

RIDGEWOOD PUBLIC SCHOOLS

Multisensory Reading Overview



History of Multisensory Approach

The roots of the MSR approach are both medical and educational. Neuropsychiatrist, Samuel T. Orton, combined neuroscientific information and principles of remediation. Educator/Psychologist, Anna Gillingham, and colleague, Bessie Stillman, based their educational method on their analysis of the structure of the English/American language and Orton's neurological theories, and incorporated the multisensory approach.

WHAT IS MULTISENSORY READING?

Multisensory Reading is an approach to teaching basic reading and spelling skills through a multisensory structured-language approach. Multisensory reading lessons teach language in a structured way and utilize two or more senses: auditory, visual, tactile, kinesthetic.

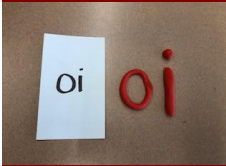
Multisensory Reading is an instructional approach (not a curriculum) designed to be used with students who have difficulties with reading. The approach has been proven to be effective in a small group setting.

Aspects of Multisensory Approach

- Individualized Goals
- Direct/Explicit Instruction
- Systematic/Sequential
- Cumulative
- Multisensory
- Rule-based
- Success Oriented
- Extensive Review

Staff Development

A contingent of Special Education Teachers and Education Specialists completed their Orton-Gillingham Teacher Certificate from Fairleigh Dickinson University and the International Multisensory Structured Language Education Council.



Components of Multisensory Reading Lesson

MSR lessons feature instruction in decoding and spelling through various multisensory experiences such as:

- Tracing sounds and words
- Writing sounds in sand
- Tapping syllables
- Finger-spelling
- Using editing strategy - COPS
- Highlighting text
- Blending drill
- Phonemic Awareness
- Red Words