Institute for Multi-Sensory Education (IMSE)

The Institute for Multi-Sensory Education (IMSE) specializes in customized, on-site, in-depth, high-quality instruction of the enhanced Orton-Gillingham methodology. Through IMSE training sessions and workshops, special education teachers, general education teachers, intervention specialists, literacy coaches, Title I interventionists, tutors, and paraprofessionals, learn how to teach reading, handwriting and written expression as one body of knowledge. The Comprehensive 30-Hour training is designed for educators who work with students at kindergarten to third grade reading proficiency. The Advanced Continuum training is geared towards students at third to 6th grade reading proficiency.

At the completion of the five-day, Comprehensive Training educators will have the skills necessary to use a multi-sensory approach to explicitly teach phonemic awareness, the alphabetic principle, syllabication patterns for decoding and encoding, sight words, vocabulary, fluency, and comprehension. Teachers will also have guidelines for creating weekly lesson plans to incorporate into existing reading curriculum, progress monitoring, and administering assessments. At the conclusion of the four-day Advanced Continuum Training educators will have the tools to teach encoding & decoding with morphemes, Greek & Latin bases, vocabulary, and writing & grammar. At the conclusion of either trainings teachers will have guidelines for creating weekly lesson plans, progress monitoring, and administering assessments.

The certification program is designed for educators who have completed either the Comprehensive or Advanced Continuum trainings. The 45 hour practicum is completed within the teacher’s school setting or other educational setting local to each individual participant. Student(s) are chosen by the applicant. Practicum participants’ objectives include creating and implementing research based lesson plans that focus on research based direct, multi-sensory instruction. Participants must also show growth in student(s) progress through pre and post assessments as well as progress monitoring. Participants must complete and pass an exit assessment.

The Institute for Multi-Sensory Education offers on-going support for teachers and parents. Through the Refresher course, teachers who have been previously trained are able to review material, ask questions, and share successes. For more intensive feedback and review, a Consultation can be schedule for a trainer to model and provide feedback to a trained teacher. For families that are interested in continuing the IMSE methodology at home, IMSE offers a 6-hour workshop for families to be exposed to the basic understanding of the multi-sensory approach.

IMSE’s multi-sensory approach to literacy allows readers of all modalities and abilities to learn how to read and write in the ways that best fit their needs through hands-on, visual, and tactile experiences. This is beneficial for students receiving special education support because their strengths and learning modalities are not always recognized and utilized in typical general education literacy programs. The IMSE Orton-Gillingham methodology can be used in the special education setting, general education, and all three tiers of the Response to Intervention (RTI) model setting as one-on-one support, small group lessons, or full group instruction.
IMSE enhanced methodology and exemplary features and how they are linked to research-based practice, as applicable.

The Institute for Multi-Sensory Education was founded as a resource to provide educational professionals with the effective tools for teaching the English language. Based on current research, the IMSE believes that the Orton-Gillingham multi-sensory methodology is the key to success in teaching reading, writing, and comprehension. This methodology originates back to 1935 with Dr. Samuel Orton, neurologist and Anna Gillingham, a special educator at the New York Neurological Institute. Their extensive research found that a multi-sensory, direct instructional approach was most beneficial for individuals with Dyslexia.

In 1995, IMSE updated and customized the Orton-Gillingham concept for special education, general education, and RTI teachers to use in a large group setting as well as with individuals, and small groups. Our fresh, proprietary approach combines direct instruction with multi-sensory education and phonics to provide comprehensive reading instruction. Students with learning disabilities benefit from the multi-sensory approach because the instruction utilizes their personal strengths. Compared to traditional methods of teaching reading, IMSE’s approach gives teachers the tools to create lessons for all types of learners and ability levels. Research-based and proven effective in classrooms across the country, our programs are designed to give educators the knowledge and skills they need to become expert reading teachers.

Current research shows that all students, specifically those receiving special education support benefit from this approach because of the direct and explicit instruction. The Individuals with Disabilities Education Act (IDEA) reauthorized in 1997 and amended in 2004, requires “specifically designed” instruction for students with disabilities to meet their unique needs. Specifically designed instruction refers to adapting content, methodology or delivery of instruction to meet students’ individual needs and guarantee their access to the general education curriculum. Teachers trained in the IMSE Orton-Gillingham methodology are capable of providing this level of explicit instruction to their students.

In 1997, Congress asked the National Institute of Child Health and Human Development (NICHD) to convene a national panel to assess the effectiveness on various approaches to reading instruction. The National Reading Panel found that the best approach to reading instruction incorporates:

- Explicit instruction in phonemic awareness skills
- Systematic phonics instruction
- Method to improve fluency
- Ways to enhance comprehension

IMSE’s Comprehensive course trains teachers on the implementation of these components in their daily lessons, thus ensuring that students are receiving highly effective reading instruction.

The multi-sensory approach to teaching reading is supported by studies conducted on reading. For example the following was excerpted from “Teaching Reading in an Inner City School through a Multisensory Teaching Approach” (Joshi, R.M., Dahlgren, M., & Boulware-Goeden, R., *Annals of Dyslexia*, Vol. 52, 2002). They concluded: “The results of this study showed that first-grade children taught with the multisensory teaching approach based on Orton-Gillingham principles performed better on tests of phonological awareness, decoding and reading comprehension that the control groups. It may, therefore, be concluded that the higher scores for children from the treatment groups may be attributed to the multisensory approach used in this study.”

The Institute for Multi-Sensory Education strives to continue to use the Orton-Gillingham methodology and use research-based practices to increase student literacy achievement.
COMPREHENSIVE TRAINING (30-HOURS)

Institute for Multi-Sensory Education
IMSE Comprehensive Training (30-hour) Syllabus

COURSE DESCRIPTION

A hands-on, personalized session that provides a complete understanding of IMSE’s enhanced Orton-Gillingham method and the tools necessary to apply it in the classroom. After participating in this training, teachers will be able to evaluate and teach children how to read.

DURATION & TIME

- Total: 30 hours
- Recommend for daily schedule for completing training in 5 days: 8:00 am - 3:30 pm each day

TEXTS, READINGS, INSTRUCTIONAL RESOURCES PROVIDED BY IMSE

- *Recipe for Reading* by Nina Traub and Francis Bloom
- *How to Teach Spelling* by Laura Toby Rudginsky and Elizabeth C. Haskell
- Phoneme/Grapheme Card Pack
- Syllable Division Cards
- *Syllable Division Word Book* by the Institute for Multi-Sensory Education
- *Assessment Manual* by the Institute for Multi-Sensory Education
- *Comprehensive Orton-Gillingham Training Manual* by the Institute for Multi-Sensory Education

COURSE REQUIREMENTS

Class participation and attendance: Teachers will sign in each morning and be required to attend all 30 hours to qualify and receive 2.0 graduate credits. Teachers will observe lessons as well as create and practice their own.

Assignments: There will be four out-of-class assignments, which will consist of Daily Learning Outcomes. The questions will require teachers to respond to material covered during the day from the training as well as additional reading. For the final lesson, teachers will prepare and implement a lesson incorporating all of the components from the 30-Hour Comprehensive Training.

STUDENT LEARNING OUTCOMES

Upon completion of this course, the participant should be able to:

1. Understand the fundamentals of phonemic awareness.
2. Implement multi-sensory strategies for reading, writing and spelling.
3. Have knowledge of syllabication patterns for encoding/decoding.
4. Understand and be able to implement Reciprocal Teaching strategies for reading comprehension.
5. Use multi-sensory strategies for non-phonetic sight words.
6. Have knowledge of student assessment techniques to use for understanding where to begin Orton-Gillingham instruction.
7. Use and understand guidelines for weekly lesson plan.

## COMPREHENSIVE DAILY ACTIVITIES & EXPANDED LEARNING OUTCOMES

### Day 1:
- List examples of Phonemic Awareness activities
- Describe the difference between implicit and explicit instruction
- The purpose, materials, teacher’s role, and student’s role for all of the components of the Three-Part Drill as well as the Vowel Intensive
- Auditory and Kinesthetic activities
- Learning a new concept lesson

### Day 2:
- List multi-sensory objects and activity ideas for the digraph “sh” and “compound words”
- Learn sound lines and visual cues for multi-syllabic words
- Word lines and visual cues for sentences for sentence dictation exercise
- Learn definitions and multi-sensory strategies for teaching “Green Words” and “Red Words” (phonetic and non-phonetic words)
- Learn Fingertapping strategy
- Daily lesson plan practice (using “b” concept)

### Day 3:
- Red Word Review
- Learn compound words
- IMSE Assessment procedure
- Introduction to Syllable Division
- Steps for decoding and encoding multi-syllabic words
- Doubling rule for s, l, f, and z
- Blends - (T) Blends overview and “r” blends lesson

### Day 4:
- Review blends
- Participants will select an advanced lesson from *How to Teach Spelling* and create a multi-sensory strategy that could be used to introduce it
- Magic “e” syllable type concept
- Syllable division patterns
- Organization of folders (red/green/purple)
- How to review vocabulary words
- Fluency
- Reading comprehension
Day 5:
- Finish syllable division patterns
- Explain vowel teams and learn strategies for decoding
- Prepare and teach vowel team lesson
- Bossy R concept
- Diphthongs concept
- Consonant “le” concept
- Hard and soft “c” and “g” concept
- Getting started in the classroom
- Final evaluations

FINAL EVALUATION

<table>
<thead>
<tr>
<th>SUMMARY OF POINTS:</th>
<th>GRADE DISTRIBUTION:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class participation  10%</td>
<td>90-100%   A</td>
</tr>
<tr>
<td>Attendance          10%</td>
<td>80-89%    B</td>
</tr>
<tr>
<td>Lesson plans         40%</td>
<td>70-79%    C</td>
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<tr>
<td>Learning Outcomes    5%</td>
<td>60-69%    D</td>
</tr>
<tr>
<td>Encoding/Decoding    20%</td>
<td>59% and below F</td>
</tr>
<tr>
<td>Assessment           15%</td>
<td></td>
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OR
Grading will be Pass/Fail
A minimum score of 80% or 80
Points will be required to pass