

Orientation for
Basic Language Skills



neuhaus
EDUCATION CENTER

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Basic Language Skills

Explicit, systematic, intensive literacy instruction for students with dyslexia or related language learning differences

Basic Language Skills

- Is a literacy instructional framework that is:
 - Systematic
 - Sequential
 - Intensive
 - Comprehensive
- Is for use by teachers and specialists working with students identified with difficulties in learning to read and spell
- Is designed to be taught:
 - With the teacher’s full attention to the students with whom he or she is working
 - Preferably, to a group with only three to five students who are similar in age and reading ability [The maximum group size is six to eight.]
 - With intensity and duration that ensures students’ progress and achievement
 - By a knowledgeable and skilled specialist
 - With a monitored and modulated pace that is adjusted to meet student needs
- Is distributed over three manuals. Each manual includes:
 - A concept manual with a scope and sequence that details a suggested order of presentation for reading and spelling, concept introductions, and practices
 - A notebook that includes suggested procedures, reproducible practice pages, and information for developing comprehension and writing skills
 - An outline for a lesson plan that provides instruction in reading, writing, and spelling
- Meets the standards set by the
 - Texas Education Agency outlined in The Dyslexia Handbook
 - International Multisensory Structured Language Education Council
 - International Dyslexia Association

Basic Language Skills - Introductory Class

Initial professional development for educators who provide explicit, systematic, and intensive literacy instruction

Basic Language Skills–Introductory Class is the first part of the sequence of professional development connected to *Basic Language Skills*. Because this class is regarded as a first step, it is often referred to simply as “BLS”.

Basic Language Skills meets:

- Spring and summer semesters, 10 consecutive days and 2 follow up days
- Fall and winter semesters, one day per week for ten weeks and 2 follow up days
- Each class day, 8:30 a.m. – 3:30 p.m., and includes lectures, video demonstrations, modeling of strategies, and opportunities to practice the strategies within small groups.

Basic Language Skills participants learn:

- the nature of literacy acquisition
- the facets of domains of language
- the characteristics of dyslexia
- diagnostic teaching practices
- the structure and patterns of English for reading and spelling
- strategies for developing oral language and comprehension

Throughout Basic Language Skills participants:

- participate in interactive lectures
- complete reading assignments
- demonstrate understanding in discussions, written exercises, and exams
- observe and practice multisensory lesson routines that promote accurate decoding, fluency, and text understanding

Basic Language Skills:

- Focuses on the introduction of initial reading, writing, and spelling involves 71 hours of professional development including 60 hours distributed over 10 consecutive days or weeks and two follow-up classes, *Book 1A* and *Book 1B*
- Includes 2 reviews of demonstration lessons and consultation with a professional development staff member

Basic Language Skills concepts taught include:

- Word Recognition Skills
 - Phonemic Awareness
 - Sound/Symbol Correspondence
 - Syllable Types
 - Syllable Division
 - High Frequency Words
 - Contractions and Possessives
 - Morphemes – suffixes
 - Prosody
- Handwriting
 - Letter Strokes
 - Letter Connections
- Spelling Skills
 - Phonemic Awareness
 - Recurring Spelling Patterns
 - Spelling Rules
- *Basic Language Skills – Introductory Class* materials include:
 - *Multisensory Teaching of Basic Language Skills* (Birsh & Carreker, 2018)
 - *Multisensory Teaching of Basic Language Skills Activity Book* (Carreker & Birsh, 2018)
 - *Basic Language Skills, Book 1*
 - *Scientific Spelling*
The Colors and Shapes of Language, with CD
 - *Initial Reading Deck*, with deck dividers and additional cards
 - Chart Sets
 - Decodable readers *Pals*, *Tracks*, and *Wishes* (Multisensory Teaching Approach, MTA)
- Composition
 - Nouns, Verbs, Noun Markers
 - Sentence Structure
 - Descriptive Paragraph
 - Narrative Paragraph
 - Summary Writing
- Oral Language Skills
 - Naming
 - Describing
 - Story Retelling
 - Vocabulary
- Comprehension Skills
 - Text Structure
 - Oral Language
 - World Knowledge
 - Strategic Thinking
 - Inference Making
 - Summarizing

Prerequisites:

Basic Language Skills is an in-depth, college-level class comprised of lecture, demonstration, and practicum. There is daily homework and preparation. All class requirements must be completed successfully for a participant to receive a certificate of completion and to be provisionally accepted into a preparation program. In an effort to ensure that success, instructional faculty will conduct personal interviews with all candidates.

- The interview will consist of a reciprocal question/answer session to determine:
- the applicant's long-term goals for using the curriculum
- if the applicant's current schedule will allow attendance all 10 days
- if the applicant's current schedule will allow punctual and complete attendance
- if the applicant's current schedule will accommodate the time investment required to complete all assignments

The interview will also allow time to:

- assess facility with the production of the 44 English speech sounds through a Phoneme Inventory [Sound generation, fluency and stimulability will be assessed with a Likert scale. An average score of 3 or better is required.]
- assess facility with written language through the submission of a writing sample that will be evaluated according to a specific rubric [A score of 10 or better is required.]

Attendance at Neuhaus Education Center interview/information session will allow applicants to meet some of the faculty assigned to the Basic Language Skills class. Please contact the receptionist to set up the interview/information session at 713.664.7676. Applicants who live outside the Houston area should contact the receptionist to discuss arrangements for a personal interview.

Prerequisites (Continued):

Prior to beginning Basic Language Skills, participants must:

- Attend *Reading Readiness*, a class designed for work with students who still need the preliminary reading skills of phonemic awareness, letter recognition, and oral language
- Participate in a personal interview with the class coordinator
 - Complete a phoneme inventory
 - Submit a writing sample
- After acceptance in the program, register, and pay a nonrefundable \$200 deposit
- Submit a registration form via mail or fax, or register online at www.neuhaus.org
- At least **four weeks** prior to beginning Basic Language Skills:
 - Submit a copy of applicant's college transcript with degree posted or a copy of diploma
 - Pay the remaining balance for the cost of Basic Language Skills

Class Requirements

During Basic Language Skills, participants must:

- Attend all **10** scheduled classes
 - 10 consecutive days, excluding weekends in the summer
 - Generally, one day a week for 10 weeks, in the fall and spring
- Class time is 8:30 a.m. - 3:30 p.m.
 - Plan to arrive by 8:15 a.m.
 - Lunch is usually from 12:00 p.m. - 1:00 p.m.
- Daily activities
 - Active engagement in lectures
 - Participate in supervised, small group practice activities
- Successfully teach a thoroughly prepared lesson to the practicum group
- Complete homework assignments
 - Reading assignments
 - Preparation for practicum activities
 - Practice activities from an activity manual
- Submit cursive handwriting samples
- Demonstrate proficiency producing the 44 speech sounds of English
- Successfully complete a final exam (open-book)

Is this the appropriate class for you?

- Will you be able to devote the time needed for the two weeks of the *Basic Language Skills – Introductory Class*?
 - Attend class daily
 - Complete daily homework assignments
 - Prepare for practicum activities
 - Organize the material you receive in class
- Will you have the necessary time to devote to teaching students who need *Basic Language Skills*?
 - Devote adequate time to provide the intensity and duration that ensures students' progress and achievement [Typically, practitioners-in-training and therapists-in-training teach four days a week for 50-60 minutes per session]
 - Understand that the length of instruction will be based on your students' needs and that it will take a student a minimum of two years to complete the program?

If you have answered affirmatively to both main questions, then *Basic Language Skills* is right decision for you and your students:

- Please contact the receptionist at Neuhaus Education Center to sign-up for an interview/information session at 713.664.7676.

Suggested Sequence for Professional Development of Basic Language Skills

- Year One
 - *Reading Readiness*
 - *Basic Language Skills – Introductory Class*
 - *Basic Language Skills – Book 1A*
 - *Basic Language Skills – Book 1B*
 - *Multisensory Grammar*
 - *Developing Metacognitive Skills*
- Year Two
 - *Basic Language Skills – Advanced*
 - *Basic Language Skills – Book 2*
 - *Written Composition Fundamentals*
 - *Developing Vocabulary for Reading Success - Online*
 - *Spelling Development Webinar (CEUs on Demand)*
 - *Basic Language Skills – Book 3 (1 day class)*
- Outside and/or Neuhaus Education Center Related Classes
 - 30+ hours—*Prices will vary*
 - *Current Neuhaus classes are available on the Neuhaus Education Center website or on printed class schedules.*

Dyslexia Specialist Preparation Program

Neuhaus Tier III Preparation Programs:

- Provide extensive coursework and supervised practica leading to certification for teachers and therapists working with dyslexia and other related disorders.
- Have two levels encompassing three tracks. Both levels are accredited by the International Multisensory Structured Language Education Council (IMSLEC).

Preparation Program Prerequisites for Provisional Acceptance

- Preparation Program, Level 1
Bachelor's degree
- Preparation Program, Level 2-A
Bachelor's degree
- Preparation Program, Level 2-B
Post-graduate degree
- All levels require successful completion of Basic Language Skills

Neuhaus Education Center will refer students to individuals actively participating in the Preparation Programs.

Neuhaus Preparation Program, Level 1

Dyslexia Practitioner

Successful completion of the 60-hour *Basic Language Skills-Introduction* allows individuals provisional acceptance into Neuhaus Education Center's Preparation Program, Level 1.

Upon completion of Preparation Program, Level 1, an individual is eligible to sit for the Alliance Registration Exam at the teacher level. Passage of this exam qualifies the individual for membership in the Academic Language Therapy Association (ALTA) at the Associate Teaching Level, and the individual is eligible to apply to the State of Texas for licensure as a Dyslexia Practitioner.

Dyslexia Practitioners must work under supervision.

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

Requirements for the Neuhaus Preparation Program, Level 1:

Professional Preparation Requirements.....	85 Hr
<i>Reading Readiness</i>	6 Hr
<i>Basic Language Skills – Introductory Class, Book 1A, Book 1 B</i>	71 Hr
<i>Multisensory Grammar</i>	3.5 Hr
Current Neuhaus prices are available on the Neuhaus Education Center website or on printed class schedules	
Outside and/or Neuhaus Related Classes (costs will vary).....	5 Hr

Curriculum Teaching Requirements 85 Hr
Teaching experience is accumulated in two situations. A teaching situation is defined as teaching an individual with a language learning difference and/or small group of individuals with such a difference. Each teaching situations must be approved by the coordinator of the Preparation Program, Level 1, for review and approval. Teaching through *Basic Language Skills Book 1* is required.

Demonstration Requirements..... Minimum of 5 Lessons
Demonstrations are videoed and are distributed at or near the following concepts, which indicates coverage of the curriculum. They will be accepted only one demonstration at a time and teachers must receive feedback from instructors prior to any subsequent submission.

- Concept 20
- Concept 35
- Concept 45
- Concept 55
- Concept 65

Demonstration lessons are planned so that each of the following is presented at least once: auditory/visual discovery, the dictation procedure, extended reading with a reader, grammar, and naming and/or describing.

Additional 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 a minimum of 85 teaching hours are required.

Professional Development Requirements 2 Book Reports
The practitioner-in-training reads and summarizes two books listed as teacher references in *Multisensory Teaching of Basic Language Skills* (Birsh, 2011).

Neuhaus Preparation Program, Level 2

The two tracks within Level 2 provide in-depth preparation for therapists-in-training working with individuals with dyslexia and other related disorders.

Level 2-A, Reading Therapist

Bachelor's Degree Required

Successful completion of the 60-hour *Basic Language Skills-Introductory Class* allows individuals with a bachelor's degree provisional acceptance into Neuhaus Education Center's Preparation Program, Level 2-A, Reading Therapist.

Upon completion of Preparation Program, Level 2 A - Reading Therapist, an individual is eligible to sit for the Alliance Registration Exam at the therapy level.

Passage of this exam qualifies the individual as a Certified Academic Language Therapist (CALT).

ALTA members at the CALT level who completed Preparation Program Level 2-A may apply for licensure in the State of Texas as Dyslexia Practitioners.

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Level 2-B. Dyslexia Therapist

Advanced Degree Required

Successful completion of the 60-hour *Basic Language Skills-Introductory Class* allows individuals with a post-graduate degree provisional acceptance into Neuhaus Education Center's Preparation Program, Level 2-B, Dyslexia Therapist.

Upon completion of Preparation Program, Level 2 B - Dyslexia Therapist, an individual is eligible to sit for the Alliance Registration Exam at the therapy level.

Passage of this exam qualifies the individual as a Certified Academic Language Therapist (CALT), and the individual is eligible to apply to the State of Texas for licensure as a Dyslexia Therapist.

Requirements for the Preparation Programs, Level 2-A and -B:

Professional Preparation Requirements	200 Hr
<i>Reading Readiness</i>	6 Hr
<i>Basic Language Skills—Introductory Class, Book 1A, Book 1B</i> ...	71 Hr
<i>Multisensory Grammar</i>	3.5 Hr
<i>Developing Metacognitive Skills</i>	10 Hr
<i>Basic Language Skills – Advanced, Book 2</i>	65.5 Hr
<i>Written Composition Fundamentals</i>	3.5 Hr
<i>Developing Vocabulary for Reading Success – Online</i>	3.5 Hr
<i>Spelling Development Self-Study (CEUs on Demand)</i>	2 Hr
<i>Basic Language Skills - Book 3</i>	6 Hr

Current Neuhaus prices are available on the Neuhaus Education Center website or on printed class schedules

Outside and/or Neuhaus Related Classes (costs will vary)..... 30 Hr

Curriculum Teaching Requirements **700 Hr**

Teaching experience is accumulated in three situations. A teaching situation is defined as teaching an individual with a language learning difference and/or small group of individuals with such a difference. The teaching situations must be approved by the coordinator of the Preparation Program, Level 2. Teaching experience includes beginning *Basic Language Skills* at the initial level (*Book 1*) and progressing through the advanced level (*Book 3*).

Demonstration Requirements..... **Minimum of 10 Lessons**

Demonstrations are videoed and are distributed at or near the following concepts, which indicates coverage of the curriculum. They will be accepted only one demonstration at a time and teachers must receive feedback from instructors prior to any subsequent submission.

- Book 1: 5 demonstrations:
 - Concept 20
 - Concept 35
 - Concept 45
 - Concept 55
 - Concept 65
- Demonstrations lessons are planned so that so that each of the following is presented at least once: auditory/visual discovery, the dictation procedure, extended reading with a reader, grammar, and naming and/or describing.

Book 2: 4 demonstrations:

- Concept 80
 - Concept 90
 - Concept 100
 - Concept 110.
- Book 3: 1 Demonstration Lesson
 - Demonstration lessons in Books 2 and 3 are planned so that each of the following is presented at least once: fluency practice with a passage, comprehension with a passage, paragraph writing, Developing Metacognitive Skills, and History of the Language.

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 a minimum of 700 teaching hours spanning the curriculum are required.
- 1 Case Study

Professional Development Requirements 4 Book Reports

The therapist-in-training reads and summarizes four books listed as teacher references in *Multisensory Teaching of Basic Language Skills* (Birsh, 2011).

The requirements for Level 2, either A or B, must be completed within five years of enrollment in the Preparation Program.