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 MSLEC 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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Public School Partnership Provides Powerful Results

In 2004 The Hill Center in Durham, North Carolina, began a partnership with the Davie County Public Schools with funding support from the Mebane Charitable Foundation. Through this partnership reading remediation, Title I, exceptional children, and English Language Learner teachers have been trained in The Hill Center’s Reading Achievement Program, a program accredited by IMSLEC which focuses on developing phonological awareness, decoding, fluency, vocabulary, and comprehension skills. Nearly sixty teachers have achieved Teaching Level Certification and three teachers have reached the Instructor of Teaching Level. Program implementation began in the elementary schools in 2005 and was expanded to the middle schools in the fall of 2008. In the spring of 2010, Davie County administrators agreed to continue to sustain HillRAP program implementation in Davie County by including HillRAP in the yearly budget. Pam Jewell, Director of Exceptional Children’s Programs in Davie County, led the charge for sustaining HillRAP training: “With the support of our superintendent, Dr. Robert Landry and the Davie County Board of Education, our schools have heightened the commitment to teach all students to read. The HillRAP Program has become an integral part of that commitment. We like the results we have seen and have therefore budgeted additional local funds to maintain the staff development needed to protect the fidelity of the HillRAP Program in grades K-8.”

Since the program’s inception, studies have been conducted by the Research Triangle Institute and Duke University to document HillRAP’s efficacy. In the first year of the program’s implementation at the middle school level, statistically significant student gains were noted on the reading End of Grade tests and on reading fluency and word identification scores. Pre- and post-testing using the Woodcock-Johnson Tests of Achievement showed an average gain of two years in the areas of word identification and reading fluency.

In addition to HillRAP implementation in classes with a four-to-one student ratio, two HillRAP Strategies clinics have been established at elementary schools. These clinics focus on instruction using multisensory techniques to teach phonological awareness, decoding, and fluency. Clinic supervisors monitor student progress using DIBELS and reading inventories. For example, in the kindergarten-first grade clinic, one teacher is paired with three at risk students. The students are introduced to phonemic awareness activities using manipulatives (colored chips, blocks, etc.): the students progress to using finger tapping or sliding or pausing to indicate phonemes on their arms. Students are encouraged to invent their own kinesthetic way to support phonemic awareness e.g., chin tapping or toe tapping, so that students learn to “own” the idea of using and creating strategies to support learning.
Hill Center continues from cover

Luwonna Oakes and De Ewing supervise the two reading clinics; both teachers are master's level reading specialists who have achieved the Instructor of Teaching Level Certification through HillPREP (Professional Education Program). Mrs. Oakes and Mrs. Ewing have been pleased with the documented growth that students in these clinics are experiencing. Mrs. Oakes commented: “I cannot tell you the impact this is having. I was in tears this morning when I did the final DIBELS assessment on a first grade ELL student who is established in all areas of DIBELS and in two areas his score was double what it needed to be to be considered established.”

The Hill Center’s partnership with the Davie County Public Schools and the Mebane Charitable Foundation has been a mutually beneficial relationship with the chief beneficiaries of the partnership being struggling readers. Allen Mebane’s, Founder of the Mebane Charitable Foundation, goal was to have all children reading in Davie County by the third grade. With the commitment and shared experience of all parties involved, this dream can become a reality.

Continuing Education

Graduates of IMSLEC-accredited training courses shall maintain documentation of 30 clock hours of continuing education obtained every three years. Such CEU document-ration shall be available for audit if requested by the training course director.

In addition, graduates are required to submit a list of earned CEU credits to their course director upon the triennial anniversary of their course completion. Graduates who fail to send in a list of earned CEU’s upon their triennial anniversary will not be listed in the Directory.

If you have read a new book or recent journal article that you believe would make a good addition to IMSLEC’s approved list, please email your recommendations to nancycushenwhite@gmail.com.

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Accredited by the International Multisensory Structured Language Education Council (IMSLC), 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.

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FAIRLEIGH DICKINSON UNIVERSITY
College at Florham, Madison, NJ
Metropolitan Campus, Teaneck, NJ
President’s Report

IMSLEC continues to be active in numerous areas. Most important, of course, is the ongoing careful implementation of the accreditation process. New course applicants are expressing interest and submitting applications, and previously accredited courses are pursuing reaccreditation. IMSLEC’s stamp of approval, earned following a rigorous application, self-study, and site visit process, continues to be valued. In addition to ongoing accreditation work, other highlights include the following items:

- IMSLEC is on the verge of having its first e-newsletter! This will not only allow IMSLEC to reduce costs but make it easy and cost-effective for Council members to forward the newsletters to their graduates and course participants and, thus, increase awareness of IMSLEC’s mission and services;

- Continued progress on addressing potential accreditation for schools which use MSL instruction; Phase I is expected to be accreditation of schools affiliated with currently accredited courses;

- Increased movement of some logistical management to Madeleine Crouch and Co.; under consideration is the possibility of moving the directory production to this management organization; and

- Ongoing updates for the website.

It is the expertise and commitment of IMSLEC’s Board, Council and Executive Director that make forward movement possible for the organization. I send a heartfelt thank you to all who work tirelessly to promote and insure the delivery of high quality services to individuals with dyslexia and related disorders.

Sincerely,

Maureen K. Martin
President

Attention Course Directors:

At the annual meeting in Phoenix, the Council discussed the importance of keeping track of the number of students trained in multisensory structured language education each year. Course Directors received an email on April 1st requesting that they research this information, beginning in the year 1998. (No, it wasn’t an April Fools Day joke!) If you do not have information going back that far, please begin wherever you can. A form was provided to complete and return to Marty Cooley by April 29. In the future we will be able to keep this information updated with information taken off of the Annual Report. Thank you for your cooperation!
Neuhaus Education Center Receives Award

Neuhaus Education Center is honored to be the 2011 Regional recipient of The Simmons Luminary Award presented by the Annette Caldwell Simmons School of Education and Human Development at Southern Methodist University.

The Simmons Luminary Award honors individuals and organizations that have shown an extraordinary commitment to improving lives through education. Neuhaus Education Center is proud of its role in a successful collaboration with the Brownsville, Texas, school district. For more than a decade, Neuhaus has supported the district’s professional development initiatives. Brownsville teachers who had received Neuhaus professional development found success in their classrooms. Brownsville students outperformed other Texas districts serving students with similar income levels in reading and math at all grade levels, and in 2008. Neuhaus Education Center’s collaboration with Brownsville helped to close the achievement gap among poor and minority students. At Neuhaus, we are changing lives.

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.

IMSLCE is a 501(c)(3) nonprofit corporation and all donations are tax deductible.

Professional Development Programs for Teachers and School Administrators

- Certification available in The Hill Center’s PREP Program, a multisensory language methodology, accredited by IMSLEC
- Customized workshops and consultations
- Earn CEUs through our one- and two-day workshops and online courses
- Nationally-recognized K-12 school for students with LD/ADHD

The Hill Center
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Shelton Outreach Trains Public School Teachers

Shelton Outreach Center is receiving increasing requests for training and two of those efforts are for public school settings. Nancy Coffman is training in the public schools in Alabama.

The Alabama State Board of Education (SBOE) is committed to serving students with dyslexia and related disorders across the state. Building on the Alabama Reading Initiative, state education officials decided to invest in specialized teacher training. The goal is to have a Certified Academic Language Therapist on every campus. The decision makers within the SBOE found that when teachers have the therapy level training, they are able to serve the students with the most severe reading difficulties in their “Tier Three” settings, but also have an impact in the regular classroom and in small pull out groups. Two school districts, Vestavia (an urban district) and Oxford (a rural district), began the first two groups in 2009. In 2010, the SBOE began therapy level training for two groups of teachers from across the state. Applications for the next two cohorts have been issued. Those groups will begin this summer. It is exciting to see the forward thinking and dedication to quality training to serve children. The SBOE intends to continue the training until there are qualified Instructors within the state, leading the state to self-sustainability. The impact of this initiative will have lasting effects.

In Dallas the Church of the Incarnation and Shelton Outreach Center are collaborating on a plan to offer training at the J. W. Ray Elementary school. The school has an enrollment of 350 and a staff of approximately 35. The outstanding principal, Onjaleke Brown, and her staff are anxious to have MSL training.

Applications for funding for this effort will be made to several foundations so that a three-year training program can be completed at Ray. The goal is to train all of the staff this summer in the Sequential English Education (SEE) approach and to continue with the training in the following years, helping the staff develop their own instructors and so become self-sustaining.

Another goal is to establish a Saturday and Summer Scholars program at the school with volunteer tutors trained by Shelton coming from the Church of the Incarnation and the Roseland Community, which surrounds the school.

The Shelton Outreach Center is proudly celebrating its 20th year of service.

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Windward Teacher Training Institute

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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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- Multisensory Reading Instruction • Expository Writing Instruction
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Windward Teacher Training Institute is a division of Windward School, an independent school for students with language-based learning disabilities, located in White Plains, New York.

A non-profit 501 (c)(3) corporation established in 1995
Etoile DuBard Award of Excellence

Dr. Etoile DuBard was an educator and visionary who brought the gift of language to hundreds of children through her work with deaf and aphasic children at what is now known as the DuBard School for Language Disorders. In addition, she trained hundreds of college students and professionals in the Association Method (renamed the DuBard Association Method®) through the University of Southern Mississippi. Dr. DuBard was a founding member of IMSLEC. After her death in 2003, IMSLEC created the Etoile DuBard Award of Excellence in the field of multisensory structured language education, to be awarded annually to a person who meets the ideals, professionalism and dedication exemplified by the life of Etoile DuBard. It was with great pleasure that Maureen Martin pronounced Mary E. North as the 2010 recipient of this award. Dr. North is the Director of Research and Curriculum at Spalding Education International. She was instrumental in the creation of IMSLEC and the IMSLEC Accreditation Process.

Dr. Mary E. North receives award from IMSLEC president Maureen Martin.

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IMSLEC Recognizes 2010 MSLE Innovators

The IMSLEC Innovator Awards were announced at the Council’s 15th anniversary luncheon in Phoenix on October 27, 2010. Each year beginning in 2003 awards are presented in the following categories: Outstanding Educator in a College or University, Outstanding School Administrator, Outstanding MSLE Therapist, Outstanding MSLE Teacher, and Outstanding MSLE Professional. IMSLEC applauds the dedication and hard work of the following individuals.

Dr. Richard Evans received the Outstanding MSLE Professional award from IMSLEC President, Dr. Maureen Martin, and Council Member, Melanie Royal. Dr. Evans, an undiagnosed dyslexic himself, dropped out of high school. After a psychological evaluation for depression led to a correct diagnosis, he returned to school and is now an Assistant Professor in Special Education at San Angelo State University.

Dr. Mary Farrell, Director of the Learning Disabilities Program at Fairleigh Dickinson University, receives her award for Outstanding Educator in a College or University.

Dr. Timothy Odegard, University of Texas at Arlington Assistant Professor in Psychology, was described as a unique combination of researcher and educator. His award was presented by Maureen Martin and Joyce Pickering, IMSLEC board member.

Meg Carlsen (center), Outstanding MSLE Therapist and teacher at Shelton School, is joined by Shelton colleagues, Chris Bedenbaugh, Nancy Coffman and Joyce Pickering.

2010 MSLE INNOVATORS continued on page 8
Linda Brady (center) is the Director of Exceptional Children’s Program for the Vestavia Hills Board of Education, Vestavia Hills, Alabama. She received the Outstanding School Administrator award.

Barbara Murphy received the Outstanding MSLE Teacher Award from Mary Farrell and Maureen Martin. Barbara stays busy in her work as an Adjunct Professor and Coordinator at the Fairleigh Dickinson University Center for Dyslexia Studies as well as working as a Trainer and Practicum Instructor at the Masonic Children’s Learning Center in Hasbrouck Heights, New Jersey.

Innovator recognition was also awarded to the following individuals who were unable to attend the luncheon: Gail Linam, Ph.D, Dallas Baptist University, for Outstanding Educator in a College or University; Lynn Ottaway, The Gow School, for Outstanding MSLE Teacher; and Khristie Goodwin, Oxford City Schools, for Outstanding School Administrator.

Southwest Multisensory Training Center

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Every gift makes a difference as we grow the organization and expand our influence in the profession of multisensory structured language education therapists and teachers.

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Alice Marsel  In Honor of Sandy Thompson  
Rosemary Williams  In Honor of Sylvia Richardson  
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Laurie Wagner  
American Montessori Society  In Honor of Joyce Pickering  
Rai Thompson  
Judith Birsh  
Concha Wyatt  
Joyce Pickering  In Memory of Pat Lindamood, Kay Yonker-Sullivan, and Etoile DuBard

Spring Board Meeting

Date: Thursday, April 7, 2011
Time: 3:00 pm – 9:00 pm – (Dinner included)
Location: Hamilton Room  
Hilton Dallas Lincoln Centre*  
5410 LBJ Freeway  
Dallas, TX 75240  
972-934-8400
Details: A luncheon will be held with the ALTA Board on Friday, April 8th in the Atrium / Reflections room.  
The hotel is located approximately 20 – 25 minutes from DFW International Airport and Love Field Airport.
High School Senior Receives Therapy at The DuBard School®

Zachary "Zac" Jones had always struggled in English and reading, but excelled in science and math. He was tested for dyslexia as a child but was not properly diagnosed until 2009, when he was 17 years old. The high school senior then began outpatient therapy at the DuBard School for Language Disorders at The University of Southern Mississippi, and he immediately started making progress.

"Within two months of starting therapy, I could tell a difference at school," said Zac Jones. "I was reading better. I could sound out words and understand their meaning. My grades continue to improve."

After just one year of therapy using the DuBard Association Method®, his ACT score nearly DOUBLED with his highest score in English. Plus, his grades improved in all academic areas. The DuBard Association Method® is a phonetic, multisensory teaching-learning strategy that was designed for students with severe speech, language and/or hearing disorders including the written language disorder of dyslexia. It is implemented in an incremental, systematic and cumulative manner.

Jones now attends Jones County Junior College in Ellisville, Mississippi and plans for a career in science. He continues therapy twice a week at DuBard School and says his reading improves each month.

The DuBard School serves about 40 students, including Jones, through the outpatient therapy program. Students attend both one-on-one and small-group sessions two to four times a week. In addition, 80 students are served in the full-time enrollment program.

IMSLEC Meetings in Chicago November 2011

The IDA annual conference is scheduled in Chicago beginning Wednesday, November 9, 2011. The conference lodging will the Hilton Chicago on Michigan Avenue. IMSLEC meeting days and times will be announced after the spring board meeting.

2010 – 2011 Board Meeting in Phoenix

Immediately following the annual Council meeting in Phoenix, the newly elected board held their initial meeting. The following officers were elected to serve for a one-year term:

Maureen K. Martin  President
Karen Vickery  VP/Pres Elect
Karen Avrit  VP / Accreditation
Mary Farrell  Treasurer
Nancy C. White  Secretary

Maureen Martin expressed her commitment to increasing the number of accredited courses in 2011, and she asked the board to encourage qualified training course directors to apply for accreditation. In addition, she would like to see a stronger collaboration with ALTA, as well as the completion of a pilot school accreditation process. Goals for the website include the addition of more pictures, researching web search optimization, and marketing through Facebook.