

SOUTHWEST MULTISENSORY TRAINING CENTER

TAKE FLIGHT CURRICULUM

Description of Course:

A comprehensive intervention for students with Dyslexia, developed by Texas Scottish Rite Hospital for Children, Dallas, Texas. Southwest Multisensory Training Center also includes a verbal to written expression component.

Completion Requirements:

- Introductory Course - 2 weeks
- Advanced Course - 2 weeks
- 11 Workshops
- 10 Demonstrations
- 6 Book Reports
- 1 Case Log

VERBAL ⇔ WRITTEN EXPRESSION

Description of Course:

Verbal to Written Expression - enhances the expertise in writing techniques for the dyslexic child and teaches visualizing and verbalizing in Lindamood Bell with reading comprehension
5 hours Continuing Education Units available for the therapist

Completion Requirements:

- 1 Day Workshop
- Critique 5 writing samples

MULTISENSORY STUDY SKILLS

Description of Course:

Multisensory study skills teaches skills and habits necessary to maximize student study time. It focuses also on vocabulary and skills of comprehension.

Completion Requirements:

- 1 Day Workshop
- Lesson Planning

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MULTISENSORY MATH

Description of Course: Multisensory Math - stresses mastery of elementary school concepts, facts and computational procedures using manipulatives

- Completion Requirements:**
- 3 Day Workshop
 - 4 Demonstrations
 - 1 Month Lesson Plan
 - 1 Week Plan

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Southwest Multisensory Training Center offers teachers, administrators, and parents training in multisensory, discovery, and mastery techniques.

As educators, we have found that many students need input through auditory and kinesthetic, as well as visual channels, in order to learn. Unfortunately, many of our curriculum and teaching methodologies are based on traditional teaching and are, therefore, less successful. The training center has been instrumental in developing specialized techniques that are very successful with children.

Students with less talent for language and math learning will benefit from multisensory exposure and discovery learning. Multisensory introductions help establish automatic use of basic tools for learning. These tools help students realize their fullest potentials.

T*ake Flight: A Comprehensive Intervention for students with Dyslexia*, is a two-year curriculum written by the staff of the Luke Waites Center for Dyslexia and Learning Disorders at Texas Scottish Rite Hospital for Children (TSRHC). *Take Flight* builds on the success of the three previous dyslexia intervention programs developed by the staff of TSRHC: Alphabetic Phonics,

the Dyslexia Training Program and TSRH Literacy Program.

Take Flight was designed for use by Certified Academic Language Therapists for Children with dyslexia ages seven and older. The two-year program is designed to be taught four days per week (60 minutes per day) or five days per week (45 minutes per day). It is intended for one-on-one or small group instruction with no more than six students per class.

The curriculum is based on the pioneering research of Dr. Samuel T. Orton, a neuropsychiatrist, and on the educational insights of Anna Gillingham, a pioneer in education and psychology. The programs have been expanded and updated in accord with new findings, both educational and scientific.

Multisensory Math uses concrete materials to introduce concepts and procedures in grades K - 6. The class is a hands-on experience with manipulatives that can be purchased or made.

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WHY TAKE FLIGHT WITH A VERBAL TO WRITTEN EXPRESSION COMPONENT WORKS WITH DYSLEXIC OR LEARNING DIFFERENT STUDENTS

Individualized: A reading program in which both materials and methods are matched to each student's individual ability level, interests, and learning style

Multisensory: An approach that makes a concerted attempt to include more than one mode of presentation of information - visual, auditory, kinesthetic (muscle sense); a "bombardment approach" in which the student is asked to "See it, Hear it, and Feel it"

Intensive Phonics/Synthetic Phonics/Integrated With Written Expression: For the most part, two approaches to teaching phonics exist: *analytic phonics* and *synthetic phonics*. *Analytic phonics* takes a student from what they know about letters and their corresponding sounds and asks them to rearrange these letters to make new words. For example, if a student already knows the word "can" by sight, he/she can form new words by adding new initial consonants to the phonogram "an". *Synthetic phonics* asks students to learn the sounds of the letters first and then combine or blend these sounds to create words. *Intensive phonics* would combine both of these approaches. An *integrated model* will enhance the reading aspects by allowing students to be their own authors and stimulate their written expression.

Linguistics: Linguistics is the study of language. Linguists have identified the sounds units of language, the meaning units of language, and the patterns that occur in language. Linguistic reading materials often utilize phonograms found in the English language as the

primary source of words for their texts. For example, a *linguistic reader* might contain such a sentence as "Dan can fan the man." Recently some linguists have extended the linguistic approach to include an understanding of language and how it is learned. The "Total language approach" has been derived from this belief.

Meaning based: In order for a text to have some meaning for the reader, many factors must be taken into account. Most recent research has shown that prior knowledge of the context included in the text may be the most influential factor in a person's understanding of a text. Written compositions are excellent ways to tap a student's understanding of language, because for the most part, one cannot compose with words one does not understand. Therefore, the student needs to be the originator of his own material.

Systematic, Sequential, and Cumulative: Because reading is a cumulative task, it is important that students build on what they already know. In other words, we do not want to move them into material that they are not ready for simply because they do not have the prerequisite skills. For less mature readers, this will mean controlling the vocabulary until they have mastered word recognition skills that allow them to read independently in text with a few unknown words. For more mature students, it will mean checking comprehension to make certain that further information is not needed before they can understand the text.

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ALPHABETIC PHONICS STUDIES

THE FOLLOWING STUDIES CITE THE EFFECTIVENESS OF THE ALPHABETIC PHONICS PROGRAM: A PRE "TAKE FLIGHT" CURRICULUM

Brightman, M.V. 1986. *An Evaluation of the Impact of the Alphabetic Phonics Program in the Kinkaid School from 1983 -1985*. Report No. 2. pp. 1 - 3.

Dooley, B. 1994. *Multisensory Integrated Reading and Composition: An Approach for Enhancing the Comprehension of Middle School Students*. Multisensory Structured Language Education, p. 54.

Frankiewicz, R.G. 1984. *An evaluation of the impact of the Alphabetic Phonics program in the Cypress Fairbanks Independent School District from 1981 through 1984*. pp. 1 - 16.

Guercio, R. & E. Sumartojo 1987. *Alphabetic Phonics Pilot Reading Project*.

Guyer, B. & D. Sabatino 1989. "The Effectiveness of a Multisensory Alphabetic Phonetic Approach with College Students who are Learning Disabled" in *Journal of Learning Disabilities*. Volume 22, No. 7. pp. 430 - 434.

Hutcheson, L., H. Selig & N. Young 1990. "A Success Story: A Large Urban District Offers a Working Model for Implementing Multisensory Teaching into the Resource and Regular Classroom" in *Bulletin of the Orton Society*. Volume XXXX. pp. 79 - 96.

Ogden, S., S. Hindman & S. Turner 1989. "Multisensory Programs in the Public Schools: A Brighter Future for Learning Disabled Children" in *Annals of Dyslexia*. Volume XXXIX. pp. 247 - 267.

Roy, B. 1986. "A Cooperative Teacher Education and Language Retraining Program for Dyslexics in West Texas". Symposium conducted at the Research in Action Conference at Texas Technological University.

Vickery, K., V. Reynolds, & S. Cochran 1987. "Multisensory Teaching Approach for Reading, Spelling, and Handwriting Orton-Gillingham Based Curriculum in a

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REQUIREMENTS FOR COMPLETION AS AN ACADEMIC LANGUAGE THERAPIST

- I. **Introductory Course** - 1st year (Two Weeks)
 - A. Introductory Requirements
 1. Five handwriting samples
 2. Practicum teaching one student - 25 hours
 - B. Daily teaching of student or class throughout the year in Book 1 thru 4
(These are levels as identified in the program.)
Therapist's first student must begin at Level I
 - C. Four demonstration lessons with student or class
 - D. Case study upon completion of practicum
 - E. Three book reports; one article
 - F. Six continuation labs (three in fall, three in spring)
 - G. Interview a certified Academic Language Therapist

- II. **Advanced Course** - 2nd year (Two Weeks)
 - A. Advanced Course Requirements
 1. Demonstration of a concept from Book 5 or 6
 2. Class Project
 3. Teaching Book 5 to a partner - One Demonstration Lesson
 - B. Daily teaching of student(s) or class(es) through the year in Book 5,6
 - C. A minimum of six advanced demonstration lessons; teaching
experience must span from Book 1 - Book 5
 - D. Four book reports; two articles
 - E. Four continuation labs (one in fall, four in spring)
 - F. Literature Expansion Project
 - G. Teaching hours must total 820

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REQUIREMENTS FOR COMPLETION AS AN ASSOCIATE LEVEL ACADEMIC LANGUAGE TEACHER

This level of membership is open to individuals who have met the following requirements.:

1. A bachelor's degree from an accredited institution.
2. Completion of teacher level training in a Multisensory Structured Language (MSL) program.

- a. "Comprehensive teacher level training" shall be defined as a course under the supervision of a Qualified Instructor that includes a minimum of 60 instructional hours, a minimum of 60 clinical/teaching hours, a minimum of 5 demonstrations, clinical/teaching documentation, and proof of the individual's progress and competency.

- b. Acceptable performance on a teaching level comprehensive examination administered by ALTA.

- c. Six introductory level workshops are required during the year of training.

3. Completion of three CEU's (30 contact hours) every three years. (An Associate/Academic Language Teacher member is eligible to become a CALT upon fulfilling the requirements stated in Article III.,Section2., b.) of the Academic Language Therapist Association.

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