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 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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Marybeth Flachbart Joins Neuhaus Education Center as President & CEO

Former Idaho Deputy Superintendent for Student Achievement and School Improvement Selected in National Search

HOUSTON, TX, August 23, 2011 – After a national search, Neuhaus Education Center has selected Marybeth Flachbart, Ed.D. as its President & CEO. Most recently, Marybeth served as Deputy Superintendent of Student Achievement and School Improvement at the Idaho State Department of Education. Marybeth also taught at Boise State University and directed Idaho’s Reading First Program. Previously, she taught in the Houston Independent and Deer Park Independent School Districts, where her classroom experience included ten years of both general and special education. From 1998-2000, she was a staff member of the Neuhaus Education Center, where she instructed teachers on the best research-based solutions for reading success.

Neuhaus Board Chairman, Patricia Calnon-Allen said, “We are delighted that Marybeth has returned to lead the Neuhaus team. Neuhaus has long been dedicated to preventing reading failure by providing teachers professional development in research-based methods of literacy instruction. Marybeth will help us move closer to realizing our vision of being the premier source for successful reading instruction.”

“When Marybeth implemented statewide reading academies for kindergarten and first-, second-, and third-grade teachers in Idaho, she utilized Neuhaus methodologies and materials. Subsequently, student achievement rose steadily, surpassing all benchmarks established by the state legislature,” commented Dr. Suzanne Carreker, Neuhaus Vice President of Programs. “With Marybeth leading the way, we know we can increase momentum nationwide, particularly through our online classes and interactive website, Reading Teachers Network.”

Marybeth Flachbart continued on page 2
Marybeth Flachbart continued from cover

“I know firsthand that Neuhaus builds better readers and brighter futures. Its proven, research-based curriculum is stellar. Research has shown that the teacher is the single most important external variable associated with student achievement. I am excited to bring what I have learned about whole-system change to Neuhaus and I am ready to accelerate the pace of the work of our mission in a collaborative manner with staff, board, donors, and educators,” emphasized Dr. Marybeth Flachbart.

Flachbart is certified in K-12 Special Education. She is also a Neuhaus-educated Dyslexia Specialist. She holds a doctorate in curriculum and instruction from Boise State University, a master’s degree in special education from Fairfield University, and a bachelor’s degree from Marymount Manhattan.

About Neuhaus Education Center:

A professional development institute established in 1980, Neuhaus Education Center is dedicated to providing educators research-based methods of literacy instruction to meet a critical need in today’s classrooms. Neuhaus has a national reputation in the fields of dyslexia and general education.

Professional development is available through online classes or interactive video conferencing and at onsite locations or the Neuhaus facility in Bellaire, TX. Ongoing support is available through Neuhaus’ interactive website Reading Teachers Network, www.readingteachersnetwork.org, which includes videos of classroom instruction, webinars, resource, instructional tools, and Ask an Expert.

Neuhaus also offers in-depth preparation for teachers working with individuals with dyslexia and related disorders that leads to state licensure, a Master of Education in Reading and Writing program in collaboration with the Annette Caldwell Simmons School of Education and Human Development at Southern Methodist University, and KASTOR (Knowledgeable and Skilled Teachers of Reading), a program that provides novice teachers of grades 1-3 professional development in the field of reading instruction.

Please call 713-664-7676, or go to Neuhaus.org for more information about any of the above referenced programs.
From the President

As the end of my two-year tenure as president approaches, it is a good time to reflect on IMSLEC’s numerous accomplishments. At the core of those accomplishments is the caliber and commitment of professionals involved in every facet of our organization. The dedication to excellence and to those whom we serve is remarkable. The board, executive committee and myriad other committees have worked tirelessly for the benefit of all. I thank each person for their contributions—large and small—and all of the accredited courses for doing what they do so well year after year.

Some of the accomplishments of 2010 and 2011 include

- Ongoing review of accreditation standards and processes
- Increased efficiency in conducting the business of IMSLEC
- Publication of the first e-newsletters
- Updated and revised website
- Creation of an online directory and database
- Hiring an Executive Director

IMSLC has always been a forward-thinking, forward-moving, collaborative and generous organization. While appreciating the past, the needs of teachers, therapists, families, school administrators and, above all, the needs of those challenged with dyslexia dictate that we steadfastly continue our work and advocacy on their behalf. In the hands of the well-qualified teacher or therapist, our multisensory structured language approaches have life-changing effects on thousands of individuals and their families every day, every year. Is there any more worthy goal to pursue? While reaching out in collaboration, seeking ways to utilize current technology to enhance training and support professionals, and evolving as research and best practices indicate, we must remain vigilant about protecting the standards and processes which have proven themselves over our now 16-year history. May one of IMSLEC’s major strengths—a ‘can do’ and collaborative spirit—continue to guide our direction going forward.

Thank you for the privilege of serving as your president. I look forward to continued service in this important and dynamic organization in the future.

Sincerely,

Maureen K. Martin
President

A phonetic, multisensory approach to teaching language and speech to children with hearing loss, language disorders, severe speech disorders and dyslexia.

UPCOMING COURSES/EVENTS
The University of Southern Mississippi (Hattiesburg, Miss.)

- Missing Links in Academies
  November 3-4, 2011

- 16th Annual DuBard Symposium: Dyslexia and Related Disorders
  February 2-3, 2012

CEUs available, IMSLEC accredited
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A non-profit 501 (c)(3) corporation established in 1995
What is unique about the DuBard Association Method®, and how does it help my struggling reader?

The DuBard School for Language Disorders at The University of Southern Mississippi has been serving children and adults with language learning difficulties, including the written language disorder of dyslexia, since 1962. The basis of the school’s curriculum, the DuBard Association Method®, is a phonetic, multisensory teaching-learning strategy that meets the requirements for accreditation set forth by the International Multisensory Structured Language Education Council (IMSLEC) at the Teaching, Instructor of Teaching, Therapy, and Instructor of Therapy levels.

Multisensory structured language programs that are accredited by IMSLEC prepare professionals to work with children and adults with language learning problems through instruction in phonology and phonological awareness, sound-symbol association, syllable instruction, morphology, syntax, and semantics. Intervention must be multisensory so that students can use all avenues of learning to input information into memory. Direct instruction must be included in lessons that are systematic and cumulative, beginning with the smallest parts of the language and building on those parts as mastery or automaticity occurs. Finally, intervention includes synthetic and analytic instruction in which the students determine the relationships between parts of the language and the whole (International Multisensory Structured Language Education Council, 2011).

Many excellent training programs are available for professionals working with students with language learning disorders. However, the DuBard Association Method® differs from other well-recognized phonetic, multisensory structured language approaches in two major ways. First, the DuBard Association Method® was devised originally by Mildred A. McGinnis for children with significant speech, language, and/or hearing disabilities (McGinnis, 1939). It has been modified and expanded by the late Dr. Etoile DuBard and the staff of the DuBard School for Language Disorders at The University of Southern Mississippi. Many other training programs are based on the work of Dr. Samuel T. Orton (Orton-Gillingham Approach) and are devised for those with reading challenges (Gillingham and Stillman, 1997). While we don’t know whether or not McGinnis and Orton had direct contact, we do know that McGinnis knew of Orton’s work because it is referenced in her unpublished thesis (McGinnis, 1939). Secondly, rules are taught early in Orton-Gillingham-based methods but delayed until much later in the DuBard Association Method® instructional program. This allows students with significant oral language problems and/or memory problems to learn speech, reading and writing without the added hindrance of remembering rules.

The DuBard Association Method® has several features that make it unique among phonetic, multisensory training programs (DuBard and Martin, 2000).

• The Northampton Symbol system is used for teaching sound-symbol relationships for reading.
• Cursive writing is used for initial instruction. Students learn to read manuscript, but write only in cursive.
• A slower rate of speech is used to give the students more time to understand what is being said and more time to observe the speaker’s lip movements.
• Precise articulation of each phoneme is required from the beginning.
• A strong emphasis on auditory training is included for all students. In addition, memory building activities are included from the beginning.
• Color differentiation is used to distinguish phonemes in syllables and words, and later, to highlight verbs and new concepts.
• An individual child’s book is made as he/she progresses through the Method. New material is introduced only after students have mastered current instruction.
• As is the case with other multisensory structured language programs accredited by IMSLEC, the DuBard Association Method® is implemented in a manner that is incremental and systematic.
Instruction progresses from the teaching of individual phonemes to syllables, words of gradually increasing length, basic sentences and questions, more advanced sentence structures, and the corresponding questions. Ultimately, when sufficient language skills have been achieved, a transition is made to traditional textbook formats for instruction.

- Instruction in phonetic rules is delayed until the upper levels of the DuBard Association Method®.

The National Reading Panel (NRP) issued a report in 2000 that responded to a congressional mandate to help identify key skills related to reading achievement. NRP identified five areas that must be included in reading: phonemic awareness, phonics, fluency, vocabulary, text comprehension (National Institute of Child Health and Human Development, 2000). The DuBard Association Method® addresses each of these areas.

**Phonemic Awareness**
- Teaches individual phonemes using VAKT (visual, auditory, motor-kinesthetic, tactile)
- Phonemes are combined into syllables and words
- Segmenting and blending is a key aspect

**Phonics**
- Teaches sound-symbol association
- Uses VAKT to reinforce this association

**Fluency**
- Goal is 90% accuracy for oral and written recall with automaticity

**Vocabulary**
- Vocabulary words are taught directly through cross drills at the early levels. Concepts are taught as well. Vocabulary development continues through all levels of the method.

**Text comprehension**
- Teaches strategies such as direct pairing of question language to sentence language at every sentence and story level. As appropriate, multiple questions are taught for individual sentences.

- Use of Fitzgerald Key, a graphic organizer designed to teach syntax and formulate question language (Pugh, 1955).

**References**


Knowing How to Read: Never too Late to Learn

Dr. Mary North, Director of Research and Curriculum Spalding Education International

Olivia Cale is a happy 16-year-old girl with worlds to conquer. Her future is as bright as her smile and, as she has amply demonstrated, unlimited. It was not always so.

A naturally cheerful child, she entered school eager to learn. In first grade, it became apparent there was a problem. Although Olivia easily scored 100 on her spelling tests, seconds later she could not recognize the same words in a paragraph.

She was diagnosed with “an unspecified reading disability,” but no one at her school, including the Special Education teacher, knew anything about dyslexia.

She suggested that Olivia’s mother attend a seminar given by the Alabama Scottish Rite Foundation, leaders in the state in advocating for dyslexic children.

That was when Wendy Cale first learned that daughter Olivia had all the symptoms of dyslexia.

She immediately asked the school district for an evaluation. The following is Mrs. Cale’s account of her efforts to get help for Olivia.

The Mother’s Story

Finally in September 2003, when Olivia was in the third grade, she was tested by Mrs. Hettie Johnson, who was associated with the Scottish Rite Foundation. It was determined that Olivia was severely dyslexic and reading at a 2nd-grade level in the lowest 12th percentile.

Although Mrs. Johnson made several recommendations to the Special Education Department of the school district, the only recommendation followed was the purchase of the Scottish Rite Hospital's dyslexia tapes, which were intended to offer immediate intervention.

Unfortunately, the Special Education Director delayed the $400.00 purchase and then failed to ensure the program was administered properly.

Despite my continued requests over several years for dyslexia intervention tools and retesting, nothing more was done. Olivia’s IEPs and Special Education curriculum followed the same pattern year after year, despite Olivia’s lack of progress.

Finally, in desperation, I threatened legal action. Olivia was retested by Mrs. Johnson in December 2009. It was determined that Olivia was still reading at a 2nd-grade level, but now at the lowest 1st percentile.

This is where Spalding Executive Trainer Eileen Oliver enters the story.

The Tutor’s Tale

“I was introduced to 16-year-old Olivia Cale in mid-April of 2010 when I began tutoring her 6 hours

Scottish Rite Dyslexia Center

Providing dyslexia services for our community since 1989:

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- Academic language practitioner training program
- Workshops for parents and professionals
- Summer language, study skills, and written expression classes
- Dyslexia evaluations for individuals ages seven and up
- Speech/language & emerging literacy evaluations
- Parent support and referral services

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512-472-1231
www.scottishritedyslexiacenter.org

The International Multisensory Structured Language Education Council
per week at the request of the Special Education Director of the school district.

Despite 7 years of Special Education, after being diagnosed as severely dyslexic at age 9, Olivia was reading at 2.4 grade level. She knew few vowel sounds and had difficulty with two and three-letter consonant blends. She was also a very hesitant reader and usually asked for confirmation after decoding any “tricky” word.

We started, as always, with the two-on-the-clock letters. Her mother reported that by the second week she could hear Olivia saying phonogram sounds in her sleep!

We began entering words in Section M and Olivia began learning syllable patterns. By the end of May, Olivia was reading mid-to-high third-grade level books. In mid-June, I was asked to increase the tutoring to 4 hours per day/5 days per week.

Olivia is an eager and dedicated student. We take only one short break during these intense four-hour tutoring sessions. Due to her wonderful attitude and tremendous desire to learn to read and write, Olivia has advanced 3 grade levels since beginning tutoring in April.

When the Special Education Director came out to see us work together in May, Olivia told her that she had not been able to read her birthday cards the previous year; she was thrilled to report that now she could!

Olivia is now a self-assured reader; she knows when something does not make sense AND what to do about it! Although the reversal/substitution/omission of letters in a multisyllable word still causes her difficulty (and probably always will), she now enjoys reading and self-corrects (a new phenomenon, according to her mother).

I was once told by a colleague that it was too late to teach junior-high LD students how to read and that I should focus on teaching them “how to cope” with their history and science courses. Olivia has been a wonderful example of the fallacy of that attitude. It is NEVER too late to begin learning how to read!

Olivia’s success has encouraged the school district to consider Spalding training for their Special Education teachers. I am so excited to know that other struggling readers will have the chance to become accomplished readers, writers, and spellers as Mrs. Spalding envisioned. ALL children can learn! I know what a difference Spalding has made in the lives of my students.

Olivia’s progress was the answer to Mrs. Cale’s prayers.

The Mother’s Story 2

Since Olivia began tutoring with Mrs. Eileen Oliver using The Spalding Method, her reading has vastly improved and so has her overall confidence and self-esteem.

I had been told that unless dyslexic children receive successful intervention before age 10, there was little if any hope for improvement. I now know that is simply not true. Olivia is a walking poster child for what The Spalding Method can accomplish with older children.”

Olivia Determined

Beginning at age 14, Olivia entered a volunteer program at the city zoo. To be accepted required a personal interview, two days of training, passing two tests, and classes to learn about the zoo animals. All were major challenges for a dyslexic child who had trouble reading. That didn’t stop Olivia. She was accepted and volunteered 235 hours at the zoo.
Last year, Olivia took part in the Prudential Spirit of Community Awards program, the largest youth recognition program in the United States based exclusively on volunteer community service. Some 22,000 middle school and high school students from around the country apply to the Prudential program. Prudential awards the Silver to one high school and one middle school student from each state. Olivia was the middle school Silver award winner from Alabama in 2009.

Mrs. Cale explains what happened next.

**Prudential Award**

The Silver recipients are flown to Washington with a parent - all expenses paid for a very magical four non-stop days where the students (110 of them) were treated like rock stars. (Two from each state, two from D.C. and two from Ireland, Korea, Japan, and Taiwan.)

We attended a wonderful reception/dinner at the Smithsonian Museum of Natural History. Mrs. Bush spoke and took questions from the students. Each group had a chance to speak with her personally and be photographed with her. Each student was personally honored and given a check for $1000.00 from Prudential.

Eileen Oliver shared the paragraph below that Olivia wrote after they had completed the 3rd-grade level biography of Helen Keller. Mrs. Oliver asked Olivia to compare herself to Helen, and she did a wonderful job. This was written in May after 36 hours of tutoring.

_I am Helen_

_I am Helen but I am different because I am Dyslexic. I feel like Helen because I was trapped in my mind like she was._

_She was trapped by being deaf, blind, and unable to speak. I was trapped because I could not read. Helen was angry because she could not communicate. And I was angry because I could not read. Then a stranger came along and showed Helen how to communicate. Helen’s teacher was Miss Annie._

_Then came along a stranger who is teaching me how to read. That person is named Mrs. Oliver. She has shown me the way just like Miss Annie did with Helen. I love you Mrs. Oliver. I thank you so very much._

Olivia Cale
Name Change for Scottish Rite Learning Center of Austin

In the spring of 2011 the board of directors of Scottish Rite Learning Center of Austin, Inc. voted to change the name of the center. In order to clarify our focus and heighten our profile, we are now Scottish Rite Dyslexia Center! It is wonderful to have the public know the focus of our mission without additional explanation!

This summer SRDC completed over 6 weeks of teacher training including Language Foundations five-day class, Introductory and Advanced Dyslexia Therapy Training, and Take Flight Retraining for CALTs. The five Qualified Instructors reached a total of 68 trainees. Our first two trainees for Instructor of Academic Language Practitioner began their training during the summer. Casey Harrison and Tara Cevallos, both CALTs, will follow SRDC’s second cohort of Academic Language Practitioner trainees through to their graduation.

Thanks to our versatile facility, SRDC also was able to hold six weeks of Summer FUNdamentals, a learning camp for students with dyslexia and other struggling readers in kindergarten through eighth grade. Classes were offered in pre-reading skills, reading and spelling support, study skills and a new program for written expression. A total of 96 spaces were filled throughout the summer. The therapists identified strengths and weaknesses, built skills and made recommendations to parents while keeping the children eager and enthusiastic. SRDC would like to thank LaNan and Mike McKinney and the Austin Optimists Club for providing scholarships to make Summer FUNdamentals available to children whose families could not otherwise afford for them to attend.
Teacher-Scholars Graduate

The Twelfth Annual Graduation Ceremony for educators completing the IMSLEC accredited Children's Dyslexia Centers of New Jersey Initial Certification Program was held on May 19, 2011.

The twenty-five graduates had been scholarship recipients in a program funded by the 32° Masonic Children's Learning Centers in partnership with Fairleigh Dickinson University. Teachers were also awarded FDU’s nationally accredited Orton Gillingham Teacher Certificate.

Dr. Mary Farrell, Director of the Center for Dyslexia Studies, and Robert J. Sheridan, Scottish Rite Active for NJ, awarded the certificates to the applause of over two hundred guests in the ballroom of the Mansion on FDU’s Madison campus. Teachers were cheered on by the parents, grandparents, spouses, and children who supported them throughout the program.

Thurman Pace, past Scottish Rite Deputy for NJ, awarded Kathleen Bostock, M.A., Director of the Burlington Center, the John Philip Berquist Award for her ceaseless efforts to improve the lives of children who are dyslexic.

Verdon R. Skipper, past Scottish Rite Deputy for NJ, recognized the generous contributions of Lee and Linda Wallace on behalf of the Jane B. and Robert Wallace Foundation.

Scholarship recipients completed the twelve-credit, four semester program through Fairleigh Dickinson which is the only university in New Jersey to offer a comprehensive, IMSLEC accredited, certificate program in multisensory structured language teaching.

The twice-weekly supervised practicum experience was completed at the five Masonic Children's Learning Centers throughout the state which include Tenafly, Hasbrouck Heights, Scotch Plains, Northfield, and Burlington.
Shelton MSL Training
Unique Features of Sequential English Education (SEE)

Sequential English Education (SEE) is a multisensory structured language education (MSLE) approach. SEE was originally written as Alphabetic Phonetic Structured Language (APSL) by Dr. Charles Shedd in the early 60’s. Joyce Pickering rewrote and expanded the approach in 1975. SEE was originally written to be used by paraprofessionals under certified, trained professionals. Since 1965 it has been used in individual (1:1) sessions, in small groups (3 – 7 students) and in classrooms.

This approach contains the 11 components of an MSLE program. The student profile is an individual who demonstrates the characteristics of dyslexia, ADHD or a combination of these learning differences. Manuals are available for students five years old through adults.

The distinctive features include:
• Early intervention
• Pattern perception in structural linguistic order
• English pattern presentation from simple to complex
• Intensively VAKT / multisensory using visual, kinesthetic and tactile input) through the use of memory board
• Vocabulary development and comprehension
• Handwriting program
• Auditory discrimination and memory training

Throughout the series every word a student reads he defines and reads in sentences. Students paraphrase each sentence they read in their own words. All decoding errors are remediated three times on the memory board.

For more information, contact Shelton Outreach Training Center by phone (972-774-1772, ext 2223) or email Joyce Pickering (jpickering@shelton.org).
Southern Methodist University Learning Therapy Center

Learning Therapy Center
The Learning Therapy Center, a part of Southern Methodist University’s Annette Caldwell Simmons School of Education & Human Development, offers three graduate-level certificate programs at the SMU-in-Plano campus for individuals interested in working with children or adults who have dyslexia or related written-language disorders. The programs include the Learning Therapy Teaching Level Certificate, the Learning Therapist Graduate Certificate (LTP), and the Certificate of Advanced Studies (CAS).

Teaching Level Program
The Teaching Level program, which prepares individuals to work as dyslexia teachers in small remedial classes in public or private school settings, is a one-year course of study. 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), fluency, spelling, cursive handwriting, and written composition. During this year of study, students must successfully complete 11 hours of graduate credit coursework, as well as teaching demonstration lessons and supervised hours of clinical teaching experience. Upon satisfactory completion of the curriculum, students are eligible to take the National Alliance Registration Exam at the Teaching Level. Individuals who are interested in becoming a Certified Academic Language Therapist (CALT) must continue for an additional year of study.

Learning Therapy Program
The second year of study, the 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 an additional 11 hours of graduate credit coursework. During the LTP year, students continue to accrue supervised clinical teaching hours and complete 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 Therapy Level.

**GRADUATES OF THE LEARNING THERAPIST CERTIFICATE PROGRAM:**
- May apply to become a member of the Academic Language Therapy Association (ALTA) upon successful completion of a registration exam
- Work as Academic Language Therapists with dyslexic students in a variety of settings and contexts—private and clinical settings as well as private and public schools.
- Serve as dyslexia representatives giving in-service programs, designing appropriate educational programs, and consulting about dyslexia issues for private and public school districts as well as other interested groups and individuals.

For more information on admission to the program contact the Learning Therapy Center by phone, 214-SMU-READ (768-7323), or email: Learning@smu.edu.

**Southwest Multisensory Training Center** announces a location change, and name change. SWMTC is proud to announce that it has become McKinney Christian Teacher Training. We are now housed at McKinney Christian Academy, 3601 Bois D’Arc Road; McKinney, Texas 75071.

Peggy Brooks has been named the Director of the program, and Beverly Dooley, Ph.D. will continue to lecture as needed.

Any training information can be located at the McKinney Christian Academy website by clicking on the Directed Studies Program, then clicking on Teacher Training. We look forward to hearing from you in the future.

Our new email addresses are:
pbrooks@mckinneychristian.org
bdooley@mckinneychristian.org

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Training Course - Record Retention Policy for Course Graduates
The following information must be kept on all course graduates who are keeping CEUs current and are in good standing:

- a cover sheet or checklist which documents all cumulative records and hours;
- a copy of the certificate of completion;
- documentation of a bachelor or master degree; and
- record of CEU hours (monitored in addition to ALTA).
- Electronic storage is acceptable.

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IMSLEC Meetings in Chicago
Tuesday, November 8, 2011
6:00 PM  Dinner
6:45 PM  Board Meeting
Hilton: Private Dining Room 1

Wednesday, November 9, 2011
10:00 AM  Accreditation Committee
12:00 PM  IMSLEC Lunch
1:00 PM  IMSLEC Council
4:00 PM  IMSLEC Board
Hilton: Private Dining Rooms 1 & 2

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