



Institute for **Multisensory Language** Education

Why A Multisensory Approach?

Dyslexia is a difficulty in the use and processing of linguistic and symbolic codes, alphabetic letters representing speech sounds or numeric symbols representing numbers or quantities.

Such difficulty is reflected in the language continuum that includes spoken language, written language and language comprehension. Dyslexia is not the result of neurological damage; it is the product of neurological development. Dyslexia often runs in families and varies from mild to severe.

Most importantly, the use of an MSL approach by a knowledgeable and experienced teacher/educator can significantly moderate the language learning and processing problems that arise from dyslexia. Indeed, the approach, used early enough and by qualified instructors/therapists has every likelihood of eliminating the emergence of notable reading and writing problems.

The MSL Approach is language based, multisensory (V-A-K), structured, sequential, cumulative, cognitive, and flexible. Its breadth, perspective, and flexibility prompt use of the term approach instead of method.

This approach is also emotionally sound; in every session the student experiences a high degree of success and gains confidence as well as skill. Learning becomes a rewarding and happy experience.

For whom is the MSL Approach Appropriate?

The MSL approach is appropriate for teaching individuals, small groups and in the classroom.

It is appropriate for teaching in the primary, secondary, college and university levels as well as adults.

The explicit focus of the approach has been and continues to be upon persons with the kinds of language processing problems associated with dyslexia. Early intervention is highly desirable, but it is never too late to begin!

Who were Orton and Gillingham?

Samuel Torrey Orton (1878-1948), a neuropsychologist and pathologist, was a pioneer in focusing attention on reading failure and related language processing difficulties. He brought together neuroscientific information and principles of remediation. As early as the 1920's, he had extensively studied children with the kind of language processing difficulties now associated with dyslexia and had formulated a set of teaching principles and practices for such children.

Anna Gillingham (1878-1963) was a gifted educator and psychologist with a superb mastery of the language. Working with Dr Orton, she trained teachers and compiled and published instructional materials. Over the last half of the century the OG approach has been the seminal and most influential intervention designed expressly for remediating the language processing problems of children and adults with dyslexia.

Who Trained Jodi Clements?

Jodi Clements was trained by dyslexia experts Diana Hanbury King and Karen Leopold both IDA board members and academy fellows of AOGPE. Jodi has lived and worked at the renowned Camp Dunnabeck, New York and the (Kildonan School, Amenia NY) Diana Hanbury King was trained by Anna Gillingham herself and has been a recipient of the prestigious Orton Award for her long life devotion to teaching children with dyslexia. She is also a founding member of the IDA. At the 2013 IDA conference Diana Hanbury King will be recipient of the Margaret Rawson Lifetime Achievement Award for her lifelong dedication to the field.

Jodi Clements is the founding member of the Australian Dyslexia Association and Director of Language Training at IMSLE. Jodi is a Linguist, Educator and Multisensory Specialist in her field; she is currently undertaking her Doctoral study in dyslexia and the MSL approach under the Supervision of Associate Professor, Dr. Ruth Fielding-Barnsley, Dr. Gavin Reid and Dr. Christopher Rayner.

Reference: Orton Academy