

TRAINING

SPRING 2019 - SPRING 2020



Online and Onsite Courses & Seminars
for Parents and Educators

SHELTON
SCHOOL AND EVALUATION CENTER





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June Shelton School and Evaluation Center does not discriminate on the basis of race, color, religion or national and ethnic origin in the administration of its educational policies, financial and/or other school administrative programs.

Outreach & Training

Executive Director Suzanne Stell
Executive Director Emerita Joyce S. Pickering
Director of Outreach & Training Christine Bedenbaugh

SHELTON'S OUTREACH & TRAINING PROGRAM

June Shelton School and Evaluation Center (Shelton) has been working successfully with students who learn differently since its inception in 1976. Shelton's staff continues to develop the most effective programs possible for instructing and remediating these students. These efforts include extensive teacher training programs so that teachers can provide students with the most comprehensive services possible.

Over the years, it has been Shelton's desire to share information and resources with any school or individual in order to serve many more students with learning differences than attend Shelton School. To accomplish this goal, Shelton Outreach and Training was established in 1991. Outreach and Training continues to expand each year through workshops, speaker presentations, and post-graduate courses. Shelton's reputation as a leader in the field of learning differences is known throughout the United States and abroad.

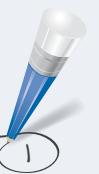
Mission Statement

Shelton on a mission
a school and resource center
dedicated to
~ making a difference ~
by serving and empowering
the lives of
~ students who learn differently ~
Because Not All
Great Minds Think Alike



Vision Statement

~ a world model of education ~
for
~ individuals who learn differently ~
through
Education
Evaluation
Therapy
Research
and
Outreach





Multisensory Structured Language Education (MSLE) Training Courses

The MSLE Training Courses offer training and certification in Sequential English Education (SEE), Shelton Academic Language Approach (SALA) and Shelton Academic Reading Approach (SARA). All Shelton MSLE Training Courses are accredited by the International Dyslexia Association (IDA) and by the International Multisensory Structured Language Education Council (IMSLEC) at the Teaching, Instructor of Teaching, Therapy, and Instructor of Therapy Levels.

These courses are designed to give professionals the skills necessary to serve students in an intensive intervention for dyslexia and related disorders.

Courses are open to those who hold a bachelor's degree or higher from an accredited college or university.

Certification is available at two levels.

- Teaching Level Certification consists of a minimum of 80 hours of coursework plus a 60-hour practicum with five demonstration lessons. A bachelor's degree is required to pursue the teaching level.
- Therapy Level Certification takes the participant to a more advanced level. It requires 200 to 245 hours of coursework and a 350 to 700-hour practicum with ten to twenty demonstration lessons. A master's degree is recommended for Therapy Level Certification by the completion of the course and practicum.

Note: Qualified Instructor training at the teaching and therapy levels is available by invitation. For more information contact the course director.

Upon completion of all requirements at the teaching or therapy level, participants are prepared to sit for the Alliance National Certification Examination and gain national certification through the Academic Language Therapy Association (ALTA) and/or the Certification Exam for Educators of Reading Instruction for IDA certification. Texas residents are eligible for licensure at each level.

Most of the courses offered qualify for graduate level credit through Dallas Baptist University (DBU). An additional tuition fee to DBU is required. Contact the Graduate Office of the School of Education at 214.333.7100 for more information about admissions and registration or contact Dr. Carolyn Spain at carolyns@dbu.edu or 214.333.5217. For further information, see page 25.

"The knowledge of the instructors and the advisors is unparalleled to any other group of professionals I've ever worked with, including college professors."
Participant



Sequential English Education (SEE) is a specific language series (reading, writing and spelling) program for students with specific learning differences, dyslexia and related disorders. The SEE approach is alphabetic, phonetic, structural and linguistic. A focus on word families for reading and spelling is the foundation of the SEE program. See page 4 for details.

Course Director: Joyce S. Pickering, M.A.Hum.D., LDT, CALT-QI, CCC/SLP



Joyce Pickering

Shelton Academic Language Approach (SALA) addresses the specific language skills of reading, spelling, writing, and trains participants in the use of a multisensory structured language program for students with specific learning differences, such as dyslexia and related disorders. SALA is based on the Alphabetic Phonics approach and utilizes the *Multisensory Teaching Approach* (MTA) materials. A focus on the rules that govern the patterns of our language for reading and spelling are the foundation of this program. See page 6 for details.

Course Director: Christine K. Bedenbaugh, M.Ed., LDT, CALT-QI



Christine Bedenbaugh

Shelton Academic Reading Approach (SARA), like SALA, addresses basic language skills for reading, writing and spelling. Participants are trained in the use of a multisensory structured language program for students with specific language differences such as dyslexia and related disorders. SARA is based on the Alphabetic Phonics approach and utilizes the *Take Flight: A Comprehensive Intervention for Students with Dyslexia* program developed at Texas Scottish Rite Hospital. See page 8 for details.

Course Director: Nancy Coffman, M.S., CALT-QI



Nancy Coffman



Sequential English Education (SEE)



SEE is an International Multisensory Structured Language Education Council (IMSLEC) accredited and International Dyslexia Association (IDA) accredited course utilizing structured, multisensory language instruction, based on the Sequential English Education approach for teaching reading/writing/comprehension/spelling and auditory discrimination and memory. In addition, for those who teach in a Montessori classroom, SEE blends easily into the Montessori methods.

The lesson includes these activities:

- Language:** Each lesson presents the patterns of the English language to the student moving from simple to complex.
- Alphabet:** Visual recognition of upper and lower case letters and the sequence of the alphabet are covered.
- Sound/Symbol Correspondence:** The sound of each letter is presented and reviewed for automaticity.
- Word Families:** Perceiving the internal detail of words by identifying the word family within the word is practiced.
- Decoding & Reading Comprehension:** The therapy process begins with an emphasis on decoding, breaking words into parts and blending the parts into whole words. As accuracy improves, speed increases, fluency is improved, and then words are accurately decoded and defined. In addition, paraphrasing sentences helps to increase reading comprehension.
- Oral Language Development:** Each word that is decoded is defined and used in a sentence. Word meanings are the basis of comprehension of sentences, paragraphs and stories. Each sentence is paraphrased insuring meaning and building vocabulary.
- Handwriting:** Each lesson includes a presentation of the letter being taught. This teaching is highly multisensory. The student traces the letter in their manual, on their memory board and writes it from memory on paper. As letters are mastered, letter connections, spacing, pencil pressure and consistency of writing slant are improved. Word and sentence writing expands to composition.
- Spelling:** As a student learns to decode the patterns of the language, he learns to spell those patterns. Reading, writing and spelling are seen to reinforce each other.
- Dictation:** Each lesson provides that the student listen for words, phrases and sentences and practice the skill of holding this information in memory while transferring it to paper.
- Review:** Review of previous material is built into each lesson. Reviews are also placed at regular intervals in the student manuals and surveys are given at the end of each of the three manuals to determine mastery.
- Listening:** Listening skills are enhanced throughout the SEE lessons, but an additional program, Auditory Discrimination and Memory is an integral part of this program. These drills improve listening, following directions and spelling.



SEE Teaching Level Certification

Coursework and Practicum – \$2,700 (includes manuals and workshop binder)

Courses and practicum for teaching level certification are listed below. All student and teachers' manuals needed to implement the program are included.

- **Teaching Written Language Skills in a Multisensory Structured Language Approach (EDUC 5340)**
Date Option 1: June 3 – 8, 2019, 8:30 am – 5:30 pm
Date Option 2: September 7, 8, 14, 15, and October 5, 2019
9:00 am – 4:00 pm
- **Theory to Practice (EDUC 5352)**
6 Half Day Saturdays, 9:00 am – 1:00 pm
September 28, 2019 February 1, 2020
October 19, 2019 March 7, 2020
November 9, 2019 April 18, 2020
- **Teaching Level Practicum I (EDUC 6340)**
~ Required for certification ~ Minimum 5 demonstration lessons
~ 60 clinical teaching hours ~ Minimum 9-month period



SEE Therapy Level Certification Coursework

Coursework and Practicum – \$2,600

Courses and practicum for the Therapy Level Certification are listed below. Prior to enrolling in this Therapy Level course, participants must have completed the corresponding Teaching Level course. The coursework and practicum train participants in the therapeutic analysis of written language disorders and satisfy all requirements for the Alliance National Registration Exam at the Dyslexia Therapist Level. A master's degree is recommended for Therapy Level Certification by completion of the coursework and practicum. A master's degree is required in Texas to be a Licensed Dyslexia Therapist. All student and teachers' manuals needed to implement the program are included.

- **Therapeutic Analysis of Written Language Skills (EDUC 5341)**
Date: June 10 – 14, 2019, 8:30 am – 5:30 pm
- **Diagnosing Learning-Different Children – Referral and Testing (EDUC 5344)**
(For course description and see page 21)
Course Instructor: Laure Ames, Ph.D.
Date Option 1: June 3 – 7, 2019, 8:30 am – 5:30 pm
Date Option 2: July 29 – August 2, 2019, 8:30 am – 5:30 pm
- **Saturday Seminars**
Fall 2019 Seminars (EDUC 5342):
Classroom Management of the Learning Different Student
5 Saturdays 8:30 am – 4:30 pm
Spring 2020 Seminars (EDUC 5343):
Classroom Instruction of the Learning Different Student
5 Saturdays 8:30 am – 4:30 pm
See page 21 for dates.
- **Therapy Level Practicum II (EDUC 6341)**
~ Required for certification ~ 10 demonstration lessons (minimum)
~ 700 clinical teaching hours (minimum) ~ Minimum 2-year period

"The course exceeded my expectations! I was fascinated by the attention to detail and organization of the curriculum, as well as the reasoning and research behind it and its effectiveness. Most helpful was all the 'teaching practicing' we did as teachers and students working one on one to learn the process. Excellent clarity and information. I am confident I can follow the program with the help, guidance and support of the Shelton's SEE instructors. The SEE videos were also very helpful. Wonderful course!"
Participant

For more information go to: www.shelton.org/SEE or contact Claudia Hays at chays@shelton.org



Shelton Academic Language Approach (SALA)

SALA is an IMSLEC accredited and IDA accredited course utilizing structured, multisensory language instruction based on the Alphabetic Phonics approach for teaching reading/handwriting /spelling /comprehension and written expression. The content moves from simple to complex and from the most dependable, reliable patterns in our language to the less dependable and reliable. SALA is based on the Alphabetic Phonics approach and utilizes the Multisensory Teaching Approach (MTA) materials developed by Margaret Taylor Smith.

Each class contains the following components:

- Alphabet:** Letter knowledge and the sequence of the alphabet are addressed in this lesson component. As letter knowledge and the sequence are mastered, dictionary skills are introduced as well as utilizing reference materials.
- Reading Decks:** Automatic recognition of graphemes (single letters as well as letter clusters such as digraphs and diphthongs) is reviewed daily. The students name the letters and letter clusters and then review the sounds made by those letters using consistent key words. As grapheme/phoneme (symbol and sound) correspondences are introduced, they are added to this daily review deck.
- New Learning:** New concepts are introduced through direct, explicit instruction using a structured multisensory approach. The rules that govern our language for reading and spelling are introduced as well as the symbol/sound correspondences, the six syllable types, syllable division patterns and morphemes (prefixes, roots and suffixes).
- Reading Practice:** The reading practice portion of the lesson offers practice in decoding words in isolation, sentences and paragraphs. Repeated reading of words grouped by syllable pattern lead the student to mastery of those concepts. Fluency is also addressed.
- Handwriting:** Direct, explicit instruction in the cursive letter shapes is included in this portion of the lesson. The cursive letter shapes are introduced in the same sequence as the letter/sound correspondences are introduced.
- Spelling Deck:** This section is a daily review of the sounds of the English language. The students respond to the sound with the most frequent spelling(s) of that sound. As new sounds and new spellings of various sounds are added through new learning, those sounds or spellings are added to this daily review deck.
- Spelling:** Practice in applying the rules for spelling one-syllable base words, derivatives or multi-syllabic words is incorporated daily.
- Review:** This section of the lesson provides a quick review of the new learning of the day as well as a review of other concepts. Often morphemes or syllable patterns are also reviewed in this section.

On a rotating basis, the following components are also addressed:

- Comprehension:** Beginning with listening comprehension and building to reading comprehension, multiple strategies are introduced and practiced. Grammar is also addressed in this section of the lesson.
- Written Expression:** Moving from verbal expression to written expression, the ability to convey thoughts through written expression is addressed here. Students begin by building strong sentences then progress to composing paragraphs and longer passages.

SALA Teaching Level Certification

Coursework and Practicum – \$2,600

Courses and practicum for teaching level certification are listed below. Instructor materials, Kit 1, Alphabet/Dictionary Guide, Procedures Booklet, and Handwriting Manual are provided. Kits 2-4 may be purchased through MTS Publications at <https://mtspublications.com/product-category/mts-products/mts-complete-kits/>. Allow three weeks for delivery. Student materials are reproducible and included in the kits.

- **Teaching Written Language Skills with an Alphabetic Phonics Approach (EDUC 5345)**

Date Option 1: June 3 – 7, 2019, 8:30 am – 5:30 pm

Date Option 2: July 29 – August 2, 2019, 8:30 am – 5:30 pm

- **Theory to Practice (EDUC 5352)**

Option 1: 6 Saturdays (fall 2019/spring 2020) 8:30 am – 4:30 pm

Option 2: 6 Mondays (fall 2019/spring 2020) 8:30 am – 4:30 pm

Dates to be determined by instructor and participants

- **Teaching Level Practicum I (EDUC 6340)**

~ Required for certification ~ 5 demonstration lessons

~ 60 clinical teaching hours ~ Minimum 9-month period



SALA Therapy Level Certification

Coursework and Practicum – \$2,600

Courses and practicum for the Therapy Level Certification are listed below. Prior to enrolling in this Therapy Level course, participants must have completed the corresponding Teaching Level course. The coursework and practicum train participants in the therapeutic analysis of written language disorders and satisfy all requirements for the Alliance National Registration Exam at the Dyslexia Therapist Level. A master's degree is recommended for Therapy Level Certification by completion of the coursework and practicum. A master's degree is required, in Texas, to be a Licensed Dyslexia Therapist. Instructor materials, Kits 5-7 may be purchased through MTS Publications at <http://mtspublications.com/?wps-product-category=mta-complete-kits>. Allow three weeks for delivery. Student materials are not included; however, guidance is given in selecting and purchasing appropriate student materials. Student materials are reproducible and included in the kits.

- **Teaching Written Language Skills with an Alphabetic Phonics Approach - Therapy Level (EDUC 5350)**

Date: June 10 – 14, 2019, 8:30 am – 5:30 pm

- **Diagnosing Learning-Different Children – Referral and Testing (EDUC 5344)**

(For course description and see page 21)

Course Instructor: Laure Ames, Ph.D., Director of Evaluation Center, Shelton School

Date Option 1: June 3 – 7, 2019, 8:30 am – 5:30 pm

Date Option 2: July 29 – August 2, 2019, 8:30 am – 5:30 pm

- **Saturday Seminars**

Fall 2019 Seminars: Classroom Management of the Learning Different Student (EDUC 5342)

5 Saturdays 8:30 am – 4:30 pm

Spring 2020 Seminars: Classroom Instruction of the Learning Different Student (EDUC 5343)

5 Saturdays 8:30 am – 4:30 pm

See page 21 for dates.

- **Therapy Level Practicum II (EDUC 6341)**

~ Required for certification

~ 350 clinical teaching hours (minimum)

~ 10 demonstration lessons (minimum)

~ Minimum 2-year period

For more information go to: www.shelton.org/SALA or contact Chris Bedenbaugh at 972-774-1772, EXT. 2234 or cbedenbaugh@shelton.org

"I was given explicit training and feedback through face-to-face meetings and video lessons."
Participant

Shelton Academic Reading Approach (SARA)

SARA is an IMSLEC accredited and IDA accredited course utilizing structured, multisensory language instruction based on the Alphabetic Phonics approach for teaching reading/handwriting/spelling /comprehension and written expression. The content moves from simple to complex and from the most dependable, reliable patterns in our language to the less dependable and reliable. SARA utilizes the *Take Flight: A Comprehensive Intervention for Students with Dyslexia* program developed at Texas Scottish Rite Hospital.



Each intervention class contains the following components:

- Alphabet:** Letter knowledge and the sequence of the alphabet are addressed in this lesson component. As letter knowledge and the sequence are mastered, dictionary skills are introduced as well as utilizing reference materials.
- Reading Decks:** Automatic recognition of graphemes (single letters as well as letter clusters such as digraphs and diphthongs) is reviewed daily. The students name the letters and letter clusters and then review the sounds made by those letters using consistent key words. As grapheme/phoneme (symbol and sound) correspondences are introduced, they are added to this daily review deck.
- New Learning:** New concepts are introduced through direct, explicit instruction using a structured multisensory approach. The rules that govern our language for reading and spelling are introduced as well as the symbol/sound correspondences, the six syllable types, syllable division patterns and morphemes (prefixes, roots and suffixes).
- Reading Practice:** The reading practice portion of the lesson offers practice designed to build accuracy as well as automaticity. The lesson includes daily practice in repeated reading of instant words as well as practice in decoding words in isolation and in sentences. Repeated reading of words grouped by syllable type or orthographic pattern lead the student to mastery of those concepts. Rate is addressed in repeated reading activities. Fluency is also addressed.
- Handwriting:** Direct explicit instruction in the cursive letter shapes is included in this portion of the lesson. The cursive letter shapes are introduced in the same sequence as the letter/sound correspondences are introduced.
- Spelling Deck:** This section is a daily review of the sounds of the English language. The students respond to the sound with the most frequent spelling(s) of that sound. As new sounds and new spellings of various sounds are added through new learning, those sounds or spellings are added to this daily review deck.
- Phonemic Awareness** Using "mouth pictures" to add a visual and kinesthetic aspect to recognition of individual phonemes, phoneme identification and manipulation is practiced daily. Alternately, students work on auditory discrimination and memory.
- Spelling:** The spelling section of the lesson incorporates phonemic awareness in the spelling procedures. Practice in applying the rules for spelling one-syllable base words, derivatives or multi-syllable words is incorporated daily.
- Review:** This section of the lesson provides a quick review of the new learning of the day as well as a review of other concepts. Often morphemes or syllable patterns are reviewed in this section.

On a rotating basis, the following components are also addressed:

- Comprehension:** Beginning with listening comprehension and building to reading comprehension, multiple strategies are introduced and practiced. Grammar is also addressed in this section of the lesson.
- Written Expression:** Moving from verbal expression to written expression, the ability to convey thoughts through written expression is addressed here. Students begin by building strong sentences then progress to composing paragraphs and longer passages.



SARA Teaching Level Certification

Coursework and Practicum – \$2,600

Courses and practicum for teaching level certification are listed below. All instructor materials needed to implement the program are included. Student materials are not included; however, guidance is given in selecting and purchasing appropriate student materials

- **Written Language Skills Intervention for Students with Dyslexia (EDUC 5350)**
Date Option 1: June 3 – 7, 2019, 8:30 am – 5:30 pm
Date Option 2: August 5 – 9, 2019, 8:30 am – 5:30 pm
- **Theory to Practice (EDUC 5352)**
Option 1: 6 Saturdays (fall 2019/spring 2020) 8:30 am – 4:30 pm
Option 2: 6 Mondays (fall 2019/spring 2020) 8:30 am – 4:30 pm
Dates to be determined by instructor and participants
- **Teaching Level Practicum I (EDUC 6340)**
~ Required for certification ~ 5 demonstration lessons
~ 60 clinical teaching hours ~ Minimum 9-month period



SARA Therapy Level Certification Coursework

Coursework and Practicum – \$2,600

Courses and practicum for therapy level certification are listed below. Prior to enrolling in this Therapy Level course, participants must have completed the corresponding Teaching Level course. The coursework and practicum train participants in the therapeutic analysis of written language disorders and satisfy all requirements for the Alliance National Registration Exam at the Dyslexia Therapist Level. A master's degree is recommended for Therapy Level Certification by completion of the coursework and practicum. A master's degree is required in Texas to be a Licensed Dyslexia Therapist. All instructor materials needed to implement the program are included. Student materials are not included; however, guidance is given in selecting and purchasing appropriate student materials.

- **Therapeutic Implementation of Written Language Skills Intervention for Students with Dyslexia (EDUC 5351)**
Date: June 10 – 14, 2019, 8:30 am – 5:30 pm
- **Diagnosing Learning-Different Children – Referral and Testing (EDUC 5344)**
(For course description and see page 21)
Course Instructor: Laure Ames, Ph.D.
Date Option 1: June 3 – 7, 2019, 8:30 am – 5:30 pm
Date Option 2: July 29 – August 2, 2019, 8:30 am – 5:30 pm
- **Saturday Seminars**
Fall 2019 Seminars:
Classroom Management of the Learning Different Student (EDUC 5342)
5 Saturdays 8:30 am – 4:30 pm
Spring 2020 Seminars:
Classroom Instruction of the Learning Different Student (EDUC 5343)
5 Saturdays 8:30 am – 4:30 pm
See page 21 for dates.
- **Therapy Level Practicum II (EDUC 6341)**
~ Required for certification ~ 10 demonstration lessons (minimum)
~ 350 clinical teaching hours (minimum) ~ Minimum 2-year period

"I have been very blessed in my life to have been involved in a plethora of some of the best trainings, including training of trainers, from the local level, district level, all the way to when I worked at the state level. I feel like I need to let you know that the training I have received from you is one of the most effective trainings I have ever received or been involved in. You truly have a gift! From the bottom of my heart, THANK YOU!"
Participant

For more information go to: www.shelton.org/SARA or contact Nancy Coffman at 972-774-1772, EXT. 2233 or ncoffman@shelton.org



Shelton Montessori Training

The Shelton Montessori Training (SMT) offers traditional Montessori courses in Early Childhood, Elementary I, Elementary I-II, and Elementary II levels. The American Montessori Society (AMS) offers a credential to those who meet the admission requirements and successfully complete the requirements of the course. These courses are accredited by MACTE (Montessori Accreditation Council for Teacher Education). SMT is also offering the AMS Administrator Credential and the Montessori Inclusion Endorsement.

Early Childhood Course Curriculum

This rigorous course offers an in-depth study of Early Childhood Montessori (ages 2 1/2 through 6). The comprehensive course includes lectures, demonstrations, classroom observations, small group projects, manual and material creation, and research. Courses include: Montessori Philosophy/Theory, Observation, Child Development, Practical Life, Sensorial, Math, Language Arts, Art, Music, Movement, Drama, Physical and Life Science, Social Studies, Parent Involvement and Classroom Leadership.

Practicum

A nine-month practicum provides the adult learner with the opportunity to practice the Montessori philosophy and lessons under the guidance of an experienced instructor/mentor at a school of your choice which is approved by SMT. Research and observation skills are honed during a yearlong case study of three students.

Schedule

See our website for the current schedule.

Fees and Tuition

| | |
|--|---------|
| Non-refundable Application Fee | \$200 |
| Due on or before June 1, 2019 | \$3,200 |
| Due on or before January 1, 2020 | \$3,200 |

Total tuition, \$6,600, includes the association fees for AMS and MACTE, and the costs for all manuals and handouts.

Scholarships are available.

Bachelor’s Level Credit

After completing the Early Childhood course Curriculum, 18 credit hours may apply toward a Chaminade University bachelor’s degree.

Master’s Level Credit

Contact Southern Methodist University regarding a collaborative master’s degree - Jan Mallett (jemallett@smu.edu).

Contact Dallas Baptist University about information regarding a concurrent Master of Arts in Teaching. *For more information see page 25.*

For more information go to: [www.shelton.org /Montessori](http://www.shelton.org/Montessori) or contact Gulzar Babool at 972.774.1772, Ext. 2510 or gbabool@shelton.org
This is a MACTE accredited, AMS affiliated Course.



Joyce Pickering



Gulzar Babool



AMERICAN MONTESSORI SOCIETY
education that transforms lives
Affiliated Teacher Education Program



Elementary Course Curriculum

This rigorous course offers an in-depth study of Elementary Montessori (ages 6 through 12). The comprehensive course includes lectures, demonstrations, classroom observations, small group projects, manual and material creation, and research. Courses include: Montessori Philosophy/Theory, Observation, Child Development, Practical Life, Math, Language Arts, Art, Music, Movement, Physical and Life Science, Social Studies, Parent Involvement and Classroom Leadership.

Practicum

A nine-month practicum provides the opportunity to practice the Montessori philosophy and lessons under the guidance of an experienced instructor/mentor at a school of your choice which is approved by SMT. Research and observation skills are honed during a year-long case study of three students.

Elementary I: 6-9 years

This course lays the foundation for working with elementary children in a Montessori environment, placing the academic emphasis on lessons and practices appropriate to children ages 6-9. All required courses are offered during two summer sessions, June - August, and on some Saturdays during the school year.

Fees and Tuition Elementary I Level

| | |
|--|---------|
| Non-refundable Application Fee | \$200 |
| Due on or before June 1, 2019 | \$3,200 |
| Due on or before January 1, 2020 | \$3,200 |

Total tuition, \$6,600, includes the association fees for AMS and MACTE, and the costs for all manuals and handouts.

Elementary I-II: 6-12 years

The EI-II is comprised of 440 Elementary I clock hours plus an additional 200 clock hours at the Elementary II level and requires a practicum year. All required courses are offered during two summer sessions, June - August, and on some Saturdays during the school year.

Fees and Tuition Elementary I-II Level

| | |
|--|---------|
| Non-refundable Application Fee | \$200 |
| Due on or before June 1, 2019 | \$3,200 |
| Due on or before January 1, 2020 | \$3,200 |
| Due on or before June 1, 2020 | \$3,100 |

Total tuition, \$9,700, includes the association fees for AMS and MACTE, and the costs for all manuals and handouts.





Elementary II: 9 - 12 years

This course is available for Montessori teachers who already hold a 6-9 credential. This course is a continuation of the Elementary I level, extending the EI credential to an EI-II credential. Montessori teachers who already hold a 6-9 credential are encouraged to apply. All required courses are offered during one summer session, June - August, and on some Saturdays during the school year.

Fees and Tuition Elementary II Level (If you hold Montessori Elementary I Credential)

Non-refundable Application Fee \$200
Due on or before June 1, 2019 \$2,900

Total tuition, \$3,100, includes the association fees for AMS and MACTE, and the costs for all manuals and handouts.

Elementary II: 9 - 12 years (Stand Alone)

This course is available for Montessori teachers who do not hold a 6-9 credential. All required courses are offered during two summer sessions, June - August, and on some Saturdays during the school year.

Fees and Tuition II Level (If you do not hold Montessori Elementary I Credential)

Non-refundable Application Fee \$200
Due on or before June 1, 2019 \$3,200
Due on or before January 1, 2020. \$3,200

Total tuition, \$6,600, includes the association fees for AMS and MACTE, and the costs for all manuals and handouts.

Schedule

See our website for the current schedule.

Master’s Level Credit

Contact Southern Methodist University regarding a collaborative master’s degree - Jan Mallett (jemallett@smu.edu).
Contact Dallas Baptist University about information regarding a concurrent Master of Arts in Teaching. For more information see page 25.

For more information go to: [www.shelton.org /Montessori](http://www.shelton.org/Montessori) or contact Gulzar Babool at 972.774.1772, EXT. 2510 or gbabool@shelton.org
This is a MACTE accredited, AMS affiliated Course.



Montessori Administrator Course

This course is an in-depth study of how to lead a school in a Montessori way with a focus on creating a school culture ingrained in Montessori philosophy. The comprehensive course includes hands-on activities, lectures, school observations, small group projects and research. The courses will be offered over two summers, three weekend seminars and a nine-month practicum. The course will be offered in three different models to meet the needs of the individual adult learners.

Model 1: Experienced administrators without Montessori credentials

The courses include Montessori Philosophy/Theory, Observation, Child Development, Curriculum Overview and Leadership

Model 2: Experienced Montessorians without three years of administrator experience

The courses include Montessori Philosophy/Theory, Observation, Child Development, School Operations and Leadership

Model 3: New administrators without Montessori credentials

The courses include Montessori Philosophy/Theory, Observation, Child Development, Curriculum Overview, School Operations and Leadership

Practicum

A nine-month practicum provides the adult learner with the opportunity to practice leading the school in the Montessori way under the guidance of an experienced mentor at a school of your choice which is approved by SMT. Research and observation skills are honed during a yearlong case study.

Schedule

See our website for the current schedule.

Fees and Tuition

Non-refundable Application Fee \$200

Due on or before June 1, 2019 \$3,200

Due on or before January 1, 2020 \$3,200

Total tuition, \$6,600, includes the association fees for AMS, mentor, field supervisor and the costs for all the manuals and handouts.

Special tuition discount for the initial cohort is available upon registration. Bachelor's degree is required.

For more information go to: [www.shelton.org /Montessori](http://www.shelton.org/Montessori) or contact Gulzar Babool at 972.774.1772, Ext. 2510 or gbabool@shelton.org

This is a MACTE accredited, AMS affiliated Course.

Montessori Applied to Children At Risk (MACAR)

MACAR Level 1 (Beginning)

COST: \$2,600 including materials

The goal of this workshop is to understand the specific needs of children who are At-Risk or diagnosed with learning differences and additional exceptionalities. The course provides specific strategies to the registrant for matching the Montessori educational method to those needs.

The content of the course includes:

- ~ An introduction to Learning Differences and other Exceptionalities at all ages
- ~ Montessori Four Planes: Contrast of Typical Development and Development that is Different
- ~ An overview of the Montessori method combined with therapeutic strategies for Early Intervention
- ~ Observation and Screening for Learning Differences in a Montessori setting
- ~ Partnering with parents of students who learn differently
- ~ Strategies to enhance motor, speech-language, attention and perceptual development
- ~ Analysis of the application of the Montessori curriculum to accommodate the learning of those with learning differences (Practical Life, Sensorial, Cultural)
- ~ Combining Montessori Math and Language curricula with therapeutic methods
- ~ Montessori enhancement of Executive Function
- ~ Empowering children for Self-Control and specific social skills improvement techniques
- ~ Observation and presentation in a Montessori classroom for children who learn differently
- ~ Development of a brief Case Study of one student

Date: July 8 - 18, 2019 (no class on Sunday) 8:30 am - 4:30 pm

MACAR Level 2 (Advanced)

COST: \$2,600 including materials

The goal of this course is to continue the study in greater depth of the child who is At-Risk or is diagnosed with Learning Differences and additional exceptionalities including communication disorders, ADHD, autism, and intellectual differences. In this course, the participant learns to analyze the different patterns of learning challenges and specific approaches to ameliorate the difficulties the child experiences and bring their abilities closer to those of their age and mental ability.

The content of the course includes:

- ~ History of the Montessori pedagogical model for inclusive practices
- ~ Characteristics of Diverse Learners
- ~ Planes of Development for all exceptionalities
- ~ Observation and Documentation in the Montessori Classroom
- ~ Interpersonal Working Relationships between the Montessori and Special Education professional
- ~ Vocabulary of Montessori Educators/Vocabulary of Special Education
- ~ Formal Process for Evaluation for Special Education Services
- ~ Consultation with parents
- ~ Recording, Compiling and Interpreting assessment information
- ~ Understanding Assessment Reports, Test Protocols, Normal Curve, Standard Scores, Percentiles and Stanines
- ~ Using data to inform the educational plan for each child
- ~ Evaluation of Children who speak other languages than English
- ~ Evaluation and diverse families
- ~ Legal, ethical and professional responsibilities in Assessment and Evaluation
- ~ Current Laws
- ~ Educational Policies, Programs, Practices and Services
- ~ Overview of IFSP, IEP and 504 P
- ~ Observation in classes for diverse learners
- ~ Observation and presentation of lessons to diverse learners
- ~ Development of Case Studies

Date: July 6 - 16, 2020 (no class on Sunday) 8:30 am - 4:30 pm

"I will be able to not only impact the students' lives in a positive way but will be able to share the knowledge with my co-workers."
Participant

Note: The corresponding DBU Course numbers for the above listed courses are EDUC 5346, and EDUC 5347, respectively.

For more information go to: www.shelton.org/MACAR or contact Pam Brockway at 972-774-1772, Ext. 2226 or pbrockway@shelton.org



Montessori Inclusion Endorsement - The MACAR Model

The AMS Inclusion Endorsement is designed for the credentialed Montessori teacher who seeks knowledge and skills for fully integrating an inclusive classroom model that meets the needs of diverse learners. The endorsement incorporates the teacher and learner practices used in Montessori schools, while recognizing and honoring the needs of children with learning exceptionalities.

This course is available for credentialed Montessori teachers. All required courses are offered during two summer sessions. An enrollment of five teachers is required for this course.

For this AMS Inclusion Endorsement, the requirements are:

A Montessori certificate at any level

Attendance for the 20 days of the 2-year course

Successful completion of the 160 hours of coursework

Successful completion of a supervised practicum of 16 weeks working in their own school

Practicum

A sixteen week practicum provides the opportunity to practice leading an inclusive classroom with diverse learners under the guidance of a field supervisor.

Successful completion of the course and practicum earns an AMS Montessori Inclusion Endorsement

Dates

Summer Session I Date: July 8-18, 2019 (no class on Sunday) 8:30-4:30pm

Summer Session II Date: July 6-16, 2020 (no class on Sunday) 8:30-4:30pm

Fees and Tuition

\$5,500 includes the application fee, association fees for AMS, and the costs for all manuals and handouts.

\$1,500 scholarship is available to the participants in the first cohort (2019-2020)

\$2,600 is due on or before June 1, 2019

Note: Teachers who wish to obtain a Master's in Special Education from Dallas Baptist University (DBU) may take additional coursework at DBU. The coursework completed at Shelton will provide 12 credit hours toward the Master's degree.

For more information go to: www.shelton.org/MACAR or contact Pam Brockway at 972-774-1772, EXT, 2226 or pbrockway@shelton.org

Professional Development for General Education Teachers

Bring Shelton's Expertise to Your School or District

Seminars are designed to enhance the ability of a general education teacher to serve students with learning differences in the regular classroom or lead an individual to expertise in delivering an intensive intervention for students with dyslexia or related disorders.

Topics include:

Understanding Learning Differences

- * Overview of Learning Differences and Simulations
- Child Development - Typical and Atypical
- Screening for Dyslexia
- Diagnosing the Learning Different Student
- Montessori Applied to Children at Risk for Learning Differences (MACAR)

Remedial Strategies

- Phonological Awareness
- Oral Language Development
- Overview of MSLE Teaching & Therapy
- Reading Fluency & Comprehension
- Composition
- Handwriting
- Multisensory Spelling for the General Classroom
- Structural Math
- Teaching Social Skills & Values
- Classroom Management & Assertive Discipline
- Accommodations for the Learning Different Student
- Organization & Study Skills
- The History of Language / Morphology

Parenting

- Partnering with Parents for Supporting Learning Different Students
- Parenting the Learning Different Child

Training to address intensive intervention includes

- ~ Multisensory Structured Language Education courses leading to certification (For course description see pages 4, 6 and 8)
- ~ Diagnosing Learning-Different Children – Referral and Testing (For course description see page 21)

CEU's from various professional organizations have been granted in the past for these seminars. Application to the appropriate certifying agency is the responsibility of the requesting school or district.

Pricing

\$1,850 per full day (6 hours) \$1,000 per half day (3 hours)

For current pricing go to: www.shelton.org/customtraining

Travel expenses billed separately as incurred.

*At no charge if given between the hours of 9:00 am and 4:00 pm on a Shelton school day and within a 10 mile radius from Shelton School. (Limit one per district per school year) Evening or Non-School Day Fee for Dallas Area is \$500.

Contact

Consuela Teague, Shelton Outreach/Training at cteague@shelton.org 972.774.1772, Ext. 2223



"Our participants were 100% delighted with this workshop. The presenter is knowledgeable, professional and full of warmth and vitality. We enjoyed our time with her very much. She gave us tools to use immediately in our classrooms. Our teachers have been commenting on how they are putting her techniques into action."
Head of School

Workshops - Online

The courses listed below are designed for educators, parents, family members and the general public. CEUs and TEA CPEs are available. These courses are designed to be taken at the most convenient time and pace of the participant.

Questions are included throughout the course to check the participant's understanding of the materials presented. Upon completion of the assessment, at the end of the course, a certificate of completion will be issued. The ability to review the material in the course and attempt the assessment multiple times is allowed and encouraged to facilitate successful completion.

After receiving a registration form and payment, access information for taking the course will be sent to the participant. This will take five to ten business days.



Dyslexia and Related Disorders - \$100 **2 CEUs**

This course describes causes, characteristics and instruction for processing disorders. The role of the brain in reading and processing information and the evaluation of mental/perceptual/academic abilities are discussed. The learning process of children with and without perceptual problems is compared. Identification and characteristics of dyslexia, ADHD and other perceptual disorders are also explored. Common patterns of strengths and weaknesses in dyslexia and related disorders are presented to explain how the process of reading is fundamentally different for children with and without learning differences.

The Shelton System for Organization and Study Skills - \$200 **4 CEUs**

To best implement the program, we recommend purchasing the Shelton System for Organization and Study Skills manual (Item No.: Org/StSk T 101) that is used at Shelton School.

This course offers strategies for the very young child, elementary, middle school and high school students to facilitate the development of effective and efficient study behaviors. The goal of the Shelton System for Organization and Study Skills course is to foster independence, self-control and success in each individual. This course is based on instruction in a classroom or therapeutic setting but can be used in a variety of settings.

The Shelton Model for Teaching Social Skills and Values - \$200 **2 CEUs**

To best implement the program, we recommend purchasing the appropriate grade level manual, Choices, used at Shelton School.

| Manual | Item Number |
|----------------|----------------------|
| Choices EC – K | Choices EC – K T 101 |
| Choices 1 – 3 | Choices 1 – 3 T 101 |
| Choices 4 – 6 | Choices 4 – 6 T 101 |
| Choices 7 – 9 | Choices 7 – 9 T 101 |

This course offers strategies and curriculum developed at Shelton School to address social behaviors and values that are found within all world cultures for young children through high school students. Shelton has developed this model for teaching social skills to students with learning differences. The materials and techniques used at Shelton will be presented and can be used in a variety of settings.

To register go to: www.shelton.org/onlineworkshops

*"I have lots of
new tools in my
toolbox after this
workshop!"*
Workshop Participant



Shelton has developed new professional development opportunities in response to the passage of HB1886

Workshops - Onsite

Screening for Dyslexia: A Workshop by Shelton

7 CEUs

In response to the requirement to screen all students in kindergarten and 1st grade for dyslexia, Shelton offers a one-day workshop on screening for dyslexia.

Topics Covered:

- The definition of dyslexia as it applies to identification
- The biological basis of dyslexia
- The early warning signs of dyslexia
- The characteristics of dyslexia in early elementary grades
- The Texas laws governing the identification of dyslexia
- The PEIMS data and the cost to society and the individual
- What should be included in a screening versus an evaluation
- What a Shelton screening would look like and what a Shelton evaluation would look like
- The types of universal screeners available and how they work
- How to go beyond scores when identifying dyslexia
- What scores look like in actual batteries of testing
- What dyslexia sounds like in recordings of dyslexic readers
- What accommodation plan and remediation is recommended once a student is identified with dyslexia

Designed for professionals who are working to identify dyslexia, including principals, SPED Directors, 504 Coordinators, curriculum and instruction coordinators, literacy directors, and Dyslexia Therapists.

Course Instructor: Laure Ames, Ph.D., LPC-S, Director of Evaluation Center, Shelton School

Date Option 1: Tuesday, February 5, 2019, 8:30 am – 5:30 pm

Date Option 2: Saturday, November 9, 2019 8:30 am – 5:30 pm

Seminar Fee: \$300.00

*Enrollment is limited, so register early to reserve your spot.

*Registration will close on January 29, 2019 for the February 5, 2019 class
and November 1, 2019 for the November 9, 2019 class

For questions email: Dr. Ames at lames@shelton.org.

To register go to: www.shelton.org/dyslexiascreening



Enhancing Instruction in the General Education Classroom

In response to the requirement for continuing education for educators who teach students with dyslexia, including training regarding new research and practices in educating students with dyslexia, Shelton offers a series of four seminars.

This series of four seminars is designed to raise the knowledge base for general education teachers in the areas of multisensory instruction, reading, and spelling. The goal is to better serve all students, including those students with dyslexia and related disorders. These seminars can be taken in series or as individual seminars.

Day one: Multisensory Instruction Across the Curriculum

Topics Covered:

- Simulation of Learning Differences and an Overview of Dyslexia
 - ~ Activities to simulate learning differences in order to raise awareness and enhance empathy for students
 - ~ An overview of the definition of dyslexia linked to specific student behaviors
- Organization and Study Skills
 - ~ Guidance for teachers/therapists in assisting in organizing for academics and in providing direct instruction in developing strategies to analyze assignments, to form effective strategies, and to effectively complete these assignments in a variety of subject matter classes
 - ~ Vocabulary development and reading comprehension strategies will also be addressed.
- Multisensory techniques applicable to a variety of content areas

Day two: Reading Development and Phonemic Awareness

Topics Covered:

- Discussion of the stages of normal reading development
- Discussion of Phonemic Awareness (PA)
 - ~ The components
 - ~ The importance
 - ~ Various activities, from simple to complex
 - ~ Practice with the activities
- Discussion of the alphabetic principle and the relationship with PA
 - ~ Various activities, from simple to complex
- Practice with the activities



Day three: Reading Mechanics: sight words, learned words, and decodable words
Topics Covered:

- Overview of reading: automaticity vs accuracy
 - ~ Discussion of instant/sight words
 - ~ Activities/strategies with instant/sight words
- Presentation of syllable types
 - ~ Importance
 - ~ Explanation of the types
 - ~ Various activities, from simple to complex
 - ~ Practice with the activities

Day four: Spelling: Who knew there were rules?

- Review and practice of previously presented activities
- Overview of spelling
 - ~ Link to PA, alphabetic principle, syllable types, and morphemes
 - ~ Discussion of the “rules” for basic spelling patterns
 - ~ One syllable base words
- Discussion as to the rationale of constructing weekly spelling lists
 - ~ Practice in constructing lists
 - ~ Various activities, from simple to complex
 - ~ Practice with the activities

Course Instructors: Nancy M. Coffman, MS, CALT-QI, Director of SARA
Chris Bedenbaugh, M. Ed., LDT, CALT-QI, Director of Outreach

Date: June 18-21, 2019

(Districts can schedule seminars to meet the needs of their faculty. For information and pricing contact Nancy Coffman@shelton.org or 972-774-1772, ext. 2233.)

To register go to: www.shelton.org/EnhancingInstructionSeminars



Diagnosing Learning-Different Children – Referral and Testing (DBU Course EDUC 5344)

30 CEUs

There are many reasons why a student might struggle in school, and an evaluation is often helpful to determine if learning, attentional, language, emotional, and/or social difficulties are impacting school performance. This on-site course will provide an overview of the diagnostic criteria for a Language Disorder, a Specific Learning Disorder with impairment in reading (dyslexia), and dysgraphia, the most common learning disabilities. ADHD, one of the most common behavioral difficulties, and Autism Spectrum Disorder, one of the most common developmental disorders, will also be reviewed. Participants will be taught the general guidelines for administering some of the tests used to evaluate these difficulties, will practice interpreting testing reports, and will learn what interventions are most appropriate for each disorder. Finally, case studies will be presented and reviewed.

Participants must have bachelor's degree. Completion of this course would be part of a degree or licensure/certification plan, but would not qualify the participant to diagnose without further training.

Course Instructor: Laure Ames, Ph.D., LPC-S, Director of Evaluation Center, Shelton School

Seminar Fee: \$1,050

Date Option 1: June 3 – 7, 2019, 8:30 am – 5:30 pm

Date Option 2: July 29 – August 2, 2019, 8:30 am – 5:30 pm



Dr. Laure Ames

Saturday Seminars – Fall 2019 / Spring 2020 Semesters

Seminar Fees: \$150 per on-site seminar / \$600 per semester for 5 on-site seminars

Individual Session Exceptions:

Fee for Dyslexia Law is \$50

Fee for Composition is \$100

Classroom Management of the Learning-Different Student, Fall 2019 (DBU Course EDUC 5342)

| | | |
|--|-------------|--------------------|
| Organization and Study Skills | 8:30 – 4:30 | September 7, 2019 |
| Neurological Aspects of LD/Current | 8:30 – 4:30 | September 21, 2019 |
| Shelton Model for Teaching Social Skills | 8:30 – 4:30 | October 5, 2019 |
| Discipline/Classroom Management | 8:30 – 4:30 | November 2, 2019 |
| Structural Math | 8:30 – 4:30 | December 7, 2019 |

Classroom Instruction of Language and Study Skills, Spring 2020 (DBU Course EDUC 5343)

| | | |
|--|--------------|-------------------|
| History of Language | 8:30 – 4:30 | January 11, 2020 |
| Phonological Awareness: Assessment, Analysis & Practical Appl./Oral Language Development | 8:30 – 4:30 | January 25, 2020 |
| Fluency and Comprehension | 8:30 – 4:30 | February 29, 2020 |
| Dyslexia Law | 8:30 – 10:00 | April 4, 2020 |
| Composition | 10:30 – 4:30 | April 4, 2020 |
| MACAR/Child Development | 8:30 – 4:30 | April 25, 2020 |



Alliance Exam Review Class

4 CEUs

Content of Multisensory Structured Language Education courses is reviewed in preparation for the Alliance National Registration Exam.

Instructor: Chris Bedenbaugh, M.Ed., LDT, CALT-QI Director of SALA, Shelton School

Date: Saturday, April 13, 2019, 8:30 am – 12:30 pm October 19, 2019, 8:30 am – 12:30 pm

Check website for additional dates and times.

Seminar Fee: \$150*

Shelton will administer the exam at Shelton on Saturday, June 8, 2019 and December 14, 2019. You can find the registration form for the exam on the ALTA site. Please visit www.altaread.org to download the registration form for the Alliance National Registration Exam or for more information regarding the exam.

*No charge for individuals who completed MSLE training at Shelton. (provided that the training balance is paid in full) Webinar option available. For additional information, contact Consuela Teague at cteague@shelton.org.

Utilizing the MTA Curriculum

24 CEUs

This five-day workshop for CALTs will outline the MTA curriculum and provide abundant practice time. Access to videos of therapists utilizing the curriculum will be available to CALTs who complete the workshop. MTA was developed by Margaret Taylor Smith in Forney, Texas.

Instructor: Christine Bedenbaugh, MAE, LDT, CALT-QI

Date: Tuesday-Thursday, June 18 – 20, 2019, 8:30 am – 4:30 pm

(Two follow up dates to be determined by instructor and participants)

Seminar Fee: \$1,000, includes training binder and MTA Kit 1 Therapist Materials.

Additional materials will need to be purchased by the participant.

MTA student materials are reproducible.

Participants must be a Certified Academic Language Therapist to enroll.

To register go to: www.shelton.org

“Teachers gained new insight into learning differences that will help them in their observations of children in the classroom and in their communication with parents.”
School Director



Utilizing the Sequential English Education (SEE) Curriculum 30 CEUs

This five-day workshop for CALTs will outline the SEE curriculum and provide abundant practice time. Access to videos of therapists utilizing the curriculum will be available to CALTs who complete the workshop. SEE was written by Dr. Joyce S. Pickering, based on the work of Dr. Charles Shedd.

Instructor: Joyce S. Pickering, Executive Director Emerita of Shelton School, SLP/CCC, CALT, QI, LDT, AMS-EC & John Hodges M.A., CDT, CALT,

Date: June 4 - 6, 2019, 8:30 am – 4:30 pm (Two follow up dates to be determined by instructor and participants)

Seminar Fee: \$1,000, Manuals and workshop binder are required and can be ordered through the Shelton website.

These materials are \$475.00 plus shipping.

Participants must be a Certified Academic Language Therapist to enroll.

Utilizing the TAKE FLIGHT Curriculum 21 CEUs

This five-day workshop for CALTs will outline the *Take Flight* curriculum and provide abundant practice time. Access to videos of therapists utilizing the curriculum will be available to CALTs who complete the workshop. Take Flight was developed at Texas Scottish Rite Hospital for Children in Dallas, Texas.

Instructor: Nancy M. Coffman, MS, CALT-QI

Date: Tuesday-Thursday, June 4 – 6, 2019, 8:30 am – 4:30 pm (Two follow up dates to be determined by instructor and participants)

Seminar Fee: \$1,000, includes training binder and Year One Therapist Materials.

Participants must be a Certified Academic Language Therapist to enroll.

To register go to: www.shelton.org

Materials developed at Shelton to enhance instruction are available for use in the following areas:

Phonics/Reading/Writing/Spelling
Phonemic Awareness/Auditory Discrimination
Reading Comprehension and Written Expression
MACAR- Montessori Applied to Children At-Risk

Study Skills
Social Skills – Choices
Alphabet
Vocabulary

To view all materials and training opportunities go to:
www.shelton.org/purchasematerials



Registration

1. To Register and pay for a course, go to: www.shelton.org/purchasetraining
2. Registration is not complete and you will not be enrolled until Shelton receives:
 - Registration Form
 - Full Payment
 - For MSLE Courses an official college transcript is required
3. Unless more information is needed concerning your registration or scheduling, you will not be contacted until the week prior to the class.
4. A minimum number of students is required for all classes; enroll early to prevent cancellation of classes. Class closures will be determined one month before the course begins.

Mailing address: Shelton School, ATTN: Consuela Teague, 15720 Hillcrest Rd., Dallas, TX 75248
Telephone number: 972.774.1772, Ext. 2223



Consuela Teague
Administrative Assistant
Outreach Department

Cancellation Policies

1. In the event Shelton reschedules or cancels a course

If Shelton finds it necessary to **cancel** a continuing education course, all fees will be refunded. In the event Shelton finds it necessary to **reschedule** a continuing education course, fees are directly applied to rescheduled course fees. A participant who wishes to receive a full refund for a rescheduled course, instead of future course credit, may do so by sending a written request for refund within ten (10) business days of the rescheduled course date to: *Shelton Outreach/Training, 15720 Hillcrest Road, Dallas, TX 75248*

2. In the event a participant wishes to cancel or substitute his or her registration:

For cancellations up to 15 days prior to first day of course, all fees, less a 10% administrative processing fee, will be refunded. For cancellations made fewer than 15 days prior to the first day of the course, there are no refunds. Substitutions are acceptable by giving written notice at least one (1) day prior to course.

Complaint Policy: Shelton seeks to provide learning opportunities that are enriching and influential in the practice of the professional. As an institution we are open to feedback from staff, course participants and instructors. Course participants and speakers are asked to notify course managers of any urgent issues, either small or large, so they may be resolved in a timely fashion. Complaints may be communicated either verbally during a course or upon its conclusion through the Course Evaluation Form. Shelton will strive to address all issues and concerns thoroughly to ensure the educational goals for the participant are met to his or her satisfaction.



Dallas Baptist University Information

Graduate level credit may be received through Dallas Baptist University (DBU) for MSLE courses taken at the teaching or therapy level, MACAR (Beginning and Advanced levels) and both Montessori Certification courses (Early Childhood and Elementary Level I). The admissions process to the university must be completed prior to registration in a class. Class registration must then be completed through the university and through Shelton School. DBU fees are in addition to Shelton fees.

Please contact Dr. Carolyn Spain at Dallas Baptist University for application, degree plan and registration at carolyns@dbu.edu or at 214.333.5217.

The following are deadlines for application and registration for DBU credit and Shelton registration:

- For credit toward a master's degree at DBU, a complete graduate application packet must be submitted to DBU one month before Shelton class begins.
- For course credit only, a special application packet must be submitted to the university at least one week before class begins.
- Enroll in class at Shelton one month before the class begins.
- Enroll in class at DBU as late as the last university working day before the class begins.

Master's Degree Programs Offered Through Dallas Baptist University

Each of the programs listed below is a non-thesis program.

Master of Arts in Teaching, Multisensory

For guidance and course selection contact Chris Bedenbaugh at cbedenbaugh@shelton.org. To enroll at DBU contact Dr. Carolyn Spain at carolyns@dbu.edu.

Master of Arts in Teaching, Montessori Early Childhood

For guidance and course selection contact Gulzar Babool at gbabool@shelton.org. To enroll at DBU contact Dr. Carolyn Spain at carolyns@dbu.edu.

Master of Arts in Teaching, Montessori Elementary I

For guidance and course selection contact Gulzar Babool at gbabool@shelton.org. To enroll at DBU contact Dr. Carolyn Spain at carolyns@dbu.edu.

Travel and Other Information You Need to Know

Travel Arrangements

Travel arrangements are the responsibility of the participant. Love Field Airport is 45 minutes away from the school. Dallas Fort Worth International Airport is approximately 45 minutes to 1 hour away.

Meals

You must arrange for your own meals. All workshop/course participants are encouraged to bring a sack lunch because of the limited amount of time allotted for the lunch break.

Attire

Casual professional attire is requested. Due to air conditioning a sweater or light jacket is recommended.

Fees

All fees / materials are payable in U.S. currency only.

Certificate of Course Completion

All participants will receive a certificate from Shelton Outreach/Training after all requirements are fulfilled and tuition is paid.



June Shelton School
and Evaluation Center
15720 Hillcrest Road
Dallas, TX 75248

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