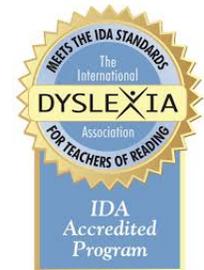


Atlantic Seaboard Dyslexia Education Center

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ASDEC:
DYSLEXIA THERAPY,
TRAINING, ADVOCACY



Dyslexia

- **Researchers estimate that 10-15% of the U.S. population is dyslexic; yet only five of every 100 receive some form of intervention.**
- Dyslexia, simply put, means trouble with written language, with reading (decoding and comprehension), spelling, and writing. Dyslexia may also mean trouble with any, or a combination of several of the following:
 - Grasping and remembering what one hears (receptive language)
 - Using words to say what one wants to say (expressive language)
 - Difficulty with abstract words and ideas
 - Difficulty with memory and recall
 - Poor memory for basic arithmetic facts
 - Handwriting may be poor, chiefly from poor instruction

Brain research studies have shown that dyslexic individuals use different areas of the brain to process information; therefore, they may process information less efficiently, more slowly, and use more energy to do so.

Dyslexia is not an abnormality; it is not a disease or a condition that should be 'cured'. Dyslexia is a normal variation in human development. It brings with it skills, gifts, and talents critical to our society. The schools and agencies listed here provide excellent information about identifying and treating individuals with learning disabilities.



Who is ASDEC?

- ASDEC is a regional leader for training, support, and advocacy of evidence-based multisensory teaching strategies essential for individuals who are dyslexic or have learning differences. As a nationally accredited professional development center, ASDEC trains and certifies Academic Therapists and educates teachers, tutors, parents, and school leaders in effective methods to help individuals who are dyslexic or have other learning differences. Through our efforts, we enable individuals to achieve success, to acquire increased confidence in their talents, and to realize their full potential.
- ASDEC is accredited by the International Multisensory Structured Language Education Council (IMSLEC). IMSLEC is one of two organizations in the United States to be endorsed by the International Dyslexia Association (IDA) or meeting teacher training standards in reading.
- ASDEC is one of only 3 training centers on the east coast which trains at the therapy level and the only one to certify in both reading and math. Therapy level training is essential for working those students are severely affected by their language-based learning differences.
- ASDEC trained therapists receive the gold standard in training, instruction and supervision which allows them to sit for the national ALTA exam to become a Certified Academic Language Therapist.



History of ASDEC

- In 2000, Claire Nissenbaum, F/AOGP. M.A., CAT founded ASDEC to help dyslexic children and adults overcome potentially life-long barriers to learning. Along with the clinical psychologist Betty Levinson, with whom she had partnered since 1974, Ms. Nissenbaum developed the only training center in the Washington, DC region that offers IMSLEC Accredited, IDA endorsed evidence-based structured, multisensory techniques in language skills (decoding, fluency, spelling, writing, vocabulary, and comprehension), math.

THE ASDEC TEAM

- The ASDEC Team consists of career educators, Certified Academic Language Therapists, Qualified Instructors, Psychologists, Montessori specialists, and Home Educators.
- In addition, our team members include adult dyslexics, parents, siblings, and spouses of dyslexics.
- ASDEC is headquartered in Rockville, Maryland.

Certification
Opportunities
through ASDEC

Multisensory Math
Certification

Academic Language
Practitioner

Academic Language Therapy
Certification Program



**BECOMING A
CERTIFIED ACADEMIC
LANGUAGE THERAPIST**



What is a Certified Academic Language Therapist?

- "Academic Language Therapy Association (ALTA) certifies academic language therapists. Certified Academic Language Therapists (CALT) have completed an accredited courses of study that provide extensive training and practicum experiences in multisensory structured language teaching. Academic Language Therapists have knowledge of the logic and structure of English language systems: phonology, phonics, orthography, morphology-etymology, semantics, and syntax. They know how to deliver structured language instruction using simultaneous multisensory teaching strategies."

International Dyslexia Association (2010). Knowledge and Practice Standards for Teachers of Reading (www.interdys.org/standards.htm).

Requirements

Degree: Bachelor's required, (Master's Recommended)

Courses: 200 hours (four courses)

Practicum: 500 hours

Direct observations: 20

Coursework & Supervision

Required Courses (200 hours)

1. Language I, year 1 & prior to practicum (50 hours)

2. Language II, year 2 (50 hours)

3. Psychology of Dyslexia/Neuropsychology, year 1, (50 hours)

Study Skills, year 2, (50 hours)

Participants may earn 3 graduate credits for each of these courses from Trinity University Washington.

Supervision (500 hours)

- 500 hours of supervised teaching experience with 20 observation reports
- Participation in Summer Practicum OR 80 hours of pro-bono therapy
- Over the course of 2 years, work with 3 students and complete level 3 of Sounds In Syllables with at least one student
- Participate in monthly group meetings with Supervisor and supervision group
- Meet monthly to receive feedback on observations one-on-one with supervisor

Responsibilities of a CALT



CALTs are bound by a code of ethics as defined by the Academic Language Therapy Organization



Therapists remediate deficits in reading, writing, and spelling using research-based best practices



Therapists meet with clients for a minimum of three days per week in order to deliver the most effective instruction



Continuing education is required to maintain certification



ASDEC trained CALTs are independent of the training facility and are responsible for all business-related tasks related to their own practice

Unlike many training programs that simply train in methodology, ASDEC interns learn and practice the multisensory language procedures in the Sounds In Syllables Curriculum.

Sounds In Syllables

- Developed by Sandra Dillon, Director of the Multisensory Language Training Institute of New Mexico, Sounds In Syllables is the most powerful Orton-Gillingham approach to teaching reading (decoding, fluency, and comprehension), spelling, writing, and the foundations of syntax and grammar. In developing SIS, Ms. Dillon incorporated teaching methods she learned directly from Patricia and Charles Lindamood, Beth Slingerland, and Aylett Royal Cox, author of Alphabetic Phonics. These methods integrate evidence-based practice from neurology, cognitive sciences, psychology, speech-language pathology, and linguistics to produce the most durable remediation for students with even the most severe learning disabilities.
- Academic Therapists learn the precise articulation of the sounds of English and sound-symbol relationships. They learn to “cement” learning by using multisensory methods that trigger positive changes in the way students process learning. Research on these strategies demonstrates that multisensory approaches delivered through the sequential and simultaneous methods of SIS actually strengthen weak neural pathways and build new ones. This is why SIS students retain the reading and language skills they learn in order to achieve academic success long after they have completed their work with ASDEC therapists.
- The American Academy of Pediatrics (AAP) considers Multisensory Structured Language Education techniques such as those used in SIS to be the most effective method to teach dyslexic students.

A peak at a
lesson...



A New Multisensory Introduction: Sounds In Syllables





Summer Practicum



Rockville, MD: ASDEC

July 7-31, 2020

9:00 - 12:00 (includes multisensory math)

Sterling, VA: The Newton School

July 7-31, 2020

9:30 - 11:30



What to expect...

- After taking the Language I class offered in Northern Virginia and Rockville, Maryland, interns can begin teaching through supervision.
- It is **HIGHLY** recommended the required 80 hours of pro-bono experience be completed through the summer practicum offered in Northern Virginia, Rockville, MD, and Saint Mary's County, MD. Upon successfully completing the summer practicum, interns may start their professional practice, earning fees while working with practicum students.
- Supervision begins when an intern receives a student.
- While guidance and referrals are typical, the practicum student is responsible for obtaining a client for the pro-bono hours if not participating in the summer program.



Language I Class

Required for Therapy Level Certification

Instructors:

Merida Hurkett, QI, CALT, MA

Jennifer Appleton, QI, CALT, M.Ed.

Pre-Requisite: None

Next class dates:

Virginia: June 15-19, 23 - 25, & 29 - 30, 2020

Rockville: June 18-19, 22-26 & July 29-July 1, 2020

St. Mary's County: TBD

Career Opportunities



CALTs may choose to be listed on the IDA and ALTA websites for a professional fee. Listings on these sites enable parents to easily find qualified professionals to work with their children.



ASDEC refers students to certified, qualified, Academic Therapists, so that CALTs may grow a private practice of clientele. CALTs in private practice benefit from flexibility and autonomy.



Certified AT's may join ASDEC's supervisory team working in the public school setting and with AT's in training.



Qualified Instructors may join the ASDEC faculty delivering classes and workshops nation wide.



In recent years, qualified dyslexia professionals are being hired in many public school settings.

Costs & Benefits

- Therapists in training pay for their required classes, 4 in total. Graduate credits may be earned if desired.
- A monthly supervision fee is part of the training program. After taking Language I and securing supervision, therapists in training may secure a paying client, if approved. Therapists are guided, but not instructed, as to the market value of therapy. Therapy fees are often regionally contingent. The therapist in training has an ethical obligation to set fair and appropriate fees.
- Therapists in training are held to the highest expectations which continue to make ASDEC a sought after training facility. Our first priority is to the individual receiving therapy. Every effort is made to make the training experience successful, but never to the detriment of the student. Constant communication and feedback is necessary for the therapist in training, the supervisor, and again, most importantly, the student.

Our Elite Community

- ASDEC prides itself on being among the very few training facilities in the nation that provides intense training and staff development to those who wish to change the lives of those impacted with language-based learning disabilities. We are a diverse group whose backgrounds do not always begin in education, but whose passion end there. Some of us are teachers, but many are lawyers, nurses, accountants, business professionals, real estate agents, just to name a few. Our commonality is our desire to work with exceptional children, teenagers, and adults who are not able to access our "code." In doing so, we have made a positive difference in countless lives over the years. We are a proud group of ethical people who would like to continue the education of those interested in best practices. When you join the ASDEC community, you join a group of professionals who collaborate, problem solve, and passionately deliver the most researched-based effective instruction using the SCIENCE of reading.