From the President...

Dear IMSLEC members,

IMSLEC is 20 years old this year. IMSLEC was incorporated as an independent accrediting organization in 1995, accredited the first training course in 1998, and has now grown to 40 accredited training courses. Our training courses have graduated 9,482 individuals at either the teaching or therapy level. Come join our birthday celebration at the Alliance booth #223 in the exhibit hall on Wednesday evening. We’ll be singing Happy Birthday to ourselves at about 8:00 PM.

We have had a busy year working on partnerships to broaden our impact on training teachers to provide multisensory structured language teaching to children with dyslexia. As you probably already know, IMSLEC was accredited by IDA in 2012, and as a result, a click on their website under teacher training will bring you to a link listing independent training courses that includes all of the IMSLEC-accredited training courses. Most recently, IDA President Hal Malchow reached out to IMSLEC to discuss partnering in the accreditation/certification process for insuring the quality of reading instruction. A meeting has been scheduled for early October between Hal, ALTA President Marilyn Mathis, IMSLEC Vice-President Elect Kay Peterson, and me. I will present the meeting’s outcomes at our Board and Council meetings in Grapevine in October.

As you probably know, IDA is developing a certification exam that will become part of their certifying process in the future. They requested that IMSLEC send six representatives to write items for the exam. IMSLEC sent twelve representatives, from a variety of training courses that represent a broad national base as well as diversity within training.

In this past year, IMSLEC joined the Coalition for Reading Excellence, an organization developed by IDA. As of September 2015, the Coalition consisted of 40 member organizations—all devoted to improving the teaching of reading. IMSLEC and ALTA are members of the Coalition as well as representatives from at least five IMSLEC accredited training courses. The Coalition’s strategy is to reach out to superintendents to make them aware of effective reading programs and to support them in making
informed decisions about selecting effective reading programs for their districts.

Each year, for the last ten years, IMSLEC’s teacher education committee has sponsored a presentation at the IDA annual conference on developing and implementing teacher training programs. Four training course directors provide a panel presenting four different approaches to developing and maintaining college based teacher training courses in structured literacy. The audience has grown each year; hopefully, this reflects a growing awareness of the need for more and more training of this type for pre-service and in-service teachers. This year, the panel will be presented on Thursday afternoon of the conference.

During the past year, IMSLEC has joined Learning Ally. Check their website. IMSLEC is listed along with IDA as one of two national accrediting bodies. Click on tutors, and you will find tutors in your state. We are working with Learning Ally to work out a process whereby graduates of IMSLEC-accredited courses can request to have both the IDA and IMSLEC seals included in their entries.

IMSLC accredited training courses are busy meeting the demand for teacher training created by the many states adopting dyslexia legislation. For example, in Ohio, IMSLEC is listed as one of the approved providers for its Third Grade Initiative. In Pennsylvania, a large pilot program has been sponsored by the state to bring training in structured literacy, staffed by IMSLEC accredited training courses, to teachers in three school districts. Legislation in NJ required that school districts provide two hours of professional development on dyslexia each year for five years. In response to the need for training of this type, the New Jersey Department of Special Education developed a webinar on the topic of dyslexia with instructors from IMSLEC-accredited training courses providing a substantial part of the webinar. Here is a link for the first webinar, in case you are interested in seeing it: http://www.state.nj.us/education/specialed/dyslexia/pd.shtml.

In its 20th year, IMSLEC is exploring various initiatives to address the ever changing teacher training environment. A committee has been investigating on-line training and discussing criteria for evaluating training courses provided in this format. As stated above, there has been an increasing demand for teacher training in structured literacy as many states have passed legislation on dyslexia. This trend has brought training courses to IMSLEC for accreditation whose founders have developed their courses through non-traditional paths. IMSLEC has developed a policy on equivalent alternatives that provides a process for reviewing applications for training courses developed by individuals who have not attained the Instructor of Teaching level from an IMSLEC-accredited training course. This policy has

President continued on page 9

Spring 2002
Board Meeting
Dallas, TX
Celebrating our Roots
**IMSLEC 2015 ANNUAL MEETING**

Gaylord Texan Resort & Conference Center  
Grapevine, TX

**Accreditation Committee**  
Monday, October 26, 2015  
3:00 pm - 6:00 pm  
Dallas 1-2

**Board Meeting**  
Tuesday, October 27, 2015  
9:00 am  
Board Breakfast  
Dallas 1/2

9:30 am  
Board Meeting  
Dallas 1/2

**Council Meeting**  
Tuesday, October 27, 2015  
12:00 PM  
Council Lunch  
Dallas 3/4

1:00 PM  
Council Meeting  
Dallas 3/4

• Newly-elected board members will stay after the Council meeting for a short meeting.

**Join us at at the Exhibit Hall Grand Opening to celebrate IMSLEC’s 20th Anniversary.**  
We’ll have cake at 8:00 pm!  
Booth #223

**ALLIANCE**

Alliance Board Dinner and Meeting  
Tuesday, October 27, 2015  
6:00 pm  
Gaylord Texan Resort

The Alliance Exam will be offered at the  
IDA Conference  
Thursday, October 29, 2015  
Room # Dallas 3/4  
Gaylord Texan Resort

Exam registration now offered online at  
https://www.altaread.org/membership.asp

**ALTA**

ALTA Board Dinner and Meeting  
Thursday, October 29, 2015  
6:00 pm  
Gaylord Texan Resort
New Developments in IMSLEC Accredited Programs

Compass Reading Center (Erie, PA)
Compass Reading Center has added six alternate sites. They are six PA school districts: Delaware Valley School District, Millcreek Township, Blue Mountain School District, Crawford Central School District, Governor Mifflin School District, and Girard School District.

Dyslexia Center of Austin (Austin, TX)
Dyslexia Center of Austin is a 501(c)(3) nonprofit organization started in May 2014 to assure continued availability of the Dyslexia Therapist Training using Take Flight: A Comprehensive Intervention for Students with Dyslexia in Central Texas after the closing of the Scottish Rite Dyslexia Center of Austin (SRDC).

Dyslexia Center of Austin’s mission is to provide multisensory, structured language training for individuals interested in becoming Certified Academic Language Therapists and Language Practitioners. Dyslexia Center of Austin also promotes dyslexia awareness and is a resource for parents, teachers, and the Central Texas community.

In August 2014, Dyslexia Center of Austin was awarded a 5-year contract from Austin Independent School District (AISD) to train 60 of their teachers as Certified Academic Language Therapists. Dyslexia Center of Austin has graduated 6 CALTs who started their training at the SRDC. They are currently training 28 Austin Independent School District teachers and 6 individuals from other school districts, private schools, and private therapy settings.

In partnership with AISD, Dyslexia Center of Austin is implementing a robust progress-monitoring program starting in the fall of 2015. Students will be assessed at the beginning and end of each academic year using a set battery of assessment tools.

For More Information
Visit: www.dyslexiacenterofaustin.org
Email: info@dyslexiacenterofaustin.org
Facebook: Dyslexia Center of Austin

Fundamental Learning Center
In addition to our Alphabetic Phonics accredited course, we are now offering Take Flight training as well as Take Flight overview for CALTs.

Gow School Reconstructive Language Program
In 2009, The Gow School Reconstructive Language Program began a partnership with Cornell University Cooperative Extension Service through 4-H. All middle school students have been required to prepare, practice and give a 4-H Public Presentation to an audience and judges. The evaluation system is based on the Danish System, which includes a structured rubric, and conferencing with a judge shortly following the presentation. The conference involves praise and positive feedback. Students who excel are invited to present at the Western New York District Level and the New York State level in the weeks following. In 2015, two Govian students were invited to present at states at Cornell University. This special project has allowed Govian students to develop in their presenting skills, speaking fluency, organizing of ideas and self-confidence. It has been a win-win for the students.

Mayerson Academy Multisensory Reading Program
Mayerson Academy’s Multisensory Reading Program is expanding. We are adding a satellite site in Gahanna, OH, and the Academy has developed a successful online version of our Orton-Gillingham course that is offered as part of the Academy’s Science of Reading Partnership with Mount St. Joseph University’s IDA-Accredited program. This course can only be taken for University credit as part of the Reading Science Program and not for CEU’s. However, Mayerson Academy has received grant funding from the Smale Family Foundation to create a more complete on-line version of the Mayerson Academy Multisensory Reading Program which can be taken for professional development credit/CEU’s. Our goal is for this course to be ready by June 2016. Mayerson Academy’s Orton-Gillingham Multisensory Read-
Nine teachers in Cohort 1 have graduated from William Carey University’s (WCU) Master of Education in Dyslexia Therapy program and are prepared to take the Alliance Registration Exam at the therapy level.

The William Carey University Dyslexia Therapy Master’s Degree Program is a research-based program designed to train therapists to work with students with dyslexia and related disorders. The core of WCU’s dyslexia therapy methodology is Orton-Gillingham based and was designed specifically for students with dyslexia; therefore, instruction meets the standard set by law (MS Code Sec. 37-173-1) that defines appropriate dyslexia therapy training. The method is a scientific, universally successful, specific teaching approach that combines all three learning modalities auditory, visual, and kinesthetic.

The WCU Masters Degree Program is accredited by the International Dyslexia Association and meets the IDA Knowledge and Practice Standards for Teachers of Reading. The program is also strongly supported by members of the Mississippi Legislature, both the National and Mississippi Scottish Rite Masons, and the Mississippi Dyslexia Therapy Association.

WCU continues to work in partnership with the Nationally Certified Language Therapists, Qualified Instructors (CALT, QI) from Neuhaus Education Center, Bellaire, Texas. Upon the graduation of members of the first cohort, however, primary instruction of Cohort 3 has been assumed by WCU instructors Cena Holifield, Ph. D. and Donna George, M. Ed.

The Cohort program is a two-year graduate level course of study and is structured to accommodate the schedule of working teachers. The program has been approved by the State Board of Education as a graduate degree meeting all requirements for an advanced degree by licensed teachers.
Graduation Night for Fairleigh Dickinson University

On May 28, Fairleigh Dickinson hosted graduation for 44 Mason Scholars who completed their studies and qualified for a Teaching Level Certificate. As Mason Scholars they were selected through a competitive process and awarded full scholarships for their graduate level training at one of five New Jersey Childrens’ Dyslexia Centers located in Tenafly, Scotch Plains, Burlington, Northfield and Hasbrouck Heights. The Centers as well as the teachers’ scholarships are funded by the Masons. The picture shows graduates along with their friends and families in the ballroom of the Mansion, once the summer home of the Twombly family, and now a great venue for the Dyslexia Centers’ graduation as well as other events. The John Phillip Berquist Award was given to Arlene Sonday for her contributions to teacher training programs across the country and to FDU’s teacher training program in particular. Seated in the first row from left to right are Arlene and her husband Ralph, Georgette Dickman, and Patty Barden, Tenafly Center Co-Chair.

Mississippi College Dyslexia Therapy Program Graduate Receives Award

A graduate of Mississippi College Master of Education in Dyslexia Therapy, Marinda Walker, has been recognized for her dedication to the academic skills of her high school students. She was recently nominated by former Copperas Cove High School Principal Earl Parcell for the Veterans of Foreign Wars Post 8577 and Ladies Auxiliary National Citizenship Education Teacher Award in the high school category.

Marinda not only won the post contest in November, but also won at the district level. Mr. Parcell said that Marinda was one of the most engaging teachers he had observed. “Mrs. Walker’s dedication, passion and professionalism have without a doubt made a difference in the lives of countless students with reading disabilities over the last three years. The number of student success stories that are the direct result of Mrs. Walker’s reading intervention are many,” he wrote.

Mrs. Walker is a reading teacher with a specific focus on dyslexia. High school students diagnosed with reading difficulties typically struggle in all of their classes.

Mr. Parcell said one of Mrs. Walker’s former high school students read at a second grade level at the beginning of the school year. With Mrs. Walker’s instruction, the student was able to read at a seventh grade level. He continued to make improvements until the day he graduated. “This senior lacked self-confidence prior to working with and learning from Mrs. Walker. For Mother’s Day, he wrote a card to his mother for the first time in his life. The ability to read and write will forever make a difference in his life. But the tears and joys shared by Mrs. Walker and the student’s mother were priceless.”
New Products Now Available for Teachers of Students with Dyslexia

Teachers, speech-language pathologists, dyslexia specialists and other professionals who work with individuals with dyslexia/specific learning disabilities in reading now have access to a new product to aid in the remediation of dyslexia. The DuBard School for Language Disorders at The University of Southern Mississippi released this summer the Language Enhancement and Achievement Program (LEAP), a program for students who struggle with reading, writing and spelling.

LEAP is a modified DuBard Association Method® curriculum designed for students with challenges in reading, spelling and/or written language (dyslexia), or who exhibit difficulty rhyming, sounding out words, and blending sounds into words. LEAP’s highly specialized multisensory curriculum allows the student to quickly progress through sound-symbol associations and key skills. LEAP goes directly to the problem, teaching the most critical skills to gain maximum results.

LEAP was piloted and has been used at the DuBard School for six years, and internal research shows the program’s effectiveness. On average, students diagnosed with a reading disability improved their ability to read unfamiliar words by 64 percent after 48 hours of instruction (one semester).

“We’re happy to bring this product to market because we know it will save teachers and therapists valuable time while providing quality services to students who struggle with reading,” said DuBard School director Dr. Maureen Martin. “We took what we’ve been working on for six years and put it in a convenient package, allowing therapists to get right to work and spend less time creating and organizing materials.”

The LEAP product provides the teacher or therapist the documents needed to implement the program – the therapist/teacher manual, curriculum, PowerPoints for introduction of new material, lesson plans, student books pages, and all of the forms such as informal tests and homework charts. Sold in a digital format, users can complete documents digitally or on paper. The digital format allows therapists to use the program for multiple clients.

“LEAP is a multisensory program that is straightforward, beautifully organized, and the lessons are easy to follow,” said Sarah McGrew, a dyslexia therapy master’s student who has been teaching LEAP for the past year. “The way in which it incorporates the DuBard Association Method® perfectly teaches the skills needed for children or adults with dyslexia.”

In addition to purchasing the disc, professionals can also purchase a complete instructional set that includes supplemental materials needed to implement the program such as flash cards, student practice pages and more.

LEAP is recommended to be used by individuals who have had professional preparation to do so, such as completing the Basic Course in the DuBard Association Method®. The program is not intended for students with oral language and/or articulation disorders. LEAP is only available to purchase through The University of Southern Mississippi bookstore. To learn more, visit www.usm.edu/dubard.
Windward Teacher Training Institute (WTTI), a division of The Windward School, provides professional development based on scientifically validated research in child development, learning theory and pedagogy. The Institute offers national certification for Teaching and Instructor of Teaching levels in Multisensory Structured Language Education. Thirty-five classes are offered throughout the year.

For further information:  www.thewindwardschool.org/tti  (914) 949-6968, ext. 1270  wtti@thewindwardschool.org  WindwardTTI

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Congratulations IMSLEC for 20 Amazing Years!

The International Multisensory Structured Language Education Council
been approved by the IMSLEC Board. In this past year, the IMSLEC Standards and Competencies Committee has been re-activated, providing IMSLEC with a committee of seasoned reviewers to insure that we are flexible but consistent in interpreting our policies and procedures and, in particular, our accreditation standards. Last but certainly not least, is the lengthy process, almost completed as of this writing, to revise our application and SOSET forms, to insure clarity and consistency in our documents.

Looking to the future, an ad-hoc committee has been discussing policies and procedures for IMSLEC recognition for K-12 schools in which an IMSLEC-accredited teacher/therapy training course curriculum is implemented with children. The goal is to recognize schools whose administration and governing boards are dedicated to increasing student achievement through ongoing multisensory structured language education by highly trained staff. This committee’s report will be shared at the Board and Council meetings at the IDA conference in October.

This is my final newsletter as my term as IMSLEC President concludes at our annual meeting in October. It has been an honor and a privilege to serve this organization for the past two years. I would like to thank the Board, Executive Committee, and Executive Director for their ongoing support.

Cordially,

Mary Farrell
ing Program has achieved recognition from the State of Ohio as meeting the training requirements of the 3rd Grade Guarantee.

**Rawson Saunders Institute**

As reported last year, Rawson Saunders Institute increased the number of evening and Saturday offerings during the 2014-2015 school year. Due to the excellent response to the varied schedule, we will continue to offer Saturday and evening choices for professional development. The 2015-2016 schedule increases the number of workshops that are offered during the school day, as well as Saturday and evening options. The evaluative feedback was very positive in regard to the option for teachers to attend without taking time away from instruction. An increased number of qualified instructors, as well as one QI in training, has facilitated RSI’s ability to offer a greater number of professional development events and allow more flexibility in scheduling.

**Shelton MSL Training Course**

*(Sequential English Education / SEE)*

We are having an increased interest in people wanting to be trained in the SEE MSL course. We will be training teachers at Garland ISD in Garland, TX, a Montessori school in Scituate, Maine and maybe Mt. St. Michaels Catholic school in Dallas, TX.

**Shelton Academic Reading Approach (SARA)**

SARA is now providing therapy level training to teachers through public school districts in Alabama and in Arkansas. Two cohorts of teachers from Alabama, totaling 45 teachers, began their training this summer. In Arkansas, three cohorts began, with a total of 57 teachers. All five cohorts are committed to complete the training through the therapy level. In Arkansas, the funding for these cohorts is provided through local education agencies. In Alabama the funding is provided though the State Department of Education.

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**Thank You to Our 2014 - 2015 Donors**

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Celebrating 20 Years of Accrediting MSL Education
Master of Education in Dyslexia Therapy

Graduates are eligible for Mississippi Department of Education Educator Licensure endorsement #203 for dyslexia therapy.

Graduates are eligible to sit for the Alliance for Accreditation and Certification national exam to become a Certified Academic Language Therapist (CALT).

Thirty-semester-hour hybrid program is built around a working professional’s schedule.

Language Enhancement and Achievement Program (LEAP)

Program is designed for students who struggle with written language (dyslexia) or who exhibit difficulty rhyming, sounding out words, and blending sounds into words.

Highly specialized curriculum allows students to quickly progress through sound-symbol associations and key skills.

Program is sold digitally so you can use it for multiple students.

Professional Development Opportunities

DuBard Association Method® is a research-based, phonetic, multisensory, structured teaching-learning strategy with a 50+ year history.

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Professionals in more than 30 states across the country have received training from the DuBard School.

Training is available throughout the year in Hattiesburg, Miss., or bring a custom program to your site.
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Training educators how to blend Montessori methods with Shelton’s SEE program for the student with learning differences  
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- Therapy Level

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PROGRAM HIGHLIGHTS

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An Invitation To IDA Members

Please come to the Alliance Booth #223
Wednesday, Oct. 28, 2015 for
Exhibit Hall Opening Night!

Register to win
*Ready to Read: A Multisensory Approach to Language-Based Comprehension Instruction, 1st Edition*
autographed in person
by *Mary Farrell, Ph.D.*

&

Register to win a **SMART Pen**
Drawing at 8:00 PM

IMSLEC and ALTA members
Please stop by to pick up your membership ribbons!

Additional Drawings for **Smart Pens & other Prizes**
will be held on Thursday and Friday at 6:00 PM

See you in Grapevine, Texas!

*Marilyn Mathis, Alliance President*
&
*Members of the Board of the Alliance*
Our Mission:
Provide a united association of organizations concerned with the accreditation of Multisensory Structured Language Education (MSLE) training courses and the certification of graduates of these courses.

🌟 IMSLEC Training Locations

States with ALTA Members

Items on map may represent multiple sites. IMSLEC Site also at San Juan, PR

The International Multisensory Structured Language Education Council