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 MSLE clinicians and teachers, establishing standards and criteria of excellence for the programs it accredits.

Currently 39 accredited training courses are located 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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Parallel Paths to Multisensory Instruction

In July, 2014, the Board of Directors of the International Dyslexia Association (IDA) voted to adopt a universal term which encompasses all approaches to reading that meet the IDA Knowledge and Practice Standards for Teachers of Reading. This term, Structured Literacy, also provides a single term to represent many excellent Multisensory Structured Language Education (MSLE) approaches which meet the content and principles of instruction as defined by the International Multisensory Structured Language Education Council (IMSLEC®). IMSLEC® indicated that content must include phonology and phonological awareness, sound-symbol association, syllable instruction, morphology, syntax, and semantics. Principles of instruction include simultaneous and multisensory, systematic and cumulative, synthetic and analytic, direct instruction, and diagnostic teaching to automaticity. Although Structured Literacy is a newly-adopted 21st-century term for these approaches, two of them, Orton-Gillingham and the DuBard Association Method® (derived from McGinnis’ Association Method) had their roots in the early 20th century.

The early 1900s saw a rise in interest in students with learning differences. Three individuals, Dr. Samuel T. Orton, a neurologist, Anna Gillingham, a math teacher and school psychologist, and Mildred McGinnis, an educator of children who were deaf or hard of hearing and later a speech-language pathologist, devised two different MSLE programs to address the needs of these students. Although these methodologies had different roots, they were remarkably similar at the time and remain so today.

Dr. Orton began his journey into dyslexia education in 1917, when he read Dr. James Hinshelwood’s account, written in 1896, on congenital word blindness. This was a condition in which otherwise typical learners, with no visual acuity problems, had great difficulty learning to read. Orton called this condition, “strephosymbolia,” or twisted symbols. Then, in 1925, Orton...
October 2014

From the President . . .

Greetings:

In its 19th year, IMSLEC is busier than ever. IMSLEC-accredited programs have trained over 9,000 teachers. We currently have 39 accredited training courses with 93 sites. There is an IMSLEC-accredited training course in all but a few states. This past year we accredited our first program outside the continental United States in Puerto Rico.

As IMSLEC President, I am proud of the dedicated individuals who direct our accredited training programs. Earning accreditation status requires completion of a comprehensive application, self-study, and an on-site accreditation visit. I am proud of our programs for their willingness to do this work in order to meet IMSLEC requirements, demonstrating that they have met a gold standard in training teachers in Multisensory Structured Language Education (MSLE). For IMSLEC, the quintessential factor in creating a quality program is the incorporation of a practicum in which trainees are supervised as they work with individuals with dyslexia.

I am proud of the fact that our trainees have made a positive impact on the lives of thousands of individuals with dyslexia and their families by providing effective reading instruction to those who struggle with reading. An informal survey conservatively estimated that MSLE teachers teach, on the average, 15 struggling readers each year in classroom assignments, reading clinics, or private practice. It is likely that the 9000 teachers who have graduated from IMSLEC programs are currently helping 135,000 struggling readers—and that is just during one year.

I am proud of the partnerships we have formed to broaden and strengthen the reach of MSLE. IMSLEC has always worked closely with the Academic Language Therapy Association (ALTA), and that partnership is formalized in The Alliance for Accreditation and Certification of Structured Language Education, Inc. We join forces to spread the word about the efficacy of MSLE for addressing reading disability and for assisting families and professionals to identify teachers who have been rigorously trained to meet ALTA and IMSLEC standards.

I am proud of the fact that the quality of our training programs has been recognized by the International Dyslexia Association (IDA) and that IMSLEC has been accredited by IDA as meeting its Knowledge and Practice Standards for Teachers of Reading. We will continue to work toward a meaningful partnership with IDA. IDA has reached out to IMSLEC, ALTA, and The Alliance to refer MSLE teachers as prospective members of an advisory committee working to develop a certification exam. I am pleased that IMSLEC will be represented on that committee. Officers of IMSLEC, ALTA, and The Alliance plan to meet with IDA officers in conjunction with the Annual IDA Conference in San Diego to discuss additional ways in which we can collaborate toward the goal for which we all strive—to make teacher training as effective as possible for helping struggling readers to succeed.

I want to take this opportunity to thank the many individuals who have contributed their time to IMSLEC—standing council and board members, executive committee members, and particularly our executive director, Marty Cooley. It has taken many years of hard work by an ever-growing corps of dedicated, skilled, and tenacious individuals for IMSLEC to have become the professional organization it is today—recognized nationwide for developing and maintaining the rigorous requirements needed for training teachers to work effectively with struggling readers.

Best wishes for a wonderful learning experience in San Diego.

Regards,

Mary Farrell

Mary L. Farrell, Ph.D., OG-THT

The International Multisensory Structured Language Education Council

The IMSLEC Record

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learned of a boy named "M. P.," a 16-year-old high school student who had not achieved functional reading skills. He believed that treatment for this condition should be educational and that associations should be built across all sensory modalities.

Anna Gillingham, while teaching gifted students at the Ethical Culture School, became puzzled by bright students who had trouble reading and spelling. She heard of Orton's work and, in 1931, began working with him at the New York Neurological Institute. Together with Bessie Stillman, Orton and Gillingham devised a methodology still used today to teach students with dyslexia and other related reading disorders.

Mildred McGinnis worked at the Central Institute for the Deaf (CID) in St. Louis, Missouri. She was charged with teaching students to read and write, as well as speak and understand spoken language. She noticed that some of the children who were deaf or hard of hearing had a more difficult time learning than would have been expected. At about the same time, through her work rehabilitating soldiers who lost speech and language skills as a result of traumatic brain injuries suffered during World War I, she began to investigate the possibility of a congenital condition that was causing the same problems in her students who had not suffered trauma, but were unable to acquire typical oral and written language skills. By 1922, she had devised ways of teaching these soldiers to regain the speech they had lost as a result of war injuries, and she applied these teaching principles to the children she saw in the clinic who exhibited the same symptoms. Thus was born the Association Method. This method, as it has been refined and expanded through over fifty years of clinical implementation at the DuBard School for Language Disorders at The University of Southern Mississippi, is now known as the DuBard Association Method®.

Today, these two approaches, as well as numerous excellent derivatives of Orton-Gillingham such as Alphabetic Phonics, Slingerland, Spalding, and others, are used to teach children with difficulties in reading and written language. Although the Orton-Gillingham approach and the DuBard Association Method® were developed by professionals from different backgrounds, independently of each other, these methods share more similarities than differences. Three people, who approached the development of their educational methods from different perspectives, were highly motivated to teach children with learning differences. Orton was the neurologist who studied the brain and hypothesized about the reasons for the difficulties students were having. Gillingham was the psychologist and math teacher who broke down the language and organized it in a systematic, methodical way for teaching. McGinnis was the educator of students who were deaf or hard of hearing, and later speech-language pathologist, who related the oral and written language difficulties she saw in her students to difficulties endured by adults with injuries to the brain.

The populations they served also shared similarities. They all had difficulties with language. Orton and Gillingham saw many bright students with no visual impairment who had difficulty learning to read, or students who were "word-blind." For McGinnis, it was students who behaved as if they were deaf, but who did not learn at the same rate and in the same way as other students who were deaf or hard of hearing, or students who were "word-deaf."
The Orton-Gillingham approach and the Duffard Association Method®, along with others, meet strict national standards for content and principles of instruction for reading set forth by IMSLEC® since 1995, and IDA in recent times. Ironically, it was the work of Orton, Gillingham, and McGinnis starting in the 1920s that set the gold standard for these successful MSLE approaches that today are termed Structured Literacy by IDA. These pioneers, geniuses of their time and professional disciplines, provide a model of excellence for clinicians today.

Susan Perry, MS, CCC-SLP, CALT  
Maureen K. Martin, PhD, CCC-SLP, CED, CALT, QI  
Missy Schraeder, MS, CCC-SLP, CALT, QI

References

“Dyslexic students need a different approach to learning language from that employed in most classrooms. They need to be taught, slowly and thoroughly, the basic elements of their language – the sounds and the letters which represent them – and to put these together and take them apart. They have to have their writing hands, eyes, ears, and voices working together in conscious organization and retention of their learning.” - Margaret Rawson (personal correspondence).

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919.489.7464  
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Certification available in The Hill Center’s multisensory language methodology, HillPREP, accredited by IMSLEC.

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NEW DEVELOPMENTS

Dubard School for Language Disorders, Hattiesburg, MS
In June, 2014, the DuBard School for Language Disorders at The University of Southern Mississippi, in collaboration with the Department of Curriculum, Instruction, and Special Education, began a Master of Education in Dyslexia Therapy degree program. This master’s degree is an expansion of the accredited program and includes all of the content and principles of instruction required by IMSLEC. The expansion will include a greater emphasis on research and assessment. This program utilizes, as its multisensory structured language education (MSLE) program, the DuBard Association Method® which has been accredited by IMSLEC since 1998 at the Teaching, Instructor of Teaching, Therapy, and Instructor of Therapy levels. Graduates of this degree program will meet IMSLEC Therapy level standards.

Rawson Saunders Institute, Austin, TX
Since accreditation was awarded in November 2013, Rawson Saunders Institute has doubled the number of offerings for the 2014-2015 school year. We have responded to community requests by offering more evening and Saturday professional development opportunities.

Gow School, South Wales, NY
The Reconstructive Language program continues to be fine-tuned under the umbrella of IMSLEC. A new portion of training on syntax is being developed. Plans are underway for guest lecturers to conduct workshops. A full-day workshop during the hectic academic year is being dedicated to ongoing training.

With the qualification of new instructors, an Instructor’s Manual is being compiled which contains job descriptions, organizational charts, forms and other resources needed to conduct training. Plans to begin the training process for one more instructor are also being made.

The Gow School teacher-training program in Reconstructive Language is currently in process of reaccreditation. The levels of Therapy and Instructor of Therapy were added to the accreditation application. As always, the self-study process, by nature, has resulted in improvements to the overall framework of the teacher-training program at the Gow School.

The Gow School teacher-training program includes the Gow School teacher-training program, which has been accredited by IMSLEC since 1998 at the Teaching, Instructor of Teaching, Therapy, and Instructor of Therapy levels. Graduates of this degree program will meet IMSLEC Therapy level standards.

Continuing Education

Is it possible for a certified tutor at our Center to offer a seminar that could be counted as CEU credit for themselves as the seminar leader as well as CEU credit for the class?

Yes, it is possible for a certified tutor to present a seminar that could be counted as CEU credit for the presenter as well as the attendees. However, the presenter can only receive credit one time for that particular seminar. In addition, the activity, content and learning outcomes must be related to the sciences as they pertain to dyslexia and related disorders or to related fields, such as learning disabilities and speech and language disorders. Activities, content, and level must be beyond requirements of IMSLEC-accredited courses and must contribute to the acquisition of new skills and knowledge.

My teaching level certification has lapsed due to family circumstances out of my control. Is it possible to regain my certification? It has been two years since I have turned in professional development credits.

Course directors must have a process whereby graduates who have not kept their CEU requirements current can regain their certification. The course director will have the authority to decide what the graduate must do to regain certification.

Where do I turn in my Certificate of Attendance at the IDA Conference for my IMSLEC CEUs?

You do not turn in your certificate at the conference. All certificates and documentation of attendance at approved continuing education events are to be kept by the trainee until requested by the course director or ALTA.

Website

The IMSLEC website has our old location address and contact information as we have moved recently. Who do we contact to update that information in your records?

The director of the course has been given the security rights to update course contact information. In addition, the course director is responsible for adding new graduates and deleting those graduates who have not complied with CEU requirements.

What about the contact information for course graduates? How do they update their information?

Graduates can update their own contact information after logging in through the Members Only portal of the website.

Any problem with the website can be reported by emailing office@imslec.org
Every child deserves a well-trained teacher
Slingerland® Multisensory Structured Language Training provides systematic, sequential instructional strategies

Every child deserves a well-trained teacher
Slingerland® Multisensory Structured Language Training provides systematic, sequential instructional strategies

Unlock Your Child's Potential
We view dyslexia as a gift which allows the brain to think and create in unique and intuitive ways. Our structured literacy approach unlocks these gifts.

Unlock Your Teaching Potential
We create an immersive, collegial learning environment for developing your multisensory teaching skills.

The DuBard Association Method® is a successful intervention for teaching language, speech and reading to students whose diagnoses range from deaf or hard-of-hearing, to articulation, to language, to specific learning disabilities, to dyslexia.

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Colorado Department Of Education Approves Literacy Intervention Specialist Certification Program To Offer Higher Levels Of Education Endorsements

The Literacy Intervention Specialist Certification Program fulfills criteria.

COLORADO SPRINGS, Colo. – The Literacy Intervention Specialist Certification Program, an IMSLEC accredited course from the Colorado Literacy and Learning Center offered in a partnership with Colorado College, recently received authorization from the Colorado Board of Education to offer endorsement preparation programs for reading teachers and reading specialists.

Educators who have Colorado teacher licensure and have completed the Literacy Intervention Specialist Certification Program through the Summer Session at Colorado College may now also receive Reading Teacher Endorsement or Reading Specialist Endorsements from the Colorado State Department of Education.

“It is exciting for teachers to be able to receive rigorous training in our certification program, earn a reading endorsement, and apply all credit to a Master’s degree if they choose,” commented Lynne Fitzhugh, Ph.D., LISCP founder and director. “It adds so much to their opportunities for professional advancement.”

At its February meeting, the Colorado Department of Education found the Literacy Intervention Specialist Certification Program (LISCP) meets the following criteria:

- It utilizes a program approved by the Colorado READ Act in order to teach the pedagogy of reading remediation.
- It is built in a holistic and developmental manner for students to grow and deepen their knowledge and skills over time.
- The program’s developmental trajectory is comprehensive and systematic in terms of instructing students in the underlying pedagogy of reading instruction.
- LISCP uses scientifically based research as the foundation of the program.
- Model lessons are presented throughout the LISCP courses.
- State expectations are clearly addressed throughout the LISCP program, including the literacy expectations.
- The program is heavily practicum-based, with rigorous expectations for lesson design, instruction, and assessment of students.

LISCP began at the Colorado Literacy and Learning Center in 2007. In the summer of 2008, CLLC partnered with Colorado College to open a Reading Institute. CLLC earned IMSLEC accreditation for LISCP at the Teaching Level in 2010 and at the Therapy Level in 2012. Through LISCP, Colorado College has earned accreditation from the International Dyslexia Association (IDA) as a college or university meeting the organization’s “Knowledge and Practice Standards for Teachers of Reading.”

Since 2008, the Reading Institute at CC has grown from one course to seven core courses, which provide graduate students 5.75 Colorado College units of credit, over one-half of credits needed for a Master of Arts in Teaching – Literacy Intervention Specialist degree. Electives in the areas of multi-sensory math, neuropsychology, and assessment are optional.

After year one in LISCP, individuals who complete the coursework and have sufficient practicum hours and observations may register to sit for the national Alliance Exam to qualify for certification with the Academic Language Therapy Association (ALTA) as Certified Academic Language Practitioners (CALP); after completion of year two requirements, graduates may sit for certification as Certified Academic Language Therapists (CALT).

Director of CC’s Summer Session Ann Van Horn says, “This program is in high demand and fills quickly. Colorado College is providing a great service through this superb training to teachers who care about literacy and helping all kids learn to read.”

CLLC also offers LISCP training in Denver, with plans to expand to other parts of Colorado in 2015.

Come learn with us!

Rawson Saunders’ research-based, multisensory approach to teaching reading and language skills leads students to success. Our nationally recognized dyslexia therapist program prepares you to change lives! Contact us to get started, or to arrange professional development on your campus.

2014 Intro Class Literacy Intervention Specialist Certification Program
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Offering Take Flight: a comprehensive intervention 
For students with dyslexia developed by Texas Scottish Rite Hospital for Children, Dallas, TX.

**Multisensory Study Skills**
March 21, 2015

**Verbal to Written Expression**
April 17-18, 2015

**Take Flight Intro & Adv Course**
June 2015

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  - Accredited programs adapted to fit your schedule and location. 
  - We bring our expertise to you.

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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.

- Kay Peterson
- The Hill Center
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- Karen Avrit
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- Carin Illig
- Mary Farrell  In Honor of Karen Vickery
- Evelyn Peter
- The Hill Center
- Laurie Wagner
- Kathleen Rose  In Honor of Mary Farrell
- Marilyn Mathi
- Karen Vickery  In Honor of Marty Cooley
- Sandra Donah  In Memory of Phyllis Meisel

"The more that you read, the more things you will know. The more that you learn the more places you’ll go."

Dr. Seuss

"I Can Read With My Eyes Shut!"
Windward Teacher Training Institute (WTTI), a division of The Windward School, is proud to acknowledge the following Windward faculty members who have successfully completed their IMSLEC certification at the Teaching Level this year: Roberta Plotycia, Rachel Schiff and Ann Cunningham Spataro. Ms. Plotycia teaches at the Middle School and Ms. Schiff and Ms. Spataro are Lower School faculty members. To achieve this certification, faculty must complete a minimum of 100 hours of IMSLEC-certified coursework and conferences, and participate in an extensive supervised practicum. Since 2008, 32 current Windward School faculty have earned their IMSLEC certification.

- Dyslexia Teaching Level Certificate
- Dyslexia Therapist Certificate
- Training over two years
- Master of Arts in Teaching option
- Graduate-level credit for all courses
- Graduate tuition at reduced educator rates
IMSLEC Accredited Training
Remains on Ohio Approved List

IMSLEC is pleased to report that its accredited MSLE training programs in the state of Ohio will remain on the state’s list of approved research-based reading instruction. Beginning in 2013, the Ohio Department of Education (ODE) is required by law to create a list of research-based reading instruction programs to support the teacher qualifications component of the Third Grade Reading Guarantee legislation.

Teacher Training in Mississippi

During the month of July, the classrooms at Mississippi College and Blue Mountain College are filled with enthusiastic participants preparing to teach the structure of the English language to students who struggle with reading, spelling and writing. In addition to the summer courses, cohort members attend class twice in the fall semester and twice in the spring semester. Each cohort is a unique blend of teachers, parents, nurses, educational diagnosticians, speech therapists and school administrators. They all have one common goal – to teach students to read who struggle with the English language.

IMSLEC MEETINGS
SAN DIEGO HILTON BAYFRONT
2014

**Accreditation Committee Meeting**
Monday, November 10, 2014
7:00 pm Location to be determined

**IMSLEC Board Meeting – Aqua Room 313**
Tuesday, November 11, 2014
9:00 am Breakfast Buffet
9:30 am Board Meeting

**Annual Council Meeting – Aqua Room 314**
Tuesday, November 11, 2014
12:00 pm Council Lunch
1:00 pm Council Meeting

2014 – 2015 board members will meet at the conclusion of the Council meeting.

The IMSLEC Record
Publication Dates | Submission Dates
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March 2015 | February 1, 2015
June 2015 | May 1, 2015
August 2015 | July 1, 2015

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An Invitation To Alliance Members

Please come to the Alliance Booth #334 Wednesday, Nov. 12, 2014 for Exhibit Hall Opening Night!

Register to win a SMART Pen
Drawing Wednesday at 8:00 PM
Also, Register to win Multisensory Teaching of Basic Language Skills, 3rd Edition, autographed in person by Judith Birsh

IMSLEC & ALTA Members
Please stop by to pick up your membership ribbons!

Additional Drawings for Smart Pens on Thursday and Friday at 6:00 PM and Judith's book on Thurs. & Fri. at 12:30 PM & 6:00 PM (You don’t have to be present to win)

See you in San Diego!

Marilyn Mathis, Alliance President
&
Members of the Board of the Alliance

The International Multisensory Structured Language Education Council