**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 32 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.imslc.org.

**2006 - 2007 Board of Directors**

- Kay Allen, M.Ed., CALT
- Karen Avrit, M.Ed., CALT
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- Will Noel, IDA Liaison

**BEYOND THE 3 R’S**

Learning Disabilities and Social Issues

By Betty B. Osman, PhD,
Child and Adolescent Services,
Department of Behavioral Health
White Plains Hospital Center,
White Plains, New York

Learning to successfully interact with others is one of the most important aspects of a child’s development, with far-reaching implications. Although most children acquire social skills by example (and possibly osmosis), research clearly suggests that children with learning disabilities and/or ADHD may have difficulty making and keeping friends. LD adolescents have also been shown to be less involved in recreational activities than their non-LD classmates. As a result, they are likely to become the all-too-familiar couch potatoes who spend leisure time alone, addicted to T.V., computer games, and the internet.

Parents devote much time and effort trying to impart to children the information and values they consider important. Yet, the development of children’s social skills frequently is taken for granted. It goes without saying that it is painful for parents to see a child rejected by peers; actually in a sense, it becomes their rejection as well. Some parents relive their own unhappy social experiences as children, while others have expectations or dreams for their children that, not realized, become a source of disappointment and frustration.

Certainly, not all young people with learning difficulties experience social problems; typically, the good athlete, computer whiz, class comedian, or resident artist, is likely to be accepted regardless of other problems. Then, too, some children seem born to make life easy for parents--and for themselves. They appear to develop social awareness in the crib and as they grow,
A Message from the President ~

Dear Friends,

IMSLEC has started a year of growth and re-evaluation. The Accreditation Committee is working as fast as they can to review self-studies and set up site visits for the record number of courses seeking accreditation and re-accreditation. We can all be assured that the high standards that are the foundation of IMSLEC will be thoroughly reviewed and recognized. I would like to thank everyone who volunteers both time and effort to facilitate this process.

As a board we have many good ideas and suggestions. I personally am thrilled to see us expand the responsibility base of the SOSET Committee. Mary North suggested that we divide the US into regions and have regional chairman to oversee setting up SOSET’s. This suggestion has been successful in two important ways. First it has made the task of soliciting people to serve on teams less time consuming for any one person. Secondly it has given several people the opportunity to learn the process and assume leadership roles in our organization.

I am an enthusiastic supporter of building a sense of community among our membership. I have tried to put new faces on each committee so that they can learn from people who are more familiar with IMSLEC. I hope that we can continue to foster this “internship” in several ways.

Our IMSLEC Board of Directors has not seen a lot of turnover in the past. The Executive Committee has been discussing ways to bring new faces into leadership roles. I hope that we can discuss this and share viewpoints and ideas at this meeting.

The question of how to extend recognition of courses that are not currently accredited by IMSLEC is under discussion by IDA and The Alliance. I hope that the IMSLEC Board will openly and thoughtfully address these issues. It is my intention that all opinions be heard and respected and my hope that in the long-run we can come to consensus in order to best serve the public.

Thank you for the support you have given to the board this year. I am proud to say that I am a part of this organization and look forward to watching it grow in order to serve the many individuals who benefit from quality teacher preparation.

Sincerely,

Valerie Tucker
March 2007

Many thanks to the following friends who have made donations to IMSLEC in this fiscal year:

   Nancy Coffman
   Sandra Dillon
   Mary Farrell, in honor of Dr. Abby Bond
   Geller Educational Resources, Inc.
   Hardman and Associates, Inc.
   The Hill Center
   Sandra Howze
   International Association Method Task Force
   Joan Knight
   LEAD
   Phyllis Meisel
   William D. Noel
   Mary North
   Karen Vickery
   David Winters

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. IMSLEC is a 501(c)(3) nonprofit corporation and all donations are tax deductible.
Much has been written describing the struggles of parents of dyslexic children to find the solution to their reading problems, but it’s a safe bet than none can compare with Virginia Biasotto’s book, Educating Andrew. Written from the heart by Andrew’s agonized but fiercely determined mother, the book has great authenticity, honesty, and simplicity. By Page 20, the reader is totally involved and gulping back tears. Just 130 pages long, the narrative traces the horrifying, soul-searing succession of false starts and blind alleys that the Biasotto’s pursued over seven years, following the recommendations of teachers, friends, diagnosticians, and physicians before finding the right school and the right program for Andrew for seventh grade – Orton-Gillingham.

Biasotto’s book should be in the hands of every mother whose child struggles with reading, as early as possible, to prevent needless suffering and expense, and to protect her from ill-informed professionals and ill-advised friends.

Andrew’s language problems were apparent at four; his reading failure was total by third grade, despite his being a very bright, curious, happy-go-lucky child at the start. By the time he was seven, his mother notes, Andrew had lost his love of life.* By third grade, Andrew was acting out, fighting, clowning, and striving unsuccessfully to win friends. His classmates called him ‘stupid.’ Andrew accepted their verdict.

Ginger (to her friends) faithfully followed every recommendation of teachers and others, beginning with close collaboration with classroom teachers and hours of closely supervised homework, to long-distance journeys to tutors and treatment centers for behavior modification, drug therapy, eyeglasses, vision training, visual perceptual training, and psychotherapy. The family moved to different states twice to be near these centers. The list is a compendium of all the wrong-headed, time-energy-money wasting, ego-devastating “solutions” still being recommended by professionals who understand neither the nature of dyslexia nor the appropriate interventions. (A psychiatrist at a major university recommended therapy for Andrew to eradicate his “fear of failure.” Not many years ago, a leading psychiatrist in the Washington, D.C., area taught teachers that such children refused to learn to read as an expression of their anger with their mothers.)

All this while Andrew was demonstrating high math ability, scoring above grade level, and a deep interest in science, which he loved.** By sixth grade, however, there was a seven-year gap between Andrew’s mental age and his reading ability.

Once in the right school, in an environment where teaching reading and other subjects was based in Orton-Gillingham principles and practice, Andrew flourished. The harrowing ordeal was over for him, for his mother, for the family. He later was graduated from a non-special high school, and from college with a 3.4 G.P.A.—on the Dean’s list!

Ginger went on to train in Orton-Gillingham with Alice Koontz, at The Johns Hopkins University in Baltimore. She later established a Center for training volunteer tutors in Wilmington, Delaware, Project ASSIST, now renamed Reading ASSIST. The Center is financially supported by the State of Delaware and by major Delaware foundations. Mrs. Biasotto, a soft-spoken, gentle blonde, with a quiet manner, has received many awards for her work. The latest, on June 21, 2005—was the State of Delaware’s Jefferson Award for Public Service for her contribution to literacy.

Biasotto quietly attributes much of her success to her faith and the goodness of God, to whom she frequently made direct appeals with startling results—the most startling when an unknown, unidentified, and never-to-return woman brought to her Bible-study class a message that she said “God gave her” for Ginger: It was: “I will accomplish that which concerns you.” (Psalm 138:8)

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*It is not uncommon for really bright struggling readers to be clinically depressed by the end of second grade.

**Math and science talent in struggling readers should be taken as an indication of good intelligence, a better than average I.Q.
Recently members of the IMSLEC Council were asked to share information on any research studies that their program is involved currently. Here are the responses received from several of the courses.

### 32 Masonic Learning Centers for Children

**David Winters, Director**

“Phase II Data Analysis of the Masonic Learning Centers” is a study of the efficacy of the MLC reading program. Dr. Gordon Sherman and Dr. Jeff Gilger are leading this study.

### Dyslexia Research Institute

**Patricia Hardman, Director**

DRI is currently involved in two research projects of quite different natures. Development of our MSL Study Skills for College Students & Tutors in DVD format is in final stages of the study and DVD Training Unit will be ready for distribution this summer. Project funded by The ABLE Trust

Research funded by the National Science Foundation on Computer Based Accommodations for Children with Disabilities on Standardized and State Mandated Test. Model used was New Hampshire’s 10th grade math test. Accommodations include read aloud (human voice); magnification: masking of items; talking calculator; untimed; automatic scoring among others. NIMBLE is the development computer group and Dyslexia Research Institute is conducting research on ease of use; friendliness to user; recommendations for changes or additions.

### The Hill Center

**Jean Neville, Director**

The Hill Center participates in research projects to validate its methodology and success, and to contribute to the body of knowledge regarding learning differences. The following research projects have either been completed or are in process:

#### The Hill Center Student Achievement Study (1995-2004).

Research study that demonstrates over ten years, regardless of gender, race/ethnicity, or type of disability, students enrolled at The Hill Center showed significant improvement in reading, written language, and math achievement scores. On average, students made 1-2 years’ gain, with the most gains made during their first year of enrollment at The Hill Center. Data analysis was conducted by Research Triangle Institute (RTI), with funding through an anonymous donor.

#### The Reading Achievement Program (RAP) in the Durham Public Schools (2002-2007).

In this five-year project funded by the North Carolina GlaxoSmithKline Foundation, teachers of at-risk children in seven Durham public schools were trained to implement the Reading Achievement Program, a modification of The Hill Center Methodology for use in the public school setting. Independent evaluation of student achievement by RTI indicates that in the first year of implementation, students in the program showed significant improvement in reading and math and that improvement was greater than would have been expected from an average student their age without learning difficulties.


In partnership with the Mebane Charitable Foundation in Mocksville, The Hill Center is implementing a comprehensive early literacy and reading program for children in Davie County, North Carolina. Over the four years of the project, The Hill Center will be developing a preschool curriculum and providing professional development training for two groups of professionals in Davie County who work with children: early childhood providers serving young children in regulated child care facilities and kindergarten through third grade teachers of exceptional children in the public schools.


Funding from The Oak Foundation is being used to establish a Hill Center-modeled independent school in Geneva, Switzerland. The grant will enable The Hill Center to expand its outreach to students in a broader international community and enhance its capacity to support current and future replication sites. In the development phase of the replication, Research Triangle Institute (RTI), will provide technical support and consultation to the project. RTI will also conduct an independent evaluation of the academic gains made by students who attend the Oak Hill School in Geneva.

Research continued on Page 7
Training Course News

Scottish Rite Learning Center of Austin Welcomes New Qualified Instructors

Austin, TX. The Scottish Rite Learning Center of Austin had a wonderful year in 2006, and we have had a very exciting start to 2007. We had an enthusiastic Introductory Class last summer and our Advanced Class continued to gain knowledge of the curriculum, Take Flight: A Comprehensive Intervention for Students with Dyslexia, developed at the Texas Scottish Rite Hospital for Children in Dallas, Texas.

Our trainees represented both public and private schools from around Central Texas. We are so appreciative of the leadership the Texas Scottish Rite Hospital for Children has provided for our summer dyslexia therapist training program. A special thank you goes to Treasa Owens, Kathleen Carlsen, Karen Avrit, Elizabeth Cantrill, and Nancy Coffman, Lois McCook, and Jerry Ring for their willingness to travel to Austin to share their knowledge and expertise with us.

We are pleased to welcome Janet Flory and Janis Robson to our Scottish Rite Learning Center family. They join us as Qualified Instructors who will lead our upcoming summer dyslexia therapist training program. Both Janet and Janis completed their Qualified Instructor training through the Luke Waites Center for Dyslexia and Language Disorders at Texas Scottish Rite Hospital for Children.

We have offered several workshops at the Center in 2007. Martha Sibley, former dyslexia coordinator at Texas Scottish Rite Hospital for Children, presented “Strategies for Success: Making Learning More Efficient for Students with Dyslexia” in February. In March, Dr. Dilip Karnik, a pediatric neurologist, presented “Dealing With Dysgraphia.” On April 4th, Geraldine Miller, Chair of the Texas State Board of Education, will present “Update on Dyslexia in the State of Texas”, and on April 21st, Dr. Marcia Henry will present, “Unlocking Literacy: Effective Decoding and Spelling Instruction.”

SRLC of Austin’s Intro Class Summer 2006

SRLC of Austin’s Advanced Class Summer 2006

SRLC continues to offer community support through our monthly parent support groups and our adult dyslexia support groups. In addition, our Certified Academic Language Therapists, psychologists, and speech pathologists donate their time by presenting information to groups of parents and educators. We remain committed to providing high quality dyslexia therapist training as an accredited training Center reflecting the standards set by IMSLEC and ALTA.

SRLC of Austin’s Advanced Class Summer 2006

Stelton Outreach Busy with Teacher Training

The Shelton School Outreach department is always busy in the summer with teacher training and 2007 will be no different. The Shelton MSL Training Course will be offered June 14-16 and 18-19. The course, directed by Joyce Pickering and Linda Kneese, is accredited by IMSLEC at the Teaching and Therapy levels. Another popular course, Diagnosing Learning Different Children – Referral & Testing, will be offered the week of June 25.

In addition to the above, another IMSLEC-accredited course, The Association Method, will be held at Shelton June 11 – 15. This beginning level course will be taught by Annette Stanislav (Association Method Coordinator at Shelton School) and Daphne Cornett of the DuBard School for Language Disorders.

Please contact Cindy Angel (cangel@shelton.org) for further information about registration and a complete list of offerings by Shelton Outreach.
Austin, TX. There is a bill before the Texas legislature to grant licensure to individuals who hold credentials matching those of Associate/Academic Language Teachers (AALT) and Certified Academic Language Therapists (CALT). This bill was drafted by Geraldine “Tincy” Miller with input from ALTA and all of the IMSLEC accredited training course directors in Texas. The criteria for licensure at both levels match the criteria for those levels of membership in ALTA and the IMSLEC levels of accreditation at the Teaching and Therapy level. The AALT (teaching) level is titled “Basic Dyslexia Practitioner,” and the CALT level (therapy) is titled “Advanced Dyslexia Therapist.” This legislation was initially put before the Texas legislature in 2005. It was defeated, not on the merits of the bill, but due to some political maneuvers beyond our control.

Since that disappointment, the bill has been strengthened and the ALTA leadership has had a civics lesson! Recently, the ALTA Board of Directors unanimously voted to establish a fund of $20,000 from our reserves to pay a lobbyist to usher this bill for licensure through the Texas legislature.

ALTA’s status as a 501(c)(6) allows us fund a lobbyist. As Jamie Williams, our founder, told me, “This is exactly why we established ALTA as a 501(c)(6)” Our founders intended for ALTA to take this action. They may not have predicted that the lobbyist that we would hire, Courtney Hoffman, would be a former CALT herself and the mother of a child with dyslexia.

The ALTA Board listed these reasons for hiring a lobbyist:

• The bill failed in 2005 due to a lack of proper tracking on the House side.

• Our membership lacks the expertise to properly follow and support legislation. We need a professional to monitor the bill and to advise us as to how and when to offer support.

• Geraldine “Tincy” Miller’s endorsement of hiring a lobbyist. (Mrs. Miller is a CALT and the chair of the Texas State Board of Education. She was also instrumental in getting the Texas Dyslexia Law passed in 1985.)

• Courtney Hoffman’s reputation as an effective lobbyist combined with her passion and understanding of our profession.

Mrs. Miller meets with ALTA representatives, IMSLEC accredited course representatives, and state Education Service Center representatives to draft the licensure bill.

Back row, left to right:
Nancy Coffman, Karen Vickery, Helen Macik, Brenda Taylor
Front row, left to right:
Geraldine “Tincy” Miller, Gina Mitchell, Linda Gladden, Valerie Tucker, Kay Allen, Karen Avrit, Doris Haney

As Judith R. Birsh, ALTA Board member and editor of Multisensory Teaching of Basic Language Skills said, “This is an important moment in our efforts for recognition of our MSLE profession and a precedent for further lobbying efforts in other states over time.”

An ALTA legislative committee has also been formed. Members of that committee are: Kay Allen, Suzanne Carreker, Nancy Coffman, Joyce Pickering (chair), Melanie Royal, and Valerie Tucker. This committee has done extensive work in drafting the bill and has been involved in the process over the past year.

If you are interested in following the progress of the bill or in reading the text of the bill, you can to www.texaslegislatureonline.org. The bill is on both sides of the house at this time. The House bill is HB 2505 and the Senate bill is SB 703. We hope that the bill will pass and be a model for legislation in other states. If you have questions, please contact one of the committee members.

Nancy Coffman, MS, CALT, QI
President, ALTA

The International Multisensory Structured Language Education Council
Shelton School
Joyce Pickering, Course Director
Shelton School is currently involved in several research studies related to dyslexia and related disorders. These studies include:

**Dyslexia Imaging Study** at Children’s Medical Center in Dallas. Brain imaging studies will be performed on Shelton students, before and after remediation.

**Center for Advanced ADHD Research, Treatment and Education (CAARTE)** is a collaborative student with University of Texas Southwest Medical School, the University of Texas at Dallas Brain Health Center and Shelton. One of the objectives of this study is to look at the effectiveness of non-pharmacological treatments for ADHD.

Shelton is in the third year of the **Early Intervention** study to look at the effectiveness of the Montessori Method curriculum combined with the Association Method language therapy program with preschool children who have oral and written language difficulties.

A study to look at the effectiveness of intense exercise to treat adolescents with depression will begin in 2007.

**Spalding Education International**
Carol Wile, Director:

**Arizona State University** is conducting a four-year study of the effectiveness of *The Spalding Method*. They will track a cohort of kindergarten children through third grade. They are just finishing the kindergarten year.

**Southwest Multisensory Training Center**
Beverly Dooley, Director
Southwest Multisensory Training Center is studying the efficacy of training teachers in Multisensory techniques involved in Saxon Phonics. Southwest MTC is working on a 3 year study with several schools in the Catholic Diocese investigating Saxon Phonics with teachers trained in multisensory language education vs. teachers not being involved in multisensory education.
Chinese Educators Visit Fairleigh Dickinson University

TEANECK, NJ. On December 12, FDU hosted a two-person delegation from the Government of the Hong Kong Special Administrative Region Education and Manpower Bureau. Chow Leung Oi-ping (Detta) and Chanh Siu-Shan (Suzanne), both Inspectors in the Special Education Support and Placement Unit, began their day with Dr. Mary Farrell and Mrs. Georgette Dickman at an elementary school where Mrs. Dickman is instructing teachers in the FDU Orton-Gillingham Teacher Training Program.

Lunch and discussion followed at FDU’s Robison Hall, headquarters for both the Dyslexia Specialist Certificate Program and the Regional Center for College Students with Learning Disabilities. Joining the group for lunch were IDA President, G. Emerson Dickman; NJIDA President, Susan Tramaglini; School of Education Director, Dr. Vicki Cohen; as well as FDU faculty and staff, Dr. Teresa Montani, Vincent Varrassi, and Grace Hottinger. Gifts were exchanged and many pictures were taken, including the one in this issue. The visitors from China requested that IDA consider starting a chapter in Hong Kong.

In late afternoon, Detta and Suzanne visited the Masonic Children’s Learning Center in Tenafly, directed by Mrs. Dickman. The Center was in session, so the visitors were able to observe Orton Gillingham lessons, review materials, and talk to trainees. The day ended with Emerson and Georgette Dickman taking our Chinese guests to dinner.

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LEAD Announces Change in Ownership

ARGYLE, TX. LEAD/Literacy Education & Academic Development, Inc. is proud to announce that effective January 1, 2007 Kay Peterson assumed ownership. Valerie Tucker will serve as Executive Director and Melanie Royal will continue serving as Director of Teacher Training. Valerie will continue to be the representative to IMSLEC.

Kay Peterson is an Educational Consultant for FOCUS Learning Academy in Dallas, Texas and Adjunct Instructor for Mississippi College. Kay holds a Bachelor of Science degree in Child Development and a Master of Science. She is a Certified Academic Language Therapist and an ALTA Qualified Instructor. Kay has served as president for the Academic Language Therapy Association, served on the Board of Directors for the Dallas Branch of the International Dyslexia Association and as Vice-President of Special Projects for the Alliance for Accreditation and Certification. She currently serves as president of the ALTA Foundation.

The high standards and multisensory curriculum on which LEAD was established will continue to guide decisions as LEAD continues to serve teachers and parents in the Dallas/Ft.Worth/Denton metroplex.

Basic Introductory Course dates are June 4 – 15, 2007 and Advanced Course dates are June 5 – 15, 2007.
Southern Methodist University
Learning Therapy Center
Dallas, TX. As part of SMU’s School of Education & Human Development, The Learning Therapy Center is dedicated to the improvement of reading instruction for individuals who have dyslexia and related written-language disorders. Located at SMU-in-Legacy, the Center administers the Learning Therapist Graduate Certificate Program, the Dyslexia Teaching Level Certificate Program and the Diagnostic Center for Dyslexia & Related Disorders. Both certificate programs are members of the International Multisensory Structured Language Education Council and subscribe to the Academic Language Therapy Association's guidelines, standards of professional conduct, and code of ethics.

Dyslexia Teaching-Level Certificate Program
The Dyslexia Teaching-Level Certificate Program is designed specifically for dyslexia teachers who work with small remedial classes in school settings. Participants receive thorough instruction in guided discovery, multisensory teaching techniques, lesson planning, and documentation of student progress. The curriculum is a multisensory, sequential, integrated language-arts program that includes alphabet and dictionary skills training, reading, decoding and comprehension, spelling, cursive handwriting, and written composition. The curriculum meets all of the TEA descriptors for dyslexia programs. The Teaching-Level Program requires nine months of study, including 90 clinical teaching hours and five demonstration lessons.

Learning Therapist Certificate Program
The Learning Therapist Graduate Certificate Program teaches individuals how to remediate dyslexia and related written-language disorders through professional educational therapy. Therapists are trained in the structure of the written language, basic and advanced theory, multisensory teaching methods, curriculum, and sequential procedures for teaching written-language skills and learning strategies. The Therapist Program requires 22 hours of graduate credit taken over a two-year course of study, 700 hours of clinical teaching experience, and ten demonstration lessons.

The Diagnostic Center for Dyslexia and Related Disorders
The Diagnostic Center for Dyslexia and Related Disorders was established in an effort to establish a community resource for testing and evaluation of learning disorders related to reading acquisition and comprehension. Dyslexia is involved in most disorders of this type, which include developmental spelling disability, developmental auditory imperception, dysgraphia, and receptive and expressive language disorders.

Celebration luncheon for the Dyslexia Teaching Level Certificate Program
Back row left to right:
Dorothy Baggett, Sharri Harris, Anne-Michelle Penson, Amy Grubaugh, Michelle Blackmon, Donna Hores, Laura MacDonald, Petri Vedral, Director of SMU Learning Therapy Center Karen Vickery
Front row left to right:
Dyslexia Teaching Level Instructors Juancita Petro, Margaret Smith, Janna Curry

Celebration luncheon for the Learning Therapist Certificate Program
Back row left to right:
Second row left to right:
Kay Stagg, Shannon Forsman, Sue Winemiller, Diane Wood, Cindy Hutto, Ramona Bailey, Rita Siska, Mari Tandeski, Sherry Davis, Kathleen Crissey, Lori Bergeron, Aliscia Long, Sandra Sanders
Front row left to right:

A non-profit 501(c)(3) corporation established in 1995
The 50th anniversary of the publication of The Writing Road to Reading will be celebrated at the annual Spalding Professional Development Seminar in Phoenix, AZ on May 11-13th, 2007. The reading world has changed considerably since the first edition of WRTR went to press in 1957. Mrs. Spalding would be delighted to know that when the current, 5th edition went to press in 2003, new research had confirmed the way children learn to read.

Although Mrs. Spalding had intuited much of what science has now corroborated, the 5th edition of her book was revised to make those findings more explicit. In response to the needs of the individuals who take Language Arts 1 and 2, our courses also have been expanded to cover more of the material missing from professional preparation.

Spalding has changed over the past fifty years as well. We keep outgrowing our office and warehouse space. We will remember the 50th anniversary of WRTR as the year we moved for the 6th time. This time we expect to stay put awhile as our new home has ample space for expansion. The move itself is going to present quite a challenge as it comes in the midst of our busiest season. However, our wonderful Spalding staff is flexible and resilient and has often had opportunities to demonstrate those abilities.

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- Proven simultaneous, multisensory structured language approach
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  - phonics
  - vocabulary
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Announcing 2007 Teacher Training Dates:

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<th>Location</th>
<th>Dates</th>
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<tr>
<td>Anchorage AK</td>
<td>Jun 4—22</td>
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<td>(Gateway School &amp; Learning Center)</td>
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<td>Mountain View, CA</td>
<td>Jul 18—Aug 16</td>
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<td>(St. Joseph School)</td>
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<td>East Bay, CA</td>
<td>May—Aug</td>
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<td>San Francisco, CA</td>
<td>Jun 27—Jul 27</td>
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<td>(KZV Armenian School)</td>
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<td>San Jose (Intro), CA</td>
<td>Jun 6—Jul 3</td>
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<td>(Valley Christian School)</td>
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<td>San Jose (Cont.), CA</td>
<td>Jun 6—Jul 3</td>
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<td>(Valley Christian School)</td>
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<td>Santa Ana, CA</td>
<td>Jun 25—Jul 20</td>
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<td>(Prentice School)</td>
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<td>Honolulu, HI</td>
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<td>(Asset School)</td>
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<td>Monsey, NY</td>
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<td>(Park Academy)</td>
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<td>Portland, OR</td>
<td>Aug 6—Aug 31</td>
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<td>(Our Lady of the Lake Parish School)</td>
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<td>Seattle, WA (North)</td>
<td>Jun 25—Jul 20</td>
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<tr>
<td>(Our Lady of the Lake Parish School)</td>
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<tr>
<td>Seattle, WA (South)</td>
<td>Jul 5—Aug 1</td>
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<td>(Hamlin Robinson School)</td>
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The International Multisensory Structured Language Education Council
display innately good “people skills”--a sense of humor, a positive attitude toward life, and empathy for others, qualities guaranteed to win friends. But for many children and adolescents, the lack of peer acceptance can become the most painful of their problems. There are calculators and word processors to help with school assignments, but there’s no similar technology to help students handle a lonely recess at school, a family outing, or a date. These require social competence.

Social competence in this context refers to those overt and cognitive skills necessary for effective interpersonal functioning. They include both verbal and non-verbal behaviors that are socially valued and are likely to elicit a positive response from others. Lack of these behaviors though, does not represent a simple problem. Rather, social difficulties may be thought of as occurring on three levels.

The first is a cognitive deficit, that is, a lack of knowledge of how to act in a given social situation. Intervention on this level consists of teaching the requisite skill in much the same way as a new math concept would be introduced. There are people, however, who do understand appropriate behavior and what is expected in a social situation, but their own needs interfere with their cognitive processing. This is the “performance deficit”, seen most frequently, perhaps, in LD/ADHD children and adolescents. These young people have the skills, but are unable to apply them.

Still others with social disabilities know how to act and can suppress their own needs, but lack the ability to evaluate their own or others’ behavior. They don’t understand the effect of their actions and therefore, have no means of monitoring what they do. Anticipation and cause/effect are non-existent, so there is no recognition until after the infraction occurs again.

In sum, young people with social disabilities frequently are less able than others their age to figure out how to behave in social situations and are less aware of how others respond to them. Therefore, they act without knowledge or regard for social consequences. Most though, are completely unaware of their role, perceiving themselves as the innocent victims of others’ woes or mistreatment. In other words, these young people take little responsibility for their actions, blaming others—or simply bad luck—for events in their lives. What they do feel though, is a lack of mastery and success and an overdose of criticism from peers and adults alike. To help those with social difficulties, it is important to understand what level they are having trouble and how their social disabilities reflect or relate to their other problems.

There are no easy solutions for helping children “catch up” with their peers, but one thing is apparent, children do not learn social skills in a vacuum. Although LD children may seem immature for their chronological age, they need to be encouraged to be independent and self-reliant, vital ingredients for a healthy social adjustment.

Communication skills, both verbal and non-verbal, frequently problematic for children with learning disabilities, also affects their social interactions. Some LD youngsters process verbal communication almost as a foreign language. Words don’t stand still, and neither does the peer group, which may result in social isolation.

Non-verbal communication is probably even more important socially, that is, the ability to correctly interpret body language and facial expressions. Some children with “high emotional intelligence” are aware of their own feelings and recognize emotions in others, even in the preschool years. Others though, tend to misread signals and don’t perceive others’ moods and attitudes. These children may also gesture inappropriately, standing too close to others, talking too loud or too long, with no awareness of the negative reactions they are incurring.

As parents, educators, and mental health professionals, we cannot afford to ignore children’s psychosocial difficulties. The consequences are too great for them, their teachers, and their families. The social domain, along with academic instruction, is within the realm of educational responsibility, at home as well as in school.

To help children and adolescents develop social skills and promote social acceptance, a few suggestions are offered:

1. Establish an atmosphere of caring in our schools, a climate where children will be willing to take risks to learn. Fear of failure is stronger for most than the desire to learn, especially for young people whose self-esteem tends to be fragile.

2. Teach prosocial skills:
   - How to initiate, maintain, and end a conversation
   - The art of negotiation
   - Cooperating with others in a group
   - How to give and receive compliments
   - How to take constructive criticism

3. Use of peers to facilitate social interactions (an underutilized resource in education)
   - Modeling
   - Groups
   - Role playing

Social Issues continued on pg 7
Summer Training Opportunities

SMU Learning Therapy
Schedule for summer 2007 for Legacy Campus
Dyslexia Teaching Level Certificate Program

Course 1:  
- July 30-August 2
- and August 6-9

Learning Therapist Certificate Program
Introductory Course:  
- July 9-12 and
- July 16-19

Advanced Course:  
- July 9-12 and
- July 16-19

Electives and CEU courses
Automaticity and Rate:  
- June 7-8

Study Skills:  
- June 22-23

Workshops
MTS Seminar:  
- July 25-27

Academic Enhancement Workshops
for Youth  
- June 11-15 and
- August 6-10

Schedule for summer 2007 for Shreveport, LA
Learning Therapist Certificate Program
Introductory Course:  
- June 18-21
- and June 25-28

Schedule for summer 2007 for San Antonio, TX
Learning Therapist Certificate Program
Introductory Course:  
- July 30-August 2
- and August 6-9

Advanced Course:  
- June 18-21
- and June 25-28

Schedule for summer 2007 for Mercedes, TX
Learning Therapist Certificate Program
Introductory Course:  
- July 30-August 2
- and August 6-9

For further information on our programs, please visit www.smu.edu/LearningTherapy

Summer Training in Memphis, TN 2007
The Simultaneous Multisensory Institute of Language Arts (SMILA) is looking forward to hosting the seventeenth year of teacher training. We have been accredited by IMSLEC since 1999. The four-week session includes classroom instruction and practicum. The dates are June 4 through June 29, 2007. For information contact Rosemary Williams at (901) 754-1441.

Fairleigh Dickinson University - Teaneck, NJ
Summer 2007 - Schedule
EDUC 6610.81 History of Multisensory Instruction (1 credit), July 23 & 24, 9:30 am - 4:30 pm, Teaneck Campus.

Language Acquisition and Language Disorders (3 credits)
Tuesdays/Thursdays, July 5, 10, 12, 17, 19, 24, 26, 31, Aug 2, 4:30-8:45pm. Madison Campus TEDUC 6648.81 Assistive Technology for Students with Dyslexia (1 credit), July 30 & 31, 9:30am - 4:30pm, Teaneck Campus.

EDUC 6624.81 OG Topics: Advanced Strategies for Multisensory Teaching (1 credit)
Offered through the NJIDA SIFT Program at the Scotch Plains Learning Center, 301 Forest Rd., Scotch Plains, NJ, July 30-Aug 4. Course can also be taken for IMSLEC CEU credit only; if interested register for SIFT at 908-876-1179; certificate will be provided by NJIDA.

EDUC 6660.81 Diagnosis and Remediation of Math Difficulties. (1 credit), 6/26 and 6/27, 9:00 am - 4:00 pm, Teaneck campus. TEDUC 6797.81 Clinical Practicum: Multisensory Math (2-3 credits) 6/26 and 6/27 9:00 to 4:00 Teaneck and 7/5 through 7/20 9:00-12:00 at St. Rose of Lima, Newark. This course will be taught by Dr. Teresa Montani, Associate

FDU Registration Information: If you are interested in registering for any of these courses, please contact Grace Hottinger, 201-692-2816, or by email graceh@fdu.edu.

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SMU continued from Page 9

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Academic Enhancement Workshops for Youth
SMU-In-Legacy offers youth programs in a variety of subject areas, all designed to inspire tomorrow’s leaders and encourage young minds. Workshops are open to children in grades K-12. Please visit www.smu.edu/summeryouth for additional information.

SUMMER EMPLOYMENT NOTICE
Possible opportunity, all expenses paid summer trip to Africa. Tutor 2 dyslexic children—girl 7, brother 10, for the summer months. Supportive parents. Contact Claire Nissenbaum, ASDEC, cnissen@aol.com.

Notice of Change of Address
ASDEC, the Atlantic Seaboard Dyslexia Education Center, is moving in late spring to an office near its current location but in the center of town. The new address is 22 West Jefferson Street, Suite 307, Rockville, MD 20850. Phone numbers and email addresses are unchanged. Check the ASDEC website, www.ASDEC.org for the moving date and other information.

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August 21-23 and September 18-20, 2007 (Two-Part Course)

DuBard Association Method Seminar
Hattiesburg, Miss.: June 18-22, 2007 (advanced)

DuBard Association Method Professional Practicum
Hattiesburg, Miss.: June 4-28, 2007

For additional information
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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.