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 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.

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IMSLEC Celebrates 15-Year Anniversary

In September 1995 a meeting was held in Dallas to form a non-profit organization whose primary purpose was to accredit MSLE teacher education programs. Those who attended came from all parts of the United States and represented eleven approaches. They would soon find that the work before them was no less daunting than the founding fathers experienced with the Declaration of Independence. Following the organizational meeting, hundreds of hours were spent individually and in committee working on the Standards, Accreditation Process and related documents. Even Ben Franklin could not have withstood this intimidating process, as he turned down John Adams’ offer to write a first draft of the Declaration of Independence, citing a “case of gout and a lifelong aversion to writing anything that would be edited by a committee.” Representatives to those early meetings know the relentless detail that went into the creation of IMSLEC’s Accreditation Process. One common goal, however, explains the tenacity of the IMSLEC founders - to provide quality control for the training of specialists in multisensory structured language education. It took three years of debating, negotiating, editing and re-editing to finalize a process that could be used for the first prototype visits. The accreditations of training courses at Massachusetts General Hospital Reading Disabilities Unit, Spalding Education International, Literacy Education Academic Development (LEAD) and the University of Southern Mississippi DuBard School for Language Disorders were announced in San Francisco at the 4th Annual Council Meeting in November 1998.

The work did not end in November 1998, however. IMSLEC’s Accreditation Process has been revised as needed over the last 15 years. The original standards are reviewed on a regular basis to ensure that they are current with today’s latest research. Options for continuing education are con-
continually updated so that the graduates of accredited training courses can keep their certifications current. In addition to the day-to-day business of reviewing applications, self-studies and putting on-site visitation committees together, the importance of getting out our organization's work and purpose in front of the public is now a focal point for the board. The president will appoint a public relations committee with the web site and publication committees established as subcommittees.

In 2010 the IMSLEC Council is comprised of representatives from a variety of institutional types in 27 states. Courses are located within large hospital institutions such as the Texas Scottish Rite Hospital for Children, in university settings such as Fairleigh Dickinson University in Teaneck, NJ, and in private school settings such as The Gow School in White Plains, NY. IMSLEC accredited training is also found at small centers run by individuals like Jeannine Phillips of The FUNdamental Learning Center in Wichita, KS and larger institutions such as Spalding Education International in Phoenix, AZ and Slingerland Institute for Literacy, Bellevue, WA. Currently there are 33 training courses accredited by IMSLEC. The 3,046 individuals listed in the October 2009 IMSLEC Directory have successfully graduated from IMSLEC accredited training courses and continue to keep their credentials current by complying with IMSLEC CEU requirements.

At present four additional training courses are in the accreditation process. The future looks bright as increasing numbers of professionals and courses recognize the benefit of completing a nationally accredited training course. Due to the vision of those who met in Dallas in September 1995, individuals with dyslexia and related disorders will also have the opportunity for a bright future.
From the President’s Desk,

Fifteen years ago, after several years of highly collaborative work, IMSLEC was founded. As I consider what it took to get to incorporation, and what has transpired during our first 15 years as an accrediting organization, I am awed and humbled by the phenomenal professionalism, intellect, and generosity of some of America’s most outstanding professionals. If there is one common denominator among all who have contributed to IMSLEC over the years, it surely must be the passion for serving individuals challenged with dyslexia with the highest quality of services so that those who benefit from those services have access to opportunities in life which so many take for granted.

While we celebrate the important 15th Anniversary milestone this year, the work to be done impels us to continue to endeavor to meet the needs and challenges before us. In that light, IMSLEC’s committees are working diligently and are especially active in the areas of marketing/website presence, school accreditation, and bylaws updates. We also seek to be of service to our members.

First and foremost, of course, is maintaining and strengthening our accreditation process and inviting those whose professional development programs reflect our standards to join us. We continue active involvement and careful representation of IMSLEC in the Alliance.

The commitment and efforts of many have brought us to this anniversary. Together we will continue to set goals and meet them on behalf of those we serve.

Sincerely,
Maureen K. Martin, President

New IMSLEC Council Members Welcomed

IMSLEC is pleased to announce the accreditation of two new training courses in 2010.

Located in San Angelo Texas, The James Phillips Williams Learning Center operates to provide opportunity for alternative educational instruction for children or adults who are experiencing difficulties as a result of dyslexia and/or other learning differences. The JPW Memorial Foundation was established in 1985 by Dr. and Mrs. Harvey Williams in memory of their son who struggled with dyslexia his entire life. Mary Ann Cochran is the Director of JPW Learning Center and Melanie Royal serves as Director of Training. JPW Learning Center’s accreditation is at the Teaching / Instructor of Teaching and the Therapy / Instructor of Therapy levels.

The mission of The Dyslexia Center at Penrose-St. Francis in Colorado Springs, CO is to improve the literacy skills of children at risk for reading failure through research-based instruction in reading, both directly at the center and through the teachers they train in the community. Lynne Fitzhugh, Ph.D., CALT, Q.I is the founder and Director of The Dyslexia Center. Training at the Center was accredited at the Teaching / Instructor of Teaching level.

Greenhills School

Marcus Davis Teacher Training & Language Therapy Center
Orton-Gillingham Teacher Training Institute, Level II
Graduate Credit BakerUniversity
August 2-14, 2010
www.greenhills-school.com

A non-profit 501 (c)(3) corporation established in 1995
Report from the IMSLEC Board

The IMSLEC Board met in conjunction with the Academic Language Therapy Association (ALTA) Conference on April 30th. Business included discussion of bylaw changes, updates to the website and publicity of IMSLEC’s 15th Anniversary. The School Accreditation ad hoc committee was reactivated last year and is looking at ways that IMSLEC might begin to accredit language arts programs within schools that use MSL curriculum.

Karen Avrit, as the IMSLEC representative to the Alliance for Accreditation and Certification (Alliance), reported that the Academy of Orton-Gillingham Practitioners and Educators (AOGPE) and Wilson Language Training declined the invitation to join the Alliance. Barbara Wilson, in her letter to Nancy Coffman, cited IDA’s Initiative #4 as the basis for their decision:

This decision is due to the intentions and time frame established by the International Dyslexia Association to follow through on its initiative to adopt a set of professional standards and practices, which many, including Wilson, have sought, contributed to and support. We believe that the IDA’s recognition of professional preparation in the field of literacy development is essential at this point in time and were gratified with the IDA Board’s acceptance of the recommendation to implement such a process and establish a committee to finally make it a reality.

In the weeks prior to the spring meeting, the IMSLEC board was advised that Nancy Coffman, Alliance President, was apprised in a Standards & Practices committee call that IDA planned to drop its membership in the Alliance. Discussion by the IMSLEC board focused on concern that IDA’s future plans will undermine the work of the Alliance, IMSLEC and ALTA.

These concerns were addressed in a May 3rd conference call between the presidents of the Alliance, ALTA and IMSLEC and Steve Peregoy, IDA Executive Director, and Guinevere Eden, IDA President. The Alliance also responded in writing via a May 28th email, which may be found on page 5 of this newsletter. This email stated in part:

In the context of IDA’s Strategic Initiative to explore accrediting and certifying, or to endorse accrediting and certifying groups, this announcement raises serious concern that IDA is undermining the work of the Alliance. Although IDA refers to the initiative as “endorsement,” the Alliance sees IDA endorsement as in direct conflict with the work of the Alliance. That is, for both the Alliance and IDA, there are standards and there is or would be a process for examining the evidence or absence of those standards.

IMSLEC and ALTA plan to continue their joint collaborations and value the work that has been accomplished through the Alliance. Goals for the upcoming year are to finish and approve revisions to the bylaws and to make revisions to the exam.

Under the heading of “New Business” the Executive Committee made a motion that the Board approve their recommendation to appoint Marty Cooley as Executive Director of IMSLEC. Article VIII: Operations of the IMSLEC Bylaws provides that the Executive Committee may employ an Executive Director with approval of the Board. Section 2 of Article VIII states:

Section 2. Responsibilities of the Executive Director. The Executive Director shall advise the Board regarding all aspects of operation of IMSLEC; perform such duties as may be requested by the Board, the Executive Committee, or the President; direct and supervise the work of all staff, assistants, and volunteers; and attend all meetings of the Board as requested, without vote or any privilege of membership on the Board.

The purpose of the appointment is to authenticate the work that she already does and will not change her duties or current salary. The board voted in favor of the appointment.

After discussing, debating, and opining much of the day, the boards of IMSLEC and ALTA joined up for dinner at the Dallas Children’s Theater and then gathered to watch a performance of the play “hard 2 spel dad.” The play, written for ages 10 and above, dramatizes the challenges of two teenagers with learning differences, one diagnosed with dyslexia and one undiagnosed. The play was written and performed in conjunction with an ongoing commitment to present thought-providing material for teenage and family audiences. Following each performance, members of ALTA, IMSLEC and other professionals participated in a guided discussion about what the audience experienced.
Dear Guinevere and Steve,

Thank you for your time and candid discussion about IDA’s decision to withdraw from the Alliance. We understand that IDA has made a decision to focus energy and resources on its new strategic initiatives. As evidenced by our close collaboration over the past two years, the goals of IDA in the area of professional development mirror those of the Alliance. We all recognize the critical need to provide teachers, therapists, and consumers with sound services and products. In fact, this is at the very core of two Alliance member organizations, ALTA and IMSLEC.

As you know, over the past 18-24 months, the Alliance has expended a great deal of time and expense in an effort to expand the Alliance membership. We sponsored, in collaboration with IDA, two Task Force gatherings in Baltimore as well as numerous conference call meetings. The various committees spent many hours deliberating within their constituent groups as well as with representatives from AOGPE, Wilson and other interested parties. A model of organization was developed and the Standards and Practices committee generated the Standards that were recently adopted by IDA and endorsed by the Alliance. Formal invitations for membership in the Alliance were extended to both AOGPE and Wilson in November. While we accept IDA’s decision, it continues to be perplexing to the Alliance group that, at the conclusion of this effort, IDA announced that they are withdrawing from the organization.

In the context of IDA’s Strategic Initiative to explore accrediting and certifying, or to endorse accrediting and certifying groups, this announcement raises serious concern that IDA is undermining the work of the Alliance. Although IDA refers to the initiative as “endorsement,” the Alliance sees IDA endorsement as in direct conflict with the work of the Alliance. That is, for both the Alliance and IDA, there are standards and there is or would be a process for examining the evidence or absence of those standards. The Alliance has the existing capacity to be the organization through which IDA’s strategic initiative goals may be accomplished. For example,

- The Alliance can provide the “manpower” behind an endorsement by IDA. The Alliance has adopted the new IDA standards as its accreditation and certification standards. The vetting process already developed and in practice is as stringent as that proposed by IDA. Additionally, the Alliance has the ability to include site visits, a vital component of true accreditation.

We are pleased that IDA envisions a continuing partnership, if not membership, with the Alliance. We appreciate the limited resources, both human and financial, of both organizations. It is in the spirit of furthering our shared goals and leveraging our resources, expertise, experience, and systems in the most effective ways, that we are suggesting ways in which we can be strategic partners. Our partnership can provide much-needed revenue streams for IDA. There is much to do to insure that all children and adults with dyslexia learn to read and achieve. It is working together that we can make this happen. Conversely, failure to align our efforts may be detrimental to both.

It is with the direction and approval of the group listed below that I send this letter.

Sincerely,

Nancy Coffman
On behalf of:
Karen Avrit (IMSLEC)
Helen Macik (ALTA)
Phyllis Meisel
Maureen Martin (IMSLEC)
Treasa Owens (ALTA)
Joyce Pickering
Karen Vickery (IMSLEC)

CC:
Nancy Hennessy, Louisa Moats, Sandi Soper and Steve Peregoy
Current IDA Board Members

A non-profit 501 (c)(3) corporation established in 1995
Southwest Multisensory Training Center
Training and Observations Continue Despite Weather

THE MOST RAIN RECORDED IN THE HISTORY OF THE MIDLAND/ODESSA AREA!

Traveling from Middle School campus to Middle School campus, getting drenched was all worth it to observe the awesome therapists in training using the Take Flight program with such ease at the Jr. High Level. Barbara Fox and Kay Peterson—remember the good ole days of being drenched in Midland???????

In the picture: Peggy Brooks, Beverly Dooley, Dana Christian. Odessa Dyslexia Coordinator, and Mary Hanson, Qualified Instructor in training.

MOST RECORDED SNOW IN THE HISTORY OF DALLAS

What were our trainees doing????? Braving the snow for a Take Flight workshop and we took a few minutes for some pictures. Melody Butler, Advanced Trainee from Lincoln, AR, learning and listening via the Web Cam, remembers when Dr. Dooley came to Fayetteville and was snowed in for 3 days. Oh, what great memories we share with the trainees.

SNOW DOES NOT KEEP TRAINEES AWAY IN THE DALLAS AREA—

FDU’s Center for Dyslexia Studies
Celebrating a Quarter Century of Leadership in Serving Students with Learning Disabilities and Their Teachers

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.

Learn more at:
fdu.edu/dyslexia • 201-692-2816

REGIONAL CENTER FOR COLLEGE STUDENTS WITH LEARNING DISABILITIES
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.

Learn more at:
fdu.edu/rcslid • 201-692-2087

The International Multisensory Structured Language Education Council
Missing Links in Academics Offered at the DuBard School

Nearly 8.7-million students in upper elementary school through high school struggle with critical reading and writing skills. This alarming statistic is proof that literacy instruction should continue beyond the early elementary years and should be tailored to the more complex reading and writing tasks that face upper elementary and middle school students.

Incorporating multisensory instruction in advanced decoding skills is necessary for this population of students. The DuBard School for Language Disorders, at The University of Southern Mississippi, now offers a new workshop that addresses these skills. The new workshop demonstrates multisensory ways of teaching that can be used in general education and special education classes for second to eighth graders.

Typically, professionals say students learn to read from kindergarten to second grade and read to learn beginning in third grade. So those students who haven’t learned to read by third grade often fall behind in their studies. Missing Links in Academics teaches educators how to tailor instruction toward those students who have difficulties with reading. The workshop goes beyond the basics of using multisensory instruction to teach decoding skills. Participants also discuss characteristics of language disorders and dyslexia and learn hands-on activities for spelling analyzation and determining syllable types and ways to divide syllables. In addition, the workshop demonstrates how to use morphology, or prefixes, suffixes and root words, to learn vocabulary and increase comprehension.

Missing Links in Academics will be offered on November 4-5, 2010 at the DuBard School for Language Disorders. The cost is $275, and continuing education units are available. For more information on Missing Links in Academics, contact the Southern Miss Office of Professional Development and Educational Outreach at 601-266-4186 or the Southern Miss DuBard School for Language Disorders at 601-266-5223.
RECOGNITION FOR A JOB WELL DONE!

The IMSLEC Innovator Awards were established in 2003 to honor individuals who have demonstrated excellence in the performance of their work in the field of MSL education. The following 2009 award recipients were announced at the annual IMSLEC Council meeting in Orlando.

**Outstanding MSLE Professional**
Karen Avrit
Margaret Smith

**Outstanding Educator in a College or University**
Kay Peterson

**Outstanding MSLE Therapist**
Jana Jones

**Outstanding School Administrator**
Maria Kimmins

The Etoile DuBard Award of Excellence in the field of Multisensory Structured Language Education, is awarded annually at the IMSLEC fall meeting, to a person who meets the ideals, professionalism and dedication exemplified by the life of Etoile DuBard. Maureen Martin was pleased to announce that the 2009 award recipient was Claire Nissenbaum who founded the Atlantic Seaboard Dyslexia Education Center in Rockville, MD and was a founding member of IMSLEC. Mrs. Nissenbaum also received the 2009 Siena School Cypress Leadership Award. The Siena School established this award to recognize individuals who have made exceptional and lasting contributions to the education of children and young adults with learning disabilities.

IMSLEC Names First Executive Director

At its spring meeting, the IMSLEC board named its first executive director. Longtime IMSLEC administrative associate, Marty Cooley, was named executive director by a unanimous vote of the board. Mrs. Cooley has been affiliated with IMSLEC from its early years and has attended every board and council meeting since 1997. Known for her numerous contributions and outstanding service over 14 years, the new title is, according to IMSLEC president, Maureen Martin, a “recognition of the extraordinarily valuable role that Mrs. Cooley has in the organization.”

Margaret Byrd Rawson Award Recognizes Lifetime of Work

Joyce Pickering, IMSLEC Board Member and Executive Director Emeritus at Shelton School & Evaluation Center, will receive the 2010 Margaret Byrd Rawson Lifetime Achievement Award at the 61st Annual IDA Conference in Phoenix, AZ. Undoubtedly, Joyce’s dedication to the field of learning differences over the last fifty years qualifies her for this recognition. The award is given to individuals whose work on behalf of IDA embodies Margaret Rawson’s compassion, leadership, commitment to excellence, and fervent advocacy for people with dyslexia and whose work is nationally recognized as furthering the mission of IDA.
Adults with Dyslexia: Pathways to Success
by Robyn Rennick, Dyslexia Research Institute

Often our adults with dyslexia tell us they want
to “give back” or to “help so that other children and
adults won’t have to go through what they have gone
through.” East Carolina University is providing a way
for you to provide this opportunity to your adult stu-
dents and/or other adults who have dyslexia.

Professionals working with adults who have
dyslexia are quite aware that the issues surrounding
dyslexia do not go away with age. We see many of
those individuals still struggling with working with the
printed page, with advancing in their professions, and
with personal problems arising out of their language dif-
ferences. However, in the research literature very few
studies have targeted the adult with dyslexia
and how it affects their lives. Without this
knowledge, other professionals offering “helping” suggestions, be they from a career, educa-
tional or counseling perspective, often miss
some of the underlying problems their client
may be struggling with due to their dyslexia.

Professors at East Carolina University
working with the Dyslexia Research Institute
in Tallahassee, FL are working to broaden the
knowledge base concerning the effects of
dyslexia into adulthood. Why do some dyslex-
ics succeed and some do not? How does the
individual perceive their own strength and
weaknesses? When do they feel comfortable
enough to share, or do they ever feel comfort-
able enough – is it a hidden shame.

In the first phase of the research pro-
ject, adults with dyslexia were invited to focus
groups to share their experiences and feelings
concerning how dyslexia still impacts their
lives. This information was collated and con-
cept mapping techniques were applied to it.
Information concerning the results of Phase I
can be found at www.successwithdyslexia.com
and will be published in Journal of Learning
Disabilities in the near future.

The present study (Phase II) is entitled
“Adults with Dyslexia: Pathways to Success.”
This phase of our research is based on the find-
ings from Phase I of our ongoing project. We
need your help to complete this phase of the
study.

Phase II is an on-line survey of adults
with dyslexia. We have attempted to minimize
the reading and perceptual issues with the survey. The
survey is confidential with no identifying information
being published.

One way to introduce the adults to this project
is by going to the you tube presentation we have pro-
duced. http://
www.youtube.com/watch?v=tK8AmNlJawc or go to
www.successwithdyslexia.com to find more information
and to participate with the survey.

Please assist us in alerting adults to this ground
breaking research and the way they can assist. More
information can be found by contacting Dr. Blace
Nalavany, East Carolina University, 1 (252) 737-2053.
Arizona State University Spalding Study Year 3 Results

For the last three years Arizona State University has been engaged in an Evaluation Study of The Writing Road to Reading (WRTR). Results from the 2008-2009 school year, the third year of a four-year study are now in. The study is designed to determine whether Spalding-taught students demonstrate statistically significant learning gains and how those gains compare to the progress of children in control schools using other core reading programs.

Schools were matched on socioeconomic status, class size, race/ethnicity, gender, and geography. How well teachers implement the WRTR program is a companion research question. Because of space limitations, only the portions of the report dealing with students’ learning are excerpted.

Participants

“This study was conducted in 11 diverse Arizona schools with a total of 991 participating second-grade students at the first benchmark test, and increasing slightly to 996 total students by the year-end test. The experimental students can be further separated into two groups: the first group includes those students who were also in the kindergarten study (total of 351 at year-end), and the second group was all students in the grade level (540 at year end or 189 new experimental students by year-end).”

Other Core Reading Programs

“According to control teacher questionnaires, all second-grade control schools used either the Houghton or Harcourt reading program. These programs were evaluated by the Arizona Department of Education as core reading programs under Reading First. Control teachers received from 2 to 5 hours of inservice training on these publishers’ materials.”

Measures

Student performance was measured on the following Dynamic Indicators of Basic Early Literacy Skills (DIBELS) areas: Nonsense Word Fluency (NWF), Word Use Fluency (WUF), Oral Reading Fluency (ORF), and Retell Fluency (RTF).

Results

“Table 3 below displays the comparative performance of the Spalding and the control students on the DIBELS that were administered in the Fall of 2008, Winter, and Spring of 2009.” (The Longitudinal Group is made up of those students who have participated in the study since Year 1.)

<table>
<thead>
<tr>
<th></th>
<th>Experimental</th>
<th>Longitudinal Group</th>
<th>Control</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall, 2008</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NWF</td>
<td>84.88*</td>
<td>87.05</td>
<td>67.27</td>
<td>17.61</td>
</tr>
<tr>
<td>WUF</td>
<td>44.50*</td>
<td>44.90</td>
<td>32.59</td>
<td>11.91</td>
</tr>
<tr>
<td>ORF</td>
<td>73.63*</td>
<td>77.06</td>
<td>49.71</td>
<td>23.92</td>
</tr>
<tr>
<td>RTF</td>
<td>28.59*</td>
<td>29.74</td>
<td>15.42</td>
<td>13.17</td>
</tr>
<tr>
<td><strong>Winter, 2009</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ORF</td>
<td>98.59*</td>
<td>101.65</td>
<td>66.33</td>
<td>32.26</td>
</tr>
<tr>
<td>RTF</td>
<td>38.72</td>
<td>41.09</td>
<td>25.39</td>
<td>13.33</td>
</tr>
<tr>
<td><strong>Spring, 2009</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ORF</td>
<td>109.96**</td>
<td>111.17</td>
<td>87.48</td>
<td>22.48</td>
</tr>
<tr>
<td>RTF</td>
<td>44.83**</td>
<td>45.82</td>
<td>33.47</td>
<td>11.36</td>
</tr>
</tbody>
</table>

*p<.05

**p<.01

“Similar to last year, Spalding students had consistently higher mean values on all DIBELS areas, which provides preliminary evidence that Spalding has been more effective than other methods used in the control schools in teaching those reading skills. The students who have participated in the study since Year 1 have scores that are higher than or equal to the overall experimental students.”

Effect Size

In addition to measures of statistical significance, educators need to know whether a statistically-significant difference will have a meaningful effect on student achievement. Therefore, after researchers made an additional comparison, they state that converting the score to percentiles, “would mean the average student in the Spalding sample, at the end of the year, would score higher than 73% of...”
control sample.” See complete study on www.spalding.org. Click on research, then Year 3 Study.

**Dibels Bench Marks**

“As shown in Table 4 below additional analyses of the extent to which experimental students experienced learning gains by the end of second grade as well as between the beginning and the middle of the school year show that they exceeded the DIBELS decision rules benchmarks for achievement at each testing period.”

Table 4: Second-grade Students’ Mean Post-Scores on DIBELS

<table>
<thead>
<tr>
<th></th>
<th>Mean test Scores</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Spalding Experimental</td>
<td>Spalding</td>
<td>Control</td>
<td>DIBELS</td>
</tr>
<tr>
<td></td>
<td>Schools</td>
<td>Longitudinal Group</td>
<td>Schools</td>
<td>End of Second-grade Low risk score</td>
</tr>
<tr>
<td>Oral Reading Fluency (ORF)</td>
<td>(n = 512)</td>
<td>(n = 363)</td>
<td>(n = 439)</td>
<td></td>
</tr>
<tr>
<td>Spring test</td>
<td>109.96</td>
<td>111.17</td>
<td>87.48</td>
<td>90</td>
</tr>
</tbody>
</table>

“As can be seen, Spalding participants experienced significant gains in reading performance from the beginning, to the middle and end of the school year. Unfortunately, by the middle and ending benchmarks in second grade, the average control student is not meeting the DIBELS assessment for low-risk scores.”

**TerraNova Reading Comprehension**

“Another analysis of reading achievement was available in this year’s study because all second-grade students are required to complete the state’s norm-referenced achievement test, TerraNova. The chart below represents a sample of the study students (three control and three experimental schools) and their average NCE score on the TerraNova reading portion. As would be expected from reviewing the DIBELS scores, the Spalding students’ NCE scores were significantly higher than the control students on the state test (p < .01).”

Chart 1: Student NCE reading scores from Spring, 09 AZ TerraNova exam

**Summary**

“According to the year three results, students who used *The Writing Road to Reading* continue to demonstrate statistically significant learning gains as measured by DIBELS. In addition, their scores were significantly higher than control group student scores again this year. Since both the control groups and the experimental groups used detailed teacher guides evaluated by NCLB for research-based reading components, theoretically they should have produced similar results. This was not the case. These preliminary findings are strongly suggesting that use of *The Writing Road to Reading* curriculum is an effective method for enhancing performance on critical early literacy skills.”

A non-profit 501 (c)(3) corporation established in 1995
The 2009 summer session at Our Lady of the Lake School in Seattle was truly international with teachers attending from three countries outside the United States. Their sensitivity to and understanding of the students in our demonstration classes was exceptional and their teaching skills were outstanding.

Maria Teresa Fernandez-Sarile is a program director and a therapist working in a center called “Linked” in the Philippines. Maria wanted to learn the Slingerland® Approach in order to help children overcome reading, handwriting, and spelling difficulties. “Linked” is a partner of the Ed Link Foundation whose staff members were trained under Bonita Colony. They share a common belief that children who learn differently are capable of achieving their full potential.

Dawn Bourke was a science teacher at Loughshore Resource centre, in Belfast, Northern Ireland. Loughshore is a place for young people who have been excluded from school due to social, emotional, and behavioral issues. Specific Language Disability is often present and contributes to the problems faced by these young people. Dawn is interested in ways to better help those students. She also has a child with SLD and has been very impressed by the impact a Slingerland tutor had on her academic progress.

A colleague of Sandy Novo at the American School in Japan, who had been trained in the Orton- Gillingham Approach, encouraged her to find a place that would help her put her interest in working with dyslexic children into practice. After looking at programs around the United States, she chose the Slingerland class in Seattle.

All of the teachers in the summer school were enriched by the contributions of these international teachers. We learned from them as they learned the Slingerland® Approach. We hope to be able to keep in touch with them electronically. It is especially meaningful to know that the work started in Renton, Washington fifty years ago has spread to countries across the world. We now have teachers on every continent except Africa and South America. Think of all the children being reached around the world and the languages in which they are learning to read and write!

by Bonnie Meyer
Executive Director
Slingerland® Institute for Literacy

The International Multisensory Structured Language Education Council
Neuhaus Graduates New Class of Dyslexia Specialists

Neuhaus Education Center (NEC) congratulates recent graduates of the Dyslexia Specialist Preparation Program. Thirteen individuals received certificates of completion from NEC’s IMSLEC accredited course during its annual luncheon. The graduates represent both private and public schools as well as private practice. Graduates include (Front row, from left to right) Donna Osgood, St. Cyprian’s Episcopal School, Lufkin, TX; Elda Saldaña, Leander ISD; Pam Keirnan, Leander ISD; Letitia Ray, Liberty Hill ISD; Cindy Witte, Duchesne Academy, Houston, TX; (Back row, from left to right) Mary Lou Slania, instructor, Ginger Holland, instructor, Elisa Barnes, instructor; Ashlie Ballard, St. Cyprian’s Episcopal School, Lufkin, TX; Anita Johnson, Private Practice, Houston, TX; Sharla Myrick, Channelview ISD; Pinet McBride, The Presbyterian School, Houston, TX; Cindy Blades, St. Francis Episcopal School, Houston, TX; Alyson Collins, Eanes ISD; Rai Thompson, instructor; and Linda Corbett, instructor. Not pictured are Jennifer Fischbuch, Private Practice, Houston, TX; and Tina Shaheen, Private Practice, Houston, TX.

NEC is completing collaborations with two universities to provide advanced degrees for teachers who work in dyslexia, special education, and regular classroom settings. Cohorts of teachers from the NEC and from both the University of St. Thomas and Stephen F. Austin University will complete requirements for a 36-hour Master of Education degree with a Reading Specialist emphasis this spring/summer, which included 12 hours of NEC classes. A second cohort with teachers from Southern Methodist University will begin this summer.

Important Dates from Southwest Multisensory Training Center

Training Course Dates
June 7-18 Dallas Intro Advanced Take Flight 8:30-4:30 pm
June 21-25 Multisensory Math Course 8:30-4:30 pm
July 19-30 Odessa TX, Intro Advanced Take Flight 8:30-4:00 pm

CEU Opportunities
Sept. 24-Dyslexia Lecture/Region 10 Dyslexia Laws 1:00-4:00 pm
October 12-13-San Angelo Conference
March 11, 2011-Intro Verbal Into Written Expression
March 24, 2010-ADHD/Study Skills Workshop Advanced Course

Alta Exam
January 8, 2011-Southwest Multisensory Training Center 9:00-12:00 pm
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