

What Is Multi-sensory Structured Language

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What is O-G?

The O-G technique was developed by Dr. Samuel T. Orton and master teacher, Anna Gillingham, in 1939 in order to best meet the educational needs of students unresponsive to traditional teaching techniques in terms of literacy development. It involves the basic tenet of multi sensory teaching (MSL) – that is, the simultaneous involvement of the visual – auditory – kinesthetic – tactile channels using a highly structured sequence and format.

What is the Academy of Orton-Gillingham Practitioners and Educators?

The Academy of Orton-Gillingham Practitioners and Educators was formed to establish and maintain professional and ethical standards for educators and practitioners of the Orton-Gillingham approach to the treatment of dyslexia; to examine, approve, and recognize and accredit those individuals who have demonstrated competence as practitioners and instructors of the Orton-Gillingham Approach and the institutions where such instruction of practitioners is offered; to sponsor and promote research relevant to Orton-Gillingham instruction; to disseminate the results of such research to professional educators and to the public at large; and to promote a public awareness of the educational needs of dyslexics and the Orton-Gillingham Approach to the treatment of dyslexia. An educational curriculum has been developed as well as an approval procedure for members in four categories- Subscriber, Associate, Certified, and Fellow.

What is Multi-sensory Teaching?

Multi-sensory teaching is simultaneously visual, auditory, and kinesthetic-tactile to enhance memory and learning. Links are consistently made between the visual (what we see), auditory (what we hear), and the kinesthetic tactile (what we feel) pathways in learning to read and spell.

Teachers and their students rely on all three pathways for learning rather than focusing on a ‘sight-word’ or memory method, a ‘tracing method’, or a ‘phonetic method’ alone.

Who needs MSL and why do they need MSL?

In broad terms, students needing instruction using multi-sensory techniques include those individuals who have not benefited or achieved optimally using traditional methods of instruction in all aspects of literacy including decoding, reading connected text with fluency, spelling and handwriting. These students generally have difficulty with the sound system and /or written symbol system that governs the English language. Current research based instructional practice verifies and validates the use of a highly structured, multi-sensory based language program containing a ‘phonological awareness’

component, which has always been a distinguishing feature of multi-sensory structured language instruction. This type of instruction strengthens students' sensory pathways, which better enables them to retain and utilize information.

Will MSL help students without special needs?

Results of the National Reading Panel indicate that both students with diagnosed special needs and students without diagnosed special needs benefit from instruction using multi-sensory structured language techniques. It has been shown that students improve their decoding of unknown words, reading connected text, and spelling both in isolated words and words in context.