The purpose of IMSLEC is to accredit training courses for the professional preparation of the Multisensory Structured Language Education specialist. IMSLEC is committed to quality training of the MSLE clinicians and teachers, establishing standards and criteria of excellence for the programs it accredits.

There are currently 30 accredited training courses with 81 locations throughout the United States. A full description of the Accreditation Process and an Application can be found on the IMSLEC website, www.imslec.org.

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Multisensory teaching is simultaneously visual, auditory, and kinesthetic-tactile to enhance memory and learning. Links are consistently made between the visual (what we see), auditory (what we hear), and kinesthetic-tactile (what we feel) pathways in learning to read and spell.

Margaret Byrd Rawson, former President of The Orton Dyslexia Society, said it well: “Dyslexic students need a different approach to learning language from that employed in most classrooms. They need to be taught, slowly and thoroughly, the basic elements of their language – the sounds and the letters which represent them – and how to put these together and take them apart. They have to have lots of practice in having their writing hands, eyes, ears, and voices working together for the conscious organization and retention of their learning.”

Teachers who use this approach teach children to link the sounds of the letters with the written symbol. Children also link the sound and symbol with how it feels to form the letter or letters. As students learn a new letter or pattern (such as s or th), they carefully trace, copy, and write the letter(s) while saying the corresponding sound. The sound may be made by the teacher and the letter name(s) given by the student. Students then read and spell words, phrases, and sentences using these patterns. Teachers and their students rely on all three pathways for learning rather than focusing on a “sight-word” or memory method, a “tracing method,” or “phonetic method” alone.

There is a growing body of evidence supporting multisensory teaching. Current research, much of it supported by the National Institute of Child Health and Human Development (NICHD), converges on the efficacy of explicit structured language teaching for children with dyslexia. Young children in structured, sequential, multisensory intervention programs, who were also trained in phonemic awareness, made significant gains in decoding skills. These multisensory approaches used direct, explicit teaching of letter-sound relationships, syllable patterns, and meaning word parts. Studies in clinical settings showed similar results for a wide range of ages and abilities.*

*This article is excerpted from a Fact Sheet published by the International Dyslexia Association (IDA) © 2000. The article, Multisensory Teaching, was written with the assistance of Marcia Henry, Ph.D. and can be found in its entirety on the IDA website (www.interdys.org) along with other Fact Sheets on topics related to dyslexia and related disorders.
A Message from the President ~

I am writing my final report to you with a mixture of grateful pride, sadness and excitement. I have always considered it an honor to have served this organization. I have proudly worn many hats over the years including Treasurer, Review Committee Chair, Accreditation Chair, Vice President and President. I have always felt the support of the Board and Council and marveled at the hours that so many of you contribute to IMSLEC’s vision of improving the instruction of reading for all children and adults. I am grateful that you have allowed me to be a part of the process of accrediting quality MSLE training courses and to see IMSLEC grow both in numbers and national recognition.

IMSL EC has earned a reputation as an organization that strives to help others improve the field of multisensory structured language education through meeting high standards and adhering to a strong set of principles of instruction. This is evident in the quality of the teachers and therapists trained by IMSLEC accredited courses. As the number of IMSLEC accredited courses grows so do the learning opportunities for students in a broad geographic area. We now have courses, satellites and formal candidates in Arizona, Connecticut, Delaware, Florida, Hawaii, Illinois, Indiana, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Mississippi, New Hampshire, New Jersey, New Mexico, New York, North Carolina, Ohio, Oklahoma, Pennsylvania, Rhode Island, Tennessee, Texas, Vermont, Washington and Wisconsin. Wow!

As my term as President draws to a close I leave with a positive feeling that IMSLEC will continue to excel in the field of MSLE. The strength and depth of knowledge within this organization is admirable and most importantly it is willingly shared with anyone who touches the lives of children and adults seeking a quality professional educator.

As most of you know I leave LEAD in the capable hands of Kay Peterson who plans to continue serving teachers based on IMSLEC’s high standards. Although I am sad to be turned out to pasture I am excited to begin a new phase of my life as full-time grandmother to my 5 grand-children and traveling companion to my husband of 41+ years.

Who knows, maybe someone in Boulder will need a little help with the structure of written language.....I’ll be ready!

Most Sincerely,
Valerie G. Tucker

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Gifts to IMSLEC are a meaningful way to honor friends, family or colleagues. Donations may be sent to Karen Vickery, IMSLEC Treasurer, SMU Learning Therapy Program, 5236 Tennyson Pkwy, Bldg 4-108, Plano, TX 75024.

IMSL EC is a 501(c)(3) nonprofit corporation and all donations are tax deductible.

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MADELINE ISLAND ABC BOOK

Written by Marcia Henry
Illustrated by Sally Parsons

Signed copies available at the IDA Exhibit Booth, or, download order blank at www.looncommonspress.com
Retirements Leave Shoes to Fill

Three IMSLEC “pioneers” will be retiring at the end of the Annual Council meeting on October 31st. The commonality among these three professionals is that they devoted an untold number of hours to the mission, goals and objectives of IMSLEC. Please take a moment in the coming days to extend your appreciation to them. We wouldn’t be where we are without them.

Kay Allen (below) will be retiring as Executive Director of Neuhaus Education Center in Houston. She is a founding member of IMSLEC and a member of the original Orton Multisensory Trainers Task Force formed in 1990. She has served on the Executive Committee as Secretary (excellent taker of minutes!) and Treasurer, as well as chair of the Bylaws Committee.

Mary North, as Director of Curriculum & Research at Spalding Education International, has the distinct honor of representing IMSLEC’s first accredited training course in 1998. Spalding became the test case (or guinea pig some would say) to determine whether the accreditation process would work. Mary has been a tireless volunteer. She has served on the Executive Committee for many years and is our go-to girl for bylaws. Most importantly, the accreditation process is literally her creation.

Valerie Tucker will be retiring as president of Literacy Education & Academic Development, Inc. Valerie has served on the IMSLEC Executive Committee since November 1998 and, of course, has been our president for the last two years. In addition to becoming IMSLEC’s second accredited program, Valerie was the first Review Committee Chair, an all-consuming job when the accreditation process was in its infancy.

The holes left by these individuals must be filled by others who have the same dedication to helping children and adults with learning differences. Our group may be small but our mission is huge!
Training Course News

Greenhills School of Winston-Salem, NC announces that it has become an elementary school and is expanding its teacher training and one-to-one language therapy programs. These programs will be under the name of The Marcus Davis Teacher Training and Language Therapy Center. The Center is named in memory of a son of benefactor, Frank Davis. Mark was killed in a tragic automobile accident. Mr. Davis’ other son, Chris, attended Greenhills from third grade through eighth grade. We are so pleased to be able to honor the Davis family in this way. For further information see the school’s second web site, www.greenhills-school.com.

Summer workshop participant are: first row L to R Amy Rominger, Instructor (Greenhills School), and Marjory Roth (Greenhills School), Director; 2nd row L to R Karen Henson (Davie County Schools), Sara Lukacik (Dore Academy), Debbie Koerner (Greenhills School), and Julie Hedrick (Davie County Schools). 3rd Row L to R Cathy Bozik-Kiefer, Cindy Whaling, Christina Cox; Instructor, Anne Glenn (Greenhills School), Nancy Macfarlane (St. Paul’s Pre-School); Instructor, Emily Glenn, practicum student, Emily Moss (Reading Matters).

Windward School Teacher Training Institute is Accredited

IMSLEC is pleased to congratulate Windward School’s Teacher Training Institute located in West Plains, NY as the newest accredited course. In addition to its Multisensory Reading Instruction, the Institute provides a broad range of courses, workshops and lectures in child development, learning theory and pedagogy. The goal of the Institute is to disseminate reliable and practical information for those seeking to enhance their knowledge and expertise. Sandra Schwartz, Director of the Institute, will be serving as Windward’s representative to the Council.

Fairleigh Dickinson University Class Visits Orton Archives

Students in FDU’s History of Multisensory Instruction course visited the Orton Archives on July 24, 2007. From left to right are Beverly Colistra, Marie Nolan, Program Director Dr. Mary Farrell, Course Instructor Jean Osman, Suzanne Herlihy, Mary DiGenova. The special collection is housed within the Medical School Library of Columbia University in uptown Manhattan. Archivist Bob Vietrogoski, provided a brief history of Dr. Samuel Orton’s professional career as well as that of June Orton and displayed several artifacts from the archives. For example, he showed class members the meeting notice for the very first meeting of the Orton Gillingham Association (now the International Dyslexia Association), called by June Orton and held in her apartment! Of particular interest to the class was a file of correspondence between Dr. Orton and Dr. Paul Dozier, the uncle of Paula Rome, with whom Jean developed the Language Tool Kit. A catalog of the collection can be accessed by computer by going to the Columbia University Health Science Library Archives, selecting Finding Aids, then selecting Personal Papers and Manuscripts, then selecting Orton. A description of the collection and then a listing of each item in the Orton collection is given. The library will make copies of documents requested for 20 cents per page.
The Scottish Rite Learning Center of Austin continues to grow and expand its services. This summer we welcomed a new assistant director, Alice Marsel. She will work with our Qualified Instructors on the dyslexia therapist training in the summer, and she will work this fall with the academic language therapists who will be leading our fall classes.

This past summer, we held three sessions of our language learning day camp, Summer “FUN”damentals. Each session lasted two weeks and over one hundred children attended the camp this summer.

SRLC offered our Introductory dyslexia therapist training in June for 16 trainees, and we held the Advanced training in July for 12 trainees. The training classes were made up of educators from Austin and other communities in Central Texas. We are proud of these outstanding educators and the efforts they are making to help children who are dealing with dyslexia.

This fall, SRLC has several workshops planned for professional development. On September 11, Linda Classen, M.Ed., LPC will present “The ABC’s of ADD.” On September 21, Nancy Coffman, M.Ed., CALT, QI, and Stephanie Jasuta, Ph.D., CCC, SLP will present “Dyslexia 101.” Then, on October 6, Lynn Henton, Ph.D., will discuss “The Social and Emotional Aspects of Dyslexia,” and Martha Sibley returns to present the rationale for accommodations on October 13. Finally, neuropsychologist, Dr. Melissa Bunner, will lead a discussion on “Understanding the Evaluation Process.”

**IMSLEC Council Meeting Agenda**
**Wednesday, October 31, 2007**

1:00 pm  
Call to Order/Introductions  
Valerie Tucker  
Announcements  
Mary North  
Awarding of Certificates  
Karen Vickery  
Approval of Minutes  
Valerie Tucker  
Treasurer’s Report  
Karen Vickery  
Board Meeting Report  
Valerie Tucker  
Bylaw Committee Report  
Mary North  
Accreditation Report  
Karen Avrit

2:30 pm  
Break

3:00 pm  
Nominating Committee  
Mary Farrell  
• Election of Board Members  
Joyce Pickering  
IDA Report  
Will Noel  
ALTA Report  
Nancy Coffman  
Alliance Report  
Joyce Pickering

4:00 pm  
Meeting Adjournment

New Board will have a short meeting immediately following the Council meeting.

**Shelton Outreach** offers weekday workshops and Saturday seminars for parents, teachers and professionals. Techniques used at Shelton School to improve reading comprehension will be the topic on Wednesday, November 14, from 9:00 a.m. – 3:00 p.m. Strategies used to teach students effective paragraph writing from brainstorming to final draft will be introduced in the composition workshop scheduled for January 30.

Saturday Seminars are part of the IMSLEC-accredited Therapy Level coursework in Sequential English Education. These ten seminars may be taken as independent courses without a goal of certification. Topics such as Classroom Management, Phonological Awareness, Organization & Study Skills, and the Neurological Aspects of Learning Differences are offered through the school year.

For more information on workshops, seminars and other community-wide offerings by the Shelton School, please contact Cindy Angel at Shelton Outreach, 972-774-1772, ext 223, or go to www.shelton.org.
East Goes West at The Hill Center

Hill Springs Learning Center located in Colorado Springs is one of the replication sites of The Hill Center in Durham, North Carolina. Completing its third year of operation, Hill-Springs has five teachers certified in Hill Methodology at the Teaching Level. This year the school enrolled 20 students from grades 2-11 and had three students served through their Hill-Springs Tutoring Connection. In addition to a vibrant summer school, HillSprings sponsored the Reading Achievement Program (Hill RAP) for public and private school teachers in the Colorado Springs area. Jean Neville and Shauna Saunders from Durham, North Carolina recently conducted a three-day workshop for 15 teachers and administrators. “They were an outstanding group of educators who had a keen interest in the Hill RAP methodology for implementation in a variety of settings such as tutoring sessions, inclusion classrooms, after school and summer programs. They also see this program as an effective response to intervention (RTI) for struggling learners,” Jean reported. The Hill Center looks forward to a continued relationship with HillSprings and the growth of their outreach programs.

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Congratulations are in order for the graduates of Neuhaus Education Center’s 2007 Dyslexia Specialist Preparation Program (DSPP). Robert P. Palmquist, boardmember of Neuhaus Education Center, and Mary Lou Slania, director of teacher development, presented records of completion to the 16 graduates of the Center’s Dyslexia Specialists Preparation Program at the Center’s annual luncheon.

The 15 women and one man represent a wide variety of public and private schools across the country in their work with children struggling to learn basic reading skills. All the graduates completed the three-year accredited program. Neuhaus Education Center is located in Houston, Texas.

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Best Practices
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The 22nd Annual ALTA Conference will follow the same format as in recent years of hosting three keynote addresses. This year the presentations range from motivation to research to implementing strategies.

Dr. Robert Brooks will present “The Power of Mindsets: Nurturing Motivation and Resilience in Students.” Dr. Virginia Berninger’s presentation is titled “Relevance of knowledge of the brain to teaching children with dysgraphia, dyslexia, and oral and written language learning disability (OWL LD).” Margaret G. McKeown will finish the day with “Instigating Rich Robust Vocabulary.” Look for upcoming information on how you can register, either by mail or through our web site at www.altaread.org!
Now that Response to Intervention (RTI) models are a reality for schools, many implementation questions arise, such as: How does a school choose an assessment system? How does the school train the staff on that assessment? Once the students are assessed, how is the data interpreted? How does the school determine interventions that are guided by these assessments? The SLANT System® and consultation services provided by Geller Educational Resources, Inc. (GER) is helping to provide some of these answers. GER is working with entire districts as well as individual schools to help them develop their skills in data collection and the implementation of problem solving meetings.

First, GER consultants meet with the superintendent and a district’s administrative team to determine the district’s specific needs and goals. This step is critical to the entire process and helps ensure that there will be participation and communication among all the schools in the district. Next, GER consultants train school personnel in Universal Screening and Progress Monitoring tools like DIBELS and AIMSweb. The screening data forms the basis of the reading instructional groups. GER “Data Coaches” work with the school principals and problem solving teams to use the data to determine the instructional focus of reading groups in a tiered prevention/intervention system. Along with the data collection and interpretation, teachers participate in SLANT System’s® IMSLEC accredited training program and begin to implement the SLANT System® as an intervention program for appropriate Tier 2 and Tier 3 students. Tier 1 students also benefit from enriched classroom instruction in language structure by teachers using their new SLANT System®-based knowledge. While all this classroom instruction and intervention is taking place, teachers are meeting regularly under the guidance of a GER Data Coach to continually interpret and monitor their student’s reading progress data. It’s the best of both worlds: data driven instruction and a tiered prevention/intervention model using systematic and explicit instruction. For more information on this implementation process or the SLANT System®, contact Marsha Geller, director, Geller Educational Resources, gellereducational@yahoo.com.
SPALDING MOVES TO NEW QUARTERS

Greetings from Spalding’s new office in the northern outskirts of Phoenix. The general moving upheaval did not deter the Research and Curriculum Department from its appointed tasks. K-6 Teacher Guides and Primary Posters were completed and published along with new Parts of Speech Posters. In addition, summer 07 marked the end of the first year of a five-year longitudinal research study to document the effectiveness of The Writing Road to Reading program. SEI contracted with Arizona State University to conduct the study. Experimental and control schools were chosen that matched in student ethnicity, gender, and socioeconomic status. Preliminary results for the first year (kindergarten) provides strong evidence of the efficacy of The Writing Road to Reading in building early literacy skills. Children in treatment classrooms performed better than children in control classrooms on all DIBELS measures. These findings demonstrate the power of Spalding’s Writing Road to Reading in providing the explicit, targeted instruction required to build a strong foundation for ongoing reading development.

The Department of Instruction and Certification welcomed five new Spalding Certified Teacher Instructors (SC-TIs) to the Spalding Team. These five individuals have successfully completed their internship in an ILA 1 course this summer: Lisa Gebbia, Alhambra Traditional School, Phoenix, AZ; Karen Miller, Chandler Traditional School, Chandler, AZ; Stacey Mittelstadt, North Casper Elementary, Casper, WY; Kelly Osburn, Franklin West Elementary, Mesa, AZ; Cheri Vegas, Village Christian Schools, Sun Valley, CA. Special thanks to Debbie Denedtte, Sydna Zilm, Joni Bunce, Felicia Muller, and Jean Behrend, supervisory SCTIs, who did such a fine job of mentoring.

Other good news from Spalding is the appointment of Janie Carnal, formerly Collaborative Peer Teacher with Alhambra Traditional School, Phoenix, AZ, as Associate Director, Research and Curriculum. Janie’s impressive professional skills are augmented by her graciousness as a co-worker and in the field as a mentor. It has truly been a busy and exciting summer at Spalding Educational International.
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- Parent/Community Workshop Series --- informal forums about learning differences and their impact on family and community.

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Contact LEAD for further information.

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