

TRAINING

*Online and Onsite Courses & Seminars
for Parents and Educators*



SPRING 2018 - SPRING 2019

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 Nancy Coffman

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 21.

"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, 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., LDT, 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 – \$2,600

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.

- **Teaching Written Language Skills in a Multisensory Structured Language Approach**
Date Option 1: June 4 – 9, 2018, 8:30 am – 5:30 pm
Date Option 2: September 1, 2, 8, 9, and October 6, 2018
9:00 am – 4:00 pm
- **Theory to Practice**
6 Half Day Saturdays, 9:00 am – 1:00 pm
September 15, 2018 February 2, 2019
October 13, 2018 March 23, 2019
November 10, 2018 April 13, 2019
- **Teaching Level Practicum**
~ Required for certification ~ 5 demonstration lessons
~ 60 clinical teaching hours ~ Minimum 9-month period

Note: The corresponding DBU Course numbers for the above listed courses and practicum are EDUC 5340, EDUC 5352, and EDUC 6340, respectively.



SEE Therapy Level Certification Coursework

Coursework and Practicum – \$2,500

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 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 Analysis of Written Language Skills**
Date: June 11 – 15, 2018, 8:30 am – 5:30 pm
- **Diagnosing Learning-Different Children – Referral and Testing**
(For course description and alternate dates see Page 18)
Course Instructor: Laure Ames, Ph.D.
Date Option 1: June 4 – 9, 2018, 8:30 am – 5:30 pm
Date Option 2: July 30 – August 3, 2018, 8:30 am – 5:30 pm
- **Saturday Seminars**
Fall 2018 Seminars:
Classroom Management of the Learning Different Student
5 Saturdays 8:30 am – 4:30 pm
Spring 2019 Seminars:
Classroom Instruction of the Learning Different Student
5 Saturdays 8:30 am – 4:30 pm
See Page 18 for dates.
- **Therapy Level Practicum**
~ Required for certification ~ 10 demonstration lessons (minimum)
~ 350 clinical teaching hours (minimum) ~ Minimum 2-year period

Note: The corresponding DBU Course numbers for the above listed courses and practicum are EDUC 5341, EDUC 5344, EDUC 5342, EDUC 5343, and EDUC 6341, respectively.

More details regarding these programs are available on the SEE page at: www.shelton.org/SEE
Or contact Claudia Hays at chays@shelton.org.

“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



Shelton Academic Language Approach (SALA)

SALA is an IMSLEC 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 Therapy Level Certification

Coursework and Practicum – \$2,500

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**

Date: June 18 – 22, 2018, 8:30 am – 5:30 pm

- **Diagnosing Learning-Different Children – Referral and Testing**

(For course description and alternate dates see Page 18)

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

Date Option 1: June 4 – 8, 2018, 8:30 am – 5:30 pm

Date Option 2: July 30 – August 3, 2018, 8:30 am – 5:30 pm

- **Saturday Seminars**

Fall 2018 Seminars: Classroom Management of the Learning Different Student
5 Saturdays 8:30 am – 4:30 pm

Spring 2019 Seminars: Classroom Instruction of the Learning Different Student
5 Saturdays 8:30 am – 4:30 pm

See Page 18 for dates.

- **Therapy Level Practicum**

~ Required for certification

~ 350 clinical teaching hours (minimum)

~ 10 demonstration lessons (minimum)

~ Minimum 2-year period

Note: The corresponding DBU Course numbers for the above listed courses and practicum are EDUC 5396, EDUC 5344, EDUC 5342, EDUC 5343, and EDUC 6341, respectively. More details regarding these programs are available on the SALA page at 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 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 – \$2,500

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**
Date Option 1: June 4 – 8, 2018, 8:30 am – 5:30 pm
Date Option 2: August 6 – 10, 2018, 8:30 am – 5:30 pm
- **Theory to Practice**
Option 1: 6 Saturdays (fall 2018/spring 2019) 8:30 am – 4:30 pm
Option 2: 6 Mondays (fall 2018/spring 2019) 8:30 am – 4:30 pm
Dates to be determined by instructor and participants
- **Teaching Level Practicum**
~ Required for certification ~ 5 demonstration lessons
~ 60 clinical teaching hours ~ Minimum 9-month period



Note: The corresponding DBU Course numbers for the above listed courses and practicum are EDUC 5350, EDUC 5352, and EDUC 6340, respectively.

SARA Therapy Level Certification Coursework

Coursework and Practicum – \$2,500

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**
Date Option 1: June 11 – 15, 2018, 8:30 am – 5:30 pm
Date Option 2: July 30 – Aug. 3, 2018, 8:30 am – 5:30 pm
- **Diagnosing Learning-Different Children – Referral and Testing**
(For course description and alternate dates see Page 18)
Course Instructor: Laure Ames, Ph.D.
Date Option 1: June 4 – 8, 2018, 8:30 am – 5:30 pm
Date Option 2: August 6 – 10, 2018, 8:30 am – 5:30 pm
- **Option 1: Saturday Seminars**
Fall 2018 Seminars:
Classroom Management of the Learning Different Student
5 Saturdays 8:30 am – 4:30 pm
Spring 2019 Seminars:
Classroom Instruction of the Learning Different Student
5 Saturdays 8:30 am – 4:30 pm
See Page 18 for dates.
- **Option 2: 10 days**
5 sets of Thursday/Friday seminars (fall 2018/spring 2019) 8:30 am - 4:30 pm
- **Therapy Level Practicum**
~ Required for certification ~ 10 demonstration lessons (minimum)
~ 350 clinical teaching hours (minimum) ~ Minimum 2-year period

Note: The corresponding DBU Course numbers for the above listed courses and practicum are EDUC 5351, EDUC 5344, EDUC 5342, EDUC 5343, and EDUC 6341, respectively. More details regarding these programs are available on the SARA page at www.shelton.org/SARA. Or contact Nancy Coffman at 972-774-1772, EXT. 2233 or ncoffman@shelton.org.

“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



Shelton Montessori Training

The Shelton Montessori Training (SMT) offers traditional Montessori courses in Early Childhood, Elementary I and Elementary I-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. This course is accredited by MACTE (Montessori Accreditation Council for Teacher Education).

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, 2018	\$3,100
Due on or before January 1, 2019	\$3,100

Total tuition, \$6,400, 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 21.*

For More Information go to: www.shelton.org /Montessori or contact Gulzar Babool at 972.774.1772, Ext. 2510 or gabool@shelton.org
This is a MACTE accredited, AMS affiliated Course.





Shelton Montessori Training

Elementary Course Curriculum

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.

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. 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, June - August.

Elementary II: 9 - 12 years

This course is available for Montessori teachers who already hold a 6-9 credential. All required courses are offered during one summer, June - August.

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.

Schedule

See our website for the current schedule.

Fees and Tuition Elementary I Level:

Non-refundable Application Fee \$200
 Due on or before June 1, 2018 \$3,100
 Due on or before January 1, 2019 \$3,100
 Total tuition, \$6,400, includes the association fees for AMS and MACTE,
 and the costs for all manuals and handouts.

Fees and Tuition Elementary II Level:

Non-refundable Application Fee \$200
 Due on or before June 1, 2018 \$2,800
 Total tuition, \$3,000, includes the association fees for AMS and MACTE,
 and the costs for all manuals and handouts.

Scholarships are available.

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 21.

For More Information go to: 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





MACAR in Shanghai, China

Montessori Applied to Children At Risk (MACAR)

MACAR Level 1 (Beginning)

COST: \$2,600

The goal of this workshop is to understand the specific needs of children diagnosed with learning differences and provide specific strategies to the registrant for matching the Montessori educational method to those needs.

The content of the workshop includes:

- ~ An Overview of Learning Differences at All Ages
- ~ Understanding The Child Who is At-Risk For Learning Differences
- ~ Applications of the Montessori method and Techniques
- ~ Oral and Written Language Program
- ~ Social Skills Development/Discipline
- ~ Practical Life, Sensorial and Mathematics for the At-Risk Child
- ~ Practicum including observation and participation in environments with students who have learning differences

Date: July 9 – 17, 2018 (no class on Sunday) 8:30 am – 4:30 pm

MACAR Level 2 (Advanced)

COST: \$2,600

The goal of this workshop is to continue the study in greater depth of the child at risk or diagnosed with learning differences.

The content of the Advanced Course Level includes:

- ~ Using Montessori presentations for diagnostic and remedial analysis
- ~ Testing and Referral
- ~ Record keeping
- ~ Continuation of Written Language Program
- ~ Organization and Study Skills
- ~ Choices, A Social Skills Curriculum
- ~ Empowering for Self-Control
- ~ Models of Support for Learning Different Children
- ~ Practicum including observation and participation in environments with students who have learning differences
- ~ Case studies developmentally based upon observation, interaction and review of testing

Date: July 9 – 17, 2018 (no class on Sunday) 8:30 am – 4:30 pm

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

“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

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:

Overview of Dyslexia and Simulations of Learning Differences*
 The Shelton Model for Teaching Social Skills and Values
 Parenting the Learning-Different Child
 Classroom Management and Assertive Discipline for Learning-Different Students
 Screening for Dyslexia: A Shelton Workshop
 The Shelton System for Organization and Study Skills
 Structural Math
 Phonological Awareness
 Multisensory Spelling for the General Classroom
 Fluency and Comprehension
 Composition
 History of Language/Morphology
 Handwriting
 Accommodating the Learning Different Student
 Montessori Applied to Children at Risk for Learning Differences (MACAR)



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 18)

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

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 \$400.

Contact

Consuela Teague, Shelton Outreach/Training 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 - \$75 **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 - \$150 **2 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 - \$150 **4 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





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

Workshops - Onsite

Screening for Dyslexia: A Workshop By Shelton

8 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 6, 2018, 8:30 am – 5:30 pm

Date Option 2: Saturday, November 10, 8:30 am – 5:30 pm

Seminar Fee: \$250.00 (Materials included)

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

*Registration will close on January 29, 2018 for the February 6, 2018 class and November 3, 2018 for the November 10, 2018 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, LDT, CALT-QI, Director of Outreach

Chris Bedenbaugh, M. Ed., LDT, CALT-QI, Assistant Director of Outreach

Dates:

Option One: Wednesdays: Day 1: January 24, Day 2: February 7, Day 3: February 14, Day 4: February 28

Option Two: August: Day 1: August 6, Day 2: August 7, Day 3: August 8, Day 4: August 9

Seminar Fee: \$150 per seminar/ \$500 for a series of four.

(Districts can schedule seminars to meet the needs of their faculty. For information contact Nancy Coffman ncoffman@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)

40 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: \$1,000

Date Option 1: June 4 – 9, 2018, 8:30 am – 5:30 pm

Date Option 2: July 30 – August 3, 2018, 8:30 am – 5:30 pm



Dr. Laure Ames

Saturday Seminars – Fall 2018 / Spring 2019 Semesters

Seminar Fees: \$150 per on-site seminar / \$500 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 2018 (DBU Course EDUC 5342)

Organization and Study Skills	8:30 – 4:30	September 8, 2018
Neurological Aspects of LD/Current	8:30 – 4:30	September 22, 2018
Shelton Model For Teaching Social Skills	8:30 – 4:30	October 13, 2018
Discipline/Classroom Management	8:30 – 4:30	November 3, 2018
Structural Math	8:30 – 4:30	December 1, 2018

Classroom Instruction of Language and Study Skills, Spring 2019 (DBU Course EDUC 5343)

History of Language	8:30 – 4:30	January 5, 2019
Phonological Awareness: Assessment, Analysis & Practical Appl./Oral Language Development	8:30 – 4:30	January 26, 2019
Fluency and Comprehension	8:30 – 4:30	March 2, 2019
Dyslexia Law	8:30 – 10:00	April 6, 2019
Composition	10:30 – 4:30	April 6, 2019
MACAR/Child Development	8:30 – 4:30	April 27, 2019



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 21, 2018, 8:30 am – 12:30 pm November 10, 2018, 8:30 am – 12:30 pm

Check website for additional dates and times.

Seminar Fee: \$100*

Shelton will administer the exam at Shelton on Saturday, June 17, 2018 and December 8, 2018. 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.

Utilizing the TAKE FLIGHT: A COMPREHENSIVE INTERVENTION FOR STUDENTS WITH DYSLEXIA Curriculum

35 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, LDT, CALT-QI

Date: Tuesday-Thursday, June 5 – 7, 2018, 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.

“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

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

“The materials are fabulous, very well organized and good quality.”
Participant

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 Nancy Coffman at ncoffman@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

Your travel arrangements are your responsibility. 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.



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

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