



SHELTON
SCHOOL AND EVALUATION CENTER

TRAINING

SPRING 2022 - SPRING 2023

Online and Onsite Courses & Seminars
for Parents and Educators



Multisensory Structured Language Education

Take Flight

MTA

SEE

MACAR/MIE

Montessori Teacher Education

Administrator

Elementary

Early Childhood

Professional Development

Onsite

Online



The COVID-19 pandemic has resulted in changes and disruptions for all schools and educational organizations. To the fullest extent possible, Shelton expects to deliver the training, as described, listed in this course catalog. Should changes become necessary, they will be communicated via our website. Please note that photos included in the catalog do not depict our standard safety protocols of facial masks and social distancing used on-site at our new campus.

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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 Christine Bedenbaugh

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-MTA) and Shelton Academic Reading Approach (SARA-Take Flight). 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 a minimum of ten to twenty demonstration lessons. A master's degree is required by IMSLEC accredited courses for Therapy Level Certification by the completion of the course and practicum. A master's degree is recommended by ALTA but not required for Therapy Level Certification.

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 ALTA Competency 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. Adelita Baker at adelita@dbu.edu or 214.333.5217. For further information, see page 25.

MSLE



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 essential feature of the SEE program. SEE is written to work with children from 5 years of age to adults. See page 4 for details.

Course Director: Joyce S. Pickering, SLP/CCC, CALT-QI, LDT, AMS-EC, HUM.D.

Shelton Academic Language Approach (SALA) - MTA 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 is the foundation of this program. See page 6 for details.

Course Director: Christine K. Bedenbaugh, MAE., LDT, CALT-QI

Shelton Academic Reading Approach (SARA) - Take Flight, 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 Scottish Rite Hospital. See page 8 for details.

Course Director: Christine K. Bedenbaugh, MAE., LDT, CALT-QI

“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



Joyce Pickering



Christine Bedenbaugh



Sequential English Education (SEE)

Course Director: Joyce S. Pickering
SLP/CCC, CALT-QI, LDT, AMS-EC, HUM.D.

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 decoding/reading comprehension/reading fluency/spelling/handwriting/written expression/grammar and auditory discrimination and memory. In addition, for those who teach in a Montessori classroom, SEE blends easily into the Montessori methods.



SEE

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, each word that is decoded is defined and used in a sentence and 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 ensuring 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 his manual, on his 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:** A review of previous material is built into each lesson. Reviews are also placed at regular intervals in the student manuals and end-of-book benchmarks are given to determine mastery.
- Listening:** Listening skills are reinforced throughout the SEE lessons. An additional program, Auditory Discrimination & Memory, is incorporated as an integral part of this SEE Program. Drills in Auditory Discrimination & Memory improve listening, following directions and spelling. Diagnostic reviews and benchmarks are included.

"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

SEE Teaching Level Certification

Coursework and Practicum – \$2,700

Materials Fee: \$700 includes 23 items:

Beginning Series: Teacher & Student Manuals Books I, II and III, Handwriting Manual

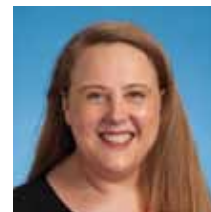
Intermediate Series: Teacher & Student Manuals Books I, II and III, Handwriting Packet

Auditory Discrimination & Memory Series: Teacher Manuals: Books I, II, and III

2 training binders, 1 phoneme deck, 1 alphabet strip, 1 mirror, 1 memory board

SEE manuals and materials equip the teacher to work with individuals aged 5 through adult.

Courses and practicum for teaching level certification are listed below.



Danyle Duke

- **Teaching Written Language Skills in a Multisensory Structured Language Approach (EDUC 5340) - Distance Learning**
 Date Option 1: June 13 - 18, 2022 (8:30 am – 5:30 pm)
 Date Option 2: July 26-29, 2022 (8:30 am – 5:30 pm); August 1-2, 2022 (8:30 am – 5:30 pm)
 Fall 2022 and Winter 2023 trainings planned - details available on request
- **Theory to Practice (EDUC 5352) - Distance Learning**
 6 Half Day Saturdays, 9:00 am – 1:00 pm
 Dates to be determined by the instructor and participants
- **Teaching Level Practicum I (EDUC 6340)**
 ~ Required for certification ~ Minimum 5 demonstration lessons
 ~ 60 clinical teaching hours ~ Minimum 9-month period (maximum 2 years)

SEE Therapy Level Certification Coursework

Coursework and Practicum – \$2,700

Materials Fee: \$350 Includes Book IV Student/Teacher Manuals, 1 phoneme deck, 3 Training Binders

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 ALTA Competency Exam at the 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.

- **Therapeutic Analysis of Written Language Skills (EDUC 5341) - Distance Learning**
 Date: July 11-16, 2022 (8:30 am – 5:30 pm)
 - **Diagnosing Learning-Different Children – Referral and Testing (EDUC 5344)**
 (For course description, see page 22)
 Course Instructor: Laure Ames, Ph.D.
 Date Option 1: June 6 - 10, 2022, 8:30 am – 5:30 pm
 Date Option 2: July 25 - 29, 2022, 8:30 am – 5:30 pm
 - **Saturday Seminars**
 Fall 2022 Seminars (EDUC 5342):
Classroom Management of the Learning-Different Student
 5 Saturdays 8:30 am – 4:30 pm
 Spring 2023 Seminars (EDUC 5343):
Classroom Instruction of the Learning-Different Student
 5 Saturdays 8:30 am – 4:30 pm
 See page 22 for dates.
 - **Therapy Level Practicum II (EDUC 6341)**
 ~ Required for certification
 ~ 10 demonstration lessons (minimum)
 ~ 700 clinical teaching hours (minimum)
 ~ Minimum 2-year period (maximum 5 years)
- Instructor of Teaching and Instructor of Therapy levels are by invitation by the SEE course director.
- Instructor of Teaching Coursework/Internship and Practicum/Internship – \$3,700
 - Instructor of Therapy Coursework/Internship and Practicum/Internship – \$3,700
- For more information go to: www.shelton.org/SEE**
 or contact Joyce Pickering at jpickering@shelton.org
 or Danyle Duke at dduke@shelton.org



Shelton Academic Language Approach (SALA)-MTA

SALA is an IMSLEC accredited 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 leads 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.

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 - MTA Teaching Level Certification

Coursework and Practicum – \$3,000

Courses and practicum for teaching level certification are listed below. Instructor materials, Kit 1, Alphabet/Dictionary Guide, Procedures Booklet, and Handwriting Manual are provided. Kits 2-4 may be purchased through MTS Publications at <https://mtspublications.com/product-category/mta-products/mta-complete-kits/>. Allow three weeks for delivery. Student materials are reproducible and included in the kits.

Teaching Written Language Skills with an Alphabetic Phonics Approach (EDUC 5345)

Date Option 1: June 13 - 17, 2022, 8:30 am – 5:30 pm
Date Option 2: August 15 - 19, 2022, 8:30 am – 5:30 pm

Theory to Practice (EDUC 5352)

Option 1: 6 Saturdays (fall 2022/spring 2023) 8:30 am – 4:30 pm
Option 2: 6 Weekdays (fall 2022/spring 2023) 8:30 am – 4:30 pm
Dates to be determined by instructor and participants

Teaching Level Practicum I (EDUC 6340)

~ Required for certification ~ 5 demonstration lessons (minimum)
~ 60 clinical teaching hours ~ Minimum 9-month period (maximum 2 years)

SALA - MTA Therapy Level Certification

Coursework and Practicum – \$3,000

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 ALTA 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 <https://mtspublications.com/product-category/mta-products/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 (EDUC 5350)

Date: June 13 - 17, 2022, 8:30 am – 5:30 pm

Diagnosing Learning-Different Children – Referral and Testing (EDUC 5344)

(For course description see page 22)

Course Instructor: Laure Ames
Ph.D., Director of Evaluation Center, Shelton School
Date Option 1: June 6 - 10, 2022, 8:30 am – 5:30 pm
Date Option 2: July 25 - 29, 2022, 8:30 am – 5:30 pm

Saturday Seminars

Fall 2022 Seminars: Classroom Management of the Learning-Different Student (EDUC 5342)
5 Saturdays 8:30 am – 4:30 pm
Spring 2023 Seminars: Classroom Instruction of the Learning-Different Student (EDUC 5343)
5 Saturdays 8:30 am – 4:30 pm
See page 22 for dates.

Therapy Level Practicum II (EDUC 6341)

~ Required for certification
~ 10 demonstration lessons (minimum)
~ 700 clinical teaching hours (minimum)
~ Minimum 2-year period (maximum 5 years)

For more information go to: www.shelton.org/SALA
or contact Chris Bedenbaugh at 972-774-1772, EXT. 2234
or cbedenbaugh@shelton.org

“Thank you so much for teaching me, your guidance in all areas, sharing your wealth of knowledge, expertise and professionalism. There are not enough words in my vocabulary to express my deepest gratitude. You have given me a gift to enrich the lives of my students and in your words, ‘Give them access to their intellect.’”

Participant



Shelton Academic Reading Approach (SARA)-Take Flight

SARA is an IMSLEC accredited 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 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 keywords. 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 the 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 leads 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 the 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 - Take Flight Teaching Level Certification

Coursework and Practicum – \$3,000

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 (EDUC 5350)

Date Option 1: June 6 - 10, 2022, 8:30 am – 5:30 pm

Date Option 2: August 1 - 5, 2022, 8:30 am – 5:30 pm

Theory to Practice (EDUC 5352)

Option 1: 6 Saturdays (fall 2022/spring 2023) 8:30 am – 4:30 pm

Option 2: 6 days: 3 sets of Tuesday/Wednesday seminars (fall 2022/spring 2023) 8:30 am – 4:30 pm

Dates to be determined by instructor and participants

Teaching Level Practicum I (EDUC 6340)

~ Required for certification ~ 5 demonstration lessons (minimum)

~ 60 clinical teaching hours ~ Minimum 9-month period (maximum 2 years)



SARA - Take Flight Therapy Level Certification Coursework

Coursework and Practicum – \$3,000

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 ALTA 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 (EDUC 5351)

Date: July 25 - 29, 2022, 8:30 am – 5:30 pm

Diagnosing Learning-Different Children – Referral and Testing (EDUC 5344) (For course description see page 22)

Course Instructor: Laure Ames, Ph.D.

Date Option 1: June 6 - 10, 2022, 8:30 am – 5:30 pm

Date Option 2: July 25 - 29, 2022, 8:30 am – 5:30 pm

Option 1: Saturday Seminars

Fall 2022 Seminars:

Classroom Management of the Learning-Different Student (EDUC 5342)

5 Saturdays 8:30 am – 4:30 pm

Spring 2023 Seminars:

Classroom Instruction of the Learning-Different Student (EDUC 5343)

5 Saturdays 8:30 am – 4:30 pm

See page 22 for dates.

Option 2: 10 weekdays throughout the academic year

5 sets of Thursday/Friday seminars (fall 2022/spring 2023) 8:30 am – 4:30 pm

Therapy Level Practicum II (EDUC 6341)

~ Required for certification

~ 700 clinical teaching hours (maximum)

~ 10 demonstration lessons (minimum)

~ Minimum 2-year period (maximum 5 years)

"I wanted to take a moment to thank all of the Take Flight instructors at June Shelton Evaluation School for your help, support, encouragement throughout the course. It is comforting to know that I have such caring and supportive instructors surrounding me. Take Flight changes not only lives but our society as a whole. I am proud that I will be a part of this continuing legacy."

Participant

For more information go to: www.shelton.org/SARA or contact Chris Bedenbaugh at 972-774-1772, EXT. 2234 or cbedenbaugh@shelton.org

TAKE FLIGHT



Shelton Montessori Training

The Shelton Montessori Training (SMT) offers traditional Montessori courses in Early Childhood, Elementary I, Elementary I-II, Elementary II Standalone, and Administration levels. The American Montessori Society (AMS) offers a credential to those who meet the admission requirements and complete the course requirements. These courses are accredited by MACTE (Montessori Accreditation Council for Teacher Education). SMT is also offering the AMS Montessori Inclusion Endorsement.

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.

"I realized that in a traditional setting I was going fast, I felt like I had to meet several standards, every day, every six weeks. In a Montessori classroom, I am able to slow down and be purposeful in my movements and with how I teach my children."

Participant

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.

Tuition

Total tuition, \$7,000, includes the association fees for AMS and MACTE, and the costs for all manuals, handouts, and one year subscription to the virtual video presentations.

A payment plan and 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 25.



Joyce Pickering



Gulzar Babool



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.



Elementary Course Curriculum

This rigorous course offers an in-depth study of Elementary Montessori (ages 6 through 12). 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, Math, Language Arts, Art, Music, Movement, Physical and Life Science, Social Studies, Parent Involvement and Classroom Leadership.

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.

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, and on some Saturdays during the school year.

Tuition Elementary I Level

Total tuition, \$7,000, includes the association fees for AMS and MACTE, and the costs for all manuals, handouts, and one year subscription to the virtual video presentations.

A payment plan and scholarships are available.

This is a MACTE accredited, AMS affiliated Course.

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. All required courses are offered during two summer sessions, June - August, and on some Saturdays during the school year.

Tuition Elementary I-II Level

Total tuition, \$10,500, includes the association fees for AMS and MACTE, and the costs for all manuals, handouts, and one year subscription to the virtual video presentations.

A payment plan and scholarships are available.

This is a MACTE accredited, AMS affiliated Course.

"I would recommend this training to other educators. Being a long-term traditional educator, I know all the processes, and I have a teaching style, but actually understanding WHY has given me a deep understanding of what I'm teaching and guiding my students towards."

Participant



Candace Collier



AMERICAN MONTESSORI SOCIETY
education that transforms lives
Affiliated Teacher Education Program





Elementary II: 9 - 12 years

This course is available for Montessori teachers who already hold a 6-9 credential. 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 session, June - August, and on some Saturdays during the school year.

Tuition Elementary II Level (If you hold Montessori Elementary I Credential)

Total tuition, \$3,500, includes the association fees for AMS and MACTE, and the costs for all manuals, handouts, and one year subscription to the virtual video presentations.

A payment plan and scholarships are available.

This is a MACTE accredited, AMS affiliated Course.

Elementary II: 9 - 12 years (Stand Alone)

This course is available for Montessori teachers who do not hold a 6-9 credential. All required courses are offered during two summer sessions, June - August, and on some Saturdays during the school year.

Tuition Elementary II SA Level

(If you do not hold Montessori Elementary I Credential)

Total tuition, \$7,000, includes the association fees for AMS and MACTE, and the costs for all manuals, handouts, and one year subscription to the virtual video presentations.

A payment plan and scholarships are available.

Schedule - See our website for the current schedule.

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 25.

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.

"There are teachers from all over DFW and from public and private schools; the mix and collaboration of everyone with their different classroom situations have taught me just as much as the instructors."

Participant





Montessori Administrator Course

This course is an in-depth study of how to lead a school in a Montessori way with a focus on creating a school culture ingrained in Montessori philosophy. The comprehensive course includes hands-on activities, lectures, school observations, small group projects and research. The courses will be offered over two summers, three weekend seminars and a nine-month practicum. The course will be offered in three different models to meet the needs of the individual adult learners.

Model 1: Experienced administrators without Montessori credentials

The courses include Montessori Philosophy/Theory, Observation, Child Development, Curriculum Overview and Leadership.

Model 2: Experienced Montessorians without three years of administrator experience

The courses include Montessori Philosophy/Theory, Observation, Child Development, School Operations and Leadership.

Model 3: New administrators without Montessori credentials

The courses include Montessori Philosophy/Theory, Observation, Child Development, Curriculum Overview, School Operations and Leadership.

“Being also a Learning-different person, I was very anxious at first to go back into a classroom for Montessori training. But all the instructors are so patient and helpful with everything. I am not anxious about training anymore.”

Participant

Practicum

A nine-month practicum provides the adult learner with the opportunity to practice leading the school in the Montessori way under the guidance of an experienced mentor at a school of your choice which is approved by SMT. Research and observation skills are honed during a yearlong case study.

Schedule

See our website for the current schedule.

Tuition

Total tuition, \$7,000, includes the association fees for AMS and MACTE, and the costs for all manuals, handouts, and one year subscription to the virtual video presentations. Bachelor's degree is required.

A payment plan and scholarships are available.

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.

Montessori Applied to Children At Risk (MACAR)

MACAR Level 1 (Beginning)

COST: \$2,700 (includes electronic materials)

The goal of this workshop is to understand the specific needs of children who are At-Risk or diagnosed with learning differences and additional exceptionalities. The course provides specific strategies to the registrant for matching the Montessori educational method to those needs.

The content of the course includes:

- ~ An introduction to learning differences and other exceptionalities at all ages
- ~ Montessori Four Planes: contrast of typical development and development that is different
- ~ An overview of the Montessori method combined with therapeutic strategies for early intervention
- ~ Observation and screening for learning differences in a Montessori setting
- ~ Partnering with parents of students who learn differently
- ~ Strategies to enhance motor, speech-language, attention and perceptual development
- ~ Analysis of the application of the Montessori curriculum to accommodate the learning of those with learning differences (Practical Life, Sensorial, Cultural)
- ~ Combining Montessori math and language curricula with therapeutic methods
- ~ Montessori enhancement of executive function
- ~ Empowering children for self-control and specific social skills improvement techniques
- ~ Observation and presentation in a Montessori classroom for children who learn differently
- ~ Development of a brief case study of one student

Date: July 11 - 22, 2022 (no class on Saturday or Sunday) 8:30 am – 5:30 pm

MACAR Level 2 (Advanced)

COST: \$2,700 (includes electronic materials)

The goal of this course is to continue the study in greater depth of the child who is at-risk or is diagnosed with learning differences and additional exceptionalities including communication disorders, ADHD, autism, and intellectual differences. In this course, the participant learns to analyze the different patterns of learning challenges and specific approaches to ameliorate the difficulties the child experiences and bring his abilities closer to those of his age and mental ability.

The content of the course includes:

- ~ History of the Montessori pedagogical model for inclusive practices
- ~ Characteristics of diverse learners
- ~ Planes of Development for all exceptionalities
- ~ Observation and documentation in the Montessori classroom
- ~ Interpersonal working relationships between the Montessori and special education professional
- ~ Vocabulary of Montessori educators/Vocabulary of special education
- ~ Formal process for evaluation for special education services
- ~ Consultation with parents
- ~ Recording, compiling and Interpreting assessment information
- ~ Understanding assessment reports, test protocols, normal curve, standard scores, percentiles and stanines
- ~ Using data to inform the educational plan for each child
- ~ Evaluation of children who speak other languages than English
- ~ Evaluation and diverse families
- ~ Legal, ethical and professional responsibilities in assessment and evaluation
- ~ Current laws
- ~ Educational policies, programs, practices and services
- ~ Overview of IFSP, IEP and 504 P
- ~ Observation in classes for diverse learners
- ~ Observation and presentation of lessons to diverse learners
- ~ Development of case studies

**Date: July 11 - 22, 2022 (no class on Saturday or Sunday)
8:30 am – 5:30 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 student-teaching next semester. Your presentation was extremely informative, and I have a better understanding of Montessori. I also love the knowledge you shared about ADHD students. I have ADD myself and can relate my own elementary education experience with this."

Participant



Pam Brockway



Montessori Inclusion Endorsement - The MACAR Model

The AMS Inclusion Endorsement is designed for the credentialed Montessori teacher who seeks knowledge and skills for fully integrating an inclusive classroom model that meets the needs of diverse learners. The endorsement incorporates the teacher and learner practices used in Montessori schools, while recognizing and honoring the needs of children with learning exceptionalities.

This course is available for credentialed Montessori teachers. All required courses are offered during two summer sessions. An enrollment of five teachers is required for this course.

For this AMS Inclusion Endorsement, the requirements are:

- A Montessori certificate at any level
- Attendance for the 20 days of the 2-year course
- Successful completion of the 160 hours of coursework
- Successful completion of a supervised practicum of 16 weeks working in their own school

Practicum

A sixteen-week practicum provides the opportunity to practice leading an inclusive classroom with diverse learners under the guidance of a field supervisor.

Successful completion of the course and practicum earns an AMS Montessori Inclusion Endorsement

Dates

Summer Session I Date: July 11 - 22, 2022
(no class on Saturday or Sunday) 8:30 am – 5:30 pm
Summer Session II Date: July 10 - 21, 2023
(no class on Saturday or Sunday) 8:30 am – 5:30 pm

Tuition

Total tuition, \$6,000, includes the association fees for AMS and MACTE, and the costs for all manuals, handouts, and one year subscription to the virtual video presentations.

Bachelor's degree is required.

Note: Teachers who wish to obtain a Master's in Special Education from Dallas Baptist University (DBU) may take additional coursework at DBU. The coursework completed at Shelton will provide 12 credit hours toward the Master's degree.

For more information go to: www.shelton.org/MIE or Gulzar Babool at 972.774.1772, Ext. 2510 or gbabool@shelton.org

"From the moment you walk in the door (at Shelton), everyone is friendly and they always greet you. The staff are very knowledgeable and willing to help you with any questions you may have. I am not going to lie, teaching during the COVID-19 pandemic has been challenging and stressful, so when I come to training it recharges my batteries by giving me ideas that I can immediately incorporate into my classroom. SMT is a good experience. The instructors are approachable, understanding, and knowledgeable. They have classroom experiences so they have been in the same shoes and through the same struggles. They are empathetic to our individual challenges."

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:

Understanding Learning Differences

- Understanding Language-Learning/Attention Differences
- Early Signs of Learning Differences
- Overview of Learning Differences/ Dyslexia and Related Disorders
- Simulations of Learning Differences
- Attention Deficit Hyperactive Disorder (ADHD)
- Oral Language Development and Disorders
- Motor Development and Disorders
- Neurological Aspects of Learning Differences
- How to Talk to Students and Parents About their Learning Difference

Remedial Strategies for Reading, Writing and Spelling

- Phonological Awareness
- Auditory Discrimination And Memory
- Utilizing SEE
- Utilizing SALA-MTA
- Utilizing SARA- Take Flight
- Fluency And Comprehension
- Composition
- The History of Language

Other Remedial Strategies Presentations

- The Shelton System for Organization and Study Skills
- Multisensory Math
- Social Skills: Choices
- Assertive Discipline
- Classroom Management for the Learning Different Students
- Parenting the Learning Different Child

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 22)

CEUs 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

\$2,000 per full day (6 hours) \$1,000 per half day (3 hours)

For current pricing go to: www.shelton.org/customtraining

Travel expenses are 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 \$500.

Contact

Consuela Teague, Shelton Outreach/Training at cteague@shelton.org 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."

*Participant,
Head of School*

Professional Development for Educators in the Montessori Environment

Customized professional development sessions are available to enhance the ability of Montessori guides, administrators, and support staff to serve students within their Montessori environment.

Montessori Professional Development Sessions

- Montessori Philosophy
- Montessori Method
- Principles of Montessori Education
- Preparing Montessori Schools for Children with Learning Differences
- Montessori Applied to Children with Learning Differences
- Combining Montessori Strategies with Multisensory Structured Language Approaches
- Respecting Each Child's Learning Differences

The following sessions are available as self-paced virtual modules:

- Overview of Montessori Philosophy
- Montessori Curriculum
- Montessori Elementary Great Lessons
- Montessori Elementary Geometry Curriculum
- Montessori Language Curriculum
- Montessori Functional Geography Curriculum
- Montessori Elementary Chemistry and Physics Curriculum
- The Nine Principles

For more information please contact Gulzar Babool at 972.774.1772, Ext. 2510 or gbabool@shelton.org.

"Beyond just learning there's always a level of inspiration that comes out of the presentation because Gulzar is so set in her understanding about Montessori philosophy and pedagogy. She always ties back the learning to what Maria Montessori would have intended our learning environments to look and feel like. It is also reassuring to know that there is somebody out there who understands public Montessori and can tailor the training to meet my teacher's current needs."

Participant,
Assistant Principal



"I appreciate the fact that it's probably the first time we have all been able to be in the same room, but also with a purpose and intention to focus on the Montessori after we just came off a huge testing window. I've been able to refocus and see how Cultural really pulls all of our subjects together. So it's been very meaningful and helpful."

Participant

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 - \$150

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 - \$200

4 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.

ONLINE

ONSITE

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

Workshops - Online / Onsite

The Shelton Model for Teaching Social Skills and Values - \$200

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

Screening for Dyslexia: A Shelton Workshop

7 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 private school and public school screening batteries 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

Saturday, February 4, 2023, 8:30 am – 5:30 pm

Seminar Fee: \$300.00

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

*Registration will close on January 25, 2023 for the February 4, 2023 class

For questions email: Dr. Ames at laumes@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 are 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: Chris Bedenbaugh, M. Ed., LDT, CALT-QI,
Director of Outreach**

Date: June 21 - 24, 2022

(Districts can schedule seminars to meet the needs of their faculty. For information and pricing contact cbedenbaugh@shelton.org or 972-774-1772, ext. 2234.)

To register go to: www.shelton.org/EnhancingInstructionSeminars

“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



Diagnosing Learning-Different Children – Referral and Testing (DBU Course EDUC 5344)

30 CEUs

There are many reasons why a student might struggle in school, and an evaluation is often helpful to determine if learning, attention, 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 a 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: \$1,050

Date Option 1: June 6 - 10, 2022 8:30 am – 5:30 pm

Date Option 2: July 25 - 29, 2022, 8:30 am – 5:30 pm

To register go to: www.shelton.org/DiagnosingLD

Saturday Seminars – Fall 2022 / Spring 2023 Semesters

Seminar Fees: \$150 per on-site seminar / \$600 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 2022 (DBU Course EDUC 5342)

| | | |
|--|-------------------|--------------------|
| Neurological Aspects of LD/Current | 8:30 am – 4:30 pm | September 10, 2022 |
| Organization and Study Skills | 8:30 am – 4:30 pm | September 24, 2022 |
| Shelton Model for Teaching Social Skills | 8:30 am – 4:30 pm | October 1, 2022 |
| Discipline/Classroom Management | 8:30 am – 4:30 pm | November 12, 2022 |
| Structural Math | 8:30 am – 4:30 pm | December 3, 2022 |

Classroom Instruction of Language and Study Skills, Spring 2023 (DBU Course EDUC 5343)

| | | |
|--|--------------------|-------------------|
| History of Language | 8:30 am – 4:30 pm | January 21, 2023 |
| Phonological Awareness: Assessment, Analysis & Practical Appl./Oral Language Development | 8:30 am – 4:30 pm | February 4, 2023 |
| Fluency and Comprehension | 8:30 am – 4:30 pm | February 18, 2023 |
| Dyslexia Law | 8:30 am – 10:00 am | April 1, 2023 |
| Composition | 10:30 am – 4:30 pm | April 1, 2023 |
| MACAR/Child Development | 8:30 am – 4:30 pm | April 15, 2023 |

To register go to: www.shelton.org/SaturdaySeminars

DuBard Association Method

Basic Course (on-site training)

- 45-hour course information available upon request - Contact Jessica Newman - jnewman@shelton.org



Utilizing the MTA Curriculum

24 CEUs

This five-day workshop for CALTs will outline the *MTA* curriculum and provide abundant practice time. Access to videos of therapists utilizing the curriculum will be available to CALTs who complete the workshop. *MTA* was developed by Margaret Taylor Smith in Forney, Texas.

Instructor: Christine Bedenbaugh, MAE, LDT, CALT-QI

Date: Tuesday-Thursday, June 14 - 16, 2022, 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 *MTA* Kit 1 Therapist Materials. Additional materials will need to be purchased by the participant. *MTA* student materials are reproducible.

Participants must be Trained to the Therapist level to enroll.

To register go to: www.shelton.org/UtilizingMTA

Utilizing the Sequential English Education (SEE) Curriculum

30 CEUs

This five-day training is for individuals certified at the therapy level by an IMSLEC-accredited course or equivalent. The course will outline the SEE curriculum and provide abundant practice time. Access to videos of therapists utilizing the curriculum will be available to attendees who complete the workshop. SEE was written by Dr. Joyce S. Pickering, based on the work of Dr. Charles Shedd.

Instructor: Joyce S. Pickering, Executive Director Emerita of Shelton School, SLP/CCC, CALT, QI, LDT, AMS-EC & Danyle Duke, CALT-ICALP, LDT

Date Option 1: June 13 - 17, 2022 (8:30 am – 5:30 pm)

Date Option 2: July 26 - 29, 2022 (8:30 am – 5:30 pm)
and August 1, 2022 (8:30 am – 5:30 pm)

Fall 2022 and Winter 2023 trainings planned - details available on request

Seminar Fee: \$1,000, Materials are provided for in-class use during the training. Materials are then available through an ordering link for attendee purchase for continued professional use. These training materials are \$700.

Participants must be Trained to the Therapist level to enroll.

To register go to: www.shelton.org/UtilizingSEE



"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."

Participant, School Director

"The materials are fabulous, very well organized, and good quality."

Participant

Materials and Registration

Materials developed at Shelton to enhance instruction are available for use in the following areas:

| | |
|---|-------------------------|
| Phonics/Reading/Writing/Spelling | Study Skills |
| Phonemic Awareness/Auditory Discrimination | Social Skills – Choices |
| Reading Comprehension and Written Expression | Alphabet |
| MACAR- Montessori Applied to Children At-Risk | Vocabulary |

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.



Consuela Teague
Executive Assistant
Outreach Department

Mailing address: Shelton School, ATTN: Consuela Teague, 17301 Preston Rd., Dallas, TX 75252
Telephone number: 972.774.1772, Ext. 2223

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, 17301 Preston Road, Dallas, TX 75252

2. In the event a participant wishes to cancel or substitute his or her registration:

For cancellations up to 15 days prior to the first day of the 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 the 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.

June Shelton School and Evaluation Center

17301 Preston Road, Dallas, TX 75252

www.shelton.org



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. Adelita Baker at Dallas Baptist University for application, degree plan and registration at adelita@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 Chris Bedenbaugh at cbedenbaugh@shelton.org. To enroll at DBU contact Dr. Adelita Baker at adelita@dbu.edu or 214.333.5217.

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. Adelita Baker at adelita@dbu.edu or 214.333.5217.

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. Adelita Baker at adelita@dbu.edu or 214.333.5217.

Travel and Other Information You Need to Know

The COVID-19 pandemic has resulted in changes and disruptions for all schools and educational organizations. To the fullest extent possible, Shelton expects to deliver the training, as described, listed in this course catalog. Should changes become necessary, they will be communicated via our website. Please note that photos included in the catalog do not depict our standard safety protocols of facial masks and social distancing used on-site at our campus.

Travel Arrangements

Travel arrangements are the responsibility of the participant. Dallas Love Field Airport is 30 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 and tuition is paid.

Online and Onsite Courses & Seminars for Parents and Educators

JUNE SHELTON SCHOOL AND EVALUATION CENTER

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