



ORTON-GILLINGHAM-BASED AND/OR MULTISENSORY STRUCTURED LANGUAGE APPROACHES

The principles of instruction and content of a multisensory structured language program are essential for effective teaching methodologies. The International Dyslexia Association (IDA) actively promotes effective teaching approaches and related clinical educational intervention strategies for dyslexics.

CONTENT: What Is Taught

- **Phonology and Phonological Awareness:** Phonology is the study of sounds and how they work within their environment. A phoneme is the smallest unit of sound in a given language that can be recognized as being distinct from other sounds in the language. Phonological awareness is the understanding of the internal linguistic structure of words. An important aspect of phonological awareness is phonemic awareness or the ability to segment words into their component sounds.
- **Sound-Symbol Association:** This is the knowledge of the various sounds in the English language and their correspondence to the letters and combinations of letters which represent those sounds. Sound-symbol association must be taught (and mastered) in two directions: visual to auditory and auditory to visual. Additionally, students must master the blending of sounds and letters into words as well as the segmenting of whole words into the individual sounds.
- **Syllable Instruction:** A syllable is a unit of oral or written language with one vowel sound. Instruction must include teaching of the six basic syllable types in the English language: closed, vowel-consonant-e, open, consonant-le, r-controlled, and diphthong. Syllable division rules must be directly taught in relation to word structure.
- **Morphology:** Morphology is the study of how morphemes are combined from words. A morpheme is the smallest unit of meaning in the language. The curriculum must include the study of base words, roots, prefixes, and suffixes.

- **Syntax:** Syntax is the set of principles that dictate the sequence and function of words in a sentence in order to convey meaning. This includes grammar, sentence variation, and the mechanics of language.
- **Semantics:** Semantics is that aspect of language concerned with meaning. The curriculum (from the beginning) must include instruction in the comprehension of written language.

PRINCIPLES OF INSTRUCTION: How It Is Taught

- **Simultaneous, Multisensory (VAKT):** Teaching is done using all learning pathways in the brain (visual/auditory, kinesthetic-tactile) simultaneously 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 elements and progress methodically to more difficult material. Each step must also be based on those already learned. Concepts taught must be systematically reviewed to strengthen memory.
- **Direct Instruction:** The inferential learning of any concept cannot be taken for granted. Multisensory language instruction requires the direct teaching of all concepts with continuous student-teacher interaction.
- **Diagnostic Teaching:** The teacher must be adept at prescriptive or individualized teaching. The teaching plan is based on careful and continuous assessment of the individual's needs. The content presented must be mastered to the degree of automaticity.
- **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.

The following are methods and approaches whose providers stipulate to IDA that they use structured, multisensory, alphabetic techniques.*

▪ **Alphabetic Phonics Based Methods**

Academic Language Therapy Association, 4020 McEwen, #105, Dallas, TX 75244, Tel: (972) 907-3924

▪ **Alphabetic Phonetic Structural Linguistic Approach to Literacy (APSLA) Derived Programs**

▪ Tony Kemper, The dePaul School, 1925 Duker Ave., Louisville, KY 40205, Tel: (502) 459-6131

▪ Joy Martello, Shelton School, 5002 West Lovers Ln., Dallas, TX 75209, Tel: (214) 352-1772

▪ Patricia Hardman, Ph.D., Hardman & Associates, Inc./Dyslexia Research Institute, 4745 Centerville Rd., Tallahassee, FL 32308, Tel: (850) 893-2216, Fax: (850) 893-2440

▪ Brighton Academy, 9150 Bereford Dr., Baton Rouge, LA 70809, Tel: (504) 923-2208

▪ **The Association Method**

Maureen K. Martin, Ph.D., Director, DuBard School for Language Disorders, The University of Southern Mississippi, Box 10035, Hattiesburg, MS 39406-0035, Tel: (601) 266-5223, Fax: (601) 266-5224, E-mail: dubard@usm.edu

▪ **The Herman Method**

Renee Herman, Director, Herman Method Institute, 4700 Tyrone Ave., Sherman Oaks, CA 91423, Tel: (818) 784-9566, Website: www.hermanmethod.com

▪ **Language!**

Ann Whitney, Ed.D., Director, Sopris West, 4093 Specialty Pl., Longmont, CO 80504, Tel: (800) 547-6747, Fax: (303) 776-5934, Website: www.language-usa.net/greene.html

▪ **Lindamood-Bell Learning Process**

Paul Worthington, 416 Higuera St., San Luis Obispo, CA 93401, Tel: (805) 541-3836 or (800) 233-1819, Fax: (805) 541-8756, Website: www.lblp.com

▪ **Orton-Gillingham Approach**

Diana Hanbury King, Executive Director, Academy of Orton-Gillingham Practitioners and Educators, P.O. Box 234, Amenia, NY 12501, Tel: (914) 373-8919, Fax: (914) 373-8925, Website: www.ortonacademy.org

▪ **Project Read/Language Circle**

Liz Sund, P.O. Box 20631, Bloomington, MN 55420, Tel: (937) 461-7323 or (877) 331-7323, Fax: (937) 512-3434, Website: www.projectread.com

▪ **Reading ASSIST**

Reading ASSIST Institute, Community Service Building, 100 W. 10th St., #910, Wilmington, DE 19801, Tel: (888) 311-1156 or (302) 764-1010, Fax: (302) 764-1097, E-mail: readinginfo@readingassist.org

▪ **The Slingerland Approach**

Clara McCulloch, Executive Dean, The Slingerland Institute, Security Pacific Plaza, 411 108th Ave. N.E., Bellevue, WA 98004, Tel: (425) 453-1190, Website: www.slingerland.org

▪ **The Spalding Method**

Mary North, Ph.D., Research and Curriculum Director, Spalding Education Foundation, 2814 W. Bell Rd. #1405, Phoenix, AZ 85023, Tel: (602) 866-7801, Fax: (602) 866-7488, Website: www.spalding.org

▪ **Starting Over**

Joan Knight, Director, 317 W. 89th St. #9E, New York, NY 10024, Tel: (212) 769-2760, Fax: (212) 877-5030

▪ **Wilson Reading Language System**

Barbara Wilson, Director, 175 W. Main St., Millbury, MA 01527-1943, Tel: (508) 865-5699 or (800) 899-8454, Website: www.wilsonlanguage.com

* The International Dyslexia Association supports efforts to provide individuals with dyslexia with appropriate instruction and to identify these individuals at an early age. IDA, however, does not endorse any specific program, speaker, product, or instructional material, noting that there are a number of such which present the critical components of instruction as defined by IDA.



© Copyright 2001, The International Dyslexia Association (IDA). IDA encourages the reproduction and distribution of this fact sheet. If portions of the text are cited, appropriate reference must be made. Fact sheets may not be reprinted for the purpose of resale.

Fact Sheet #968 - 06/01