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 in 90 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.

The IMSLEC Record
Volume XI, Number 3  Fall 2009

Signals of Learning Differences at Various Stages of Development

The earliest articles related to learning disabilities were written in the latter part of the 1800’s. In the early 1900’s Orton and Gillingham were working to not only identify, but also instruct individuals whose visual and auditory processing systems were less efficient in mastering the written language skills of reading, writing, and spelling.

For 70 years, case histories have been gathered and these reports provide valuable information in referring individuals for evaluation as early as possible. Case histories often include a family history of dyslexia, little indication of difficulty in learning before reading is introduced, and increasing difficulty in school through the grades in reading, writing, and spelling. The histories of Attention Deficit Hyperactivity Disorder (ADHD) students indicate early speech/language disorders, motor skill delays and attentional difficulties. Family history may reveal others with similar challenges. In school this child is seen as impulsive, poorly organized and having the greatest difficulty with reading comprehension and math. Both groups have a higher incidence of ear infections and allergies with a frequent family history of late onset diabetes.

Early Childhood

Delays in coordination, speech and language, attention, and perception are the early predictors of learning disorders. The average child will support the weight of his own head by four months, sit by six months, crawl by eight months, stand by 10 months, and walk by approximately one year. As the large muscle movements are improved the child has the ability to begin to refine the fine motor movements of his hands: to learn to grasp, pick up small objects, hold objects, feed himself, cut his food, tie his shoes. In the process he learns to use the eyes and hands together to become more accurate in his motor skills. He refines his perception of space, weights, and textures through his motor development. His motor system develops the skills he will need later in schoolwork.

In a baby’s first year, he hears the sounds of his language. The melody of the language is perceived first. The developing sounds of the language are heard in cooing, babbling, echoing, and finally producing the first meaningful word, such as “mama” or “dada”. In the first five years this word vocabulary grows for the average child from between 2,500 to 5,000 words and basic mastery of his mother tongue is achieved.

Very young children are in a stage in which the brain is being bombarded with information sent by the senses. This stage of birth through three years Dr. Maria Montessori called “The Absorbent Mind.” Every sight, sound, smell, taste and feel bombard the brain. The human being must assimilate this sensory input and in the first five years begin to organize it in a meaningful way. The brain between three and five years develops, for most children, an inhibition system in which targeted sensory information can be studied while other extraneous information is ignored. The brain begins to have the ability for the selective and sustained attention necessary for learning in school.

continued on page 2
Throughout the first five years of life the child is refining his ability to interpret the sensory information his brain receives and to perceive finer and finer details of this input. For example, at birth he can perceive sound but this perception needs to be refined from gross sound awareness (loud/soft, high/low, etc.) to the minute differences of speech sounds to be ready for the beginning reading tasks of kindergarten and first grade.

If coordination, language, attention, and perception proceed in an average progression of ability, the child is "ready" for the higher cognitive tasks of reading, writing, spelling, math, science, and social studies. If these areas develop unevenly or are deficient, the child will be seen to have difficulty with some or all of the early academic learning tasks.

Even with processing deficits, the child with average or above mental ability often compensates so well in the early elementary grades that he is frequently not referred for evaluation until the third grade.

Elementary Grades
Bright children with reading disorders, such as dyslexia, have auditory processing deficits, such as difficulties with phonological awareness. They cannot perceive the discrete sounds in words or the location of the sounds accurately and consistently. They seem to perceive the auditory unit of a word as a glob of sounds. Often their speech indicates how they perceive the spoken language of others. Their speech may be mumbled or slurred. Articulation errors are seen in younger children (basket-ti/spaghetti) as well as confused syllables (comtraval for comfortable).

Dyslexic students also have difficulty in the visual perception of internal detail in words so they frequently call words that start alike and look similar, one for the other (then/there, for/from). They miss more short words than long words, which are more distinctly different from one another.

In kindergarten, first, and second grade many parents, teachers and even some diagnosticians are liable to believe that these perceptual dysfunctions are slow development which will improve with maturity. Though in a very small number of children (about 1%) these errors may be maturation, in the majority these are clear signs of a learning difference.

The last ten years have provided the LD field with the neurological research of Geshwind, Galaburda, Sherman, Rose, and others demonstrating that the dyslexic brain is anatomically different than the brain of the average reader. Yale physicians Sally and Bennett Shaywitz have identified the parts of the brain used in reading through MRI studies. The National Institutes of Health studies are finding that at least 95% of even the poorest readers can learn to read at grade level if they are given early and proper instruction in sound-letter relationships.

By the third grade, these differences are clear. There are several reasons for this time of reference for diagnosis being the greatest. In the first two grades, everyone is learning to decode the written symbols that make words and attach meaning to the words, phrases and sentences. There is a great range of ability in these skills ranging from the rare 3-year-old excellent reader to the adult who is a slow, labored and inaccurate reader.

The majority of humans exposed to any effective system for teaching reading is decoding with ease and understanding what is read by the third grade. Those who are still struggling become more obvious as not making normal progress. There are, of course, the uninformed adults who assume the child is not trying and is not motivated. Motivation is rarely if ever the cause of a reading failure. The greatest number of ineffective readers is attempting neurological skills for which the processing systems are faulty.

If the elementary child is not referred for testing, identification and clinical instruction, their language skills make very slow, uneven progress. Other students continue a steady gain in skills while the learning different student becomes more frustrated and confused. The more intellectually able the LD student, the greater the frustration. Emotional and behavioral overlays, such as clowning, withdrawal, or hostility, may become a part of the student’s way of distracting others from his academic weaknesses.

Each year of elementary school, grades 1-5, the gap between the learning different student and the average student becomes greater. The written work and spelling of the LD student is like the work of a younger child.

Middle School - Grades 6-8
In these years the difficulties of the LD student increase, as the work volume, timing factors and requirements continue to escalate. The LD elementary student who had difficulty writing a paragraph now has the challenge of multi-paragraph papers, essays, book reports, and research reports. The average student is becoming an independent worker. The middle school LD student cannot finish his work in the same amount of time as the average student, because of the slower speed of his neurological processing. His auditory discrimination and memory skills make note taking difficult to impossible. The writing of other students is becoming richer in vocabulary and varied in sentence structure. The LD student knows much more than he can express in writing. Frustration and issues of self-esteem often worsen during these years in which others are maturing in their aca-
From the Presidents Desk,

It is with mixed emotions that I write this last letter.

The past two years have been exciting and rewarding for IMSLEC and for me. We have seen IMSLEC grow with more multisensory structured language programs wanting accreditation. This is an affirmation of the progress our field has made. It is now well recognized that we need to assure parents and children with dyslexia that there are quality training programs. These programs adhere to standards that are well recognized, accepted and are scientifically based.

Parents can look for the seal of approval and be assured that their children will be helped if the individual teaching their child has graduated from an accredited program. Teachers will know where to turn when they are teaching dyslexic children. Education will benefit from the work we have done.

This past year has seen much progress made by IDA for the recognition of individuals who meet the accepted standards for working with dyslexic children or adults. IMSLEC has been proud to be part of this effort so that quality in our profession can be upheld.

Personally, I have been rewarded and gratified by working with the IMSLEC Board and Executive Committee. I have been impressed with the thoroughness and conscientiousness that goes into every accreditation. It has been a pleasure to work with all those who have given so tirelessly of themselves. I thank them so much for all that they have done for me, for IMSLEC and for the education field. I know that I leave IMSLEC in good hands.

Sincerely,
Phyllis Meisel
President

The Key Learning Center Basic MSLE Class of 2009

KLC had a phenomenal summer training 29 area teachers, tutors, and home school educators. 19 people also completed the Teaching Level training program this year. The Key is supplying more and more qualified MSLE tutors to the Western North Carolina region filling an ever present need to reach children who are struggling to read!

We gratefully acknowledge the following friends. Your generosity is deeply appreciated.
Kay Allen, Karen Avrit, Michelle Bufkin, Mary Farrell, Marsha Geller, Maureen Martin, Marilyn Mathis, Phyllis Meisel, Kay Peterson, Joyce Pickering, Kathleen Rose, Marjory Roth, Gayle Smith, Rai Thompson, Karen Vickery, Nancy Cushen White, Carole Wile, David Winers

Donations 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.
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Taking Training on the Road: Sweet Home Alabama!

In the spring of 2009, Shelton School entered into a contract with two city school districts in Alabama, Oxford City Schools and Vestavia Hills City Schools, to train teachers to the level of therapists in multisensory structured language (MSL) education. The forward thinking administrators in those districts understood the importance of providing teachers with training that would allow them to be therapeutic with students with varying levels of reading difficulty. Forty “pioneer” trainees began therapy level training in the summer months. They plan to sit for the Alliance National Certification exam in the spring of 2011 so that they can become Certified Academic Language Therapists.

These trainees are working in a variety of settings including pulling individual students, working with small pull out groups and with reading groups within the regular classroom. The program is being used with students from elementary school through high school. The trainees are all certified teachers, some from special education and some general education. The students are responding as enthusiastically as their teachers. One student recently told his teacher, “I have always hated school, but I can tell that this year is going to be different. This stuff makes sense to me.”

Plans to add another cohort for next summer are already underway. The word is out that these teachers have tools to address the needs of students who have previously failed to respond and other teachers are eager to gain the same knowledge. Khristie Goodwin in Oxford and Linda Brady in Vestavia intend to have a Certified Academic Language Therapist on every campus in their districts. They also intend to support this first group through to the instructor level. “We want to be self-sustaining!” declared Mrs. Brady. Shelton is proud to assist our friends in Alabama while they develop the skills to teach student with dyslexia and related disorders.

As part of the effort to share our knowledge and expertise, Shelton offers four training courses in multisensory structured language education. Those courses are distinctive in that they use different curricula. Sequential English Education (SEE) is based on the work of Dr. Charles Shedd and Dr. Joyce Pickering (Shelton’s executive director). Shelton Adolescent Reading Approach uses the Wilson Language System materials as the base of a course developed specifically for adolescents by Amanda Thornton. Shelton Academic Language Approach has two tracks using two curricula as the base, Multisensory Teaching Approach (MTA) developed by Margaret Smith and Take Flight: A Comprehensive Intervention for Students with Dyslexia developed by Texas Scottish Rite Hospital for Children in Dallas, Texas.
DuBard School Pilot Program

The DuBard School for Language Disorders at The University of Southern Mississippi recently completed two semesters of a pilot program designed for school-aged children with challenges in reading, spelling and written language. The Language Enhancement and Achievement Program, or LEAP, served six children during spring, 2009, and eight children during summer, 2009, with 12 students enrolled for fall. The DuBard Association Method™ is the curriculum for LEAP.

Students enrolled in the pilot program made average gains of 36% increase in reading phonemes, 14% increase in reading real words and 18% increase in decoding nonsense words during a total of 48 hours of small group instruction each semester. For more information about the LEAP program or the DuBard Association Method™, contact the DuBard School for Language Disorders at 601.266.5223 or dubard@usm.edu

Above: Spring 2009 graduates and instructors of LEAP
Left: Summer, 2009 graduates of LEAP

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Multisensory Math  Marilyn Zecher, M.A.
Study Skills  Claire Nissenbaum, F/OGAPE
Neuropsychology of Dyslexia  Anthony Henley, Psy.D.

2010 SUMMER PRACTICUM IN MSLE CLINICAL TEACHING
for MSLE Academic Therapists
July 5 – 30, 2010, 8:30 a.m. – 2:00 PM
Work one-on-one with diagnosed dyslexic students, 7-11 years old
Staff: Master Therapists (C.A.L.T.’s), Speech-Language Therapist, Clinical & Behavioral Psychologists, Physical Therapist)

See the ASDEC website for details www.asdec.org

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Southern Methodist University, Annette Caldwell Simmons School of Education, Learning Therapy Center

The Learning Therapy Center is comprised of the Learning Therapy Teaching Level Certificate Program, the Learning Therapist Certificate Program, the Diagnostic Center for Dyslexia and Related Disorders, and the Academic Enhancement Workshops.

The Learning Therapist Graduate Certificate program (LTP) is a two-year course of study serving individuals interested in working with children or adults who have dyslexia or related written-language disorders. The first year of the Learning Therapist Graduate Certificate program comprises the Learning Therapy Teaching Level Certificate (TL) program. Students who do not wish to pursue certification at the Therapist Level are eligible to take the National Alliance Registration Exam at the Teaching Level upon completion of the first year of curriculum requirements in the LTP.

The first year of coursework (TL) prepares individuals to work as dyslexia teachers in small remedial classes in public or private school settings. Participants receive thorough instruction in guided discovery, multisensory teaching techniques, lesson planning, and documentation of student progress. The program of study uses a sequential multisensory approach to teach alphabet and dictionary skills, reading (decoding & comprehension), spelling, cursive handwriting, fluency, and written composition. During this year of study, students must successfully complete 12 hours of graduate credit coursework, five teaching demonstration lessons, and 200 supervised hours of clinical teaching experience.

The second year of study (LTP) includes basic and advanced theory, methods, curriculum, and professional development for therapists working with individuals and/or groups with dyslexia. Students are trained in the structure of the written language, multisensory teaching methods, and sequential procedures for teaching written-language skills and learning strategies. The LTP year of study requires completion of an additional 12 hours of graduate credit coursework, 500 additional supervised hours of clinical teaching experience, and five additional teaching demonstration lessons. Students who successfully fulfill the requirements of both years of study become eligible to take the Alliance National Registration Exam at the Therapist Level.

The Certificate of Advanced Studies program prepares individuals for instruction and administration of Learning Therapy Programs. The program is open to individuals who have already completed Multisensory Structured Language Education (MSLE) training and have been a Certified Academic Language Therapist (CALT) for a minimum of two years. Students must also hold a Master’s degree or higher, have completed a minimum of 1400 MSLE teaching hours beyond certification, and must undergo a formal interview and board-review admissions process.

The LTP, TL, and CAS programs at SMU are accredited by the International Multisensory Structured Language Education Council (IMSLEC) and subscribe to the certification guidelines and standards of professional conduct and code of ethics of the Academic Language Therapy Association (ALTA®). We also offer a variety of courses as professional Continuing Education Units (CEU’s) to teachers and therapy professionals. Online courses are being developed not only for graduate credit.
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but also for CEU’s. One course will be offered in the fall with others to follow. In addition, a special topics course, entitled Assessment of the Struggling Reader, will be offered in the fall as a three hour elective.

The Diagnostic Center for Dyslexia & Related Disorders offers full evaluations (initial or re-testing) for individuals five through adult. It provides diagnosis of learning differences including dyslexia, dysgraphia, dyscalculia, nonverbal learning disability, learning disability-not otherwise specified, expressive /receptive language disorder, memory problems, reading and reading comprehension problems. The testing also provides screening of and allows the staff to refer to a specialist for ADHD, behavior, autism, visual or auditory processing problems, or psychological problems.

Each evaluation includes a full cognitive battery of tests which yields information about verbal ability, nonverbal reasoning, processing speed, working memory, long-term retrieval, executive processes, phonemic awareness, and cognitive efficiency. In addition to the cognitive testing, three areas of processing are assessed which includes visual, auditory, and phonological. Complete batteries for receptive and expressive language are used to determine if there are any contributing factors to the learning difficulty. Finally, the achievement battery assesses reading (basic, fluency, and comprehension), written expression (spelling, fluency, and writing), handwriting, and math (basic, fluency, and reasoning).

These quantitative test results are supplemented with the qualitative information provided by the individual, parents, and teachers along with the history, previous intervention, response to that intervention, and other non-academic factors that may support or interfere with academic competence.

The quantitative and qualitative data provide a profile of the individual’s strengths and weaknesses (which may be significant enough to warrant diagnosis of a learning difference). Based on the profile, an extensive list of recommendations for intervention, classroom accommodations, and strategies for the student, parents, and teachers are provided. A face to face conference (that takes approximately two hours) is held to review the testing information and clarify any questions prior to completion of the final report. A final interpretative report (approximately 20 – 25 pages) is mailed to the client.

Additionally, Academic Enhancement Workshops are offered through the Learning Therapy Center as part of the SMU Summer Youth Program at SMU-in-Plano. Academic Enhancement Workshops promote development in the academic areas of reading, writing, spelling, math, handwriting and keyboarding to boost students’ academic performance. Workshops to improve communication skills, vocabulary, test preparation, college planning, computer technology and social skills give students the necessary skills to succeed in school and beyond. Since 2002, SMU’s Learning Therapy Center has offered Academic Enhancement Workshops (AEW) as part of the SMU Youth Program. The focus of AEW has been boosting academic skills for students through fun, interactive settings which feature small teacher student ratios and highly qualified instructors. Our workshop offerings for 2009 fall in 11 categories: Writing, Spelling, Reading, Test Preparation, Study Skills, School Success Skills, Math, Advanced Placement Course Preparation, College Transition Skills and Communication Skills.

Mississippi College Dyslexia Therapy Program

Cohort VI began the two year Master of Education in Dyslexia Therapy Training Program at Mississippi College in July.

Front row: Terri Broome, Batesville, MS; Barbara Fox (instructor), Dallas, TX; Kay Peterson (director/instructor) Dallas, TX.
Second row: Carla Lowry, Purvis, MS; Ashley Nichols, New Albany, MS.
Third row: Jo Van Dam, Guntown, MS; Trish Meadows, Richton, MS; Brenda Whaley, Olive Branch, MS; Teresa Lusk, Summit, MS; Donna George, Hattiesburg, MS.
Fourth row: Laurie Wattersby, Florence, MS; Suzanne Chandler, Southaven, MS; Diane Smith, Forest, MS.
Fifth row: Diane Abernathy, Wiggins, MS; Joyce Maxey, Clinton, MS; Kathy Henley, Madison, MS; Leta Palmeter, Meridian, MS; Kimberly Lamey, Biloxi, MS.
Sixth row: Tamela Prince, Biloxi, MS; Holly Clay, Oxford, MS; Kristi Manning, Madison, MS; Pam Hernandez, Hattiesburg, MS.
The Hill Center Regional Educational Model — A Multi-Dimensional Partnership Creating a Culture of Change

At The Hill Center in Durham, North Carolina, student achievement, teacher professional development, and administrative leadership are the focus of a recent collaboration with Brunswick County Schools and the University of North Carolina at Wilmington. The Hill Regional Educational Model (HCREM) project, supported by the Robertson Foundation, is the creation of a partnership of experts designed to effect systemic educational changes in Brunswick county and surrounding counties.

The Hill Center, an IMSLEC accredited organization, is working to spread the word about the effectiveness of a multi-sensory structured language approach to teaching. Collaborative dialogue, paired with instructional opportunities with teachers and administrators, will result in approximately 44 teachers receiving Teaching Level IMSLEC certification through The Hill Center’s certification program.

Michael Fullan stresses the importance of creating a culture of change in schools. Nurturing leadership capacity and embracing deep learning are strategies that help sustain educational changes at micro and macro levels—and all stages between, before, and beyond. The Hill Regional Educational Model (HCREM) directly addresses systemic transformation. Hill, Brunswick and UNCW partners convene on a frequent basis to discuss and plan short—and long-term supports and interventions.

Hill Center/UNCW Graduate Course

In July 2009, Hill Center professionals instructed twenty UNCW students, practicing teachers, in a week-long graduate level course, Intensive Remediation for Struggling Learners. Participants engaged in activities and learning experiences that addressed current legislation, student learning differences, and Hill Center reading, writing, and math methodology. Prior to the scheduled course, students commenced with an e-learning experience by taking The Hill Center’s Phonics: Breaking the Code online course. All coursework and materials were provided to students free of charge. The course provided educators from various pedagogical and epistemological backgrounds with additional knowledge and strategies to teach struggling learners in their disciplines, as well as graduate credit through the university.

Leadership Institute

School administrators from Brunswick County Schools and surrounding school systems participated in a day-long Leadership Institute. Focal topics and issues included: Understanding Learning Disabilities, Neuroscience Research, Legislative Overview, Special Education Issues, and Leadership for Special Education. The goals of the Institute were to increase administrative knowledge of student learning needs and to stimulate thought about leadership practices and ways to enhance support for students with exceptional needs and the teachers with whom they work.

Hill Reading Achievement Program (HillRAP) Professional Development

In August 2009, 32 teachers from Brunswick County Schools participated in a 3-day professional development session with Hill Center trainers as their first step toward IMSLEC certification. Participants received Phonics and Phonological Awareness instruction and learned about The Hill Center reading methodology (HillRAP) which incorporates all of the components of an effective reading program according to the National...
Reading Panel (2000). The teachers, representing the 3rd through 6th grades, will implement HillRAP with selected students, beginning during the 2009-2010 school year. In all, nearly 400 students will receive this intensive reading intervention. Evaluators from UNCW will be collecting pre and post-test data on student achievement as part of the project. HillRAP teachers will be assigned a mentor who will work directly with each teacher throughout the school year. Additional Hill training sessions will be provided to address teacher needs, as well.

Parent Involvement

Parent involvement, so critical to student success, is an integral part of the HCREM. Meetings with parents of students involved in HillRAP will be scheduled several times throughout the school year with the intent of engaging parents in dialogue about the methodology and ways to support learning at home. Parents are an indispensable element of the partnership and are unarguably essential to sustain changes over time.

After the first year of HillRAP implementation, certain Brunswick teachers will be identified as potential HillRAP mentors and will receive additional training and supports to become certified to provide mentorship within the district. Identification and support of within-district experts is intended to build sustainability.

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Windward Teacher Training Institute is a division of Windward School, an independent school for students with language-based learning disabilities, located in White Plains, New York

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IMSLEC Code of Ethics

The International Multisensory Structured Language Education Council (IMSLEC®), an accrediting body, shall:

• Maintain the highest level of integrity in complying with IMSLEC bylaws, standards, rules, and procedures.
• Provide impartial access and equal opportunity for all applicants for accreditation.
• Protect the privacy and confidentiality of information gathered in the accrediting process.
• Provide adequate safeguards against conflicts of interest and/or preferential treatment in the accrediting process.
• Provide for confidentiality of the decision-making process.
• Respect the intellectual property rights of others by crediting sources as appropriate and complying with the copyright and trademark laws of the United States of America in force and effect.
• Adhere to prevailing professional standards and avoid misrepresentations in advertising and marketing professional services, reporting research results, and promoting products.

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FDU’s Center for Dyslexia Studies

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Within the program, educators can select from the following: IMSLEC-accredited Orton Gillingham (OG) certificate programs at the teaching, trainer of teaching, therapy, and trainer of therapy levels; professional development workshops on OG-related topics; OG overview; and OG distance practicum.

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The International Multisensory Structured Language Education Council
It is always wonderful to travel to London and its surrounding areas. But when Fairleigh Dickinson University enhances that travel with lectures and an opportunity to reside in a 700 year-old abbey surrounded by dreamy English gardens and thatched cottages, the experience is unforgettable.

This past June 25th – July 5th Fairleigh Dickinson’s Summer at Wroxton was exactly that. Sitting atop 56 acres of English countryside, Wroxton provided the epitome of locations for academics and travel. Lectures by Judy Shapiro and Barbara McAuliffe included topics such as: Picture books and vocabulary, The Invention of Hugo Cabret and The Breadwinner: two pieces of literature for the struggling reader, Graphica and Comprehension constructors and Cris Tovani. Lectures by British faculty ranged from Shakespeare’s’ As You Like It to The British and Americans: Differences and Similarities. Trips to London, Stratford, the Royal Shakespeare Theater for a performance, Warwick Castle and Sibford, a school serving students with dyslexia were woven into days lectures and strolls through the countryside.

The combination of living at the Abbey (main Wroxton residential building), learning, taking trips and meandering walks through footpaths and local villages while sharing one’s passion for teaching reading with like-minded individuals was indeed a one-of-a-kind experience!

Graduations

In May, Scottish Rite Learning Center of Austin, Inc. (SRLC) celebrated two graduations. On Wednesday, May 6th, over 200 students, family members, therapists, and Masons gathered for dinner and a graduation ceremony in the theater for the thirteen students who completed the afterschool SRLC program, Take Flight: A Comprehensive Intervention for Students with Dyslexia. Each student received a certificate and personalized trophy in honor of their success. On Friday, May 15th, colleagues and family members celebrated with sixteen therapist trainees as they graduated from SRLC’s two-year Dyslexia Therapist Training Program. The graduates began with a luncheon at the home of Board President, Bruce Rice and his wife Donna. Later, tears and laughter filled the theater as the new therapists shared their feelings and experiences with Take Flight and expressed their appreciation to the Qualified Instructors, the center, and the Masons. The SRLC 2009 Therapist Training graduates are: Rogena Alviola, Lorna Belk, Krista Cone, Michele Dolezal, Stacy Greene, Cynthia Johnson, Randy Johnson, Betsy Mata, Julie Montgomery, Velma Moreno, Jessica Smith, Regina Staffa, Kim Stern, Phyllis Swinney, Cynthia Temple, and Devon Williams. In June, all 16 therapists took and passed the Alliance Exam, becoming Certified Academic Language Therapists!
Neuhaus Education Center Celebrates 30th Anniversary

In September 2009, Neuhaus Education Center will celebrate 30 years of providing professional development in reading, writing, and spelling instruction to teachers. Neuhaus has consistently worked to prevent and resolve early reading problems and has impacted the professional lives of approximately 51,000 teachers and 5,700,000 readers through in-house, online, and interactive video classes. Recent collaborations include the University of St. Thomas, Stephen F. Austin State University, and the Annette Caldwell Simmons School of Education and Human Development at Southern Methodist University.

Reading Teachers Network (readingteachersnetwork.org) – Neuhaus’ online source for ongoing support – provides instructional videos, Webinars, online classes, professional assistance, lesson plans, activities, resources, research articles, and a networking community of teaching professionals who are committed to their students’ reading success. Neuhaus continues to provide the most current information to teachers who strive to help their students become better readers with brighter futures.

News From Southwest Training Academy

Update on a Previous Story
Arnie Clark – Our Hero

Some of you might have been following the story of Arnie from the information we shared in our previous newsletters. So, please know that Arnie graduated from the Take Flight Curriculum having Carol Stoner as his Academic Language Therapist. Arnie was featured on the front page of the Dallas Morning News on Monday, August 3rd. If you would still like to read his complete story you may go to DallasNews.com/extra.

Please read the article and make comments. We need more stories like this that spreads the word of all the good work that our structured language therapists give.

We are so proud of him, and his efforts with Carol Stoner in truly becoming literate, and our legendary hero.
Submitted by Beverly Dooley, Ph.D Qualified Instructor

June and July, 2009 Training

There were 34 ladies and one man, in Odessa, willing to face the challenges of Multisensory Teaching and we are happy to announce that all survived the summer.

The Introductory Class had 11 excited participants who insisted on bringing a breakfast feast every day during the last week of instruction. Christopher Fredrick, the lone male, found himself becoming very popular when all the ladies started loading all their material up to leave at the end of training.

The advanced class had fun making their foams and teaching each other. The individual concepts shared were amazing. What a wealth of knowledge and experience Ector County ISD has in this group of teachers.

The instructors here at Southwest Multisensory Training Center are thrilled and truly blessed to have worked with these 35 willing educators who want to help our kind of kid!
Submitted by Peggy Brooks, M.S., CALT, QI

Windward News!

Windward School’s Teacher Training Institute (WTTI) congratulates its recent graduates at the Instructor of Teaching Level.

Dr. John J. Russell, Head of Windward School, (far right) is pictured with graduates Carol Siegel, Amy Linden and Betsy Duffy (left to right).
New Executive Director at ASDEC

ASDEC, The Atlantic Seaboard Dyslexia Education Center, announces with pleasure the appointment of Ellen O’Neill, of College Park, as Executive Director. Ms. O’Neill was Development Director of the Silver Spring Interfaith Housing Coalition for six years, and more recently Executive Director of the Brussels Sports Association in Belgium. She has served on the Board of Directors of the Chelsea School for LD students, Silver Spring, MD, and Maryland Nonprofits, formerly Maryland Association of Nonprofit Associations. She also helped establish the Siena School for college-bound dyslexic students, Silver Spring. Ellen has one dyslexic child.

Ms. O’Neill replaces founding director Claire Nissenbaum, 81, who opened the Center in 2000. It is her third, and finally successful, attempt to retire from the post. This year, she will receive the Leadership Award of the Siena School for her work in the field of dyslexia education and training. Center staff train teachers at local schools and out-of-state, including training in Math and Study Skills. The Center and its Certified Academic Language Therapists enjoy a reputation of excellence in the area.

Learning Therapy Certificate graduates

In the photo, from left to right: Becky Carmickle, Jeanne Crawford, Michelle Buxkin**, Kate McManemin, Nancy Redington*, Kristie Moore, Laura MacDonald, Barbara Storie, Sherry Malphurs, Donna Hires, Kathleen Blair, Suzie Beliak, Margie Torrance, Tami Wójnarowski, Krisztina Shields, Christine Palmquist, Catherine Cobb, Trudi Wilcox, Jana Jones**. *Qualified Instructor Graduate, **LTP Course Instructor (QI)
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Aylett Royall Cox Memorial Scholarship

The ALTA Foundation has established a scholarship in memory of Aylett Royall Cox recipient of the prestigious Samuel T. Orton Award presented at the 28th Annual Conference of the Orton Dyslexia Society in 1977. This scholarship will continue to pay tribute to her extraordinary work. The ALTA Foundation is grateful for the opportunity to recognize someone of significant importance to our field. This scholarship has been made possible due to the generous donations received by the ALTA Foundation in her memory.

We believe this award will encourage teachers to continue the superb work she pioneered. To quote Judith Birsh, “Aylett was a great woman, a brilliant intellect, and vastly dedicated educator. Her influence will endure through the work of her successors and through all of the people who have been helped because of the superb system of reading and language intervention she created.”

The ALTA Foundation awarded the first Aylett Royall Cox Memorial Scholarship at the 22nd Annual ALTA Conference in April 2008. The recipients were Dianne M. Sebastian for the teaching level scholarship from Shelton MSL Training Course-SEE and Regina Staffa for the therapy level scholarship from Scottish Rite Learning Center of Austin.

The ALTA Foundation is currently accepting applications for the Aylett Royall Cox Memorial Scholarship for 2009. One of the application requirements is that the applicant be enrolled and in good standing with an IMSLEC accredited training center in either a teacher level or therapist level course. The scholarship will be awarded at the 23rd Annual ALTA conference in April 2010. Scholarship applicants must complete a one-page application, submit two letters of recommendation, and write a brief description explaining why they are in the training course and how the training will be utilized. In addition, the IMSLEC Accredited Training Course Director must complete the Verification of Enrollment form and fax it to: Attention: Karen Vickery, Chairman, Aylett Royall Cox Memorial Scholarship.

Please go to the ALTA website at www.altaread.org under ALTA Foundation for the documents to apply for this scholarship. Submission deadline is March 1, 2010.

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The Hill Center

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