The IMSLEC Record
Volume IX, Number 1  Spring 2006

Just for the Record . . . .

IMSLEC – ALTA Centers Council
After more than 10 years working toward a common goal of accrediting multisensory structured language training courses, IMSLEC and ALTA Centers Council merged their associations in 2006. All except for three Centers Council-accredited training courses are dually accredited by IMSLEC and combining memberships will avoid duplication of volunteer hours and money. The boards of both groups unanimously approved the merger. (Note: The Academic Language Therapy Association (ALTA), whose mission is to certify individuals, is not part of this merger.)

The Alliance Finalizes Exam
The ad-hoc committee formed by the Alliance to create an MSLE certification exam consisted of MSLE teachers and therapists with 100+ years of combined experience using The Spalding Method, Orton-Gillingham, Sequential English Education, Slingerland, The Association Method and Alphabetic-Phonics. The committee worked with a professional test-writing consultant for 18 months to create a generic multisensory structured language exit exam. This exam is an important step in the road to licensure for MSLE teachers and therapists.

Since the exam is not specific to a particular MSLE method, each training courses will continue to assess graduate competency through approach-specific testing, practicum observations and one-on-one interaction. Only after the course director gives her recommendation will a graduate be allowed to sit for the Alliance exam.

Continued on page 2
A Message from the President . . .

I am so pleased to be writing this report as your new president. I share your strong commitment to the mission of IMSLEC and will always strive to represent the high standards on which IMSLEC was founded.

Things have been very busy for IMSLEC since the November Annual Meeting.

- An ad hoc committee was formed at the November meeting to ensure that all standards and procedures of IMSLEC and ALTA Centers Council were aligned. The committee completed a thorough review and sent the documents to the board for approval. The Board voted to recommend approval of the merger to the Council. On April 3, 2006 the Council acted on the Board’s recommendation and unanimously approved a merger of the two accrediting organizations. This important step was taken to eliminate the duplication of efforts of each organization and to simplify the process of finding a course which meets high standards for the public.

- IMSLEC was well represented on the Alliance Exam Committee. The Committee has finished its work on the exam and turned the administration responsibilities over to ALTA. There will be ongoing public education about the exam and I hope that many of you will participate in your area. We will be presenting an exam overview and information session at the IDA Conference in Indianapolis.

- IMSLEC will be part of the Alliance presentation at the Indianapolis IDA Conference. The presentation is scheduled for Friday, November 10 from 10:45–12:15. If you are presenting a session at the conference please let us know the topic, date, and time so that we can include this information in the newsletter.

The IMSLEC Board met at Texas Scottish Rite Hospital for Children on April 21. Tincy Miller, Chairman of the Texas State Board of Education, spoke to the Board about the current legislation in place in Texas which addresses the learner with Dyslexia. Because of her efforts Texas has been the legislative model for many states.

Dates for the November meetings in Indianapolis have been changed to allow for the many presentations by IMSLEC members on Saturday. Please make a note of the new dates and times. The Board will meet from 7-9 pm on Tuesday, November 7th. The Council will meet from 1-5 on Wednesday, November 8th.

I thank each of you for the work you do for IMSLEC. Please use the IMSLEC logo in all of your published materials and advertising. It is due to your efforts that we have been able to accomplish so much for the benefit of the people we serve.

Valerie Tucker

Continued from page 1

ALTA Administers Alliance Exam

ALTA has been administering certification exams for MSLE therapists since 1985. The Alliance, therefore, felt that ALTA had the experience and staff in place to administer the new Alliance exam. The determination to give ALTA the responsibility of administering the exam to graduates of all IMSLEC-accredited training courses has caused some to question the decision. Although ALTA’s membership spans 34 states and England, it indisputably has more members in Texas than any other. Many MSLE therapists in other parts of the country have no first-hand familiarity with ALTA. In the spring and fall issues, The IMSLEC Record will address some common questions about ALTA – what it is and what it is not.
ALTA Looking Forward to Collaboration

The Academic Language Therapy Association (ALTA) just celebrated our 20th Anniversary. This was a momentous occasion. We had a wonderful conference in Dallas, Texas with over 700 attendees and three national speakers: Reid Lyon, Louisa Moats, and Rick Lavoie. We also voted on bylaws changes so that we now offer a teaching/associate level as well as the therapist level and the qualified instructor of therapist level. Due to the support of the Alliance, of which both ALTA and IMSLEC are founding members, there are certification exams at both the teaching/associate level and at the therapist level. And finally, ALTA Centers Council and IMSLEC voted to merge. So, ALTA as the certifying organization can support IMSLEC the accrediting organization and more children with dyslexia can be assured of quality services!

ALTA will now recognize the IMSLEC accredited courses and offer the same collegial support that was offered to the ALTA CC accredited centers. That support includes posting CEU opportunities offered by courses on the website, listing in the ALTA directory and website as an accredited center, and automatic acceptance of graduates of IMSLEC courses who desire to sit for certification exams.

Graduates of the IMSLEC courses are warmly invited to sit for the exam and to join ALTA. The benefits of ALTA membership include a national certification that stays with the individual as they move around the country, higher visibility as a profession, and a variety of CEU opportunities. We hope the courses that are not aware of the benefits of ALTA membership will contact us with any questions. As the president of ALTA, I encourage you to call me and let me know how ALTA can serve you and your graduates. We, as an organization, are very excited about the merger of ALTA CC and IMSLEC and the inclusion of the teaching/associate level in our membership. May we grow together to better serve children with dyslexia everywhere!

Nancy Coffman
President, ALTA
(214) 559-7800

SMU'S Learning Therapy Program admits a new cohort class each summer term. Students in the LTP earn 22 graduate-level credits over two years. Once students complete the LTP program, they may apply up to 24 credit-hours from the LTP curriculum towards the M.Ed. Degree at SMU. (The M.Ed. requires 36 total credit-hours. Application and admission to the M.Ed. Program are separate from LTP.) The deadline to submit applications for the upcoming LTP class is May 1. Program information, course schedules, application materials, and CEU workshop opportunities are available online at www.smu.edu/learning_therapy. For additional information, please email or call the LTP office at learning@smu.edu or 214-768-7323.

Outstanding Speaker At Shelton

The Shelton MSLE Training Course had the pleasure of hosting an outstanding speaker, Ms. Isabel Wesley, a Fellow of the Academy of Orton-Gillingham Practitioners and Educators, and National Writer and Trainer for the literacy program LANGUAGE!. Ms. Wesley came to present for a Saturday Seminar, History of Language and Morphology. The Saturday Seminars are incorporated into the Shelton MSLE coursework. We all enjoyed Ms. Wesley’s great sense of humor, her depth of knowledge of the English language, and her love for what she does.
Grants Underwrite Outreach Programs

The Hill Center Expands Outreach Programs

DURHAM, NC. Partnership has been a key word in describing the activity of The Hill Center’s Outreach Programs in Durham, North Carolina. The Hill Center is currently partnering with several major foundations to implement Hill Methodology programs in settings outside The Hill Center: The Reading Achievement Program (RAP) in Durham Public Schools with funding from the NC GlaxoSmithKline Foundation; a county-wide early literacy partnership in Davie County North Carolina, funded by the Mebane Charitable Foundation; and the Oak Hill School, a Hill Center-modeled school site in Geneva, Switzerland, with funding by the Oak Foundation.

The Reading Achievement Program uses The Hill Center Methodology with minor adaptations to meet the needs of students and teachers in a public school setting. The curriculum has been modified so that it can be implemented in a class period ranging from 45 minutes to 1 hour with no more than a four students in a class.

RAP takes The Hill Center reading curriculum and segments it into five levels ranging from pre-reading skills to decoding and spelling multi-syllable words. Each level of the Reading Achievement Program includes carefully selected material that will be used for instruction in phonetic patterns, reading fluency, and reading comprehension. Students are assessed and assigned a level of instruction and use workbooks and readers that target specific phonetic patterns taught at each level. Pre-and post-testing of students is conducted to evaluate their growth through this program.

The Research Triangle Institute International has been evaluating the program by analyzing the academic achievement of participating students as measured by various subtests of the Woodcock-Johnson Tests of Achievement and the North Carolina End-of-Grade Tests. Findings strongly support the premise that participation in RAP is related to an increase in the reading achievement of students who are at risk for failure in reading. The increase in achievement scores on both the Woodcock-Johnson tests of achievement and the North Carolina End-of-Grade tests show statistically significant student improvement after only one year in the program. (continued, page 12)

DuBard School Receives Grant

HATTIESBURG, MS. The DuBard School for Language Disorders at the University of Southern Mississippi has received a grant from the Mississippi Power Education Foundation to be used for the instructional design phase of a hybrid on-line/IVN Association Method course. The new format is expected to be available for implementation in the 2006-07 academic year. For more information, contact Missy Schraeder, Professional Development Coordinator, at the DuBard

Shelton MSL Training Launches Online Courses

DALLAS, TX. Shelton School has launched its first online course, Dyslexia and Related Disorders. The course, one of Shelton’s most popular training courses for professionals, describes processing disorders – causes, characteristics, and instructional ramifications. Course content includes the brain’s role in reading and processing information, the evaluation of mental / perceptual / academic abilities, a comparison of learning processes of children with and without perceptual problems, as well as characteristics of dyslexia, ADHD and other perceptual disorders. Students have 60 days to complete the course. CEUs for the course have been approved for members of TSHA, IMSLEC and ALTA.

Equipment and software for the Internet program were made possible through grants from The Meadows Foundation and Hillcrest Foundation.

Shelton’s Outreach Department also offers extensive teacher training on campus, an open summer school program, free workshops, its Saturday Seminars series, and its Scholars tutoring program in reading, writing and spelling skills.

For more information and registration for this and future courses, visit www.shelton.org or e-mail sheltononline@shelton.org. Shelton is the largest school worldwide for learning-different students.
Update from the Atlantic Seaboard Dyslexia Education Center

New Executive Director

Jane Wilson Hanson, a training and development specialist, will succeed Claire Nissenbaum, ASDEC founder, as executive director, on September 1. Her earlier experience was in the corporate world; still earlier, she was a high school teacher. Hanson has been with ASDEC since 2003. Most recently, she has led ASDEC’s programs for off-site teacher-training in public and private schools. Hanson has also facilitated ASDEC’s on-site courses for candidates in academic therapy. With Claire Nissenbaum and AT Coordinator Patti Edison, she has been part of the ASDEC management team. Jane is fluent in Spanish and German.

Claire Nissenbaum will take on the role of part-time ASDEC Development Officer in September, after having served as pro bono Executive Director for six years.

Patti Edison will be appointed Associate Director of ASDEC on June 22. She has been Coordinator of the Clinical Programs since 2004. She is a certified Academic Therapist and a former nurse.

Joint Venture with LDA-MC and the Montgomery County Public Schools

ASDEC first-year trainees will provide free tutoring in an MCPS after-school tutoring program in September, with the Montgomery County chapter of the Learning Disabilities Association providing administrative support for the project. Designed to run for at least one full school year, the project is the first ASDEC program to have MCPS formal approval. The school is close to the Center, permitting close weekly supervision of the interns in the program.
FDU Hosts First Alumni Dinner

The Orton Gillingham Dyslexia Specialist Training Course hosted its first annual Alumni Dinner on Friday, May 19 at Fairleigh Dickinson University’s Campus in Madison, New Jersey. Over 100 alumni, program faculty, and other individuals whose hard work and dedication have contributed to the success of the program attended.

Guest of Honor at the dinner was Arlene Sonday, who was given a crystal globe in recognition of her contribution to teacher training, worldwide. The globe was inscribed, “For excellence in teacher training throughout the world”. Arlene Sonday, who has been involved in training teachers in the Orton Gillingham approach at FDU for over 20 years, also gave the keynote address. Arlene’s address, “Orton Gillingham Around the World”, included pictures and a discussion of her experiences training teachers in the Orton Gillingham approach in a variety of international sites.

Proceeds from the dinner were designated for FDU’s Orton Gillingham Teacher Scholarship fund. The Scholarship fund provides tuition scholarships to teachers enrolled in FDU’s IMSLEC accredited Orton Gillingham Teacher certificate Program, a 12 credit graduate program. Scholarship funds were also raised through a raffle of table centerpieces, donated by practicum instructors in the Program, consisting of favorite books either for children or adults. In addition, funds were raised by raffling two of IDA President Emerson Dickman’s signature art pieces. NJIDA, a long-time partner in teacher training in NJ with FDU, contributed the equivalent of a one-year teacher scholarship.

First Annual Betty S. Levinson Memorial Lecture

ROCKVILLE, MD. IMSLEC’s (and DuBard School’s) Maureen K. Martin, Ph.D. will discuss Using Their Everyday Language to Assess the Risk of Reading and Learning Failure in 3-, 4-,5-, and 6-year-olds at the Atlantic Seaboard Dyslexia Education Center’s first BSL Memorial Lecture. The series is designed to carry on Betty’s efforts to relieve the suffering of dyslexics and their families. Part of the proceeds will be donated to the Betty S. Levinson Foundation, which provides financial aid to families for diagnostic evaluation.

Save the Date!!

2006 IDA Conference
Indiana Convention Center
Indianapolis, IN
November 8 - 11, 2006
Make hotel reservations via the IDA website
www.interdys.org

Please Note!!

IMSLEC Board Meeting
November 7, 2006*
Tuesday evening
7:00 -9:00 pm

Annual Council Meeting
November 8, 2006*
Wednesday afternoon
1:00 p.m. - 5:00 p.m.

*These dates are in lieu of the usual Saturday meetings

Betty Levinson and Claire Nissenbaum at the IDA Exhibit booth in San Francisco, 1997
Slingerland® Institute –
In Step with The Times
The Slingerland® Institute, traditionally known for its month long trainings, is proud to offer short courses, in-service and in-year sessions. We are able to create custom-tailored training sessions to meet all your training needs.

The Institute is currently editing Book 1 and Book 2 of the textbooks to produce a combined textbook that is updated and more user-friendly for classroom teachers.

We are pleased to announce the dates and locations for this year’s comprehensive summer training sessions. Please consult our website, www.slingerland.org, for more information on the Institute and any additional training dates to those listed on page 11.

The annual spring meetings (Mar 24-26) bring members of the Board of Trustees, Faculty Senate, Directors and guests from six states to plan and forward the mission of the Institute. Bev Wolf serves as President of the Board of Trustees, Karlyn Daenzer is Executive Manager at the Institute office. Susan Heinz is Dean of Faculty and Bonita Colony and Nancy Cushman White serve on the Faculty Senate.

Southwest Multisensory Teacher Training Center hosted a Certification Luncheon for their newest graduates. The new graduates are Lori Schultz, Leslie Haas and Kara Smartt. From left to right, top row: Peggy Brooks, Maureen Barrett, Lori Schultz, Leslie Haas, Kara Smart, Beverly Dooley, Regan Lee, Susan Boeglin. Left to right, bottom row: Cindy Waltrip, Charlotte Matthews, Pegi Spencer, Diane Lee, and Abigail Lee.
IMSLEC-Accredited Courses Busy with Summer Training

**Literacy Education & Academic Development, Inc./LEAD**

Argyle, TX. April 28, 2006 will be graduation day for our therapy level class. Graduates will be eligible to take the ALTA exam and be certified as Academic Language Therapists. We are proud of the effort and determination these trainees have shown over the two-year training period. Many children have benefited from their expertise and compassionate delivery of MSL curriculum.

LEAD continues to promote high standards for accreditation and certification through outreach to the community. We have made presentations to many independent school districts in our area and offered workshops open to teachers, parents, and administrators. We always acknowledge the hard work of the members of IMSLEC and other organizations who helped to define the standards for training and certification.

Plans are well underway for 2006 summer training at LEAD. We will offer both Introductory and Advanced training in June this year. The Introductory Course meets the requirements for Teaching Level training. Many LEAD trainees go on to complete the Advanced Course which is our Therapy Level course. Dates for training are June 5-16. Seminars and workshops are held throughout the year.

**Scottish Rite Learning Center of Austin**

2006 Training Dates

- **June 5 – 9, 2006** – Advanced DRC Training, Scottish Rite Learning Center, 1622 E. Riverside Dr., Austin, TX, 8:00 A.M. – 4:00 P.M.
- **June 10, 2006** – ALTA National Exam, Scottish Rite Learning Center, 1622 E. Riverside Dr., Austin, TX, 11:30 am – arrival time; 12:00 noon – Exam begins.
- **June 12 – 23, 2006** – Summer “FUN”damentals Language Learning Day Camp: Session 1 – Morning programs for 5 to 7-year-olds; afternoon programs for 8 to 13-year-olds.
- **July 10 – 28, 2006** – Introductory Course of DRC, Scottish Rite Learning Center, 1622 E. Riverside Dr., Austin, TX, 8:00 A.M. – 4:00 P.M.
- **July 10 – 21, 2006** – Summer “FUN”damentals Language Learning Day Camp: Session 2 – Morning programs for 5 to 7-year-olds; afternoon programs for 8 to 13-year-olds.
- **September 16, 2006** – SRLC Open House and Silent Auction Fundraiser, Scottish Rite Learning Center, 1622 E. Riverside Dr., Austin, TX. 1:00 P.M. to 4:00 P.M.
- **October 21, 2006** – Fall Presentation – “Panel Discussion on The Broad Spectrum of Dyslexia & Related Issues” Time and location TBA

For questions or more information on these events call 512-472-1231 or visit www.scottishritelearningcenter.org

Neuhaus Education Center's Basic Language Skills class will be held four more times before 2007:

- May 1 - 12, 2006
- June 5 - 16, 2006
- July 10 - 21, 2006 and
- Sept. 12, 19, 26, Oct. 3, 10, 17, 24, 31, Nov. 7, 14, 2006

Neuhaus Education Center's Basic Language Skills class will be held four more times before 2007:

May 1 - 12, 2006
June 5 - 16, 2006
July 10 - 21, 2006 and
Sept. 12, 19, 26, Oct. 3, 10, 17, 24, 31, Nov. 7, 14, 2006
FDU Summer School Courses

*Fairleigh Dickinson University’s Orton Gillingham Dyslexia Specialist Training Course is offering the following 1 credit graduate level courses for summer ’06:*

• **Incorporating Children’s Literature into Orton Gillingham Programs**
  Focus on how to maximize the use of literature when using an Orton Gillingham program in grades K-8. Emphasis on how to find literature that correlates with a child’s level of decoding and comprehension, how to look at readability level through Orton lenses, and how to infuse fluency practice into appropriate literature.

• **Assistive Technology for Students with Dyslexia**
  Overview of computer-based strategies to provide assistive technology for students with dyslexia. Presentation of major software for students’ use in compensating for reading, writing, and spelling difficulties. Hands-on experience in implementing programs and selecting appropriate strategies for individual students.

• **Diagnosing Mathematics Disabilities & Strategies for Remediation**
  Overview of diagnostic techniques used to diagnose mathematics disabilities in the areas of calculations, word problems, and automaticity of basic facts. Introduction of strategies to address weaknesses in identified areas.

• **Understanding IQ Testing**
  Comprehensive review of the Wechsler Intelligence Scale for Children IV and the Wechsler Adult Intelligence Scale-revised. Focus on implications for diagnosis, remediation, and strategy for instruction of students with learning differences.

• **Project Read: Reading Comprehension-Report Form**
  Presents the Report Form section of the reading comprehension strand of the Project Read program. Teaches students how to collect, organize and analyze information from expository text (report form).

• **The Montessori Approach to Learning**
  Overview of Montessori philosophy and approach to education. Presentation of methods for teaching math as well as written language to students, pre-school thru Grade 3.

• **Multisensory Math (3 credits)**
  Gives students the opportunity for supervised work, emphasizing techniques of multisensory mathematics instruction, as part of an educational team in implementing individual remedial plans.

• **Multisensory Reading 1 (3 credits)**
  An introduction to teaching reading, spelling and handwriting (up to fourth-grade level), focusing on the Orton Gillingham approach to teaching basic language skills. Teachers plan, present and evaluate instructional sequences for students with dyslexia. Consists of lecture followed by a supervised practicum in which teachers provide individual Orton Gillingham based instruction to students with dyslexia.

---

**Certification in the Association Method**

The DuBard School for Language Disorders at The University of Southern Mississippi is offering certification in the Association Method at two levels: Certified Association Method Therapist (CAMT) and Certified Association Method Instructor (CAMI). For more information, contact Missy Schraeder, Professional Development Coordinator, at the DuBard School for Language Disorders, [www.usm.edu/dubard](http://www.usm.edu/dubard)
Spalding Celebrates 20 Years

The 20th anniversary of the founding of SEI was celebrated at the annual Spalding professional development seminar in Phoenix, AZ on April 27-29, 2006. The world has changed considerably over the past two decades and even more since *The Writing Road to Reading* was first published in 1957.

Education research has become more sophisticated, adding to our understanding of the way children learn. The results of previous studies of reading have been confirmed and then enhanced by technological advances enabling researchers to see the areas of the brain activated when reading takes place. However, the majority of the institutions responsible for preparing new teachers have not kept pace with these findings. As a result, too many teachers find themselves unprepared for the challenges of today’s classrooms.

The comment most often heard from teachers who have completed a Spalding course is, “Why didn’t I know this before?” Cultural changes since 1957 have also affected the student population. The much publicized achievement gap indicates the importance of using all pathways to the brain to help students who are having difficulty learning.

Members of the Spalding Curriculum Development Committee introduced additional Spalding teaching aids that reinforce the multisensory nature of *The Method*. The items that created the most excitement were new K-3 Teacher Guides. Teachers complete Spalding courses with a great deal of new knowledge and many new skills and procedures. The Guides ease the transition from the course to the classroom, helping teachers to put what they have learned to best use. The guides are designed to help both novice and experienced teachers pace their instruction and ensure that nothing has been forgotten or inadvertently omitted. Because Spalding is a diagnostic method, tips for adjusting instruction to meet the needs of students who require more help and ways to challenge those who learn more rapidly are embedded.

At the Friday night banquet, Spalding President Warren North provided a history of SEI using pictures from the Spalding archives. Photographs of Romalda Spalding and Bettina Rubicam, former president of the National Reading Reform Foundation, and later an SEI board member, reminded the audience of how long the battle for research-based instruction has been.

Celebrants also heard a brief, but inspiring address by Spalding board member and Sun Valley, CA Village Christian Schools Superintendent Dr. Ron Sipus. Dr. Sipus commended the audience for their dedication and their courage. Teaching is a difficult calling, he observed, often made more so by the intransigence of colleagues and administrators who are unwilling to be guided by reading research. He urged the audience to continue to spread message to others in their profession. The stakes are high, he said, because the future is in their hands.

11 Spalding Certified Teacher Instructors were honored for 15 or more years of service to Spalding Education International.
**READING CLASSES**

**PARENTS AND CHILDREN LEARN TOGETHER**

Children with reading difficulties attend with their parents to learn together in the same classroom. The program is under the direction of Joan Knight, a past president of the New York Branch of the International Dyslexia Association. The purpose is to teach parents what and how their children are learning so they can help them at home.

**Summer: 6 weeks**

July 5 to August 10, 2006

Wednesdays and Thursdays

5:30 – 7:30 pm

2 hour sessions, 4 hours per week

For children in elementary through high school

Tuition: $600

*Testing for summer enrollment:

Private Testing

Please call for appointment

Cost: $50

At Rutgers Presbyterian Church

236 West 73 Street, Manhattan

*To Be Listed For Testing or for information about Fall classes, contact: Joan Knight 212) 769–2760 knighted@nyc.rr.com

visit our website: www.knightededucation.com

---

**Slingerland Summer Teacher Training Sessions**

<table>
<thead>
<tr>
<th>Date</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 26, June 9-10, June 12 – July 7</td>
<td>Registration Closed Mountain View, CA</td>
</tr>
<tr>
<td>June 5 – June 29</td>
<td>Salt Lake City, UT</td>
</tr>
<tr>
<td>June 5 – June 23 September 9 – October 7 and November 4 – December 2</td>
<td>Modesto, CA</td>
</tr>
<tr>
<td>Jun 12 – June 30</td>
<td>Anchorage, AK</td>
</tr>
<tr>
<td>June 14 – July 7</td>
<td>Belmont, CA</td>
</tr>
<tr>
<td>June 14 – July 14</td>
<td>San Jose, CA</td>
</tr>
<tr>
<td>June 17, 18, 24, 25 July 15, 16, 22, 23, 29, 30 August 12, 13, 19, 20, 26 and 27</td>
<td>East Eden, CA</td>
</tr>
<tr>
<td>June 19 – July 14</td>
<td>Honolulu, HI</td>
</tr>
<tr>
<td>June 26 – July 21</td>
<td>Seattle, WA</td>
</tr>
<tr>
<td>June 26 – July 21</td>
<td>Cypress, CA</td>
</tr>
<tr>
<td>June 27-29, July 5-28</td>
<td>San Francisco, CA</td>
</tr>
<tr>
<td>July 3 – July 28</td>
<td>Registration Closed Monsey, NY</td>
</tr>
<tr>
<td>July 10 – August 3</td>
<td>Seattle, WA</td>
</tr>
<tr>
<td>July 24 – August 18</td>
<td>Portland, OR</td>
</tr>
</tbody>
</table>
The Hill Center is also partnering with the Mebane Charitable Foundation in Davie County, North Carolina, to implement a comprehensive early literacy and reading program entitled **The Mebane-Hill Early Literacy Program (HELP)**. The program will be implemented across 4 years with independent evaluation by RTI International.

The Mebane HELP project links what is known about early childhood learning and literacy with what is known about children with learning disabilities and creates a community model for improving children’s chances of success in reading. This is an essential linkage and groundbreaking work in the area of children’s literacy.

The purpose of the Mebane-Hill Early Literacy Program is to provide all children in Davie County, age 3 through third grade, with a continuum of “best practices” strategies and sound research-based curriculum for the development of reading success. The project will provide professional development training for two groups of professionals in Davie County who work with children:

1) early childhood providers serving young children in regulated child care facilities
2) kindergarten through third grade teachers of exceptional children and Title I students in the public schools.

This project will interface with existing K through 3 general education and literacy efforts already underway in the county.

The project will involve the development of a research-based “best practices” early literacy curriculum, professional development training, follow-up observations, and a reference training video for childcare providers. Teachers in the K-3 project receive RAP training and IMSLEC accredited PREP certification in The Hill Reading Methodology.

The third project is the establishment of the Oak Hill School, a Hill Center-modelled school in Geneva, Switzerland. In partnership with The Oak Foundation The Hill Center will replicate the half-day model in the fall of 2006 with PREP certified teachers providing specialized remedial instruction in reading, written language, and math to students in classrooms with a four-to-one student/teacher ratio. Students will attend Oak Hill School for only a portion of the day so they are able to spend the remainder of their day in their regular classroom.

The Hill Center is pleased to be involved in this extensive outreach program that will enable it to realize its mission to transform students with learning differences into confident, independent learners.

---

**ALTA Website Lists CEU Opportunities**

Teaching and Therapy-level graduates of IMSLEC-accredited training courses, as well as, Certified Academic Language Therapists, are currently required to accumulate 30 contact hours of continuing education credit every three years. This requirement brings our profession one step closer to meeting the necessary criteria for licensure.

Each therapist is required to maintain her own documentation. A form entitled Record of Continuing Education Hours may be obtained through the ALTA website. To locate events, that have been approved for contact hours of CEU credit, please visit the ALTA website at [www.altaread.org](http://www.altaread.org).

All of these events are approved CEU credits for IMSLEC-accredited training course graduates.

---

*With deepest thanks and appreciation to Joyce Pickering, her visionary leadership, her courage, and her unfailing optimism.*

The Atlantic Seaboard Dyslexia Education Center Claire Nissenbaum, Executive Director
The Hill Center

Upcoming Professional Development Workshops

<table>
<thead>
<tr>
<th>Date</th>
<th>Workshop</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 19-21</td>
<td>Hill Methodology Workshop Part I</td>
</tr>
<tr>
<td>June 29-30</td>
<td>TEAM Workshop</td>
</tr>
<tr>
<td>July 17</td>
<td>Overview of Learning Disabilities/Attention Deficit Disorder</td>
</tr>
<tr>
<td>July 24</td>
<td>Phonics - Breaking the Code</td>
</tr>
<tr>
<td>August 28-30</td>
<td>Hill Methodology Workshop Part I</td>
</tr>
<tr>
<td>September 25</td>
<td>Foreign Language Strategies</td>
</tr>
</tbody>
</table>

For more information and to register visit www.hillcenter.org

3200 Pickett Road ~ Durham, NC 27705 ~ 919-489-7464

Quality Learning Programs Designed For Therapists, Teachers, Schools, Parents, and Communities

- **Dyslexia Therapist Training** --- intensive graduate level training in a multisensory structured language curriculum --- Graduate credit is available through Texas Woman’s University.

- **Teacher Workshops** --- past workshops have included Spelling, Phonemic Awareness, Fluency and Comprehension --- Please contact LEAD for current workshop content and availability.

- **Parent/Community Workshop Series** --- informal forums about learning differences and their impact on family and community.

- **Inservice Presentations** --- designed to meet the specific needs of your district or school.

**Contact LEAD for further information.**

LEAD holds accredited status from the International Multisensory Structured Language Education Council (IMSLEC) for its instructional programs at all levels.

The IMSLEC Board of Directors reserves the right to refuse advertising in this publication.
Fairleigh Dickinson University

ORTON GILLINGHAM DYSLEXIA
SPECIALIST TRAINING COURSE
• Nationally Accredited by the International Multisensory Structured Language Education Council (IMSLEC).
• Orton Gillingham Teacher
• Orton Gillingham Teacher Trainer
• Orton Gillingham Therapist
• Orton Gillingham Therapist Trainer

Scholarships for training are available. For further information call Dr. Mary Farrell, (201)692-2816.

Peter Sammartino School of Education
Metropolitan Campus • Teaneck, New Jersey
The College at Florham • Madison, New Jersey
(201) 692-2816

Greenhills School

ORTON MULTISENSORY STRUCTURED LANGUAGE TEACHER TRAINING
at Greenhills School

Simultaneous, multisensory structured language approach based upon June Lyday Orton’s, A Guide to Teaching Phonics. The approach includes phonemic awareness in the daily auditory, kinesthetic, and visual drills and by syllable division of multi-syllable words. Decoding skills are learned with the inclusion of spelling generalization woven into syllable type presentation. Oral reading teaches fluency. Affixes and roots develop vocabulary.

The teacher education program holds two accreditations. The Orton MSL Teacher Education Program, Teaching Level and Trainer of Teaching Level is accredited by IMSLEC. This Orton-Gillingham Teacher Training Site is accredited by The Academy of Orton Gillingham Practitioners and Educators, at the Subscriber and Associate Membership Levels.

www.greenhillsschool.ws  336.924.4908 P.O. Box 15392, Winston-Salem 27113
The Association Method
of the DuBard School for Language Disorders
THE UNIVERSITY OF SOUTHERN MISSISSIPPI
Accredited at IMSLEC’s Teaching, Instructor of Teaching,
Therapy and Instructor of Therapy levels

The Association Method Basic Course
June 5 - 9
Aug. 29 -31 and Sept. 26 – 28 (6 days)

The Association Method Seminar
June 19 - 23

The Association Method Practicum
June 5 – 29

For additional information, contact
Dr. Maureen K. Martin, Director, DuBard School for Language Dis-
orders
The University of Southern Mississippi, 118 College Drive #10035
Hattiesburg, MS 39406-0001
Phone: 601.266.5223 FAX: 601.266.6763
Web site: www.usm.edu/dubard E-Mail: dubard@usm.edu

Academic Language Therapy Association®
Dedicated to the remediation of written-language skills.

ALTA is the first national group organized solely for written-language professionals. ALTA main-
tains and promotes high standards of education, practice and conduct for the Academic Language Therapy profession. The association offers a variety of services to its members and the community, including a national directory, web site, newsletter and referral helpline.
A special thanks to our supporters ~
Literacy Education & Academic Development, Inc.
University of Southern Mississippi
Claire Nissenbaum
Atlantic Seaboard Dyslexia Education Center
Joyce Pickering
Susan Heinz
Geller Educational Resources, Inc
Patricia Hardman
Maureen K. Martin
Marjory Roth
Nancy Cushen White
Kay Peterson
Michael Minsky
Marty Cooley
Marilyn C. Mathis
Bonita G. Colony
Gayle Smith
Mary North
Judith Birsh

In memory of Betty Levinson
In memory of Betty Levinson
In memory of Betty Levinson
In memory of Betty Levinson
In memory of Betty Levinson
In memory of Betty Levinson
In memory of Betty Levinson
In memory of Betty Levinson
In memory of Betty Levinson
In memory of Betty Levinson

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.