
(713) 664-7676 Fax (713) 664-4744 Web Site www.neuhaus.org

Scenes from the 2000 ALTA Spring Conference



President-Elect Martha Sibley (left) and Sherry Warren, Conference Chair.



Front row (l to r): Keynote speaker Earlyne Hastings and Rai Thompson, Neuhaus Education Center; back row (l to r): Karen Avrit and Mary Rumsey, Texas Scottish Rite Hospital, Margaret Smith, EDMAR.



Past President Barbara Fox (left) and Martha Sibley, President-Elect.



Kay Byrd (left) and Melanie Royal attend a pre-conference dinner.

CEU Calendar

Region IV Courses

Call 713-744-6324 to register.

All offer 6 contact hours per day
(unless otherwise noted):

June 21-23

Direct Instruction of Language and Literature
(for Grade 3 and above)

June 27-28

Technology and the Dyslexic Student
Dyslexia Screening is offered in summer, fall,
and spring (two days, 14 contact hours).

September 19

ESC Dyslexia Conference: Accelerating into the
New Millennium

EDMAR Educational Associates

Call 972-564-5005 or fax 972-564-6606:

July 7

Phoneme Awareness (5 contact hours, \$100)

July 11-12

Dyslexia Referral and Screening Process
(10 contact hours, \$200)

July 18-19

Teaching a Process for Comprehension
and Composition (10 contact hours, \$200)

July 27-28

MTS for Reading (10 contact
hours, \$340)

Southwest Branch of the International Dyslexia Association

Call 505-232-2373 for
information.

July 6-7

Wilson Reading System

Overview

(12 contact hours, \$195)

Lana Stripling

Call 972-386-5343 or e-mail Stripl@aol.com9722:

August 26

Developmental Motor and Handwriting Program
(4 contact hours, \$200)

Southwest Multisensory Training Center

Call 972-359-6646 for information

September 22

Current ADHD Research/Dr. Paul Warren, speaker,
and Current Dyslexia Laws/Helen Macik, speaker.
(3 contact hours, \$8 for optional lunch)

International Dyslexia Association

Nov. 8-11, 2000, Washington, D.C.

ALTA Spring Conference

April 21, 2001

**ALTA members are responsible
for maintaining their own personal
CEU records for possible audit.**

Milestones

Welcome new student members Ann Alexander, Patresa Bolton, Debra Edwards, Patricia Eurich, Suzanne Hall, Paula Heathington, Cathy Hodges, Cathy Hurd, Wynama Jackson, Kathy Jones, Dorothy Leech, Betsy Nanny, Susan Peterson

Welcome new active members Patricia Goodmote, Virginia Gross, Miki Huber, Margaret Laudani, Carol Maples, Georgia Martin, Haruko Reese, Janet Whitworth and Margaret Williams.

The Shelton School has received \$200,000 grant from The Meadows Foundation to benefit scholarships for and train teachers of minority and/or economically disadvantaged students. Additional money is earmarked for construction of a community outreach and counseling center.

POSITION OPEN

Kerr Elementary, a new school opening in Allen, Texas, is seeking applicants to teach Alphabetic Phonics. For more information contact Cindy Blair, school principal, 972/727-0511 ext. 338.

2000 Registration Exam Calendar

August 5, Oklahoma City, OK
October, Dallas, TX

Contact Madeleine Crouch at ALTA headquarters for more information or an exam application, 972/233-9107 ext. 204, fax 972/490-4219, or e-mail mad@dondillon.com.

What's In a Name?

ALTA Centers Council Recommendations

The ALTA bylaws state that only one who has successfully completed the ALTA Certification Exam may use the letters CALT (Certified Academic Language Therapist.) In an effort to standardize titles for students in ALTA Centers, the ALTA Centers Council makes the following recommendations:

1. That the letters ALT (Academic Language Therapist) only be used by one who has successfully completed a comprehensive therapist-level program at an ALTA Center, and who has not taken or passed the ALTA Certification Exam.

2. That students enrolled in a therapist-track program at an ALTA Center choose the title "Dyslexia Specialist" or "Multisensory Structured Language Specialist."

3. That students enrolled in a teacher-track program at an ALTA Center choose the title "Dyslexia Teacher" or "Multisensory Structured Language Specialist."

4. That the use of these titles and letters be included in the Professional Practices and Ethics lecture at all ALTA Centers.

ALTA WEBSITE

FIND-A-THERAPIST LISTING

Mark additional items you wish to include in your listing. A **phone &/or e-mail address must be included so that clients will know how to reach you!** Listings may be updated weekly.

Last Name: _____ First Name: _____ (required)

Title: _____

Business/School/Private Practice: _____

E-Mail Address: _____

Certified: Yes _____ No _____ (required)

Accepting Students: Yes _____ No _____ (required)

Include Picture: Yes(attached) _____ No _____

Address: _____

City: _____ State: _____ Zip: _____ (required)

Phone (including area code): _____

FAX (including area code): _____

Member Site URL: _____

Ages of students served: *Mark categories that apply.* (required)

Preschool-K Elementary Jr. High Sr. High Adult All

Philosophy: _____

Educational Background: _____

Areas of extended training: _____

Mail form with \$60 payment to:
ALTA National Office/4020 McEwen, Suite 105/Dallas, TX 75244

bulletin Calendar

July

SMU Learning Therapy Program, Dallas, TX: Study Skills for Academic Language Therapists and Classroom Teachers, July 24-28. Call 214/768-7323.

Teachers College, Columbia University, New York, NY: Introductory Multisensory Teaching of Basic Language Skills, July 5-28; Advanced Multisensory Teaching of Basic Language Skills, July 17-28. Call 212/678-3765.

Shelton School, Dallas, TX: "Montessori Applied to Children at Risk for Learning Differences," Beginning Seminar, July 12-19, Advanced Course, July 12-21. Call 214/353-9030.

July-March 2001

Neuhaus Education Center, Bellaire, TX: Multisensory Reading and Spelling, July 10-14, Oct. 4, 11, 18, 25, Nov. 1; Language Enrichment, July 24-Aug. 4, Sept. 6, 13, 20, 27, Oct. 4, 11, 18, 25, Nov. 1; Scientific Spelling, July 17; Reading Readiness, July 19; Multisensory Grammar, July 18; Basic Language Skills, Sept. 5, 11, 12, 19, 26, Oct. 3, 10, 17, 24, 31, Nov. 7, 14, 28, Dec. 5, 12; Basic Language Skills Advanced, July 24-Aug. 4, Jan. 10-March 21, 2001. Call also for additional workshop summer and fall schedule, 713/664-7676.

July-April 2001

Southwest Learning Center, Allen, TX: Teacher training for Alphabetic Phonics - Introductory course, September 22, October 6, November 17, January 19, 2001, Feb. 2; Advanced course, July 10-21, Oct. 6, January 12, 2001, February 2, April 4. Call 972/359-6646.



Academic Language Therapy Association®
4020 McEwen, Suite 105
Dallas, TX 75244