Celebrating 15 Years
of educating quality training courses and advocating high professional standards for the professional preparation of multisensory structured language education.

www.IMSLEC.org

You wouldn’t trust your child’s education to just anyone. Be sure your child’s reading instructor is certified by an IMSLEC-accredited training course.

IMSLEC
15720 Hillcrest Road
Dallas, Texas 75248
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 33 accredited training courses in 88 locations throughout the United States. A full description of the Accreditation Process and an Application can be found on the IMSLEC website, www.imsllec.org.

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The Dyslexia Center at Penrose-St. Francis Receives National Accreditation; Becomes First in Colorado

(Colorado Springs, CO) The Dyslexia Center at Penrose-St. Francis Hospital (TDC) in Colorado Springs has earned accreditation from the International Multisensory Structured Language Education Council (IMSLEC), becoming the first teacher training program in the state of Colorado to receive national accreditation for training in reading remediation.

“Dr. Lynne Fitzhugh and her staff have been tireless pioneers in leading The Dyslexia Center at Penrose-St. Frances through IMSLEC’s rigid accreditation process and earning the gold seal of approval for teacher training standards in quality professional preparation in reading,” commented Marilyn Mathis, Director of Training at 32° Masonic Centers for Children in Pennsylvania and an IMSLEC Accreditation Site Team Member. “Teachers can be confident that their training at The Dyslexia Center is top notch and parents can rest assured that their children are in the best of hands in a quality, state of the art training program for children with reading problems, including dyslexia.”

TDC opened its doors in the St. Francis Health Center June, 2007, with a mission to provide a community resource for the diagnosis and remediation of dyslexia while serving as a center for professional development. The center provides intensive remediation to local children both directly at TDC and through local teachers trained to address dyslexia in

Dyslexia Center continued on page 2
their classrooms. TDC has begun work with the Colorado Division of Youth Corrections, training DYC educators in awareness, evaluation, and intervention for the 85% of this population who struggle with reading.

“We’re extremely excited to support this valuable work to the fifteen to twenty percent of children in Colorado affected by dyslexia and to know that The Dyslexia Center now joins the other 32 IMSLEC Accredited Centers throughout the United States,” added Mathis.

TDC services are available in Colorado Springs and Denver. Teacher training and professional development in reading intervention and remediation are offered in conjunction with the University of Colorado – Colorado Springs Department of Psychology and the Colorado College Education Department. Training courses taken at Colorado College may be applied towards a Master of Arts in Teaching. Training is aligned with IMSLEC standards and adheres to stringent training requirements of the Academic Language Therapy Association, the professional organization for all who are eligible to be registered as Certified Academic Language Therapists or Certified Academic Language Practitioners.

“TDC is honored to join the prestigious list of training centers across the country with IMSLEC Accreditation,” commented Lynne Fitzhugh, Ph.D., TDC Executive Director. “We know we are making a difference in the lives of so many children in Colorado who struggle with reading.”

Additional Information on Reading and Dyslexia

Dyslexia is a reading deficit that is often unexpected given the strong cognitive abilities that children with dyslexia typically have. According to the International Dyslexia Association, as many as 15–20% of the population have some of the symptoms of dyslexia, including slow or inaccurate reading, poor spelling, poor writing, or mixing up similar words. Not all of these will qualify for special education, but they are likely to struggle with many aspects of academic learning and are likely to benefit from systematic, explicit instruction in reading, writing, and language.

The Effects of Untreated Dyslexia

• One in five Americans is functionally illiterate and the numbers are rising (Adams, 1990).
• Just 57% of students with learning disabilities graduate high school--compared to 88% of the general student population.
• More than 39% of children with learning disabilities drop out of high school, compared to 11% of the general student population.
• Over half of prison inmates are dyslexic; this results in an average yearly cost per inmate of $23,876—money that could be better spent preventively. Based on 2005 figures (the most recent year for which numbers were available), as reported in the Denver Post, 29 February 2008.
• Dropping out leads to a rate of poverty that is eight times that of those with a college education.
• Of those students with learning disabilities who do graduate from high school, less than two percent attend a four-year college, which is especially disturbing because many of these students have above-average intelligence (Roper Poll Survey, www.ldonline/pressroom.org).

Early intervention is vital because:

• Children who read poorly at the end of first grade are likely to remain poor readers at the end of fourth grade (Juel, 1988).
• Seventy-four percent of third graders with reading disabilities

Dyslexia Center continued on page 3

L to R: Marilyn Mathis (IMSLEC), Joyce Pickering (IMSLEC), Lynne Fitzhugh (TDC Executive Director), Kimberly Fitzpatrick (TDC Graduate), and Peggy Littleton (Colorado Department of Education Board of Directors).
From the President

IMSLEC has had an outstanding and productive year. The work and commitment of so many members have resulted in progress in a multitude of areas including, but not limited to:

- The naming of our first Executive Director, Marty Cooley;
- Careful management, review, and implementation of the accreditation process;
- The complete revision and updating of our website www.imslec.org;
- Continued progress on addressing potential accreditation for schools which use MSL instruction; Phase 1 is expected to be accreditation of schools affiliated with currently accredited courses;
- Gradual movement of some logistical management to Madeleine Crouch and Co.;
- Plans for creating e-newsletters in 2011 which will not only allow IMSLEC to contain costs but make it easy and cost-effective for Council members to forward the newsletters to their graduates and course participants and, thus, increase the understanding of IMSLEC’s mission and services; and
- Increased efficiency in all of IMSLEC’s operations.

The need for a strong accrediting organization has never been more apparent. While we continue to celebrate our 15th anniversary, we look towards the nation’s needs for quality reading instruction for all children but, especially, the large percentage challenged with dyslexia and related disorders. IMSLEC’s members, Council and Board, continue to inspire with their knowledge, professionalism, integrity, and commitment to those who are our reason for being: the recipients of the outstanding services made possible by the rigor and comprehensive nature of our courses’ offerings. It is a privilege to work with and among such outstanding colleagues. May 2011 see us make even greater strides in service.

Sincerely,
Maureen K. Martin
President

Dyslexia Center continued from page 2

continue to have reading and spelling problems in ninth grade (Shaywitz et al., 1993).

- Reading failure is avoidable!

Our current failure rate of 20-30% of children can be reduced to 2-10 percent by “routinely applying the lessons learned from the scientific findings...” (Torgeson, J.K., November 2005, Preventing reading disabilities in young children: Requirements at the classroom and school level)

- Similarly, the number of students reading poorly could be reduced to 5% with appropriate instruction delivered in kindergarten and first grade and intensive help before third grade for those still struggling (Denton & Vaughn, 2003; Mathes, Torgeson, & Allor, 2001).

Additional information:

- Children with dyslexia are as intelligent as their peers. The neural system of the dyslexic brain processes written language differently than the “typical” brain, as proven through fMRI research.
- People with dyslexia can become accurate readers; it is much more laborious for them to do what becomes natural for others.
- Brain repair has been shown in fMRIs of dyslexic children who received early, effective intervention in reading.
- By the time they leave kindergarten, about seventeen percent of children will have significant difficulty with reading if they do not receive the appropriate instruction (Hall and Moats, 2002).
- Thirty-three percent of fourth graders are unable to read a simple book; twenty-five percent of adults are unable to read a newspaper. (National Center for Educational Statistics, 1999; Lyon, 2001).
- The long-term (25-year) Connecticut Longitudinal Study revealed that less than one-third of the children reading below age, ability or grade level receive services specific to their disability (Shaywitz, 2002).

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LOOKING BACK TO JANUARY 1996

As IMSLEC celebrates its 15th anniversary this year, it is interesting to look back and remember the time when we were just beginning. The following articles are reprints from Vol. I, No. 1 of The IMSLEC Record published in January 1996.

THE PRESIDENT’S MESSAGE

In Anchorage, Alaska, as a Slingerland classroom teacher and resource teacher, I often faced a problem many of you have had. One of my dyslexic students who was “moving to the lower 48,” as we Alaskans said, needed a referral to a similarly successful multisensory program. This student, for whom language arts had long been a nemesis, was now enthusiastic about learning.

Long a member of the Orton Dyslexia Society, I was familiar with many programs elsewhere, and shared the names with the anxious parents, but how could I be sure of the training of the person or the quality of the program?

From experience, we Slingerland instructors knew that we had to be constantly vigilant to protect the Slingerland name. People who had not succeeded in the training, or who had never even taken the course, placed ads in newspapers and put up their shingles as Slingerland therapists. I was sure that other programs faced the same difficulties.

How I wish I could have had IMSLEC as a resource back in the 70’s and 80’s. IMSLEC could have provided information about accredited programs – certified academic therapists and teachers, schools and clinics, which provide the strong multisensory structured language program dyslexic students need.

Thanks to the continued efforts of representatives from over 30 different states, IMSLEC has been chartered and does exist.

Certainly we still have a great deal to accomplish, but with their continued efforts, and the continued support of the Orton Dyslexia Society, which backed this whole process and which has given us a generous start-up grant, the work of IMSLEC shall begin this year. May 1996 see us, through our unified efforts, make IMSLEC come alive and grow.

Bonita Colony

FIRST ANNUAL MEETING SURPASSES GOALS

The accomplishments of IMSLEC’s first meeting in Houston on Nov. 5, 1995, exceeded all expectations. Working in a four-hour marathon session, under the leadership of President Bonita Colony assisted by IMSLEC’s parliamentarian, Dr. Martha Haun, 29 MSLE experts from 26 U.S. training centers achieved the following (in most cases, by unanimous consent).

— Establishing criteria for interim membership; dues-paying members of MSLE who paid IMSLEC dues, $50, by the end of the year

— Announced the elected officers, including Kay Allen, Secretary (TX); Jean Foss, Treasurer (VT); and Claire Nissenbaum, Vice-president (MD)

— Approved revised Bylaws, adding a provision for a Nominating Committee of three, elected by the Council, to nominate three at-large directors from the Council and a slate of officers from the Board

— Heard progress reports on minimal criteria for member organizations relating to teacher and therapist training curricula

— Formalized the relationship between IMSLEC and the Orton Dyslexia Society (now the International Dyslexia Association), giving ODS a seat on the IMSLEC Board

— Set Sunday, March 24 for the next meeting in NYC following the NY ODS Branch’s Annual conference

— Approved the following representatives of member organizations: Margaret Smith, AP derived; Sophie Gibson, APSL derived; Maureen Martin, Association Method; Amy Bailin, Orton Gillingham Academy; Nancy Cashen White, Slingerland; Kay Youker Sullivan, Spalding; Joan Knight, Starting Over; Barbara Wilson, Wilson. Non-voting members are: Peggy Thornton, ALTA; Louisa Moats, ODS; Nadelle Dachinger, SMSLI. Some organizations have yet to nominate their representatives.

— Elected three at-large board members.
1995 - 1996 MEMBERSHIP

The same newsletter lists the following persons as having paid their $50 annual dues to become members of IMSLEC.

Kay Allen
C.W. Anderson
Amy Bailin
Judith Birsh
Nell Carvell
Bonita Colony
Sandra Dillon
Etoile DuBard
Durham Academy
Jean Foss
Stephanie Gordon
Jane Greene
Renee Herman
Kay Kaplan
ML Killingbeck
Joan Knight
Alice Koontz
Betty Levinson

Patricia Lindamood
Edward Wilson
Sophie Gibson
Phyllis Meisel
Claire Nissenbaum
Mary North
Payne Education Ctr
Dottie Persons
Joyce Pickering
Joyce Pike
Marjory Roth
Lois Rothschild
Helaine Schupack
Margaret Smith
Arlene Sunday
Joyce Steeves
Kay Youner-Sullivan
Margaret Thornton

Nancy Cushen White
Angela Wilkins
Ann Phillips Williams
Barbara Wilson
Rosemary Williams
Kay and John Howell

IMSLEC expresses its most sincere appreciation to these dedicated individuals who foresaw the importance of improving the quality of teacher training by implementing standards that ensure that students who learn differently are able to live life to their fullest potential.
An Unexpected Occurrence at Key Learning Center

The Key Learning Center in Asheville, NC had an awesome summer training program this year with a very unusual twist! It was late June, and the 31 trainees and twelve language coaches were deeply involved in the student teaching portion of the program. One group of trainees was busily planning lessons as they awaited their student’s arrivals when something very exciting happened! Christy Buchanan, a language coach and teacher at the Key School, realized that an unexpected change in her life was happening right there in her classroom! She called to her neighboring language coach for help! She was immediately rushed to the hospital where she discovered her water had broken five weeks before the due date of her first born child! Christy had joked throughout the past school year that she was going to give birth right in her class, but luckily she made it to the hospital! Baby Mimi Buchanan was born two days later at 3 pounds and 4 ounces! Christy never made it back to training this summer, but she and Mimi were there for a visit on the first day of school, Mimi’s actual due date! Mimi and mom are fine, and she is now a whopping seven and a half pounds! We will never forget the Summer of 2010 at KLC!

FDU’s Center for Dyslexia Studies

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ORTON-GILLINGHAM TEACHER TRAINING PROGRAM
Accredited by the International Multisensory Structured Language Education Council (IMSLEC), this program provides regular classroom teachers and teachers of special education with expertise in the Orton-Gillingham approach.

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.

Scholarships are available.

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College-bound students who learn differently can take advantage of Fairleigh Dickinson’s nationally acclaimed, professionally-staffed and comprehensive undergraduate support program — provided at no additional cost above tuition rates. The Center also offers summer programs for high school juniors and seniors.

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The International Multisensory Structured Language Education Council
Shelton School Names New Outreach Director

(Dallas, TX) Nancy Coffman has been appointed as the new director of outreach for Shelton School and Evaluation Center, effective June 1.

Coffman first worked at Shelton as a teacher and later as assistant head of middle school. She later served as Texas Scottish Rite Hospital for Children’s outreach coordinator for the Center for Dyslexia. In 2009 she was recruited to return to Shelton as the associate director of Shelton’s outreach center.

Coffman is a former president and board member of Academic Language Therapy Association (ALTA) and current president of the Alliance for Accreditation and Certification of Structured Language Education. She is a past winner of the International Multisensory Language Education Council (IMSLEC) Innovator Award and is a frequent presenter for the International Dyslexia Association (IDA). She does extensive training in multisensory structured language approaches for numerous school districts. She is a Certified Academic Language Therapist, at the level of Qualified Instructor.

As director of Shelton’s outreach center, she will be responsible for the school’s training series, an extensive summer school program, and Shelton Scholars tutoring program. Recent expansion of the outreach program includes distance learning, webinars, and a storefront for Shelton’s unique educational materials.

Shelton is the largest private school worldwide for bright students with learning differences.

For information about the school, visit www.shelton.org.

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Highly Trained Professionals Serve Students at DuBard School for Language Disorders

Twelve DuBard School for Language Disorders professionals recently achieved new national credentials when they passed the Alliance Registration Examination administered by the Academic Language Therapy Association (ALTA) at the Therapy Level. By doing so, they are eligible for membership in ALTA as a Certified Academic Language Therapist (CALT).

“The staff of the DuBard School for Language Disorders constantly seeks to add knowledge, skills and credentials in order to better serve our students, whether the students are children or university students in training,” said Dr. Maureen Martin, director. “The addition of the CALT credentials is a significant achievement for our highly qualified staff and is recognition of their exceptional skills in remediation of written language skills. To have 12 CALTs on the DuBard School staff is a notable achievement.”

ALTA is a non-profit national professional organization incorporated in 1986 for the purpose of establishing, maintaining, and promoting standards of education, practice and professional conduct for Certified Academic Language Therapists. Academic Language Therapy is an educational, structured, comprehensive, phonetic, multisensory approach for the remediation of dyslexia and/or written-language disorders.

The name, Academic Language Therapy Association, represents and identifies the profession and the professionals who are its members. “Academic Language” denotes that services offered to clients are educational and emphasize reading, spelling, handwriting, and written expression. “Therapy” indicates that those services are intensive and therapeutic rather than tutorial. At the present time there are over 800 ALTA members in 34 states and England. Many members hold advanced degrees and also may be credentialed as teachers, diagnosticians, speech-language pathologists, or professionals in related fields.

Four DuBard School staff are also awaiting Qualified Instructor credentialing.

The DuBard School professionals include:

- Maureen K. Martin, Ph.D., CCC-SLP, CED, CAMI, Director
- Daphne Cornett, M.S., CCC-SLP, Assistant Director
- Kenyon Greer, M.S., CCC-SLP, CAMT Speech-Language Pathologist
- Misha Lee, M.S., CCC-SLP, CAMT Speech-Language Pathologist
- Patricia Martin, Ed.S., CCC-SLP, CAMT Speech-Language Pathologist
- Alison Webster, M.S., CCC-SLP, CAMT Speech-Language Pathologist
- Susie Utz, M.S., CCC-SLP, CAMT Speech-Language Pathologist
- Linda Lott, M.S., CCC-SLP, CAMT Speech-Language Pathologist
- Susan Perry, M.S., CCC-SLP, CAMT Speech-Language Pathologist
- Kay Roseberry, M.S., CCC-SLP, CAMI Speech-Language Pathologist
- Missy Schraeder, M.S., CCC-SLP, CAMI Professional Development Coordinator
Scottish Rite Learning Center of Austin, Inc.
Introduces New Training

At the beginning of our third decade, SRLC is proud to offer an International Multisensory Structured Language Educational Council (IMSLEC) accredited course, Dyslexia Therapist Training, which uses Take Flight: A Comprehensive Intervention for Students with Dyslexia (Take Flight). In June the inaugural class of Language Foundations was presented at SRLC. The center also offers psycho-educational evaluations and speech-language and emerging literacy evaluations for children age four to six. In addition to free afterschool Take Flight classes for students in second through fifth grade, the center has recently added Pre-flight: An introduction for young children to Take Flight (Pre-flight). Summer FUNdamentals is provided in June and August for students struggling with reading and study skills.

SRLC has experienced some exciting firsts this year. On February 9, 2010, five first graders began the first Pre-flight class offered by SRLC. Using some of the techniques and procedures students would encounter in Take Flight, they participated in games and activities focused on learning the alphabet, phonemic awareness, and reading comprehension. After attending three days a week through May 5th, two of the students from this class will enter the afterschool program at the center this fall and two others will receive dyslexia services at their schools.

On March 30, 2010, SRLC students, parents, staff, board members and friends enjoyed a special evening at our first Barnes & Noble Book Fair at the Arboretum. Students and staff dressed up as their favorite book characters. The Best Costume award winners (Snow White, Sherlock Holmes and Brian from Brian's Hunt) won Barnes & Noble gift cards, of course! Students had prepared presentations showcasing their reading, writing, and creativity through poetry, posters and a demonstration of how to make “Slime.” It was a proud and emo-

SRLC continued on page 10

Windward Teacher Training Institute

Accredited at IMSLEC’s Teaching and Instructor of Teaching Levels

The Windward Teacher Training Institute, a division of Windward School, provides professional development based on scientifically validated research in child development, learning theory and pedagogy. The accredited training program offers extensive coursework and supervision leading to national certification in multisensory structured language education.

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• National Certification in Multisensory Structured Language Education
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For further information:
Phone: (914) 949-1279  Email: wtti@windwardny.org  Website: www.windwardny.org

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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tional time for the adults as they observed the children's new found confidence and self-esteem. The evening ended around the corner at Five Guys Famous Burgers and Fries. Barnes & Noble and Five Guys gave a percentage of the group's purchases that night to SRLC. This highly successful event is already on the schedule for 2011!

On June 14, 2010, the first Academic Language Practitioner Training Program using Language Foundations was offered at SRLC. Language Foundations is an Orton-Gillingham-Alphabetic Phonics based multisensory scripted program. It provides Central Texas teachers the level of training necessary to qualify to take the National Alliance Exam to become Certified Academic Language Practitioners (CALP). Following the five day class, Qualified Instructors (Therapist Level) present the additional course work and supervise the completion of course requirements, based on IMSLEC guidelines. Trainees who satisfy all requirements qualify to take the National Alliance Exam to become CALPs, and those who pass the exam are eligible to become Licensed Dyslexia Practitioners in the State of Texas. Eight trainees joined the first cohort. Our goal is to apply for IMSLEC accreditation of the Academic Practitioner Training Program simultaneously with the 2011 reaccreditation of our Dyslexia Therapist Training Program. As always, our ultimate goal is to provide meaningful dyslexia services to as many students in Central Texas as possible. SRLC would like to thank San Marcos Civic Foundation for their generous support which has made this exciting undertaking available to teachers in Austin and the Central Texas region.

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**Head of School Opening**

The Bodine School Board of Directors seeks an exceptional educational leader and administrator to be its next Head of School beginning July 1, 2011.

Interested applicants are requested to email inquiries about this Leadership Opportunity to Jack B. Stanford jackstanford@comcast.net. Mr. Stanford is the Search consultant and will send the Position Description, Challenges and Opportunities in the School's Future, and Application Procedures as requested.

Visit www.bodineschool.org for detailed coverage of its history, mission, and educational policy. The school is in Germantown, TN, a suburb of Memphis.
Many Thanks to Our IMSLEC Supporters!

We gratefully acknowledge the following friends. Your generosity is deeply appreciated.

The Hill Center
Hardman & Associates, Inc
Kay Peterson
(In memory of Marion Zeig & Glenn Folkes)
Mary Farrell
Karen Vickery
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Donations to IMSLEC are a meaningful way to honor friends, family or colleagues. Donations may be sent to IMSLEC c/o Tim McClanahan, Madeleine Crouch & Co., 14070 Proton Rd., Suite 100, Dallas, TX 75244. IMSLEC is a 501(c)(3) nonprofit corporation and all donations are tax deductible.

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Congratulations to spring therapy graduates at LEAD!

Left to right: Traci Cantrell, Weatherford ISD, TX; Kim Kirkland, Denton ISD, TX; Kay Peterson, Director/Instructor Dallas, TX; Dawn Giles, HEB ISD, TX; Pat Pomora, Grapevine ISD, TX; Donna Van Duser, Royse City ISD, TX; Amber Fosdyke-Jackson, Little Elm ISD, TX; Tina Stark, Royse City ISD, TX; Melanie Royal Instructor, Stephenville ISD, TX; Shelly Spears, Prosper ISD, TX; Jana Richmond, Prosper ISD, TX; Lisa Evon, Key School, Fort Worth, TX.

Mississippi College

Mississippi College welcomes new cohort members to the Master of Education in Dyslexia Therapy Training Program.

Front row: Cepia Buchanan, Tupelo, MS; Lisa Phillips, New Albany, MS; Dede Toney, Dallas, TX; Tonya Chapin, New Albany, MS; Cindy Prewitt, Starkville, MS

Second row: Heather Beacom, Clinton, MS; LaCasta Waltress, Brandon, MS; Kristen Frierson, Hattiesburg, MS; Penny Grose, Blue Spring, MS; Twila Goolsby, Ripley, MS

Third row: Vicki Edwards, Olive Branch, MS; Karyn Charles, Hattiesburg, MS; Anne Walker, Orange Beach, AL

Fourth row: Denise Ford, Brandon, MS; Karen Sheffield, Blue Spring, MS; Lee Ann May, Madison, MS; Ashley Runnels, Flowood, MS

Fifth row: Chevis Taylor, Petal, MS; Mindy Boyd, Richland, MS; Shakela Leflore-Johnson, Itta Bena, MS; Melinda Hill, Blue Springs, MS

Southern Methodist University

Left to right: Tanya Smith; Leab Rios; Terri Matherne; Kim Cole; Sharron Andrews; Janna Dobbs; Nancy Redington; Mimi Grant; Haley Keeling; Jo Poll; Buddy Mabone; Juancita Petro; Janell Dempsey; Ginger Gustovich; Terri Zerfas; Bonnie Callahan; Karen Guttage; Marlene Trissell; Allison Pals; Hillary Peters; Karen Vickery; June Brubaker; Carrie Bays; Michelle Reeves; Carol Doughty Not pictured: Sally Cain & Heather O'Toole

The International Multisensory Structured Language Education Council
What Every IMSLEC Member Should Know

Publication of IMSLEC Membership and Accreditation Status
An accredited training course is entitled to use the IMSLEC logo and to refer to its IMSLEC accreditation in published materials with reference only to the accredited MSLE training courses. The following statement is approved for use by all accredited training courses:

"(Name of training course) is accredited for its (Teaching, Instructor of Teaching, Therapy, Instructor of Therapy) level(s) by the International Multisensory Structured Language Education Council (IMSL EC)."

Active Membership Status
According to our bylaws, to retain active membership status, the following requirements must be met annually:
• Pay annual dues and other outstanding fees, as established by the Board.
• Submit an annual report to the Accreditation Committee Chair as specified in the Standing Rules.
• Name a representative and alternate, at least one of whom shall attend the annual Council meeting.
• Submit at least one name to the Accreditation Committee Chair to serve on Specific Onsite Evaluation Teams.

A member organization that is delinquent shall be notified in writing if it fails to meet the requirements within 30 days after the due date specified in the Standing Rules (September 1). Such notification shall state that if all requirements are not met by the annual Council meeting, the member will lose IMSLEC privileges, including, but not limited to 1) the right to vote, 2) to active participation in the Council or Board meeting, and 3) to be listed in IMSLEC publications and its website.

It’s Not the Critic Who Counts

"It is not the critic who counts: not the man who points out how the strong man stumbled or where the doer of deeds could have done them better. The credit belongs to the man who is actually in the arena: whose face is marred by dust and sweat and blood; who strives valiantly; who errs, and comes short again and again, because there is no effort without error and shortcoming: who does actually try to do the deed; who knows the great enthusiasm, the great devotion, and spends himself in a worthy cause; who, at the worst, if he fails, at least fails while daring greatly.

"Far better it is to dare mighty things, to win glorious triumphs even though checkered by failure, than to rank with those poor spirits who neither enjoy nor suffer much because they live in the gray twilight that knows neither victory nor defeat."

Theodore Roosevelt
26th US President
I'm not known as "the kid with the reading problem" anymore. I'm "the artist."

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A college preparatory boarding school for young men, grades 7 to 12, with dyslexia and similar language-based learning differences.
IMSL EC Board Meeting
Tuesday, October 26, 2010
6:00 PM Light Supper
6:45 PM Meeting Begins
Hyatt Regency ● Curtis A

Annual Council Meeting
Wednesday, October 27, 2010
12:00 PM Lunch
1:00 PM Meeting Begins
Hyatt Regency ● Curtis B

Please email your RSVP to mcooley@shelton.org

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