The **IMSLEC Record**  
Volume XI, Number 3  
Spring 2009

**Messy Handwriting a Predictor of ADHD and School Problems in Girls**  
**Contributed by:** Claire Nissenbaum  
Atlantic Seaboard Dyslexia Education Center

Messy handwriting in second grade girls, when no other symptoms are present, is a reason to look for ADHD, inattentive type. It can predict problems with written English in third grade and with organization and social skills, says Martha Denckla, M.D., developmental neurologist at Kennedy Kreger Institute (Baltimore).

In the brain the motor control area is next to the cognitive control area. The motor area “runs ahead of the cognitive control area,” she explains. “Look at how easily they acquire motor patterns, she said, “this is an important indicator of cognitive control maturity (executive function skills).”

Executive function skills relate to when and how we do things, she said, and involve the frontal lobe of the brain [behind the forehead]. These are actively initiating, sustaining, inhibiting, shifting, planning, and organizing.

Addressing parents and teachers at the Siena School (MD), Denckla stated that by third grade, handwriting should be fluent and effortless, but instead is often “horrible” and effortless. By third grade, if it takes trying, it is a problem; she said, it should be automatic by then, “part of the infrastructure [of learning].”

Denckla lamented the practice of introducing handwriting in pre-school and kindergarten, which she said led to the adoption of the fist grip and other maladaptive pencil grips, which cannot be changed after a year of use. “Look at how naturally they hold the pencil. If they do not move it with the tips of the fingers, [teachers] should use the large muscles and very large movements to practice letters, on a vertical surface with magic markers, finger paints, chalk.”

She commented that cursive writing is more neurologically appropriate for beginning handwriting instruction. “The simplicity of the letter formation, going in the same direction, conform more to the neurological [developmental] sequence.”

Finally, Dr. Denckla noted that medication* for ADHD works only to improve inhibition and does not improve memory, although greater inhibition means that the student is less distractible.

---

*Recent research studies report that the medication has no effect after the second year. CN*
From the Presidents Desk,

I am sure we are all happy to see spring arriving and are cheered by the thoughts of summer ahead. Because we all need some inspiration now and then, I would like to share with you a letter that validates all that we do. Alex expresses so well what we hope all our children will feel. We appreciate her sharing this with us.

Phyllis Meisel
May 2009

Dyslexia

By: Alexa Hayes

Words are the foundation one uses to experience every relationship in the world. I did not have that power of communication and understanding until I fought for it. When I thought I was writing English, I was, in fact, writing in a language entirely my own—I spelled many words phonetically and backwards; I was the only one who could understand it. I had to translate everything I wrote to my teacher. When I read, I created my own story to follow the pictures. My imagination grew as my ability to keep up with the pace of my friends deteriorated. I felt frustrated; my eagerness to learn was held back on the leash of my Dyslexia. I was envious of all my classmates to whom writing and reading seemed second nature. Yearning to learn with them, I watched from a distance, until I found hope in form of a tutor.

I was never ashamed or self-conscious of my tutor; in fact, I felt quite the opposite—every moment with my tutor meant living in a world of knowledge and understanding. For six years, by seeing flashcards and repeating sounds, I gradually learned the accurate spelling of words. The sound of every letter in the alphabet and the exceptions to the rules of writing became so ingrained in my mind that each time I wrote, I listed them aloud to remember. May I have a piece of pie? "I" before “E” except after "C". I became daring enough to read the real version of stories in books and seek the challenges of written reports. My tutor had uncovered my enthusiasm for knowledge and my hunger for connection and understanding from where it lay hidden in a shadow. Dyslexia defines my learning style. But no longer restrains my abilities or passion for knowledge.

Dyslexia has defined my life by creating barriers that I struggled to overcome. Paradoxically, it has also honed two of my greatest strengths—my fierce sense of purpose and determination, and my ability to imagine. My creative foundation was formed when I invented stories of my own for the words I could not read. After I had decoded the new language, writing became my entry to the realm of imagination, and I began to inhabit the worlds it created. Authors and directors unveil an imaginative setting that my mind now envelops. I live through the adventure, triumphs, failures, hardships and horrors of every story that I see on film and any books my eyes touch. As my mind delves into a setting, for a few precious hours, my reality transforms into that of the daring young hero, malicious villain, powerful witch, or beautiful maiden who come alive in the pages of the story. I voraciously seek the creations that inspire my imagination—the worlds and thoughts of writers.

A world once unknown and far away, a place seen only by others, is now my most cherished gift. I read and write for pleasure, for joy, for exploration and for knowledge. Words that were once an insurmountable wall, a barrier to the world around me, are now my gateway. Even though none of it comes easily, I choose the challenge.
Scottish Rite Learning Center of Austin Receives Award

Scottish Rite Learning Center of Austin (SRLC) is having an exciting spring! In February, we learned that our new video, “Changing Children’s Lives,” had been chosen for a Barbara Jordan Media Award as a Special Contribution from an Organization. The Barbara Jordan Media Awards, from the Governor’s Committee on People with Disabilities, acknowledge print, broadcast, and Internet media professionals who accurately and positively report on individuals with disabilities.

The Center was pleased and proud to represent our fellow CALTs at the Texas Capitol on March 3, when House Bill 461 (regarding the use of certain professional titles by dyslexia practitioners and therapists) was presented to the House Public Health Committee. Four staff members and two board members from SRLC were among the 18 people who registered in support of the bill. It was an exciting day and we have been following the bill’s progress ever since!

In April, SRLC’s contact at the Austin Recording for the Blind and Dyslexic (RFBD) recommended the center for a grant for an institutional membership. The grant provides us with equipment and access to books that allow students to try out the RFBD services. This experience helps students to determine what services they may want to pursue through an individual membership in RFBD.

At the 23rd Annual ALTA Conference on April 18th, SRLC learned that two of our trainees in the Dyslexia Therapist Program received Aylett R. Cox Scholarships to defray the costs of their second year of training. The recipients are Tara Cevallos who teaches afterschool therapy classes at the center and Teresa Faircloth, mom of a dyslexic daughter who is pursuing her training despite obstacles such as a family transfer from Texas to Pennsylvania. Congratulations to both!

May brings a host of additional special events. On May 1st SRLC is sponsoring a special event for its students with author Rooster Morris. This will be followed by a graduation ceremony on May 6th at the Austin Scottish Rite Temple for 13 students that will include a presentation by magician John Maverick. SRLC’s academic year will culminate when 16 trainees celebrate the completion of the Dyslexia Therapist Training Program with a luncheon and an evening graduation on May 15th.

Many thanks to our generous supporters

<table>
<thead>
<tr>
<th>Cash Contributions:</th>
<th>Phyllis Meisel</th>
<th>Joyce Pickering</th>
<th>Marsha Geller</th>
<th>David Winters</th>
<th>Gayle Smith</th>
<th>Marjory Roth</th>
<th>Mary Farrell</th>
<th>Carole Wile</th>
<th>Nancy Cushen White</th>
<th>Kay Allen</th>
<th>Kathleen Rose</th>
<th>Total Cash Contributions:</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-Kind contributions:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Nancy Cushen White</td>
<td>Kay Allen</td>
<td>Fairleigh Dickinson</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Kay Allen</td>
<td>University</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

UPCOMING OPPORTUNITIES AT SOUTHWEST MUTISENSORY TRAINING CENTER
(all events at Allen, Texas campus unless otherwise noted)

<table>
<thead>
<tr>
<th>March 5</th>
<th>Verbal to Written Expression Workshop – CEUs available</th>
<th>June 18 – 19</th>
<th>Take Flight – Introductory &amp; Advanced Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 26</td>
<td>ADHD/Study Skills Workshop – CEUs available</td>
<td>June 15 – 18</td>
<td>Multisensory Math Course</td>
</tr>
<tr>
<td>June 13</td>
<td>ALTA Exam</td>
<td>July 6 – 17</td>
<td>Take Flight – Introductory &amp; Advances Courses, Odessa, TX</td>
</tr>
</tbody>
</table>

A non-profit 501 (c)(3) corporation established in 1995
The Hill Center “PREPS” Teachers to the Next Level

The Hill Center’s Professional Education Program (PREP), which is accredited through IMSLEC, will graduate three Instructor of Teaching (Level II) candidates from its project based in Mocksville, North Carolina, this summer. In 2004, The Hill Center, located in Durham, North Carolina, began a public-private partnership with the Davie County Schools through the generosity of the Mebane Charitable Foundation. Through this partnership 29 Davie County elementary reading, Title I, and exceptional children teachers, as well as 21 middle school EC and remediation teachers have been trained in The Hill Center’s research-based Reading Achievement Program (HillRAP).

Luwonna Oakes, De Ewing, and Chris Stiling, veteran elementary reading specialists, completed the Teaching Certification (Level I) and were selected to help sustain HillRAP in Davie County by pursuing Instructor of Teaching (Level II) Certification. Achieving this level of certification allows these teachers to mentor HillRAP trainees. Christ Stiling commented: “The Hill Center’s Reading Achievement Program has provided our public school system with a workable, small group approach that allows reading specialists and resource teachers to administer explicit multisensory interventions to a population that heretofore had been shuffled through the system with less than encouraging results. Our training has empowered us!” In order to receive the Teaching Level of Certification, the teachers successfully completed extensive coursework, including a Mentoring Workshop and training in phonological awareness, phonics, spelling, fluency, and comprehension instruction, and practicum experience including hours of hands-on mentoring experience with a Hill Center Therapy Level Trainer.

Luwonna Oakes shared that: “Moving on to Level II Training has provided an opportunity to work with other teachers learning the methodology for the first time. Each time I observe and become a part of the mentoring process I find myself engaged in learning new ideas and aspects of The Hill Center approach. Hill Level II Training has been time well spent in helping educators and struggling readers gain knowledge, strategies and power in their own (teaching) literacy experiences.”

De Ewing concluded: “The professional teaching and support that I have received from The Hill Center has been invaluable to my career and to my teaching of struggling readers.” Achieving the Instructor of Teaching (Mentor) Certification will enable these teachers to mentor their colleagues and ensure the continuity of the HillRAP Program in Davie County, North Carolina.

FDU’s Center for Dyslexia Offers Study Abroad

FDU’s Center for Dyslexia Studies will offer “Literacy Topics Here and Abroad” from June 26 to July 5 at FDU’s Wroxton College Campus, in Oxfordshire, England. The course will cover guidelines for choosing children's literature for students with dyslexia and will provide an overview of British regular and special-education systems as well as placement and intervention options for students with dyslexia. Barbara McAuliffe and Judy Shapiro from the Center for Dyslexia Studies will lead the course together with three British educators. The course will offer educators an opportunity to learn how special education and dyslexia are addressed in another country as well as to examine literacy topics domestically and abroad. At the same time, participants will be able to sample the rich cultural and historical heritage of England. Day trips to a nationally recognized special education school, London, Warwick Castle and a performance of the Royal Shakespeare Company in Stratford-upon-Avon are part of the 10-day package. Teaching and living facilities are located in Wroxton Abbey, a 17th-century Jacobean mansion surrounded by 56 acres of lawns, lakes and woodlands in England’s Cotswolds region.
Neuhaus News!

Neuhaus Education Center (NEC) congratulates recent graduates of the Dyslexia Specialist Preparation Program. Twenty individuals received certificates of completion from NEC’s IMSLEC accredited course during its annual luncheon. The graduates represent both private and public schools as well as private practice. Graduates include Virginia Cahill, Private Sally Practice, Houston, TX; Anne Elizabeth Cauley, Leander ISD; Marian Cisarik, Private Practice, Houston, TX; Curtin, Private Practice, Houston, TX; Karen Fenter, Leander ISD; Ronje Gonzales, Alvin ISD; Shonda Guthrie, Private Practice, Birmingham, AL; Rhonda Hill, Private Practice, Houston, TX; Anne Miller, Clear Creek ISD; Lorna Montgomery, Leander ISD; Alana Moser, Deer Park ISD; Kathleen Orr, Private Practice, Houston, TX; Paula Polvogt, Private Practice, Houston, TX; Jo Anne Sala, Leander ISD; Kristin Schroeder, Private Practice, Kingston, NY; Ada Stehl, Private Practice, Houston, TX; Pamela Barrier, M.B.A., Private Practice, Austin, TX; Tammy Black, Private Practice, Austin, TX; Nelda Tarbet, M. Ed., Private Practice, East Central ISD; and Pamela Wilson, M. Ed., East Central ISD.

NEC continues to collaborate with two universities to provide advanced degrees for teachers who work in dyslexia, special education, and regular classroom settings. One cohort of teachers from the NEC and the University of St. Thomas (UST) collaboration will complete requirements for a 36-hour Master of Education degree with a Reading Specialist emphasis this spring/summer. An additional cohort continues for another year. The program, perfect for the working teacher with at least two years of teaching experience, includes 12 summer class hours at NEC, online classes, and evening classes taught by UST faculty and held at NEC. NEC’s second collaboration with Stephen F. Austin State University (SFA) began last fall, and continues for an additional year. The 36-hour Master of Education degree plan with a Reading Specialist emphasis also includes 12 hours of NEC classes. The other 24 hours are online classes offered by SFA. The participants in both collaborations will complete the requirements to sit for the Teaching Level of the Alliance exam.

Atlantic Seaboard Dyslexia Education Center

ASDEC The Atlantic Seaboard Dyslexia Education Center
Rockville, Maryland (suburban Washington, D.C.)
Summer Training in MSLE—Sounds in Syllables
an Orton-Gillingham-based approach
Instructor: SIS author Sandra Dillon, M.A.
2009 Recipient of the Aylett R. Cox (ALTA) Educator Award
(Academic Language Therapy Association)
Monday, June 22 through Friday, July 3
50 hours Graduate credit available
www.asdec.org

22 West Jefferson Street, Rockville, MD 20850
Telephone 301.762.2414  Fax 301.762.6986  WEB www.asdec.org  Email asdec@verizon.net

A non-profit 501 (c)(3) corporation established in 1995
SOUTHWEST MULTISENSORY TRAINING CENTER ON THE GO AND ON THE GROW!

Karen Sykes, Certified Academic Language Therapist, is responsible for the beginning of training for Academic Language Teachers in Bentonville ISD. Southwest Multisensory Training Center was represented by Beverly Dooley, Ph.D., who traveled to the home of Wal Mart to teach the Intro Level of the Take Flight Curriculum, a comprehensive intervention for students with Dyslexia, developed by Texas Scottish Rite Hospital for Children, Dallas, Texas. The instructor, Dr. Dooley and Karen Sykes, Instructor in training, were troopers as they experienced the worst ice storm in the history of Arkansas. They felt fortunate as the power remained on in the hotel; other teachers were not as lucky as they lost power for 10 days! Dr. Dooley will travel to Bentonville 3 more times this spring to complete the Intro Level. (Good all comes out of difficulty as we know.) Peggy Brooks, her husband Warren, and Bev’s husband Patrick will join Bev in Bentonville to attend “The Passion Play” held in Eureka Springs in May. Congratulations to the Bentonville ISD for their insight in finding programs that work!

Mary Ann Cochran, Executive Director of the James Phillips Williams Memorial Training Center hosted Dr. Dooley for an ADHD/Study Skills workshop February 5th. Certified therapists received CEU’s, parents enjoyed the information, and teachers learned how to understand the ADHD student and implement needed techniques in the classroom. Thank you to Mary Ann Cochran and the therapists in San Angelo for the difference they are making!

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

Fairleigh Dickinson University Center for Dyslexia Studies

Orton Gillingham Dyslexia Specialist Training Course

• Orton Gillingham Teacher
• Orton Gillingham Teacher Trainer
• Orton Gillingham Therapist
• Orton Gillingham Therapist Trainer

• Nationally Accredited by the International Multisensory Structured Language Education Council (IMSLEC).

Scholarships for training are available. For further information call Mary Farrell, Ph.D. (201) 692-2816.

The International Multisensory Structured Language Education Council
Professional Development Programs for Teachers and School Administrators

- Certification available in The Hill Center’s PREP Program, a multisensory language methodology, accredited by IMSLEC
- Customized workshops and consultations
- Earn CEUs through our one-, two-, or three-day workshops and online course
- Nationally-recognized K-12 school for students with LD/ADHD

Call (919) 489-7464 for more information
3200 Pickett Road • Durham, NC 27705 • www.hillcenter.org

Awards Bestowed at Annual Council Meeting

Phyllis Meisel was delighted to announce the following recipients of the 2008 IMSLEC Innovator Awards at IMSLEC’s annual Council meeting in Seattle.

**Outstanding MSLE Professional**
Arlene Sondag
Gladys Kolenovsky
David C. Winters

**Outstanding Educator in a College or University**
Karen S. Vickery, Ed.D.

**Outstanding MSLE Teacher**
Carole Wile

**Outstanding School Administrator**
Earl B. Oremus

The Etoile DuBard Award of Excellence in the field of Multisensory Structured Language Education, is awarded annually at the IMSLEC fall meeting, to a person who meets the ideals, professionalism and dedication exemplified by the life of Etoile DuBard. Nominations are taken from the Council. Phyllis was pleased to announce that the 2008 recipient is Joyce S. Pickering.
DuBard School for Language Disorders Shares Research Data

Research into the efficacy of the DuBard Association Method is underway. The DuBard School for Language Disorders at The University of Southern Mississippi recently had several opportunities to share research data and information with other professionals in the field of speech-language pathology and audiology during two sessions presented at the annual Mississippi Speech-Language-Hearing Association conference in Jackson, MS, on March 26-27, 2009. The first session, Success in Speech, Language and Literacy through the DuBard Association Method, presented historical data on children with Childhood Apraxia of Speech and their resulting success in articulation, reading and written language (see figures 1 and 2 below). This information, along with an overview of the DuBard Association Method, also will be presented in the April 6, 2009, edition of ADVANCE for Speech-Language Pathologists and Audiologists.


Pictures for the article can be viewed at http://speech-language-pathology-audiology.advanceweb.com/Article/From-Sounds-to-Symbols-gallery.aspx.

The second session, The Efficacy of the DuBard Association Method for Children with Childhood Apraxia of Speech, presented data from a two-year study of students enrolled in the full-time program at the DuBard School for Language Disorders. Preliminary findings show that the intensive use of the DuBard Association Method resulted in statistically and clinically significant improvement in articulation skills for all subjects.

In addition to sharing research data, the DuBard School for Language Disorders is preparing for new data collection. The DuBard School recently
renewed a partnership with a local school, Petal Primary School, which sent 22 staff members, consisting of teachers in K-2 as well as K-2 teacher assistants, to the DuBard School for DuBard Association Method Basic training. Petal Primary School staff will implement the DuBard Association Method in the reading lab for students at-risk for reading in grades 1 and 2. In addition, all teachers in general education Kindergarten will use the DuBard Association Method for one-hour/day during reading, writing and language instruction beginning in the 2009-2010 school year. This partnership will give the DuBard School for Language Disorders an opportunity for conducting research into efficacy of the Method for use in teaching reading to general education students.

Greenhills School
Elementary Day School
and the
Marcus Davis Center
Orton-Gillingham Teacher Training
Workshop Level I
July 13-24, 2009

Winston-Salem, NC
336-924-4908 greenhills-school.com

Figure 1: Pre-test and post-test scores for children with childhood apraxia of speech

Figure 2: Standard reading and writing scores compared to nonverbal ability
MSLE Summer Training Institute
June 22 – July 3, 2009
Multisensory Structured Language Education

Level 1 – Associate

Course Overview: This introductory course provides comprehensive knowledge in multisensory principles of teaching as well as current research-based language instruction to effectively help younger students (or older students with significant deficits in reading) develop independence in reading, writing, and spelling. The course is based on the Orton-Gillingham approach. It includes lecture, small group activities, a hands-on practice teaching component with students, and observations of experienced multisensory structured language teachers teaching younger students. Refer to: www.keylearningcenter.org for details.

June 27, 2009

The Alliance Registration Exam For Multisensory Structured Language Education
For those who have completed the Associate Level Training Program this exam will qualify you for membership in the Academic Language Therapy Association. Membership in ALTA verifies that the individual has achieved the highest level of competency in the field of dyslexia education. See: www.altaread.org for details.

August 3-6, 2009

“A Bridge From Basic to Advanced”
This 4-day course introduces MSLE teaching strategies for older students. Participants must have completed the Associate -Basic MSLE program. This is not a complete Advanced Orton Training. Refer to: www.keylearningcenter.org for details.

Saturday Seminar Series 2009 – 2010

1. October 17, 2009- Writing Matters – William Van Cleave A full day seminar on integrating grammar instruction into a structured systematic approach to teaching writing. An excellent compliment to Charlotte Morgan’s work.

2. January 23, 2010- Phonological Awareness and Fluency Practice to Increase Reading Skills – Dr. Jill Slee, Ph.D. Dr. Slee provides the research rationale and extensive information on how to incorporate these essential components of effective reading instruction into your current reading program. A MUST for those working in PreK to Grade 2, and students with reading difficulties.

3. March 13, 2010- 2nd Annual Best Practices Symposium – A special day of Breakout Sessions on topics of interest in education including Technology for Reading, Multisensory Math, Building Vocabulary, Reading Comprehension Strategies…

Shelton Training by Webinar

The Shelton MSL teaching level course in Sequential English Education will be taught this summer at the Shelton campus June 18 – 20 and continue on June 21 – 23. As this course is being taught to the participants at Shelton, it is available to be taken via a Webinar over the internet. This will be the first course that Shelton is delivering in this manner. Plans are being made to offer many other training workshops and courses in this way. We are hoping that this will make it possible to train many more teachers and therapists in an MSL approach.

IMSLEC Code of Ethics

The International Multisensory Structured Language Education Council (IMSLEC®), an accrediting body, shall:

• Maintain the highest level of integrity in complying with IMSLEC bylaws, standards, rules, and procedures.
• Provide impartial access and equal opportunity for all applicants for accreditation.
• Protect the privacy and confidentiality of information gathered in the accrediting process.
• Provide adequate safeguards against conflicts of interest and/or preferential treatment in the accrediting process.
• Provide for confidentiality of the decision-making process.
• Respect the intellectual property rights of others by crediting sources as appropriate and complying with the copyright and trade mark laws of the United States of America in force and effect.
• Adhere to prevailing professional standards and avoid misrepresentations in advertising and marketing professional services, reporting research results, and promoting products.

The International Multisensory Structured Language Education Council
Arnie’s Story

In the 2008 winter edition of the ALTA newsletter, Arnie Clark told us his story of being 67 years old, and unable to read. He told of a therapist by the name of Carol Stoner who volunteered to begin working with him in Take Flight, a program designed at Texas Scottish Rite Hospital.

On Saturday, February 28, 2009, Arnie Clark stood with his wife, Elaine, and Carol Stoner to read to an audience of 150 people attending the Southwest Academy Annual Dinner. He read about his hero John Wayne. Upon completion of his reading, there was not a dry eye in the house. The attendees jumped to their feet and rewarded his reading with a standing ovation. Arnie demonstrated great courage by first asking for help and second, by stepping out of his comfort zone to show how he can now read after one year of training.

It was a special moment for Arnie’s friend from church, Arthur Atteberry, who contacted Justice of the Peace, Johnny Lewis. Johnny called Dr. Beverly Dooley at Southwest Academy to ask for help in teaching Arnie to read. Due to Carol Stoner, who very generously gave of her time, and Arnie’s courage, we have a very happy ending and a new beginning for Arnie, a 67 year old man that “asked for help”. This moment was incredible for those that know and love him.

Dr. Beverly Dooley
Southwest Academy

DuBARD Association Method
Accredited at IMSLEC’S Teaching,
Instructor of Teaching, Therapy and
Instructor of Therapy Levels

Creating Success for Students with Severe Language Disorders
or Hearing Loss, Severe Speech Disorders including Apraxia,
Learning Disabilities and Dyslexia

DuBARD Association Method
Basic Course
Hattiesburg, Miss:
June 8-12, 2009 (Five-Day Course)
September 22-24 and October 20-22, 2009 (Two-Part Course)

DuBARD Association Method
Seminar
Hattiesburg, Miss: June 22-26, 2009

DuBARD Association Method
Professional Practicum
Hattiesburg, Miss: June 8-July 2, 2009

For additional information
Phone: 601.266.5223
E-mail: dubard@usm.edu
Web site: www.usm.edu/dubard

A non-profit 501 (c)(3) corporation established in 1995
SHELTON OUTREACH CENTER

OFFERING YOU

MULTISENSORY TRAINING COURSES

- SEQUENTIAL ENGLISH EDUCATION (SEE)*
- ACADEMIC LANGUAGE APPROACH (SALA)*
- ADOLESCENT READING APPROACH (SARA)*
- DIAGNOSING CHILDREN WITH LD
- MONTESSORI APPLIED TO CHILDREN AT RISK (MACAR)

ON-LINE TRAINING COURSES – WWW.SHELTONONLINE.ORG

- DYSLEXIA AND RELATED DISORDERS
- CHOICES: SOCIAL SKILLS AND VALUES
- TEACHING ORGANIZATIONAL SKILLS

SHELTON EDUCATIONAL MATERIALS

- MANY EFFECTIVE RESOURCES FOR YOUR USE
- ALL TRAINING MAY BE ARRANGED THROUGH WEBINARS

* IMSLEC ACCREDITED

15720 Hillcrest Rd. • Dallas, TX 75248 • 972.774.1772
For information and orders, go to www.shelton.org