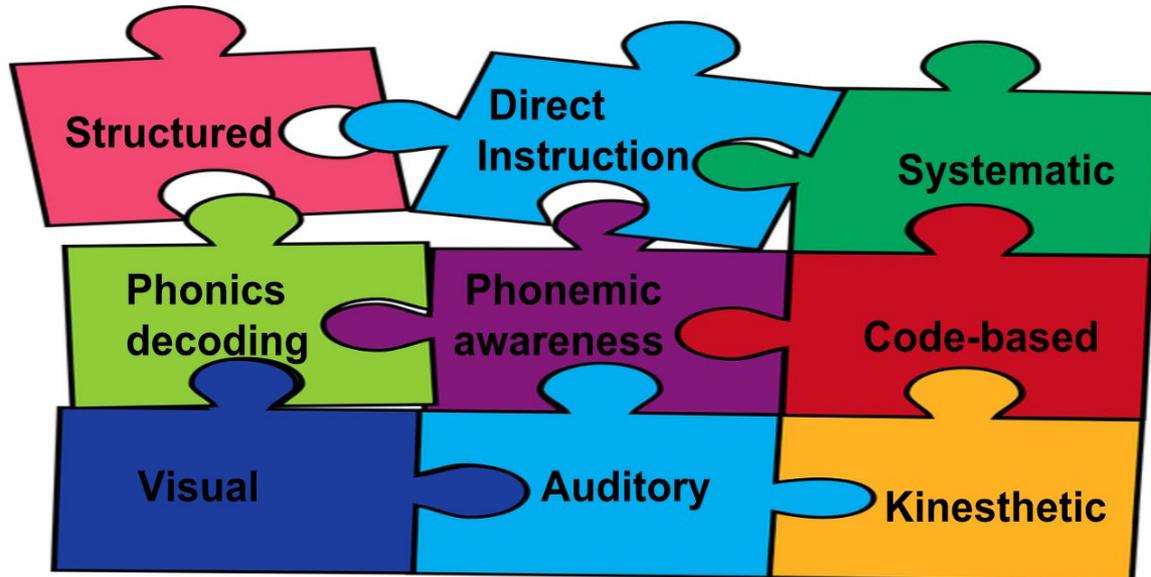


# The Pieces of Multi-sensory Instruction



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# History of the Orton-Gillingham Approach

## Dr. Samuel Orton (1879-1948):

- He believed the right hemisphere of the brain was dominant.
- He introduced the concept of "multi-sensory" instruction so that the reading instruction would integrate both right and left brain functions. Fellow psychiatrist, Grace Fernald, was a huge influence on him. She developed a kinesthetic approach involving writing in the air and tracing words in large written or scripted format, while saying the names and/or sounds of letters at the same time.

## Anna Gillingham (1878-1963):

- As a psychologist, she spent a lot of time studying the science of learning.
- She designed and published instructional materials for teaching the 44 sounds (phonemes) of the English alphabet and taught morphemes, such as prefixes and suffixes and created common spelling rules to apply to certain patterns and syllable types. Thanks to her system students no longer had to memorize all the words but could apply skills to decoding and only have to memorize words which were non-phonetic.

# History of the Orton-Gillingham Approach

1935 (85 years ago): The Orton-Gillingham method was born. "The book that became known as the Orton-Gillingham manual was titled *Remedial Training for Children with Specific Disability in Reading, Spelling and Penmanship*" was first published. The Orton-Gillingham method is still the most prevalent form of remediation for those with the language processing disorder known as dyslexia. The systematic instruction of simple to more complex phonetic concepts, words, and syllable patterns presented in a multi-sensory fashion is the most effective way to help these and MOST learners access the left hemisphere, progress, experience success and reach their full potential."

# Principles of the Orton-Gillingham/Multi-sensory Approach

- **Simultaneous, Multisensory (VAKT):** Teaching uses all learning pathways in the brain (i.e., **visual, auditory, kinesthetic, tactile**) simultaneously or sequentially in order to enhance memory and learning.
- **Systematic and Cumulative:** Multisensory language instruction requires that the **organization** of material follows the logical order of the language. The sequence must begin with the **easiest and most basic concepts and progress methodically to more difficult** material. Each concept must also be based on those already learned. Concepts taught must be **systematically reviewed** to strengthen memory.

# Principles of the Orton-Gillingham/Multi-sensory Approach

- **Direct Instruction:** The inferential learning of any concept cannot be taken for granted. Multisensory language instruction requires **direct teaching of all concepts** with continuous student-teacher interaction.
- **Diagnostic Teaching:** The teacher must be adept at **flexible/individualized teaching**. The teaching plan is based on **careful & continuous assessment** of the individual's needs. The content presented must be **mastered step-by-step** for the student to progress.

# Principles of the Orton-Gillingham/Multi-sensory Approach

- **Synthetic** and **Analytic** Instruction: Multisensory, structured language programs include both synthetic and analytic instruction. **Synthetic** instruction presents the **parts of the language** and then teaches **how the parts work together to form a whole**. **Analytic** instruction presents the whole and teaches how this can be **broken down** into its component parts.
- **Comprehensive** and **Inclusive**: All levels of language are addressed, often in parallel, including **sounds (phonemes)**, **symbols (graphemes)**, **meaningful word parts (morphemes)**, **word & phrase meanings (semantics)**, **sentences (syntax)**, **longer passages (discourse)**, and **the social uses of language (pragmatics)**.

# How does the OG Approach work?

From the International Dyslexia Association, *Just the Facts*,

## **MULTISENSORY STRUCTURED LANGUAGE TEACHING**

"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 **how to put these together and take them apart**. They have to have **lots of practice** in having their writing hands, eyes, ears, and voices working together for **conscious organization** and retention of their learning."

# Resources Using Multi-sensory Techniques

Technique/Resource	Things to consider...
Sign language (ASL) to reinforce letter/sound correspondence (can be used for individual letters and/or sight words)	How will you differentiate between short & long vowel sounds?
Long-arm sound chunking, finger tapping for sounds, air-writing, etc...	Can use tapping to intentionally transition from individual sounds to syllables when they are ready
Color-coding (chunking, pool noodles, store bought, etc...)	Make sure to use structured and controlled language/vocabulary -- only incorporate the syllable types & common spelling patterns that have mastered.
Other-medium writing (shaving cream, sandpaper, plastic canvas with crayons, liquid soap on counters, sand in a tray, etc...)	Know your child's sensory needs, likes, and dislikes.

# Strategies / Accommodations That Help Struggling Learners

-Explain English/spelling as logical- if you are not sure about why a word is spelled the way it is, google it, look up its etymology, do a mini-word study.

-DAILY reading aloud. You read to them. They read to you. Use structured text, so they are only decoding/reading the concepts they have learned/mastered (going from simple to complex concepts).

-Start a subject-based dictionary with your child (sports, food, restaurants, places, people, emotions, calendar words, etc...) can use visual cues (pictures beside the word).

# Strategies / Accommodations That Help Struggling Learners

- Allow the dyslexic learner to answer questions/take tests aloud.
- Give the dyslexic learner copies of class notes for them to **supplement** their own notes.
- Tapping sounds and/or syllables (movement that crosses the midline).
- Saying the word aloud before writing it.
- Color and/or font code worksheets, assignments, and tests.

# Strategies / Accommodations That Help Struggling Learners

- Let students build and use a picture dictionary (subject-based or alphabetical).
- Support fine motor skills early with academics and play. (Writing: Use a highlighter for them to trace letters/words. Let them trace letters & words with a variety of utensils, finger, pencil, pen, crayon, and markers, all in a variety of sizes & colors.)
- Start teaching and using cursive early.
- Allow for movement -- tapping, long-arm hopping, air-writing, etc...

# Strategies / Accommodations That Help Struggling Learners

- Allow assistive technology in the classroom.
- Let their strengths be a focal point in front of the class (joke time, display their artwork, etc...)
- Allow students to have visual checklists handy for specific skills (editing, spelling rules, etc...)
- Allow for extra think time. Then, allow more.
- Repetition, repetition, repetition...
- Use mnemonic devices and/or acronyms when possible.

# Things NOT to do with/for a struggling (or dyslexic) learner...

**DON'T:**

- require them to read aloud in class.
- reference them as lazy, slow, and/or unmotivated.
- DON'T limit their choices, hopes, or dreams. Keep your expectations high.
- advise them to lie to their peers about their scores on assessments/tests.
- compare them to siblings/peers.
- allow others to do/say any of these things.

# Resources Used During this Presentation

<http://www.dyslexia-aware.com/dawn/history-of-dyslexia>

<http://athome.readinghorizons.com/research/orton-gillingham-history>

<https://dyslexiaida.org/multisensory-structured-language-teaching/>

<https://www.understood.org/en/school-learning/partnering-with-childs-school/instructional-strategies/8-multisensory-techniques-for-teaching-reading?view=slideview>

# *Resources Used During this Presentation*

-<http://blog.maketaketeach.com/>

-[http://www.fcrr.org/resources/resources\\_sca.html](http://www.fcrr.org/resources/resources_sca.html)

I know...

A word cloud centered around the word "systematic". The words are arranged in various orientations and colors (blue, green, red, yellow). The most prominent word is "systematic" in the center. Other words include "DYSLEXIA", "multisensory", "blending", "intuitive reading", "wordblindness", "airwriting", "schwa", "rules", "Z", "hardc consonants", "consonantle spelling", "wildoldghostwords", "vowelteams lin5", "bossy'r' simple", "closed vowels", "FLoSS visual", "syllabication", "hemisphere", "explicit", "Gillingham", "auditory", "complex", "doubbling", "openlong", "magic'e", "patterns Orton", "accommodations", "kinestheticcreative", "20", "IEP", "short softg", "diphthongs", "protectingshortvowels", "specialeducation", and "writing".

multisensory  
blending  
intuitive reading  
wordblindness  
airwriting  
schwa  
rules Z  
hardc consonants  
consonantle spelling  
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specialeducation  
writing