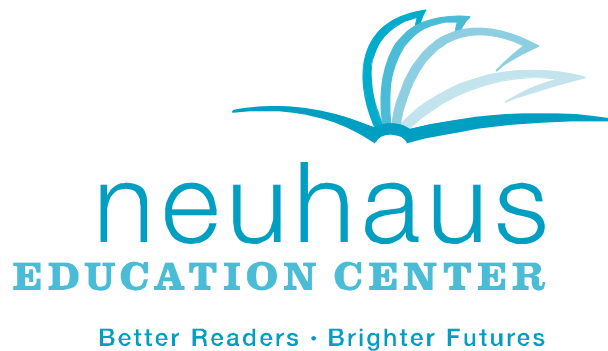


Orientation for

Basic Language Skills



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Orientation for *Basic Language Skills*

This orientation session is designed to make sure you have a clear understanding of the *Basic Language Skills* class and what it entails.

Components of Instruction

The state of Texas *Dyslexia Handbook* gives parameters for the population of students with extreme difficulty learning to read and spell. Included components are:



- **Phonemic Awareness** instruction that enables students to detect, segment, blend, and manipulate sounds in spoken language
- **Graphophonemic Knowledge (phonics)** instruction that takes advantage of the letter – sound association in which words that carry meaning are made of sounds and sounds are written with letters in the right order
- **Language Structure** instruction encompassing:
 - Morphology – the study of meaningful units of language such as prefixes, suffixes, and roots
 - Semantics – ways that language conveys meaning
 - Syntax – sentence structure
 - Pragmatics – how to use language in a particular context
- **Linguistic Instruction** directed toward proficiency and fluency with the patterns of language so that words and sentences are the carriers of meaning
- **Strategy-oriented Instruction** in the strategies for decoding, encoding, word recognition, fluency, and comprehension that students need and will use to become independent readers

Source: *The Dyslexia Handbook* – Revised 2007

<http://www.tea.state.tx.us/curriculum/elar/2007EnglishHandbook.pdf>

IMSLEC Guidelines

The International Multisensory Structured Language Education Council (IMSLEC) gives standards for what is to be taught and how it is to be taught.



Multisensory Structured Language: What is Taught

Phonology and Phonological Awareness: Phonology is the study of speech sounds and how they work within their environment. A phoneme is the smallest unit of sound in a given language that can be recognized as being distinct from other sounds in the language. Phonological awareness is the understanding of the internal linguistic structure of words. An important aspect of phonological awareness is phonemic awareness or the ability to segment words into their component sounds.

Sound-symbol Association: This is the knowledge of the various sounds in the English language and their correspondence to the letters and combinations of letters which represent those sounds. Sound-symbol association must be taught (and mastered) in two directions: visual to auditory and auditory to visual. Additionally, students must master the blending of sounds and letters into words as well as the segmenting of whole words into the individual sounds.

Syllable Instruction: A syllable is a unit of oral or written language with one vowel sound. Instruction must include the teaching of the six basic types of syllables in the English language: closed, vowel-consonant-e, open, consonant-le, r-controlled, diphthong or vowel pair. Syllable division rules must be directly taught in relation to the word structure.

Morphology: Morphology is the study of how morphemes are combined to form words. A morpheme is the smallest unit of meaning in the language. The curriculum must include the study of base words, roots and affixes.

Syntax: Syntax is the set of principles that dictate the sequence and function of words in a sentence in order to convey meaning. This includes grammar, sentence variation and the mechanics of language.

Semantics: Semantics is that aspect of the language concerned with meaning. The curriculum (from the beginning) must include instruction in the comprehension of written language.

Multisensory Structured Language: How It Is Taught

Simultaneous, Multisensory (VAKT): Teaching is done using all learning pathways in the brain (visual, auditory, kinesthetic-tactile) simultaneously in order to enhance memory and learning.

Systematic and Cumulative: Multisensory language instruction requires that the organization of material follows the logical order of the language. The sequence must begin with the easiest and most basic elements and progress methodically to more difficult material. Each step must also be based on those already learned. Concepts taught must be systematically reviewed to strengthen memory.

Direct Instruction: The inferential learning of any concept cannot be taken for granted. Multisensory language instruction requires the direct teaching of all concepts with continuous student-teacher interaction.

Diagnostic Teaching: The teacher must be adept at prescriptive or individualized teaching. The teaching plan is based on careful and continuous assessment of the individual's needs. The content presented must be mastered to the degree of automaticity.

Synthetic and Analytic Instruction: Multisensory, structured language programs include both synthetic and analytic instruction. Synthetic instruction presents the parts of the language and then teaches how the parts work together to form a whole. Analytic instruction presents the whole and teaches how this can be broken down together to form a whole. Analytic instruction presents the whole and teaches how this can be broken down into its component parts.

Source: The International Multisensory Structured Language Education Council (IMSLEC)

The Basic Language Skills Curriculum:

- Includes all of the Components of Instruction for the teaching of dyslexic students as outlined in *The Dyslexia Handbook* for the state of Texas.
- Meets the IMSLEC standards.
- A literacy curriculum that is:
 - Systematic,
 - Sequential,
 - Intensive, and
 - Comprehensive
- For use by teachers and specialists working with students identified with special needs in learning to read and spell.
- Is particularly effective with dyslexic or reading-disabled students.
- Designed to be taught:
 - With your full attention to the students with whom you are working;
 - To a preferred group size of three to five students who are similarly grouped by age and reading ability. The maximum group size should be eight.
 - 50-60 minutes each day
 - Four to five days per week
 - By a knowledgeable specialist
 - Minimum of two years for a student to complete the curriculum
 - Pace is adjusted to meet student needs

Basic Language Skills Materials

There are three books in the Basic Language Skills curriculum.

- Each book includes a concept manual and a notebook.
- A Scope and Sequence in each manual details a suggested order of presentation for reading and spelling concept introductions and practices.
- The manuals include suggested practices for comprehension and composition instruction for each lesson.
- Each notebook includes procedures and reproducible practice pages.
- Book 1
 - Taught in the ten-day *Basic Language Skills* class and two follow-up workshops, *Book 1A* and *Book 1B*
- Book 2
 - Taught in the ten-day *Basic Language Skills - Advanced* class and a one-day follow-up, *Book 2*
- Book 3
 - Taught in a one-day follow-up workshop, *Basic Language Skills Book 3*

Participants in *Basic Language Skills* Will Learn:

- Components of Instruction
- the characteristics of students with learning differences, especially dyslexia
- the reliable reading and spelling patterns of the English language
- structured procedures and sequential curricula which insure students' progress in both learning and retaining information

Prerequisites:

Prior to beginning *Basic Language Skills*, participants must:

- Attend *Foundations for Language*. This class is designed for work with students who still need the preliminary reading skills of phonemic awareness, letter recognition, and oral language.
- Complete a registration form and submit it with a \$50 deposit, or register online at www.neuhaus.org.
- Sign a statement indicating that you understand the requirements of *Basic Language Skills*.
- At least **two weeks** prior to beginning *Basic Language Skills*:
 - Submit a copy of your college transcript with degree posted or a copy of your diploma.
 - Pay the remaining balance for the cost of *Basic Language Skills*.

Class Requirements

During *Basic Language Skills*, participants must:

- Attend all **ten** scheduled classes.
 - 10 consecutive week days, or two weeks, OR
 - 1 day a week for 10 weeks
- Class time is 8:30 a.m. - 3:30 p.m.
 - Plan to arrive by 8:15 a.m.
 - Lunch is from 12:00 p.m. - 1:00 p.m.
- Participate in daily practicum activities
 - Supervised practical applications of material taught
 - Assigned to a group of no more than four participants

- Successfully teach a lesson to your practicum group.

Class Requirements (cont.)

During *Basic Language Skills*, participants must:

- Complete homework assignments.
 - Reading assignments
 - Preparation for practicum activities
 - Practice activities from an activity manual
- Submit cursive handwriting samples during class.
- Demonstrate proficiency with the 44 speech sounds of English.
- Complete a final exam (open-book).

University of St. Thomas Credit (Optional)

You are able to receive three hours of graduate credit through the University of St. Thomas if you take *Basic Language Skills* in the summer. Currently, the fee is \$350.

Additional Requirements:

- A three to five page typewritten paper on The Student with a Language Learning Difference
- A report on the book, *Overcoming Dyslexia*, by Sally Shaywitz. The book report should follow a four-part format:
 - Book summary
 - Specific information taken from the book
 - Reader's opinion of the book
 - The audience to whom the reader would recommend the book
- A second final exam on theory relevant to teaching Basic Language Skills

Don't Stop Learning!

Continue Professional Development

- Enroll in Neuhaus classes so that you can offer more in-depth help to your students, or
- Enroll in the Neuhaus Dyslexia Specialist Preparation Program (DSPP).

Suggested Sequence for Professional Development after Basic Language Skills

- Year One
 - *Foundations for Language*
 - *Basic Language Skills*
 - *Basic Language Skills – Book 1A*
 - *Basic Language Skills – Book 1B*
 - *Multisensory Grammar*
 - *Developing Metacognitive Skills*
- Year Two
 - *Basic Language Skills – Advanced*
Prerequisites:
 - *Basic Language Skills—Book 1A*
 - *Basic Language Skills—Book 1B*
 - *Multisensory Grammar*
 - *Developing Metacognitive Skills*
 - Teach through Concept 63 in *Basic Language Skills*
 - *Basic Language Skills – Book 2*
 - *Written Composition Fundamentals*

- *Structure of the English Language for Reading – Online or Developing Vocabulary for Reading Success - Online*
- *Scientific Spelling – Advanced*
- *Basic Language Skills – Book 3*
- Outside and/or Neuhaus Education Center Related Classes
 - 30 hours

Dyslexia Specialist Preparation Program

- Provides in-depth preparation specialists working with individuals with dyslexia and other related disorders
- Accredited by IMSLEC
- *Basic Language Skills* is the core curriculum of the program
- After completing DSPP:
 - Individual is eligible to sit for the Alliance Registration Exam for Multisensory Structured Language Education.
 - Passing the exam qualifies an individual for membership in the Academic Language Therapy Association (ALTA) as a Certified Academic Language Therapist (CALT).



Requirements for the DSPP:

Professional Preparation Requirements..... 201 Hr

<i>Foundations for Language</i>	\$95.....	5.5 Hr
<i>Basic Language Skills</i>	\$1200.....	60 Hr
<i>Basic Language Skills - Book 1A</i> (cost included with <i>Basic Language Skills</i>).....		5.5 Hr
<i>Basic Language Skills - Book 1B</i> (cost included with <i>Basic Language Skills</i>).....		5.5 Hr
<i>Multisensory Grammar</i>	\$70.....	3.5 Hr
<i>Developing Metacognitive Skills</i>	\$265.....	10 Hr
<i>Basic Language Skills - Advanced</i>	\$615.....	60 Hr
<i>Basic Language Skills - Book 2</i> (cost included with <i>Basic Language Skills - Advanced</i>)		5.5 Hr
<i>Written Composition Fundamentals</i>	\$45.....	3.5 Hr
<i>Structure of the English Language - Online</i>	\$90.....	3 Hr
or <i>Developing Vocabulary for Reading Success – Online</i>	\$90.....	3.5 Hr
<i>Scientific Spelling - Advanced</i>	\$40.....	3 Hr
<i>Basic Language Skills - Book 3</i>	\$35.....	6 Hr
Outside and/or Neuhaus Related Classes (costs will vary)		30 Hr

Curriculum Teaching Requirements..... 700 Hr

Teaching experience is accumulated in three situations that meet a minimum of four days/week, 50 minutes/day. A teaching situation is defined as an individual with a language learning difference and/or small group of individuals with such a difference. Teaching experience includes beginning *Basic Language Skills* at the initial level (*Book 1*) and progressing through the advanced level (*Book 3*).

Demonstration Requirements..... 10 Lessons

Demonstrations may be live and/or videoed and are distributed as follows:

- *Book 1*: 5 demonstrations;
- *Book 2*: 4 demonstrations;
- *Book 3*: 1 demonstration.

Documentation Requirements

- New Student/Class Report is submitted to describe each teaching situation.
- Progress Reports are submitted for each teaching situation after each Mastery Check is administered. Progress reports that reflect 700 teaching hours spanning the curriculum are required.
- 1 Case Study

Professional Development Requirements..... 4 Book Reports

The specialist-in-training reads and summarizes four books listed as teacher references in *Multisensory Teaching of Basic Language Skills* (Birsch 05).

Dyslexia Specialist Program Fee\$400

This fee may be paid in an installment plan that includes an additional \$50 carrying charge. An initial \$50 payment is submitted with the New Student/Class Report. Additional Payments are submitted with Progress Reports.

A specialist-in-training has five years after first enrollment in the program to complete all requirements.

(prices and requirements updated 4/30/09. Check www.neuhaus.org/DSPP for latest information.)

Is this the right class for you?

- Will you be able to devote the time needed for the two weeks of the *Basic Language Skills* class?
 - Attend class daily?
 - Complete daily homework assignments?
 - Prepare for practicum activities?
 - Participate in practicum activities?
 - Organize the material you receive in class?

Is this the right class for you? (cont.)

- Will you have the necessary time to devote to teaching students who need *Basic Language Skills*?
 - Devote 50 to 60 minutes per session for at least four days a week?
 - Understand that it will take a student a minimum of two years to complete the curriculum?

Yes?

If you have decided that *Basic Language Skills* is right for you and your students:

- Fill out and sign agreement letter on next page.
- Send it to Neuhaus:
 - Mail: Neuhaus Education Center
Attn: Registrar
4433 Bissonnet
Bellaire, TX 77401-3233
 - Fax: 713.664.4744
 - Email: dlewis@neuhaus.org and include the text of the agreement letter in the body of your email.
- Register for your chosen class dates.

Questions?

Contact Elisa Barnes at ebarnes@neuhaus.org or 713.664.7676.

***Basic Language Skills* Teacher Letter of Agreement**

I, _____, viewed the webinar
printed name
“Orientation for *Basic Language Skills*” and have had all my questions answered.

I believe this is the right class for me. I understand the depth and complexity of the requirements of this curriculum.

signature

date

date of *Basic Language Skills* class I intend to attend