

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

bul•le•tin

Summer 2001

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

President's Message

By Martha Sibley

These are exciting days for ALTA! Efforts to set and retain standards are beginning to converge toward hopes for official recognition. According to our founding statement, ALTA was formed "for the purpose of establishing, maintaining, and promoting standards of education, practice, and professional conduct for Academic Language Therapists who are teaching individuals with dyslexia and/or related disorders. We continue to refine, maintain, and promote established goals. Let me share with you some on-going efforts to accomplish this.

As a guide to maintain professional credibility, the Continuing Education Committee, chaired by Kathy Gilman, has designed a flexible framework providing a variety of ways to attain CEUs. This committee responds to the challenges of individual circumstances while giving members ample opportunities for professional improvement. Everyone -- even those in remote areas who have difficulty attending conferences on a regular basis or others in special situations - will be able to enjoy professional growth. The dynamics of our field require us to be diligent about staying current with advances in research, curriculum development, and professional practices.

To promote our standards and introduce ALTA to new therapists, our Membership Vice President, Pauline Hartley, is planning ways to have an ALTA member visit with trainees at each center. This will help them connect with other professionals and encourage them to seek learning opportunities after they complete training and certification. She will also work with members who want to establish a local ALTA Professional Group. There are already a few groups meeting regularly, and others are making plans to organize.

Joanne White is giving admirable leadership to the position of Vice President for Public Relations, which has been expanded and renamed. While retaining responsibility for the newsletter, this office encompasses committees for website administration, website and telephone helplines, and a newly established committee for exhibits at conferences and conventions.



Martha Sibley,
ALTA President

See President's Message on Page 2

ALTA assumes no responsibility for errors or omissions. To submit news items or articles, which are subject to editing for space and style, or for advertising or other information, contact:

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Kay Peterson, *VP/Publications*
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Centers for Youth & Families/Dyslexia
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Hardin Simmons University Multisensory
Language training Center, *Abilene, TX*
Payne Education Center, *Ardmore, OK*
Payne Education Center, *Oklahoma City, OK*
LEAD/Literacy Education & Academic
Development, Inc., *Argyle, TX*
Multisensory Language Therapy of New
Mexico, *Albuquerque, NM*
Neuhaus Education Center, *Houston, TX*
Scottish Rite Learning Center of West Texas,
Lubbock, TX
Southern Methodist University Learning
Therapist Program, *Dallas, TX*
Southwest Multisensory Training Center,
Dallas, TX
Stratford Friends School Multisensory
Teacher Training Program, *Havertown, PA*
Teachers College, Columbia University,
Dept. of Special Education, *New York, NY*
Texas Scottish Rite Hospital for Children/
Dyslexia Therapist Training, *Dallas, TX*

From The Past President

Dear ALTA members,

The ALTA conference on April 21 will be remembered as a landmark. There were 250 ALTA members present that day which made it the largest attendance ever at an annual conference. As always, it was a wonderful day for renewing friendships and making new friends. Dr. Phyllis Fischer challenged us to expand our therapy expertise by including a stronger fluency component. Connie Peters, Vice President of Programs, and her conference committee deserve our sincere thanks for the excellent day they planned for us.

For many years Texas Scottish Rite Hospital provided us with a wonderful and meaningful meeting space. Attendees unanimously agreed that next year's conference must move to a larger space. The move will be a bittersweet decision. The growth of our organization is exciting, but it will be sad to leave the setting of the hospital where academic language therapy began.

As I stood at the podium during the conference looking over the audience, I felt a tremendous sense of pride in our organization. ALTA is a group of talented and dedicated professionals who provide the very best educational care for students with dyslexia. Thank you for the honor of serving as your president.

Elizabeth Cantrill
Historian

President's Message *continued from Page 1*

For two years, the nominating committees have expanded the scope of our leadership to reflect the breadth of our membership. This year they have included members from several states. This is inspiring committees to have "meetings" via e-mail, conference calls, and in other creative ways; encouraging chairpersons to think nationwide when selecting members; and making efforts to involve many of you who have expressed an interest in a particular committee's work. You will find the list of those who have already agreed to serve on a committee in another part of this newsletter. You may also notice a committee on which you would like to work. If so, please contact the chair or one of the officers to express this interest! We are anxious to incorporate your creativity, ideas, and talents.

These are only some examples of the ways that ALTA is working toward fulfilling those original purposes. Others will be described in subsequent newsletters to keep you well informed. I hope each of you has a spectacular summer!

Brownsville Reads!

In 1996, new ALTA Board member Elsa Cárdenas-Hagan met with a parent and a public school administrator at a cozy restaurant in Brownsville, Texas, to discuss a possible collaboration among the community, the schools, and the local university, with a common goal of improving literacy in the city. This discussion led to the establishment of the current model for reading reform known as *Brownsville Reads!* The organization is a non-profit organization of community members and educators who have joined together to promote research-based reading instruction in the public and private schools of Brownsville, Texas, in order to have a more literate community.

The mission of *Brownsville Reads!* is to ensure that all Brownsville students read at grade level or above by the end of second grade and continue to read at grade level throughout their academic career. *Brownsville Reads!* established four major goals: (1) to develop public awareness of the critical role that research-based reading instruction plays in education; (2) to build the business community's support for research-based reading instruction; (3) to recognize schools with successful reading outcomes; and (4) to promote Brownsville as a center for research and evaluation in the field of successful reading practices.

Brownsville Reads! has successfully accomplished its four major goals. Today, over 1,600 kindergarten through third-grade teachers have received training in a balanced approach to literacy from the Neuhaus Education Center in Houston. The Brownsville teachers were able to receive their literacy training without leaving town because of the technology of video conferencing classes available from the instructors at the Neuhaus Education Center. Kindergarten teachers participated in Reading Readiness training seminars while the first, second, and third grade teachers participated in training using the *Language Enrichment Program*. Upper elementary grade teachers have been instructed in the *Multisensory Grammar*, *History of the English Language* and *Scientific Spelling* curricula. Additionally, the bilingual teachers were trained with the *Esperanza Program*, which is a Spanish, multisensory, structured language approach for literacy. This program is especially important since over 90% of the Brownsville population is Hispanic. Now that the classroom teachers have become reading experts, the Brownsville public schools report an 84% reduction in referrals to Special Education. The dyslexia teachers of Brownsville are in the process of becoming Certified Academic Language Therapists even though their caseloads have dropped significantly since the reading initiative began.

Administrators, school board members, university professors, business leaders and parents have participated in four symposia to establish an understanding of the importance of research-based reading instruction and the important role they all play in this reform effort. *Brownsville Reads!* is also one of four sites in the nation that will participate in the research project "*Oracy to Literacy for Spanish-Speaking Children*," sponsored by the National Institute of Child Health and Human Development.

During the months of March and April of this year, *Brownsville Reads!* invited twelve reading experts to evaluate reading instruction in all of the elementary schools in Brownsville. The results will be Brownsville's final evaluation. In October, teachers at the most successful public and private schools will be rewarded. *Brownsville Reads!* has been an incredible process. Brownsville has proven Elsa Cárdenas-Hagan's motto that bi-literacy is an asset and an achievable goal.

COMMITTEES

Continuing Education

Kathy Gilman, *Chair*

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Lois Grundy
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Jeannine Phillips
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Members

Anita Bruck
Jeannine Phillips
Barbara Fox

Dyslexia Referrals in Brownsville Decline

Great things are up in Brownsville, Texas! Brownsville Independent School District, a district of 40,000 students, was last year's recipient of Neuhaus Education Center's Excellence in Teaching Award.

Recent visits by Neuhaus staff members to the district's dyslexia labs confirm that the Brownsville model is a model that continues to work well. According to Diane Karling, the administrator for the district's dyslexia program, the referral rate for special services is significantly lower because of the prevention offered in the regular classrooms. Neuhaus Education Center applauds the continuous commitment and dedication of the teachers, principals, and administrators in Brownsville ISD who work to make sure no student is left behind!

Part of the district's literacy commitment has been to professional staff development. Since 1997, through a combination of video-conferencing, on-site workshops, and trips to the Center, all kindergarten, first-, and second-grade teachers, dyslexia specialists, and middle school English as a Second Language teachers have received Neuhaus staff development in a balanced approach to literacy instruction. Reading Readiness, Language Enrichment, Basic Language Skills, and Multisensory Reading and Spelling reflect the variety of staff development that has been offered to Brownsville ISD teachers. As a result of this staff development, the teachers have enhanced their knowledge of research-based literacy instruction. Video-conferencing and follow-up for this project were made possible by a grant from The Meadows Foundation.

In addition to providing staff development, the district is committed to supporting the teachers in the implementation of the various programs. Brownsville ISD teachers have the materials and supplies they need to teach. The district is also committed to preserving the programs. New teachers and all third-grade teachers are receiving staff development from district personnel who have been authorized by the Center as trainers. With the in-district staff development, the district can sustain and expand the programs that have been implemented.

ALTA Member Supports Texas State-Wide Reading Initiative

ALTA Vice President of Public Relations Joanne White and ALTA Board of Directors member Elsa C-rdenas-Hagan served as Second Grade Teacher Reading Academies Super Trainers and trained 19 Master Trainers this past April. These Master Trainers trained 480 trainers who, in turn, will train second-grade teachers. Approximately 26,000 second-grade teachers will attend four days of professional development this summer through the Reading Academies. The Academies, part of then Governor Bush's Statewide Reading Initiative, pro-

vides training in effective, research-based reading instruction, including multisensory activities. The Academies offer a standard set of teacher training in reading development across the state, with the goal that every Texas child read on grade level or above by third grade.

Suzanne Carreker, ALTA Centers Council member, and Joanne White also served on the State/National Advisory Committee for the Academies, which reviewed and revised subject matter included in the framework for the training.

ALTA Spelling Bee — Change of Face

By Barbara Fox, Chair, Spelling Bee Task Force



It was a wishful question made to a therapist during a teaching session - "Wouldn't it be nice to have a phonetic spelling bee?" Inspired by a single student some fifteen years ago, ALTA set out to provide such an event. Months of hard work culminated in the ALTA Spelling Bee. Was it a success? Exceedingly! When a student participation of 100 once seemed large, the participation in the spelling bee continued to swell, exploding to over 400 children in 1999 and 2000. The student participation is the positive aspect of this event, but the negative is the monumental amount of time required to host such a labor-intensive event. A new question arose — "Should ALTA continue the spelling bee?"

In response to this question, the officers and board of ALTA commissioned a task force to reassess the expenditure of membership time required to conduct the ALTA Spelling Bee. The committee deliberated the following concerns:

- The bulk of the responsibility continues to fall on the shoulders of the Dallas Metroplex.
- Less than half of the students who participated in the 2000 spelling bee were sent by ALTA members.
- Only 7 percent of the ALTA membership enter students in the spelling bee.
- ALTA volunteers represented just 6 percent of the membership.
- The ALTA Spelling Bee serves only a small region of the national membership.

The Task Force made the following recommendations, which were accepted by the ALTA board:

- There would be no spelling bee scheduled for 2001.
- A letter communicating the decision of the board was sent to ALTA members who brought students to

the spelling bee in either of the two previous years.

- Make the spelling bee information available to other geographic areas to host their own phonetic spelling bee.

The absence of a spelling bee in 2001 and the letter to participating members brought limited response. Some interest has been expressed to host area events; thus, materials are being prepared to enable individual schools, groups of therapists, and ALTA local groups to host their own phonetic spelling bee. A notebook including organizational suggestions, time line, sample registration forms and letters, volunteer recruitment, mechanics of the spelling bee itself along with appropriate spelling word lists is currently being prepared. These events will be totally independent of the ALTA organization. It is the hope of the board that, with the availability of a "how to" spelling bee notebook, many area and regional events will emerge.

ALTA members interested in assisting with the exhibitor's booth at the 52nd Annual Conference of The International Dyslexia Association, October 24-27, 2001, at the Albuquerque Conference Center Albuquerque, New Mexico, should contact Exhibits Chair Diana Bass at omabass@hotmail.com.

What Research Tells Us About Reading, Comprehension and Instruction

For many years, reading instruction was based on a concept of reading as the application of a set of isolated skills such as identifying words, finding main ideas, identifying cause and effect relationships, comparing and contrasting and sequencing. Comprehension was viewed as the mastery of these skills. One important classroom study conducted during the 1970's found that typical comprehension instruction followed what the study called a mentioning, practicing, and assessing procedure. That is, teachers mentioned a specific skill that students were to apply, had students practice the skill by completing workbook pages, then assessed them to find out if they could use the skill correctly. Such instruction did little to help students learn how or when to use the skills, nor was it ever established that this particular set of skills enabled comprehension.

At about this time, a group of psychologists, linguists, and computer scientists began to focus research attention on how the mind works -

how people think and learn. A goal of this new research movement, called *cognitive science*, was to produce an applied science of learning.

In the field of reading, a number of cognitive scientists focused their attention on how readers construct meaning as they read. Specifically, they studied the mental activities that good readers engage in to achieve comprehension. From these studies an entirely new concept emerged about what reading is. According to the new concept, reading is a complex, active process of constructing meaning — not skill application.

The act of constructing meaning is:

- **Interactive** — It involves not just the reader but also the text and the context in which reading takes place.
- **Strategic** — Readers have purposes for their reading and use a variety of strategies and skills as they construct meaning.
- **Adaptable** — Readers change the strategies they use as they read dif-

ferent kinds of text or as they read for different purposes.

While cognitive science research was producing valuable information about comprehension processes, reading education researchers were reporting important findings about what comprehension instruction looks like in the most effective reading classrooms.

The convergence of these strands of research has provided a wealth of information about what good readers do as they read, about how good and poor readers differ, and about the kind of instruction that is needed to help students to become good readers.

In the next issue: "What Do Good Readers Do As They Read?" and "How Do Poor Readers Differ From Good Readers?"

Source: Texas Education Agency (2000) Comprehension instruction: Texas reading initiative. (Publication Number GE 01 105 01). Austin, TX: Author.

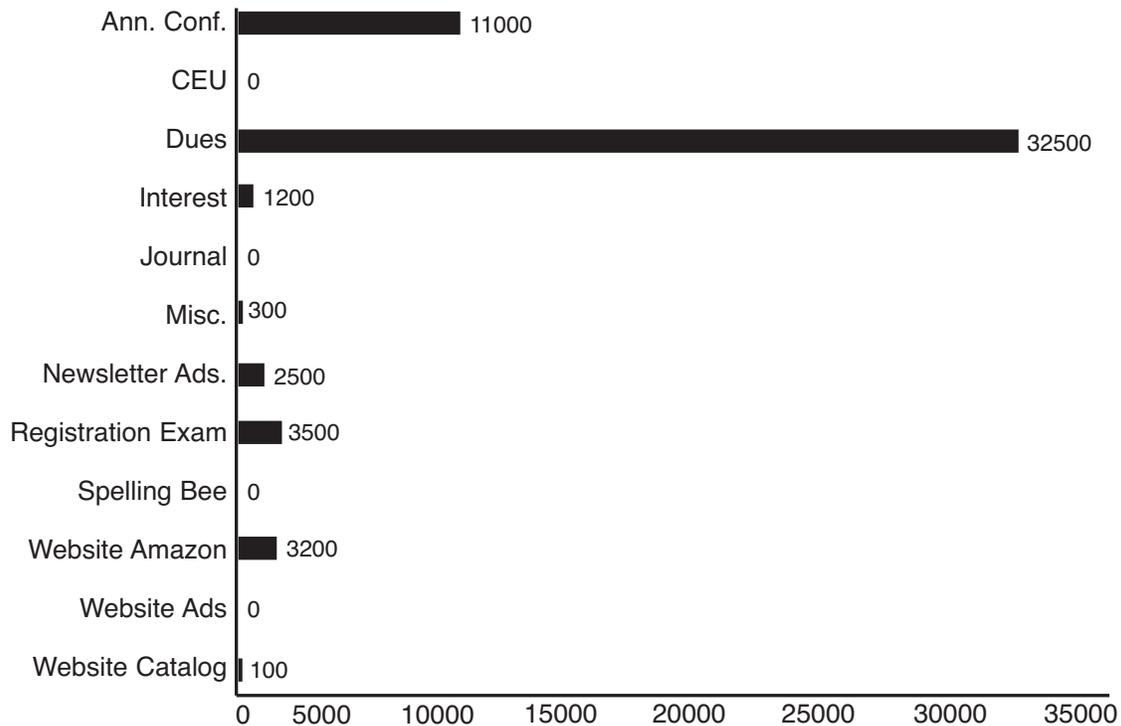
2001 Exam Dates

July 28 • Payne Education Center
Oklahoma City, OK

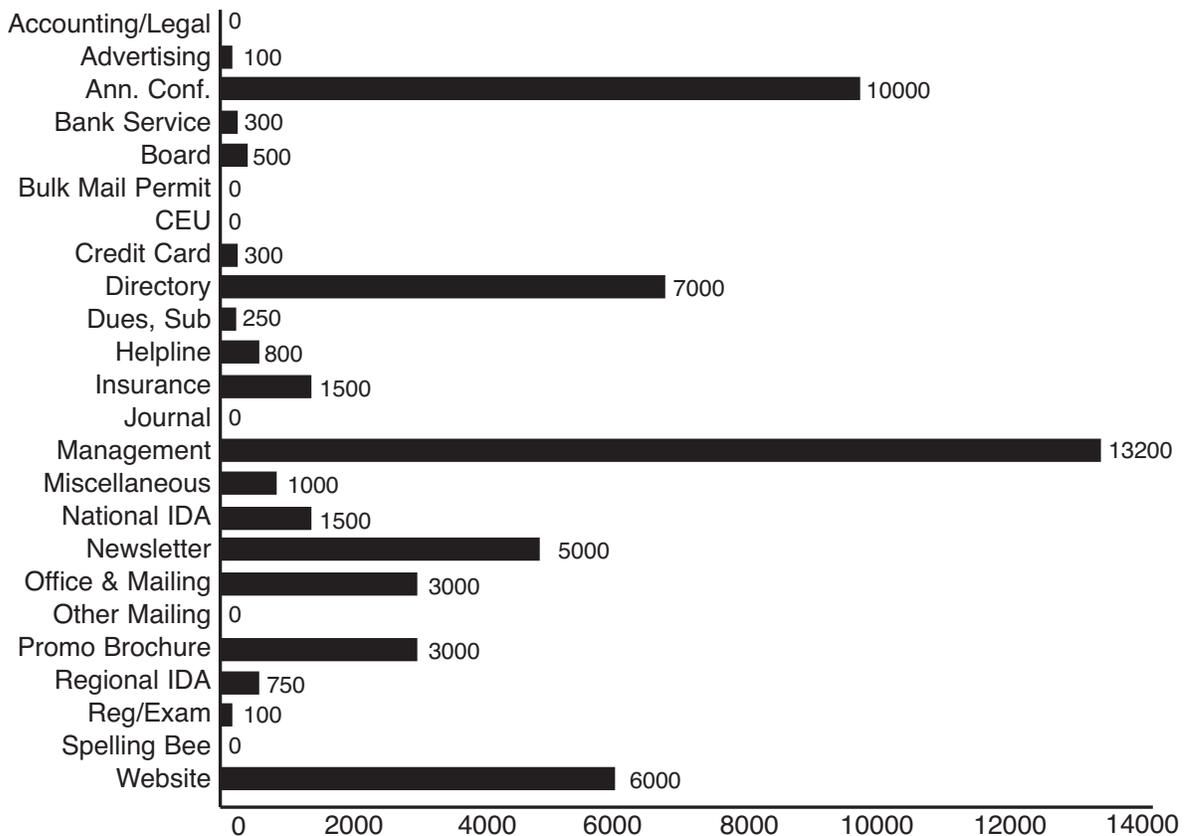
For an exam application contact:

ALTA National Office, 13140 Coit Rd.
Suite 320, LB 120 • Dallas, TX 75240-5737
972/233-9107 ext. 204.

ALTA Approved Budget for 2001 Revenues



ALTA Approved Budget for 2001 Expenses



CEU Calendar

July 8-August 4, 2001

Speech to Print at the Greenwood Institute

Location: The Greenwood Institute, 14 Greenwood Lane, Putney, VT 05346

Language Study for Teachers I: Sounds, Syllables, and Words July 8-14

Language Study for Teachers II: Syntax, Meaning, and Text July 15-21

Instructors: Lousia Cook Moats, Ed.D. and Bruce Rosow

Contact: (802)387-4545 email: grnwood@over.net
website: greenwood.org

July 10, 2001

Possible Assessment Instruments to Help with the Evaluation of Dyslexia:
WLPB/R and TOWRE

Sponsor: Region 10 8:30-3:30 5.5 contact hours

Location: Richardson, Texas

Contact: Cindy Hipes (972) 348-1490 or
(800) 232-3030, ext. 1490 email: hipesc@esc10.ed10.net

July 11, 2001

Possible Assessment Instruments to Help with the Evaluation of Dyslexia:
PAT, CTOPP and TWS/4

Sponsor: Region 10 8:30-3:30 5.5 contact hours

Location: Richardson, TX

Contact: Cindy Hipes (972)348-1490 or
(800) 232-3030, ext. 1490 email: hipesc@esc10.ed10.net

July 12, 2001

Possible Assessment Instruments to Help with the Evaluation of Dyslexia:
GORT

Sponsor: Region 10 8:30-3:30 5.5 contact hours

Location: Southern Methodist University, Legacy Plano Campus, Plano, Texas

Contact: Cindy Hipes (972) 348-1490 or
(800) 232-3030, ext. 1490 email: hipesc@esc10.ed10.net

July 16-20, 2001

Seventh Annual Summer Dyslexia Institute

Sponsor: Region 10

Location: Hampton Inn, 1700 Rodeo Drive, Mesquite, TX 75149

Cost: Public school: \$250/week; \$100/day
Non-public school: \$350/week; \$150/day
5.5 contact hours/day

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

Contact: Helen Macik, (972) 348-1410

July 22-August 4, 2001

Practicum in Diagnostic-Prescriptive Teaching

Instructors: Marcia Hamm and Michael Minsky

Location: The Greenwood Institute, 14 Greenwood Lane, Putney, VT 05346

Contact: (802) 387-4545 Fax: (802) 387-5396
email: grnwood@sover.net Website: greenwood.org

September 20-21, 2001

Reading Disabilities and ADHD

Location: Pennington Conference Center; Baton Route, Louisiana

Cost: \$120

Sponsor: Dyslexia Association of Greater Baton Route, McMains Children's Development Center, LA Branch of IDA and others

Speakers: Robert Brooks, Ph.D., Sam Goldstein, Ph.D., Jane Fell Greene, Ed.D., Louisa Moats, Ed.D., Gordon Sherman, Ph.D.

Contact person: Janet Ketcham, McMains Children's Development Center, 1805 College Dr. Baton Rouge, LA 70808 (225) 923-3420

September 21, 2001

The ADHD Child; Current Dyslexia Laws

Speaker: Dr. Paul Warren

Sponsor: Southwest Multisensory Training Center

Location: Southwest MTC, 600 S. Jupiter Allen, TX 75002-4065

Contact person: Beverly Dooley (972) 35-6646
email: BevDool@aol.com

September 21, 2001

The Identification of Dyslexia

Speaker: Cindy Hipes 5.5 contact hours

Sponsor: Region 10 Education Service Center, Richardson, TX

Contact person: Cindy Hipes (972) 348-1490
email: hipesc@esc10.ednet10.net

September 29, 2001

Annual Conference: Pathways to Potential VI

Sponsor: Houston Branch International Dyslexia Association

Cost: members \$75; non-members \$95 ; students \$35
Contact person: Cathy Lorino (713)664-7676;
(713)665-5753 email: clorino@aol.com

October 16, 2001

Dysgraphia

Sponsor: Region 10 Education Service Center
Location: 400 E. Spring Valley R., Richardson, TX
Speaker: Cindy Hipes 5.5 contact hours
Contact : Cindy Hipes (972) 348-1490
fax: (972)348-1491 email: hipesc@esc10.ednet10.net

October 19, 2001

Verbal Into Written Expression

9a.m.-3p.m.; 5 contact hours
Sponsor: Southwest Multisensory Training Center
Location: Southwest MTC, 600 S. Jupiter, Allen, TX
75002-4065
Contact person: Beverly Dooley,
(972) 359-6646 email: BevDool@aol.com

October 24-27, 2001

Annual Conference of the International Dyslexia Association "The Enchantment of Literacy"

Albuquerque, New Mexico
IDA members will receive a program in August; others can request one from:
International Dyslexia Assoc.,
8600 LaSalle Rd.,
382 Chester Bldg.
Baltimore, MD 21286-2044
fax: (410) 321-5069

November 2, 2001

Dysgraphia

Sponsor: Region 10 Education Service Center
Location: 400 E. Spring Valley Rd., Richardson, TX
Speaker: Cindy Hipes 5.5 contact hours
Contact: Cindy Hipes (972) 348-1490
fax: (972)348-1491 email: hipesc@esc10.ednet10.net

November 16, 2001

The Identification of Dyslexia

Sponsor: Region 10 Education Service Center
Location: Region 10, 400 E. Spring Valley Rd.,
Richardson, TX 75083-1300
Speaker: Cindy Hipes 5.5 contact hours

CEU Requirements

The CEU committee has received requests from a few members asking to be relieved of their CEU responsibility. They suggested that we establish an "inactive" or "retired" category of membership that would allow them to retain the benefits of ALTA membership without requiring that they earn their 20 hours of continuing education credit every two years.

Our committee and the membership committee responded to these requests with serious consideration. We consulted with many members and discussed the issues at length. The decision we have reached is that it would be unwise to forgive CEUs and establish alternative membership categories at this time. ALTA's Executive Board agreed with the decision.

There are several reasons for this decision. First, the CEU requirement enhances the professionalism of our organization. All professional organizations obligate their members to keep up in their field by earning continuing education hours. We want to keep up to date. As one member put it, "Without CEUs, the value of ALTA membership would be much diminished." Second, the CEU requirement is an essential step toward licensure. We cannot dilute it if we wish to be taken seriously. Third, meeting the CEU requirement is a choice that we should embrace gladly. It is not a burden. As another member said, "As professionals, we should be fulfilling our CEUs and then some."

The CEU requirement, 20 hours every two years, is modest and easily met by anyone. Continuing education credits can be earned in many ways: by attending conferences, by presenting a talk at a conference, by reading books and journals, by listening to audio recordings, by watching videotapes, and by taking courses on line. Each issue of the ALTA newsletter includes ideas and opportunities for meeting CEU requirements.

ALTA members, watch for a new column in the next newsletter issue! The Editor's Desk is column where members can submit questions, comments, and editorials for publication.

ALTA Centers Council News

The ALTA Centers Council held its annual meeting on Friday, April 20, at TSRH in Dallas. A new slate of officers and board members was elected at that time. The following slate was approved:

Officers (1-year terms)

President: Valerie Tucker

Vice President: Nell Carvell

Secretary: Stacey Mahurin

Treasurer: Karen Avrit

Public Member: Dr. Susan Fleming

Board of Directors / Committee Chair

Accreditation & Review: Nancy Coffman (2-year term)

Curriculum/Research: Suzanne Carreker (3-year term)

Scholarship: Sandy Dillon (2-year term)

Nominating: Melanie Royal (2-year term)

Ethics: Sandra Howze (3-year term)

Bylaws: Richard Tucker (Community Resource) (3-year term)

Topics discussed and voted on included:

- Three non-voting seats on the board will be offered. The offers will be extended to a representative from IDA, AOGPE, and IMSLEC.
- A minimum of 200 hours of classroom work be included in the coursework with a minimum of 10 observations required in the practicum work. This will become effective in June 2002.
- ALTA Centers Council will co-sponsor a brown bag lunch meeting with IMSLEC at the IDA Conference in Albuquerque.
- Site visits will be scheduled with the accredited centers.
- Committee Chair will complete long range planning forms with their committees and submit these forms before the October meeting.
- Scholarships for teacher training will be a priority item for the Council this year. ALTA Centers Council will work with ALTA in a joint effort to increase the availability and amount of teacher training scholarships.
- There are currently 13 centers accredited by ALTA Centers Council.

The next scheduled meeting of the council is in October at the IDA conference.

Milestones

Welcome, new student members Allyson Albrecht, Benita Belsley, Sarah Berryman, Bonnie Brumagim, Laura Conrad, Jennifer Cross, Vicki Davis, Tracy Faulkner, Bonnie Gamble, Elizabeth Goldstucker, Rebecca Handy, Jane Hubert, Kay Jackson, Christine Jorstad, Marlo Kaufman, Sharon Leonard, JaWanda McCleod, Cathy McKenzie, Laura McNutt, Tina Newberry, Treasa Owens, Cyndee Parks, Robbie Patterson, Kim Potochnik, Jennifer Price, Marilyn Quaintance, Bridget Rahbany, Molly Ratliff, Katie Robles, Linda Savary, Virginia Sawyer, Mary Schreiber, Laurie Shuler, Sherry Stegall, Cindy Tarrant, Laura Tiedemann, Lisa Tyler and Nanci Utay.

Welcome new active members Catherine McCabe, Linda Miller, Angela Singler, Anne Treadwell, Kathleen Tuskrusky and Mary Wennersten.

Congratulations, new qualified instructors Beverly Barnes, Nancy Coffman, Beverly Graham, Marilyn Mathis and Lee Remick.

**The ALTA national
office has moved!**

**Please make a note
of the new address:**

13140 Coit Rd.

Suite 320, LB 120

Dallas, TX 75240-5737

**(phone and fax numbers
remain the same)**

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

ALTA Certification Exam Study Help
Classes with study materials

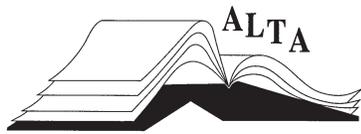
- ◆ Taught by CALTs
- ◆ 6 to 8 hours
- ◆ 2-Saturday a.m.
- ◆ 1-Saturday

Out of town possible
Call for further information
(972) 840-1718

This is a private venture and is not endorsed
nor supported by ALTA

**ALTA's Hopeline
number has changed.
Please make a note of
the new TOLL-FREE
number,**

1-866-283-7133



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Dallas, TX 75240-5737