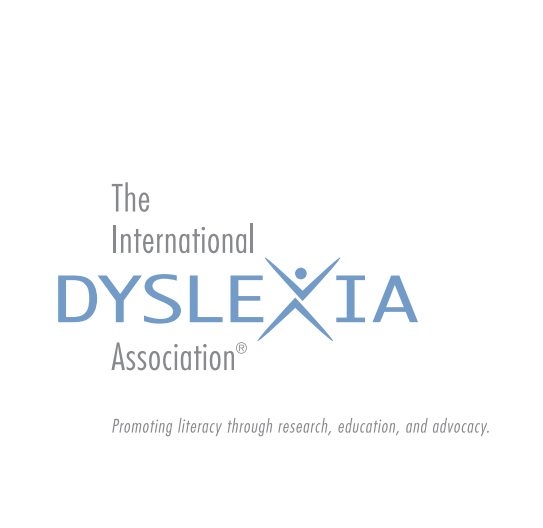
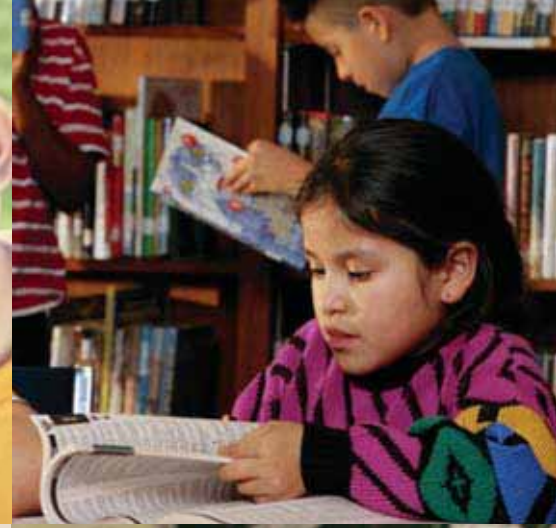


# Framework for Informed Reading and Language Instruction

## Matrix of Multisensory Structured Language Programs





This comparison matrix of multisensory, structured language (MSL) programs enables consumers to see the similarities and differences among various approaches that are widely used throughout the United States.

### ***Why was the Matrix Developed?***

The International Dyslexia Association (IDA) works diligently to provide information to the public regarding informed, evidence-based reading instruction and professional development for teachers and intervention specialists. IDA fully supports the work of The Alliance for Accreditation and Certification of Structured Language Education, Inc. (The Alliance, [www.allianceaccreditation.org](http://www.allianceaccreditation.org)), the International Multisensory Structured Language Education Council (IMSLEC, [www.imslec.org](http://www.imslec.org)) and The Academy of Orton Gillingham Practitioners and Educators (AOGPE, [www.ortonacademy.org](http://www.ortonacademy.org)). These organizations represent institutes and agencies that design and provide instructional materials and training regarding language-based learning problems. IDA's Board, in turn, includes the Professional Development for Informed Practice (PDIP) Committee, which supports informed instruction of children and adults who experience difficulty learning to read and write. IDA intends to help school decision-makers, practicing educators, and parents gain access to one or more of the many effective sequential, multisensory, structured language programs.

### ***Why These Programs?***

These programs were chosen for inclusion in the matrix because they have a long history of use in clinics and classrooms. Over many years of development in clinical and classroom settings, these programs, when properly implemented, have been successful in teaching students to read, write, and use language. Each program has been repeatedly tested by practitioners who have met the training standards required for implementation. Each has been refined over many years of clinical and classroom use. Each embodies similar principles of instructional design. And each places strong emphasis on the necessity for teacher knowledge and teacher training. Programs vary, however, in the extent to which they have been included in scientifically conducted intervention studies. Additional materials and programs may be added to the matrix, or included in a similar matrix in the future, as evidence permits.

### ***Who are the Programs For?***

Current policies regarding the allocation of instructional resources in schools are promoting the idea of a “three-tier” system of instruction. In the three-tier system, students who are falling behind are placed in small groups for remediation (tier two). After progress monitoring, those who are not responding well to classroom or small group instruction are considered to be “treatment resisters,” or students with potential learning disabilities (tier three).

Approaches included in the matrix are those used at every “tier” of student ability. Some are designed for whole class instruction and are used preventatively to keep children from experiencing academic failure (tier one). Some are designed for small group intervention (tier two). And some provide more intensive instruction and are favored by clinicians who work with students with severe reading disabilities.



### ***Are These the Only Programs for Treatment of Reading and Language Problems?***

This matrix of widely used programs does not include all of the programs that have been proven effective in remediating reading disabilities or preventing reading problems in “at risk” children. Research on early intervention and

prevention of reading disabilities has been conducted with many other instructional materials and programs that are not included in the matrix (see references). Additional reviews of instructional and intervention programs can be found on the website of the Florida Center for Reading Research ([www.fcrr.org](http://www.fcrr.org)).

### ***Are These Programs Research-Based or Evidence-Based?***

The best studies of program effectiveness report the characteristics of the students in the study, the duration and intensity of the intervention, the training and skill of the teachers, the fidelity of program implementation, and the exact methods that were used. They also measure student outcomes multiple times during intervention with several valid, accepted assessments. Such research is expensive and complex, and many effective, clinically tested programs exist that have not been included in rigorous comparison studies. Some programs in the matrix are in that category. Other programs, not on the matrix, have been proven effective for teaching specific skills to certain kinds of children at particular stages of reading development, but do not identify themselves as MSL programs. Each program will provide the existing evidence for effectiveness on request. In summary, the effectiveness of some of the programs on the matrix is established by scientific standards, and the effectiveness of others is established through clinical use over time. The matrix does not include all programs with demonstrated effectiveness.

### ***What Program Characteristics Are Most Important?***

Intervention and remediation researchers report over and over that the most effective programs of instruction, at all ages, explicitly address multiple components of oral and written language learning in an integrated manner. These components include: phonological awareness; vocabulary development; reading comprehension skills and strategies; beginning and advanced decoding skills, with spelling included; reading fluency; handwriting; grammar; written composition; and strategies for learning. Certain programs that have been validated by research target some of these components, but the strongest contain lesson formats in which these components are interrelated and taught in parallel strands. In addition to teaching the content strands, effective approaches are explicit, systematic, multisensory, and cumulative.

**Interested consumers should contact program websites or program offices for specific information on research supporting the approach, and for other key information. Many of these programs provide websites, videos or DVDs explaining their unique characteristics.**



# Codes Used in the Matrix



The matrix contains codes regarding the following program characteristics: type of program (prevention, intervention/ remediation, or general); type of delivery (1-1, small group, or classroom instruction); intensity; multi-sensory drill procedures; components of instruction, (phonemic awareness, phonics [including spelling], fluency, comprehension [including vocabulary], written expression [hand-writing and constructing text]); level of professional development provided; research evidence of program-efficacy; and contact information.



## Key to Alphabetic Symbols

<b>Type of Program:</b>	<b>P</b> Prevention, <b>R</b> Intervention/Remediation, <b>G</b> General Instruction
<b>Type of Delivery:</b>	<b>I</b> Individual, <b>G</b> Small Group, <b>C</b> Classroom ____ Intensity (# of hours per week)
<b>Multisensory Drill Procedures:</b>	<b>A</b> Auditory, <b>V</b> Visual, <b>K-t</b> Kinesthetic-tactile Reinforcement <b>B</b> Card Blending
<b>Instruction:</b>	
<b>Phonemic Awareness:</b>	<b>PA</b>
<b>Phonics:</b>	<b>D</b> Decoding, <b>S</b> Syllables, <b>M</b> Morphemes, <b>I</b> Irregular Words, <b>Sp</b> Spelling
<b>Fluency:</b>	<b>W</b> Words, <b>P</b> Phrases, <b>T</b> Connected Text
<b>Comprehension:</b>	<b>V</b> Vocabulary, <b>T</b> Text Comprehension, <b>N</b> Narrative Text <b>E</b> Expository Text ____ Text levels (range of grade levels)
<b>Written Expression:</b>	
<b>Handwriting:</b>	<b>M</b> Manuscript, <b>C</b> Cursive
<b>Constructing Text:</b>	<b>S</b> Sentence Level, <b>P</b> Punctuation, <b>N</b> Narrative Composition, <b>E</b> Expository Composition
<b>Professional Development:</b>	<b>C</b> Certification
<b>Levels of Training:</b>	<b>I</b> Introductory, <b>A</b> Advanced, <b>F</b> Follow-up for teachers
<b>Levels of Trainers:</b>	<b>C</b> Coaching, <b>A</b> Area Trainer, <b>N</b> National Trainer, <b>T</b> Trainer of Trainers
<b>Supervised Practicum:</b>	Yes or No
<b>Distance Learning:</b>	<b>O</b> Online Courses, <b>W</b> Webcast
<b>Research Evidence:</b>	<b>R</b> Response to Intervention, <b>QE</b> Quantitative/Empirical Research <b>QC</b> Qualitative/Case Study Research

	<b>Orton-Gillingham Approach</b>	<b>Alphabetic Phonics</b>	<b>Association Method</b>	<b>Language!</b>	<b>Lexia-Herman Method</b>
<b>Type of Program</b>	P, R	R	R	P, R, G	R
<b>Type of Delivery</b>	I, G	I, G (up to 10)	I, G, C	I, G, C (1-20)	I, G
<b>Intensity</b>	2-5X, 2hrs.	4-5X, 45-60 min.	Min. 2 hrs./wk. Max. 35 hrs./wk.	5X, 1-2 hr.	50 min. 5X wk.
<b>Multisensory Procedures - Drills</b>	A, V, K-t, B	A, V, K-t, B	A, V, K-t, B	A, V, K-t, B	A, V, K-t, B
<b>INSTRUCTION Phonemic Awareness</b>	PA	PA	PA	PA	PA
<b>Phonics</b>	D, S, M, I, Sp	D, S, M, I, Sp	D, S, M, I, Sp	D, S, M, I, Sp	D, S, M, I, Sp
<b>Fluency</b>	W, P, T	W, P, T	W, P, T	W, P, T	W, P, T
<b>Reading Comprehension Text Level</b>	V, T, N, E	V, T, N, E	V, T, N, E	V, T, N, E primer- gr. 10	V, T, N, E 2-adult
<b>Written Expression</b>					
<b>Handwriting</b>	M, C	C	C	M, C	C
<b>Constructing Text</b>	S, P, N, E	S, P, N, E	S, P, N, E	S, P, N, E	S, P, N, E
<b>PROFESSIONAL DEVELOPMENT</b>	C - 3 levels	C - 4 levels	In Process	C	C
<b>Levels of Training</b>	I, A, F	I, A, F	I, A, F	I, A, F	I, A, F
<b>Levels of Trainers</b>	Ck AOGPE	C, A, N, T	IMSLEC Levels	C, A, N, T	C, A, N, T
<b>Supervised Practicum</b>	Yes	Yes	Yes	Yes, in-class	Yes
<b>Distance Learning</b>	O-G subscriber level	At some centers	In development		O, W
<b>Research Evidence for Efficacy</b>	QC, QE Ck AOGPE	R, QE Ck ALTA	R, QE, QC Ck Assoc.	R, QE, QC Ck L!	R, QC Ck Lexia-Herman
<b>Contact Information www.</b>	Priscilla Hoffman OrtonAcademy.org	Nancy Coffman ALTAread.org	Maureen Martin usm.edu/dubard	S. Ashmore SoprisWest.com	R. E. Reinhert Hermanmethod.com
<b>Phone</b>	845-373-8919	214-559-7800	601-266-5223	800-547-6747	800-435-3942
<b>Address</b>	AOGPE PO Box 234  Amenia, NY 12501-0234	Nancy Coffman TSRH/LWCDC 2222 Wellborn Dallas, TX 75219	USM Dubard SLD 188 College Dr. #10035 Hattiesburg, MS 39406	Sopris West 4093 Specialty Pl.  Longmont, CO 80504	LexiaHerman PO Box 466  Lincoln, MA 01773
<b>Unique Features</b>	Original MSL program for dyslexic learners; most other MSL programs are based on Orton-Gillingham	ALTA certifies individuals, ALTA Centers accredits centers	Precise artic of phonemes; cursive script; ext. auditory training; delayed use of phonetic rules	Comprehensive literacy curric., inc. reading, writing, spelling, grammar; ESL included	Blind writing, behind back writing; sight word rdg to metronome; practice software

Lindamood-Bell	Project Read	Slingerland	Sunday System	Sounds In Syllables	Spalding Method	Starting Over	Wilson Foundations & Wilson Reading
P, R, G I, G, C 5X, 20 min.- 6hr.	P, R, G I, G (2-10) 2-5X wk.	P, R, G I, G, C (1-25) Daily lang. arts	P, R, G I, G, C 2-5X wk.	P, R, G  1 hr. 4-5X wk.	P, R, G I, C, G 2 hrs. 5X wk.	P, R I, C, G (1-30) Opt. 45 min./day Min. 1.5 hrs./wk.	P (fdns), R, G I, G, C (1-15) Fdns: 5X wk., 30 min. WR: 5X wk., 90 min. opt. Min. 2X wk., 60 min.
	A, V, K-t, B	A, V, K-t, B	A, V, K-t, B	A, V, K-t, B	A, V, K-t, B	A, V, K-t, B	A, V, K-t, B
PA	PA	PA	PA	PA	PA	PA	PA
D, S, M, I, Sp	D, S, M, I, Sp	D, S, M, I, Sp	D, S, M, I, Sp	D, S, M, I, Sp	D, S, M, I, Sp	D, S, M, I, Sp	D, S, M, I, Sp
W, P, T	W, P, T	W, P, T	W, P, T	W, P, T	W, P, T	W, P, T	W, P, T
V, T, N, E gr. preK-12	V, T, N, E gr. preK-12	V, T, N, E	V, T, N, E grades K-12	V, T, N, E	V, T, N, E	V, T, N, E	Fun: V, T, N WR: V, T, N, E
M, C S, P, N, E	M, C S, P, N, E	M, C S, P, N, E	M, C S, P Gen. Writing	M if nec., C S, P, N, E	M, C S, P, N, E	M, C S, P, N, E	M, C S, P
C - 4 levels		C	C	C - 2 levels	C	C	C (WR) - 3 levels
I, A, F	I, A, F	I, A, F	I, A, F	I, A, F	I, A, F	I, A, F	I, A, F
C, A, N, T	C, A, N, T	IMSLEC Instructor	C, A, N, T	Therapy Level			Trainer Level
Yes		Yes	Yes	Yes	Yes	Yes	Yes
W		Pilot Project					O
R, QE, QC Ck Lindamood-Bell	R, QE, QC Ck Project Read	R, QC Ck Slingerland	R, QE, QC Ck Sunday	R, QC Ck SIS	R, QC Ck Spalding	R, QC Ck Starting Over	R, QC, QE Ck Wilson
Paul Worthington Lindamoodbell.com	Greene/Wright Projectread.com	Slingerland.org	Mark Adzick SundaySystem.com	Sandra Dillon	Mary E. North Spalding.org	Joan R. Knight	Barbara Wilson wilsonlanguage.com
805-541-3836	952-884-4880	425-453-1190	800-321-7585	505-881-0026	602-866-7801	212-769-2760	800-899-8454, x401
Lindamood-Bell 416 Higuera St. San Luis Obispo, CA 93401	Project Read PO Box 20631 Bloomington, MN 55420	Slingerland ® Inst. For Literacy 1 Bellevue Ctr. 411 108th Ave. NE Bellevue, WA 98004	Winsor Learning 1620 W. 7th St.  St. Paul, MN 55102	SIS 3915 Carlisle Blvd. N.E. Albuquerque, NM 87107	Spalding 2814 W. Bell Rd. Suite 1405 Phoenix, AZ 85053	Starting Over 317 W. 89th St. #9E New York, NY 10024	Wilson Language 124 High St.  Newburyport, MA 01950
LiPS Program® Nancibell ® Seeing Stars ® Visualizing & Verbalizing ® for Language Comp. and Thinking ®	Complete Lang. Arts program; Staff Dev. K-12 curriculum; effective w/ reg. & spec. needs learners	Designed for classroom; strong hand- writing component Slingerland ® Screening Tests; no spec. mat'ls	All mat'ls inc.; recommended for ELL; on- going, in-class, assessment; student driven pacing	Strong emphasis on syllable unit for rdg. & sp.; mat'ls appropriate all ages inc. adult	Precise hand- writing for establ. letter-sound relationships; sequence goes from PA to wrtg/ spelling to rdg.	IMSLEC accred.; Curricula K-Adult; also program for children 6-16 w/ their parents	Foundations: Geared to children K-3; Wilson Reading: upper elementary & adult with extensive controlled text for older students

# References

Alexander, A. W., and Slinger-Constant, A. (2004). Current status of treatments for dyslexia: A critical review. *Journal of Child Neurology*, 19 (10), 744-758.

Birsh, J. (Ed.) (2005). Multisensory teaching of basic language skills, 2nd edition. Baltimore: Paul Brookes.

Fletcher, J.M., Denton, C. A., Fuchs, L., and Vaughn, S.R. (2005). Multi-tiered reading instruction: Linking general education to special education. In S.O. Richardson and J.W. Gilger (Eds.), Research-based education and intervention: What we need to know. Baltimore: International Dyslexia Association.

Graner, P.S., Faggella-Luby, M.N., and Fritschmann, N.S. An overview of responsiveness to intervention: What practitioners ought to know. Topics in Language Disorders, 25 (2), 93-105.

Lyon, G.R., Shaywitz, S. E., and Shaywitz, B. A. (2003). A definition of dyslexia. Annals of Dyslexia, 53, 1-14.

Schatschneider, C., and Torgesen, J.K. (2004). Using our current understanding of dyslexia to support early identification and intervention. *Journal of Child Neurology*, 19 (10), 759-765.

Shaywitz, S. (2003) Overcoming dyslexia. New York: Knopf.

*Note: We are grateful to Marcia Henry, Ph.D., past president of the IDA, for preparing this matrix and thank all those members of the IDA board for their comments.*