## Great Minds Think Alike: Parallel Paths to Multisensory Instruction

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### Multisensory, Structured Language Education (MSLE)

**What is multisensory, structured language education?**

- Involves the use of visual, auditory, and kinesthetic-tactile pathways simultaneously to enhance memory and learning
- Links, or associations, are consistently made among these pathways

### 1997 – National Reading Panel

- Established by Congress
- Goal: Assess the effectiveness of different approaches used to teach students to read

### 2000 – Report of the National Reading Panel

- The use of a program of phonetic, multisensory, structured language instruction should be used to teach reading

### International Dyslexia Association (IDA)

- 1949 – Orton Dyslexia Society was founded at a dinner meeting of approximately 30 people.
- 2010 – Published *Knowledge and Practice Standards for Teachers of Reading*  
  [www.interdys.org](http://www.interdys.org)

### IDA Knowledge and Practice Standards for Teachers of Reading (2010)

- Foundation concepts about oral and written language learning
- Knowledge of language structure
- Knowledge of dyslexia and other learning disorders
- Administration and interpretation of assessments to plan instruction

### Ethical standards for the profession

- Fluent, automatic reading
- Vocabulary
- Text Comprehension
- Handwriting, spelling, and written expression
- Ethical standards for the profession
IMSLEC® International Multisensory Structured Language Education Council (IMSLEC®)

- 1990 – Began as a committee of the Orton Dyslexia Society (now International Dyslexia Association, or IDA)
- 1995 – Incorporated as an independent accrediting organization

www.imslec.org

IMSLEC® International Multisensory Structured Language Education Council (IMSLEC®)

- 1998 – Approved the first candidates for program accreditation
- Now accredits over 30 training courses
- DuBard Association Method® was one of the first four programs accredited by IMSLEC® and the first program accredited in Mississippi

To meet accreditation requirements, a training program must meet rigorous standards of:

- Instructional contact hours
- Practicum hours
- Supervision of trainees

IMSLEC® Standards Content of Instruction:

- Phonology and phonological awareness
- Sound-symbol association
- Syllable instruction
- Morphology
- Syntax
- Semantics

IMSLEC® Standards Principles of Instruction:

- Simultaneous and multisensory
- Systematic and cumulative
- Synthetic and analytic
- Direct instruction
- Diagnostic teaching to automaticity

Academic Language Therapy Association (ALTA)

- 1986 – ALTA was incorporated
- Purpose: Establish, maintain, and promote standards of education practice and professional conduct for Certified Academic Language Therapists

www.altaread.org
Academic Language Therapy Association (ALTA)

Academic Language Therapy: An educational, structured, comprehensive, phonetic, multisensory approach for the remediation of dyslexia and/or written language disorders

ALTA

Academic Language Therapy Association (ALTA)
- Certifies individuals who have completed 200 instructional hours and 700 practicum hours in a course accredited by IMSLEC® or a commensurate Orton-Gillingham-based course
- National exam that measures competency for nine standards

ALTA

Academic Language Therapy Association (ALTA) – Four categories of membership:
1. Certified Academic Language Practitioner (CALP)
2. Instructor of Certified Academic Language Practitioner (ICALP)
3. Certified Academic Language Therapist (CALT)
4. Qualified Instructor (QI)

ALTA

Language and the Brain

1860s
- Broca

Language and the Brain

1874
- Wernicke
Dr. Samuel T. Orton – Neurologist who is considered to be the “father of dyslexia research”

Anna Gillingham – Math teacher and perhaps the country’s earliest school psychologist

Mildred McGinnis – Teacher of students who were deaf or hard of hearing; one of the country’s earliest speech correctionists (now known as speech-language pathologists)

Dr. Samuel Torrey Orton

Born October 15, 1879 in Columbus, Ohio
1905 – Graduated from medical school
1906 – Earned master’s degree in education from Harvard
1917 – Read about word-blindness in 1917; this sparked his interest in bright students who had difficulty learning to read

1925 – Established a mobile mental hygiene clinic in Greene County, Iowa
“M. P.” was a student in the clinic
Coined the term strephosymbolia, meaning twisted symbols
Believed treatment for strephosymbolia should be educational

1929 – Met Anna Gillingham
Began Language Research Project at the Neurological Institute
1931 or 1932 – Appointed Gillingham as Research Fellow in Language Disabilities at the Language Research Project

1937 – Book published
1948 – Retired; intended to live in his country home, “Hwimsy,” which he built by hand
Had an accident and died a few months later on November 17, 1948

Anna Gillingham
Born July 12, 1878 in Batavia, Illinois
1900 and 1901 – Bachelor’s degrees
1905 – Began teaching mathematics at the Ethical Culture School in New York
Became head of the Mathematics Department at the Ethical Culture School

1908 – Principal of Open Air Department
1910 – Master’s degree from Teachers College, Columbia University
1910 – Traveled to Germany; observed emphasis on the use of all senses when teaching reading
1912 – “Baffling difficulty”

1920s – Bessie Stillman and Marie Moore began to help Gillingham create materials
Heard of Orton and corresponded with him while he was in Iowa
1929 – Met Orton after he moved to New York; consulted with him about many students
1929 – Had title of School Psychologist at the Ethical Culture School

1932 – Orton appointed her Research Fellow at the Language Research Project of the New York Neurological Institute; Charged her with developing a teaching method that aligned with his theories
First edition of “The Manual” was published in 1936
Stillman passed away in 1947
Gillingham remained in New York until her death in June, 1964

Gillingham’s “great contribution was of instructional techniques based on the underlying neurological principles she learned from Dr. Orton.” – Beth Slingerland, 1974

"Bessie contributed more than is generally realized to the teaching procedures that fit in to the techniques necessary for helping SLD children to learn.” – Beth Slingerland, 1974

Mildred McGinnis
Born October 12, 1890, in Alton, Illinois
1915 – One of the first graduates of the Central Institute for the Deaf (CID) Normal Training Class in St. Louis, Missouri
1916 – One of the first teachers of students who were deaf or hard of hearing at CID
1918 – Head of the Department of Speech Correction at CID

Mildred McGinnis

Noticed that some students had a more difficult time learning than others

1919 – Following WWI, assisted Dr. Goldstein in rehabilitating soldiers who lost speech skills as a result of injury

Noticed similarities between soldiers and some of her students

Began to devise ways to teach the soldiers to regain their speech

Two students at CID who were brother and sister

By 1922 – Using “Association Method” with her students

1923 – Took leave of absence from CID for 6 months and studied speech pathology

1933 – Bachelor’s degree in education

1939 – Master’s degree in psychology

Died November 14, 1966 in St. Louis


**Two Multisensory Methods**

- Developed in the early 1900s
- By professionals from different backgrounds
- Independent of each other
- Populations

How similar or different were the two methods?

<table>
<thead>
<tr>
<th></th>
<th>Orton</th>
<th>Gillingham</th>
<th>McGinnis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Begin at the single sound level</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Precise articulation</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>VAKT (visual-auditory-kinesthetic-tactile)</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Teach letter names</td>
<td>X</td>
<td>X</td>
<td>*</td>
</tr>
<tr>
<td>Say phonemes while writing</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Say letter names while writing</td>
<td>X</td>
<td>X</td>
<td>No</td>
</tr>
<tr>
<td>Segmenting and blending</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Use of diacritical marks</td>
<td>N/A</td>
<td>X</td>
<td>No</td>
</tr>
</tbody>
</table>
### Two Multisensory Methods

<table>
<thead>
<tr>
<th>Task</th>
<th>Orton</th>
<th>Gillingham</th>
<th>McGinnis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading nonsense syllables</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Student recognizes/explains difference between vowels and consonants</td>
<td>N/A</td>
<td>X</td>
<td>No</td>
</tr>
<tr>
<td>Early intervention is important</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Teach syllable division rules</td>
<td>X</td>
<td>X</td>
<td>*</td>
</tr>
<tr>
<td>Teach visual association</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Teach spelling rules</td>
<td>X</td>
<td>X</td>
<td>*</td>
</tr>
<tr>
<td>Correct letter formation when writing</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Teacher training is vital</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

### Gillingham-Stillman Linkages

#### and McGinnis Seven Steps

<table>
<thead>
<tr>
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<th>Gillingham-Stillman</th>
<th>McGinnis</th>
<th>Linkages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Symbol with phoneme</td>
<td>1</td>
<td>1</td>
<td>V-A</td>
</tr>
<tr>
<td>Symbol with letter name</td>
<td>1</td>
<td>N/A</td>
<td>V-A</td>
</tr>
<tr>
<td>Kinesthetic feedback with production</td>
<td>1</td>
<td>1, 2</td>
<td>V-A-K</td>
</tr>
<tr>
<td>Precise artic from written</td>
<td>1</td>
<td>2</td>
<td>V-K</td>
</tr>
<tr>
<td>Establish written recall</td>
<td>2</td>
<td>3, 5</td>
<td>V-A-K</td>
</tr>
<tr>
<td>Written form with spoken form</td>
<td>1, 3</td>
<td>1, 3, 6</td>
<td>V-A-K</td>
</tr>
<tr>
<td>Written form with letter name</td>
<td>1, 5</td>
<td>N/A</td>
<td>V-A-K</td>
</tr>
</tbody>
</table>

### Early 20th Century: Orton, Gillingham, McGinnis

- 1949: Orton Dyslexia Society, currently known as the International Dyslexia Association (IDA)
- 1986: ALTA incorporated

### Which came first?

- 1990: International Multisensory Structured Language Council (IMSLEC)
- 1998: IMSLEC began accrediting training courses
- 2010: IDA adopted Knowledge and Practice Standards for Teachers of Reading
No evidence that Orton or Gillingham ever met McGinnis or knew of her work
McGinnis referenced Orton in her 1939 master’s thesis
The approaches they created set the benchmark for the development of today’s standards

July 1, 2014 – IDA Board of Directors chose a name that would encompass all approaches to reading instruction that conform to IDA’s Knowledge and Practice Standards. That name is ‘Structured Literacy.’

www.interdys.org/IDA_Approach.htm

This term is “not designed to replace Orton Gillingham, Multisensory, or other terms in common use. It is an umbrella term designed to describe all of the programs that teach reading in essentially the same way.”

www.interdys.org/IDA_Approach.htm

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Questions or Comments?