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 40 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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Is My Training Course Ready for Accreditation?

Accreditation is a status awarded to a training course that meets or exceeds the standards and criteria published by IMSLEC. The purpose of accreditation is to assess and enhance the educational quality of the training, and to provide consistency between courses offered at various organizations. In addition, IMSLEC accreditation provides parents and educators with a system of public accountability. It is important to thoroughly understand the standards and criteria that are required before a training course can become IMSLEC-accredited. These standards must be in place before the initial application can be approved or within an agreed upon period of time. Some common stumbling blocks for applicants are discussed below.

The applicant is required to offer an instructor-level training course to correspond with each level that the applicant is seeking accreditation. Teaching level applicants are required to have an Instructor of Teaching level course. Therapy level applicants must have an Instructor of Therapy level course.

Course requirements at the Instructor of Teaching level include:
1. Instructor of Teaching-interns must be a Teaching Level graduate of the MSL course.
2. Instructor of Teaching-interns must have had 600 hours of experience working with students in the MSL curriculum.
3. Instructor of Teaching-interns are required to have an additional 90 hours of coursework in addition to the 45 hours required in a Teaching Level course.
4. A practicum is required in which the intern works under the supervision of an approved instructor. The Teaching Level Instructor-intern participates in preparation for classes, course participant observations, recordkeeping, course evaluation, presenting and observing lectures, and providing feedback under the supervision of a teaching level instructor.

See you in Texas!

Go to pages 7, 8, and 14 for the when, where and how.
From the President

Hopefully, summer brought time for a well-deserved rest from all that we do. Perhaps as we start the new school year, this would be a good time to reflect on WHY we do what we do. If you are receiving this newsletter, you are someone who has devoted a significant amount of time and energy to learning how to teach and then to using of multisensory structured language (MSL) instruction to teach reading and other written language skills to struggling readers. Why? Graduates of IMSLEC-accredited programs typically already have teaching positions, and most are tenured. So you probably didn’t take this training to get a job or keep a job. Multisensory structured language reading lessons typically require a fair amount of time for preparation, so you don’t use MSL approaches to have more free time.

Frequently, before training, our teachers have been frustrated by difficulty in helping struggling readers to succeed. Many teachers have sought training after watching a colleague achieve success with struggling readers through multisensory structured language reading instruction. Many teachers simply realize that they have never been given the tools needed to help struggling readers. Our teachers join our training programs and then implement multisensory structured language reading instruction because they want to help struggling readers to succeed. They are motivated by observing a failing child begin to achieve—one small step at a time. They are rewarded when a child, who initially began reading lessons with a frown begins to greet them with a smile.

It is satisfying to know that you are making a difference. I think that is why we do what we do.

Best wishes for continued success and satisfaction in your work with your students.

Cordially,

Mary Farrell
President
With guidance and instruction from the Colorado Literacy & Learning Center, Odyssey Elementary School, located in Colorado Springs, has become the first public school in Colorado to identify students with profiles of dyslexia and provide specific reading remediation.

Efforts began in 2012 when results in student data of reading interventionist Joanne Barner, CALT, came to the attention of Superintendent Dr. Mike Pickering. Realizing the impact that high quality teacher training could have on all students, even those with dyslexia, the tipping point began: an Assistant Principal from a Title One elementary school with a passion for dyslexia, a school-wide decision to support literacy excellence for all students, the creation of specific reading remediation classes with highly trained dyslexia therapists for children identified with profiles of dyslexia, supportive parents, and intensive instruction for all teaching staff. The results: Odyssey Elementary chose to become a Literacy Excellence School.

“An increased understanding of dyslexia and the use of a specific dyslexia curriculum with our students has raised a passion in our teachers that we are very proud of,” commented Rebecca Thompson, Assistant Principal and Literacy Excellence Program Director. “Our teachers feel that a new world has been opened for them and they will never look back.”

The Literacy Excellence School operates on the following principles:

A school that focuses on best instructional literacy practices not only in reading but throughout all content areas.

A specific focus on increasing all student’s foundations for literacy through the philosophy and core understanding of explicit reading instruction.

A school where every teacher is trained in the basic philosophy and understanding of supporting all students, with specialized training in supporting students who fit a specific dyslexia learning profile.

A school where all students leave as readers!

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The Robert J. Schwartz Lecture Welcomes
Distinguished MIT Neuroscientist John D.E. Gabrieli, Ph.D.

“How Cognitive Neuroscience May Contribute
to Helping People With Dyslexia”

The Windward School was honored to present John D.E. Gabrieli, Ph.D. as guest lecturer at this year’s annual Robert J. Schwartz Memorial Lecture.

Dr. Gabrieli, an internationally recognized scholar, is Director of the Athinoula A. Martinos Imaging Center at the McGovern Institute for Brain Research at MIT. He has faculty appointments in the Department of Brain and Cognitive Sciences and the Institute for Medical Engineering & Science, where he holds the Grover Hermann Professorship. Dr. Gabrieli also has appointments in the Harvard Graduate School of Education and in the Department of Psychiatry at Massachusetts General Hospital. His focus is cognitive neuroscience and brain research, most especially development in children and adolescents, including studies of dyslexia, ADHD, and autism. Dr. Gabrieli is the first or senior author of over 250 papers published in peer-reviewed scientific journals, including Science and Nature. His cover article, “Dyslexia: A New Synergy Between Education and Cognitive Neuroscience,” appeared in the spring 2015 issue of The Beacon.

The Robert J. Schwartz Memorial Lecture is an endowed series made possible by the Schwartz family in honor of Mr. Schwartz, a former Board Trustee who played a key role in Windward’s expansion and development in the 1990s. The series is devoted to bringing prominent scholars to Windward to share their expertise and research with parents, faculty, staff and other educators in our community. In his introduction, Dr. John J. Russell, Head of School, was delighted to acknowledge the presence of Michael and Amy Schwartz, Mr. Schwartz’s son and daughter-in-law, in the audience at this year’s lecture.

In Dr. Gabrieli’s presentation, “How Cognitive Neuroscience May Contribute to Helping People With Dyslexia,” he discussed how neuroimaging reveals not only brain differences associated with difficulty in learning to read, but also brain plasticity associated with effective instruction. This recent advance in brain research may result in more accurate early identification, diagnosis and prognosis of learning disabilities.

Dr. Gabrieli, who has been studying the mysteries of the human brain for his entire career, said, “This 2- to 3-lb. structure between our ears has enough electrical power to support about a 30-watt light bulb. It endows humanity with every talent that we have: language, thinking, perception, physical movement in the world, emotion, motivation, and caring and attachment. All of that emanates from neurons communicating to one another.”

Brain-imaging data via magnetic resonance imaging (MRI) is able to indicate what is different in the brain of a child who struggles with reading. MRI has recently shown brain differences in children even before the beginning of formal reading instruction in school, and this may allow for early identification of children who may be fated to struggle with reading.

“The longer one waits, the harder it is to help children,” says Dr. Gabrieli. “Yet, in public schools throughout the U.S., dyslexia or its equivalence, is rarely diagnosed until second or third grades. Even for parents who have concerns or suspicions, schools will often discourage that kind of diagnostic labeling.”

Dr. Gabrieli encouraged audience members to be pro-active if they know that the curriculum their child is receiving is not beneficial to their reading
WHY JOIN ALTA?

Have you ever wanted to join a professional organization with a national presence? Connect with other highly qualified professionals in your field? Promote your profession both nationally and locally? Maybe it’s time to put a gold seal on your credentials and join ALTA!

What is ALTA?
The Academic Language Therapy Association (ALTA) is a professional membership organization founded in 1985 to establish, maintain and promote standards of education, practice, and professional conduct for Certified Academic Language Therapists and Certified Academic Language Practitioners. ALTA was the first national group established solely for highly qualified written-language professionals with verified training and knowledge necessary to teach students with dyslexia and/or related disorders. Currently, ALTA is represented by nearly 2,000 members in 45 states, with 6 chapters and 4 regional councils.

It is the intent of the Academic Language Therapy Association that Certified Academic Language Therapists and Certified Academic Language Practitioners be universally recognized as highly qualified specialists who have met uniform standards of professional post-baccalaureate education, and that the credentials conferred by ALTA will assure the public and other professionals of the competence, integrity, and professionalism of these members.

What benefits would I gain by joining ALTA?
The Association offers a variety of important services. Membership provides you with:

* National registry
* State licensure (available in some states)
* Annual Conference
* Chapter membership with local/regional opportunities
* Employment opportunities and recommendations
* Newsletter
* Members’ Only Website

ALTA invites everyone who successfully completes the Alliance Exam to make ALTA his or her national professional certifying organization.

For more information, visit www.ALTAread.org or call 1-972-233-9107, ext. 226

ALTA cont. on page 11.
Summer Training Sessions at McKinney Christian Academy – Multisensory Teacher Training

MCA-MTT Instructor staff welcomed teachers from around the state of Texas and Missouri to Introductory and Advanced Teacher Training in June, 2015. Twenty-two Intro trainees and nine Advanced trainees met at MCA-MTT, McKinney, Texas for each two week course. An additional Intro course was provided in Missouri in late May, 2015.

Intro Class with Instructors, Pam Bazis, Lori Petrowski, and Kara Janasak (bottom – left to right)

Advanced Class with Instructors, Deb Scott and QI and Director of Teacher Training - Peggy Brooks (top row – left to right)

Trainees shared a kick-off lunch at the Pantry restaurant in McKinney as well as a closing Ice Cream Social highlighted by the Advanced class sharing advice, encouragement and humorous stories about their own Intro training year with the new 2015 Intro class.

MCA-MTT also introduced two new CALTs into the QIT program – Lori Petrowski and Kara Janasak.

MCA-MTT Instructors – Lori Petrowski, Deb Scott, QI and Director of Teacher Training - Peggy Brooks, Pam Bazis, and Kara Janasak (left to right)

Advanced trainees, Angie Gerdes and Peyton Adams, concentrate as they practice coding words.

Deb Scott is interviewed by the Intro class about her role as a CALT and Licensed Dyslexia Therapist working with dyslexic students and using the Take Flight curriculum. “There’s nothing more rewarding,” says Scott.
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
**MARK YOUR CALENDAR!**

**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.

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**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

Applications must be received 30 days prior to Exam Date or Sept. 29th

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**ALTA**

**ALTA Board Dinner and Meeting**

Thursday, October 29, 2015 6:00 pm  
Gaylord Texan Resort
Windward Teacher Training Institute Congratulates Faculty Achieving IMSLEC Certification

Windward Teacher Training Institute (WTTI), a division of The Windward School, is proud to acknowledge the following teachers who have successfully completed their IMSLEC certification at the Teaching Level in May 2015:

Amanda Carrasquillo
Sloane Dill
Tanya Ehrlich
Sarah Golden
Rhonda Graff
Tara Iodice

Since 2008, 35 Windward School faculty have earned their IMSLEC certification. For this achievement, faculty must complete a minimum of 100 hours of IMSLEC-certified coursework and conferences, and participate in an extensive supervised practicum.

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Dr. Gabrieli cont. from page 4

progress, and he advocates that different approaches should be aggressively pursued. He emphasized that identification and intervention are most effective when given to children at the very beginning of their reading lives – in the second half of kindergarten or in the first grade.

“Too often we wait for failure before initiating action,” he says. “We now know that not only are we losing time to help children become better readers, but we are also doing huge harm to the social and emotional sense of who they are.”

Neuroimaging is a method to measure brain structure or activity in readers and identify children who may struggle with language-based learning disabilities and dyslexia. Dr. Gabrieli’s research fully confirms that early identification is the key to helping predict the future of a child’s reading ability.

* This article originally appeared in the 2015 spring/summer issue of The Windward School bi-annual magazine, The Compass.
"Regardless of quantitative impact, which we are seeing move in the correct direction, the qualitative feedback from our students and parents has been fantastic," reported Dr. Pickering. "We are seeing consistent gains in oral reading fluency and DIBELS composite scores from the majority of students at each grade level."

CLLC directed trainings for over one-year in preparation of launching the LEx School. Trainings included a school-wide identification of dyslexia, structured literacy and MSLE, and grade-specific instruction. Odyssey now employs three Certified Academic Language Therapists to teach dyslexia remediation classes to over 90 students.

Odyssey’s journey will be presented at the 2015 Annual IDA Conference in Grapevine this October. The Tipping Point: The Birth of a Literacy Excellence School is scheduled for Friday, October 30th, at 10:30 a.m. A supplementary 30-minute documentary of the LEx students, their teachers, and their parents, filmed by Matt Meister, FISD Communications Director and former news anchor, will be included.

Hopefully, the effects of this tipping point at Odyssey Elementary in Colorado will ripple outward, changing the future for many students with dyslexia!

CLLC is accredited with IMSLEC at both the Therapy and Teaching levels.
Certification available in The Hill Center’s multisensory language methodology, HillPREP, accredited by IMSLEC.

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Benefits of ALTA, cont. from pg 5

* Professional Development opportunities
* Scholarships
* CEU opportunities
* Opportunities to participate in legislative efforts, community services, an on-line referral helpline, and speakers’ bureau

Individuals who are graduates of an IMSLEC-accredited training course or who have had commensurate training may apply to sit for the Alliance Exam and join ALTA.

Join ALTA and professionals who, like you, are committed to providing the highest quality services to individuals with dyslexia and related written language disorders!
Fairleigh Dickinson University’s Regional Center for College Students with Learning Disabilities

PROGRAM HIGHLIGHTS

• Empowering students with language-based learning disabilities to realize their full potential as successful learners through individually structured plans of intensive advisement, academic support, assistive technology and counseling services.

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• Outstanding record of student academic performance, retention and graduation rates

• A recognized national model for exemplary post-secondary education for students with learning disabilities.

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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