Field Test of MSLE Certification Exam Complete
20 Training Sites Nationwide Offer Test

The Alliance for Certification and Accreditation for Structured Language Education, Inc. sponsored by the International Dyslexia Association distributed field test packets to twenty-three participating test sites during the month of May. Field tests were conducted from June until August 2005. Fourteen states were represented by various multisensory structured language approaches from California to Massachusetts.

Beck Evaluation and Testing Associates, Inc. (BETA) sent two consultants to guide the exam committee through the writing process. Representatives from various multisensory structured language approaches contributed test items for the field test. BETA is currently gathering data from the summer project.

The outcome of the field test will be a registration exam which includes information presented in multisensory structured language training that meets the quality standards the Alliance organizations have promoted and maintained. This new exam is a broad instrument which covers the knowledge a teacher or therapist should attain in their training in any MSLE training course and any MSLE approach.

The professionally written certification exam will continue to be administered by ALTA and the current application and administration guidelines will remain the same.
Dear IMSLEC Council Members,

This Annual Meeting marks our 11th year as an accrediting organization. With 27 training courses accredited, among them the Masonic Learning Centers with 47 satellite sites, the past ten years have been active and productive. Not only have these initial accreditations been accomplished, but reaffirmations have been completed and four reaccreditations will be done this year.

Our Accreditation Process is well established and becoming increasingly recognized as providing standards for the training of teachers and therapists with the knowledge necessary to serve individuals with Dyslexia and Related Disorders. The goal which we have all held, to improve services and protect the public from ineffective therapies, is being accomplished.

After working closely for many years with ALTA Centers Council, the reality of the need to merge has evolved. This coming-together of the two accrediting groups will remove duplication of time and effort and reduce costs. Each Council member of IMSLEC and ALTA CC will vote on this merger and I urge everyone to recognize the benefits to each organization, but even more to the people that we serve.

In 2002 IMSLEC joined the Alliance for Accreditation and Certification, Inc. as one of the organizations involved in this work. Along with ALTA, ALTA CC, and IDA, as the sponsoring organization, the Alliance has accomplished the development of a new certifying exam which will be administered by ALTA, the certifying body of the Alliance. This Alliance certifying exam is an assessment of the knowledge a teacher/therapist should have in order to effectively serve individuals with Dyslexia, regardless of the approach in which the person is trained. To take the exam a successful graduate of a training course must be recommended by the director of the training course. This certification gives our graduates an additional professional credential from a national organization. This is a critical step in establishing our field in the mind of the public.

Continued on page 3
In 1995, a group of training courses came together to form IMSLEC. We could have continued doing our work separately and each course would have excelled on their own. I believe that those who formed IMSLEC had a vision for the greater good that could be accomplished by joining forces to become a recognized profession. We wanted to be recognized for providing guidelines for training and we have accomplished that goal. Few knew IMSLEC in 1995. Now all who receive our newsletter or come to the IDA conference, where many of us are presenters, recognize the name and what we do.

We wanted to clarify the standards of our field and we have, through our Accreditation Process and now the Alliance Exam. There have been challenges and disappointments along the way, but on the whole, it has been a remarkable 10 years. We are now poised to do even more in the future. We need to be recognized by the Department of Education as an accrediting agency. Many of us are interested in seeking licensure for our profession within our individual states. We will continue to be inclusive and try to help all that are interested in becoming accredited to join us in the work of IMSLEC.

As I will be retiring as your President in November, I thank you for the honor of serving in this office for 8 years. I ask you to continue with the attitude which has been the key to our success. Always ask what is best for those we serve rather than what is best for me or even for my course. In the end, what benefits us all will improve all of our courses and our contributions to those we strive to help.

Sincerely

[Signature]

Spalding on Parade ~ by Carol Wile

Summer is traditionally a time of festivals, fairs, community celebrations, and parades. It is also the time when Spalding instructors parade throughout the country (and world) training teachers in the time-tested reading method based on Romalda Spalding’s Writing Road to Reading. This parade involves course organizers who choose to support effective multisensory practices, participants who willingly give up two weeks of their summer vacation to work harder than they have ever worked before, and instructors who dedicate their time and effort to provide the professional development needed to ensure students learn to read.

The 2005 Spalding summer parade in America stretched from New York City to Alaska and from Florida to California and stopped at many points between. The parade also included Honduras, Singapore, Australia, and next month will be going to Manila in the Philippines. Instructors traveled to ninety-four sites this past year impacting some 1400 teachers and likewise some 35,000 students.

I can personally attest to the rigors of being in this parade as I taught the refined Integrated Language Arts 2 course for the first time this summer. By the time I arrived at the airport with my two suitcases (each weighing exactly 50 pounds!), I had already spent many hours in preparation. Little did I realize that I would spend the next two weeks working as hard or harder than ever before even though I have been participating in this annual parade for many years.

When it was all over, I had to ask myself why do our instructors keep doing this? Why are they so willing to put in long hours, give up their summers, travel to remote areas, leave home and family? The only logical answer is that they believe so totally that doing so makes a quality difference in children’s and teachers’ lives. They are dedicated to spreading the good news that learning to read is a logical process that can be mastered if explicitly and systematically taught.

Carol Wile is Director of Instruction and Certification for Spalding Education International. In addition to her many Spalding responsibilities, Carol served on the Alliance committee which developed the MSLE certification exam.
The SLANT® System
School Wide Training Project in Illinois Proves Successful

In the fall of 2003 the SLANT® System began a school-wide training project in Berwyn, IL, at an urban elementary school just west of the city of Chicago. This project involved professional development for all K-3 teachers in the areas of alphabet activities, phonemic awareness, letter/sound correspondences, and language structure. This school also chose to incorporate the use of DIBELS into its training and intervention model. The goals of the training were to improve the overall reading scores of at risk students within the early elementary grades and to reduce the number of referrals to special education for evaluation and service.

This fall will began the 3rd year of the SLANT® System’s implementation at this school. Both the Title 1 Reading Teachers and the Special Education Resource teacher completed their SLANT® System Teaching Level Certification and all K-3 teachers were involved in various types of professional development over the past two years. As the school moves into its 3rd year of implementation, the reports from the teachers have been very enthusiastic. In one year, the number of referrals to Special Education dropped from 10 referrals in the year prior to the professional development, to just 3 referrals during the first year of implementation! Teachers are reporting a better understanding of how to meet the diverse reading needs of students within their classroom and have found their professional development to be helpful in balancing the district’s literature-based basal curriculum. The reading teachers are reporting that students are leaving their caseloads faster than before to rejoin their peers in grade level reading groups. Additionally, by using DIBELS to help guide intervention strategies, teachers are communicating well with each other regarding the reading skills of all students within and across grade levels.

Enthusiasm for this school wide model has been so infectious that a second school in the district signed on last year for similar training, and this fall a 3rd school in the district has joined in, with plans to have SLANT® in place in all 6 elementary schools within the next 3 years. This has been a wonderful example of a “grass roots” type of change in that the teachers have been the initiators for the training within their schools. Beginning with SLANT® System Teaching Level Certification of isolated special education teachers scattered throughout the district, other teachers within the schools began to notice the success of some of the school’s most struggling readers. They requested professional development in order to assist more students within their own classrooms, and the rest is (or will be) history!
This was a great summer at LEAD. We had an enthusiastic introductory class. The trainees represented five school districts, two private schools, and trainees who are going into private practice. The advanced training class trainees represented ten school districts, two private schools, and two of the trainees are in private practice.

Results are in from the ALTA exam. All of the graduates from the spring class took the exam and LEAD is proud to announce that all graduates passed and now claim the title Certified Academic Language Therapist (CALT).

Several seminars are planned for this coming school year. Seminars are LEAD’s way of keeping trainees in touch with the latest advances in research and clinical practice.

Once again LEAD will be represented at the IDA Conference. Valerie will chair a half-day session especially for public school teachers on Friday. LEAD will also be represented by both Melanie Royal, ALTA President, and Valerie in the Alliance Presentation Thursday morning. We hope to see many familiar IMSLEC, ALTA, and ALTA CC members at various sessions throughout the conference.

LEAD continues to offer community support through presentations to parent groups in the area. Parents frequently check out books and videos from LEAD in order to further their understanding of dyslexia and related disorders. We remain committed to serving parents, students, and schools with high quality training reflecting the standards set by all participating organizations in The Alliance.

Orton MSL Teacher Training Program at Greenhills School
By Amy Rominger and Marjory Roth

When Greenhills School was established in 1990, our Orton-Gillingham Teacher Education program was that of the NC Branch of the International Dyslexia Association. Three future Fellows of The Academy (AOGPE), which was established in 1995, were leading this Orton-Gillingham educational program for teachers: JoAnne Crawford, Pat Langston, and Marjory Roth. All were Board Members of the North Carolina Branch of the Orton Dyslexia Society (now the NC Branch of The International Dyslexia Association). Each Fellow later established their own teacher education program and that of Greenhills became IMSLEC accredited for the Teaching Level and the Instructor of Teaching Levels, and recently AOGPE accredited for the Associate Level of membership. This teacher education program has and does hope to allow teachers to “teach out” the reading, writing, and spelling difficulties of dyslexic individuals.

Continued on page 12

Trainees at Greenhills School

Marjory Roth is Director of the Orton Multisensory Structured Language Training Course located in Winston-Salem, North Carolina. The course is accredited at the Teaching Level and Instructor of Teaching Level.
The Greenwood Institute News

The Greenwood Institute of Putney Vermont has awarded a certificate in multisensory structured language education to Andrea Buffara of The Graded School, The American School of Sao Paulo, Brazil. Ms. Buffara is a special educator who completed three graduate level courses at Greenwood in Putney Vermont and a supervised nine-month practicum at The Graded School. The Greenwood School supervised the practicum via e-mail and recorded lessons.

Initiated by researcher and author Dr. Louisa Moats, The Greenwood Institute has provided teachers a way to improve professional skills, gain graduate credits, and deepen their understanding of the English language. The Greenwood Institute has attracted over three hundred teachers from all over the nation and the world and has trained and certified teachers at the Greenwood School for several years. It is particularly exciting to certify a teacher with no connection with the Greenwood School who serves children in Brazil.

For more information please call, write or e-mail The Greenwood Institute, 14 Greenwood Lane, Putney, VT 05346, Tel (802)-387-4545, E-mail: institute@greenwood.org.
Georgette Dickman Honored at FDU Graduation Ceremony
On May 26, 2005, Georgette Dickman was awarded the John Philip Berquist Award at the annual ceremony, held at Fairleigh Dickinson University, celebrating the graduation of Orton Gillingham Scholars. The award is given by the New Jersey Scottish-Rite Masons to individuals who have provided outstanding service to individuals with dyslexia. In giving the award to Mrs. Dickman, Thurman C. Pace, Jr., former head of the NJ Scottish Rite group, outlined the key role that she has had in developing teacher training in multisensory teaching strategies throughout New Jersey. She worked with Dr. Mary Farrell to develop the Orton Gillingham Dyslexia Specialist Training Course at Fairleigh Dickinson University and played a major role in setting up the Masonic Children’s Learning Centers in New Jersey. Mrs. Dickman has served as Director of the Children’s Learning Center in Tenafly, NJ since 1997. She has served as teacher trainer at a national level for the Children’s Learning Center, helping to open Centers and train teachers in Pennsylvania and Connecticut. Mrs. Dickman who recently completed a term as President of the New Jersey branch of IDA, was cited as an outstanding clinician, inspiring teacher trainer, and a leading advocate for individuals with dyslexia.

Mass General Hospital Fall Lecture Series
The Reading Disabilities Unit at Massachusetts General Hospital is looking forward to the beginning of the fall Orton Gillingham program. In addition we will also have another Saturday Lecture series covering a wide range of pertinent subjects. The Lecture Series begins in October with Claire Nissenbaum, M.A., followed by Christopher Parker, Ph.D., Rebecca H. Felton Ph.D., Carol Tolman, Ed.D., Joanne Carlisle, Ph.D., and the series ends in April with Judith C. Hochman, Ed.D. Topics range from “What Everybody Needs to Know About Language and the Dyslexic Child or Adult – But Usually Has Never Been Told” to “Expository Writing Instruction for Learning and Language Disabled Students.”

On October 20th we will celebrate with an Opening Doors to Literacy Benefit to be held at Long’s jewelers in downtown Boston. This will be an evening of cocktails, hors d’oeuvres and auction. Liz Brunner from Channel 5 TV will be our celebrity guest. The benefit will enable more children to receive Orton Gillingham tutoring.
Teaching the Teachers: Effective Models for Colleges and Universities

A brown-bag session at the IDA Conference will present information on four university or college settings which provide course instruction in phonetic, multisensory structured language strategies. The panel, all IMSLEC Board members, will include Maureen K. Martin, Ph.D., Director, DuBard School for Language Disorders, Mary L. Farrell, Ph.D., Associate Director, School of Education and Director, Learning Disabilities Program, Fairleigh Dickinson University, Karen S. Vickery, Ed.D., Learning Therapy Program, Southern Methodist University, and Nancy Cushen White, Ed.D., Associate Clinic Professor, Division of Adolescent Medicine, University of California School of Medicine. The session is scheduled for 12:30 – 1:30 on Thursday, November 10.

“Do you know of a college or university that offers coursework in multisensory structured language?” The College & University Committee of IMSLEC is developing a database of pre and post-graduate courses offering instruction in multisensory structured language. If you are aware of any programs, please send the following information to Marty Cooley, 15720 Hillcrest Road, Dallas, TX 75248, or email mcooley@shelton.org:

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<tr>
<th>College or University</th>
<th>Course Name and Number</th>
<th>Address/Contact</th>
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Friends of IMSLEC

Many thanks to Judith R. Birsh for contributing a percentage of royalties from her book, Multisensory Teaching of Basic Language Skills. Paul H. Brookes Publishing Company first published the compilation of articles by experts in the field of MSL instruction in 1999. Many IMSLEC Council members contributed chapters on topics ranging from the basics of Multisensory Instruction to Parenting the Child with Dyslexia. As Judith states in the Introduction, “The idea for the book evolved from a gathering of forces beginning in 1990.” This same force ultimately became IMSLEC in 1995!
The 11th Annual Council and Board meetings of the International Multisensory Structured Language Education Council will take place in Denver on November 12, 2005. The meetings will be held at the Adams Mark Hotel according to the following schedule:

- **7:30 a.m. – 12:00 Noon**
  - 2005 Board Meeting

- **12:00 Noon**
  - Buffet Lunch

- **12:45 p.m. – 3:45 p.m.**
  - Council Meeting

- **4:00 p.m. – 5:30 p.m.**
  - 2006 Board Meeting

A continental breakfast and buffet lunch will be served. Please be sure to RSVP your attendance to Marty Cooley (mcooley@shelton.org).

### Council Meeting Agenda
**Saturday, November 12, 2005**

- **Noon**
  - Buffet Lunch
  - SOSET Overview (Valerie Tucker)
  - Call to Order (Mary North)

- **12:45 pm**
  - Announcements
  - Awarding of Certificates
  - Innovator Awards (Joyce Pickering)
  - Etoile DuBard Award for Excellence
  - Approval of Minutes (Phyllis Meisel)
  - Treasurer’s Report (Kay Allen)
  - Board Meeting Report (Joyce Pickering)
  - Bylaw Committee Report/Motions (Kay Allen)

- **2:15 pm**
  - Nominating Committee Election of Board Members (Mary Farrell)
  - Alliance Report (Valerie Tucker)
  - Accreditation Report (Valerie Tucker)
  - Long Range Planning (Joyce Pickering)

- **3:45 pm**
  - Meeting Adjourned (Joyce Pickering)

### Meeting Fees & RSVP’s
Meeting fees help to underwrite expenses related to meeting rooms, catering, meeting notebooks and other miscellaneous expenses. The fee for the Denver meeting is $100 per person. If more than one person from your training course will attend the meeting(s), the fee for each extra attendee is $50. Notebooks are not provided unless the full $100 is paid.

RSVP your attendance at the meeting by emailing Marty Cooley (mcooley@shelton.org).

Send payment for meeting fees in advance to Kay Allen, IMSLEC Treasurer, 4433 Bissonnet, Bellaire, TX 77401-3233.
Board Meeting Agenda  
November 12, 2005

7:30  Continental Breakfast 
Call to Order 
Announcements 
Approval of Agenda 
Verification of Quorum 
Approval of Minutes 
7:55  President’s Report 
8:00  Treasurer’s Report 
8:05  Committee Reports 
  Accreditation 
  Bylaws 
  Colleges/Universities 
  Research 
  Ethics 
  Finance/Audit 
  Development 
  Member Services 
  Publications 
  Nominating 
  Report from ALTA 
  Report from ALTA CC 
10:15  Break 
10:45  Unfinished Business 
  Report from The Alliance for Accreditation 
  Report of AC – Vote on new programs 
  CEU Ad Hoc Committee Report 
  New Business 
  Fee Increase 
  Probationary period 
12:00  Recess of Board Meeting
These difficulties fall under the rubric of “dyslexia,” which manifests itself in otherwise intelligent children who do not learn to perform language tasks at the expected rate due to underlying neurological anomalies. Dyslexic children need specific, multi-sensory, sequential teaching and student response to learn to use language with a facility commensurate with their general cognitive functioning.

The Orton MSL Teacher Education Program at Greenhills strives to teach teachers to teach children and adults to read, write, and spell using such an approach. Our Summer Institute participants attend lectures, witness demonstration lessons, and finally teach students under the direction of Orton language therapists trained in the Orton-Gillingham approach.

Our teacher education program is based on the Orton half of the Orton-Gillingham approach. It was developed by Sam and June Orton in the 1930’s in New York City. During this time Miss Gillingham began work with them and soon published her manual which became widely used. Later, following Dr. Samuel T. Orton’s death and his wife, June Lyday Orton’s, move to Winston-Salem, Mrs. Orton was urged by Lucia Rooney Karnes, Ph.D. to put her approach into writing. This was done and became A Guide to Teaching Phonics. This booklet is an outline intended to be used as part of a 2 year internship. It outlines multi-sensory, sequential, phonics based instruction. Each lesson is designed for success and students are never expected to use material not explicitly taught.

The term “explicit” indicates that expecting a child to gain knowledge through exposure and inference is inadequate to the task of teaching these children, especially in the areas of reading, writing, and spelling. Additionally, “sequential” is important because a random, incidental inclusion of phonics content in an otherwise literature based program does not prove successful for dyslexic children. An established sequence allows the teacher to move forward in a progression that removes confusion. This helps students to see patterns and regularities in language and to make the association of letters to individual sounds. “Multi-sensory” is essential because it adds the kinesthetic and tactile pathways simultaneously to the visual and auditory windows to the mind to improve memory for the use of and ultimately for the automaticity of their written language.

It is a joy to see the happiness and pride of our interns as they see their students be—

Congratulations to the most recent training course accredited by IMSLEC. Reconstructive Language Training, an outreach program of The Gow School, trains teachers to use Gow’s multi-sensory remedial language curriculum. The curriculum is designed for those teaching middle and high school students who have language-based learning difficulties. The Gow School, located in South Wales, New York, has conducted its Teacher Training Institute (TTI) since 1991. Valerie Tucker, Joyce Pickering and Joan Knight served on the SOSET team in July. Kathy Rose is a welcome addition to the IMSLEC Council.
The Alliance remains committed to the purpose of the organization.

To provide a united association of organizations concerned with the accreditation of Multisensory Structured Language Education (MSLE) training courses and the certification of graduates of these courses;

In order to provide criteria and standards for quality control in the education of those individuals trained to instruct individuals with Dyslexia and Related Disorders in therapeutic and/or preventative settings;

So that (1) the consumer will be informed as to the professional development required for competent MSLE teachers and therapists, and (2) the combined strength of the organizations in The Alliance can influence the goals of the field of reading specialists and the understanding of teaching reading to all students.

The following is a summary of Alliance activities:

- The Alliance remains in sound financial condition.
- Our website is up and being updated regularly thanks to Nancy Coffman and Dawn Williams. Please remember to send all additions and corrections to Nancy at nancy.coffman@tsrh.org. The Standards and Competencies Committee chart as well as the Colleges and Universities database are downloadable on the website.
- Certificate seals are available for 15 cents per seal.
- The CD Directory of Accredited Training Courses and Certified Individuals will be given to the first 500 people who redeem a coupon that is to be placed in the canvas bags at the IDA Conference.
- The exam project is completed. Field testing took place over the summer and the test will be ready for administration in January.

The Alliance would like to thank these test sites for their participation in field testing the certification exam:

Neuhaus Education Center
Stratford Friends School
Knight Education, Inc.
DuBard School for Language Disorders
The Hill Center
Hardman & Associates, Inc.
Atlantic Seaboard Dyslexia Education Ctr.
Shelton School Outreach
Slingerland
Scottish Rite Learning Center of West TX
Literacy Education & Academic Development, Inc./LEAD,
SMU Learning Therapist Program
Greenhills School
Simultaneous Multisensory Institute of Language Arts
Texas Scottish Rite Hospital for Children
FUNdamental Learning Center
Mass General Hospital Orton Gillingham Training Course
Masonic Learning Center-Allentown
Payne Education Center
Mississippi College.

A Consistency of Standards Within a Variety of Programs
A panel consisting of members of the IDA Board of Directors and The Alliance will present the structure, standards, and purpose of The Alliance, an IDA-sponsored organization. It is listed as Session F70 in the IDA Conference Program.
The International Multisensory Structured Language Education Council

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- **February 7-9**: Hill Methodology, Part I
- **February 17**: Fluency and Comprehension
- **February 24**: Multisensory Math

*For more information on workshops and certification, visit www.hillcenter.org.*

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  *Spring 2006*
- **Organization and Study Skills**  
  *Spring 2006*
- **Approved for CEUs by ALTA and IMSLEC**

*For more information, contact Shelton Outreach Department*

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The mission of the International Multisensory Structured Language Education Council is to accredit quality training courses for the professional preparation of Multisensory Structured Language Education specialists.