Framework for Informed Reading and Language Instruction

Matrix of Multisensory Structured Language Programs

The International Dyslexia Association®
Promoting literacy through research, education, and advocacy.
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), the International Multisensory Structured Language Education Council (IMSLEC, www.imslec.org) and The Academy of Orton Gillingham Practitioners and Educators (AOGPE, 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.

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*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?**

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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).

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.
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

<p>| Type of Program: | P Prevention, R Intervention/Remediation, G General Instruction |
| Type of Delivery: | I Individual, G Small Group, C Classroom |
| Intensity | (# of hours per week) |
| Multisensory Drill Procedures: | A Auditory, V Visual, K-t Kinesthetic-tactile |
| Reinforcement | B Card Blending |
| Instruction: | |
| Phonemic Awareness: | PA |
| Phonics: | D Decoding, S Syllables, M Morphemes, I Irregular Words, Sp Spelling |
| Fluency: | W Words, P Phrases, T Connected Text |
| Comprehension: | V Vocabulary, T Text Comprehension, N Narrative Text, E Expository Text |
| Text levels (range of grade levels) | |
| Written Expression: | |
| Handwriting: | M Manuscript, C Cursive |
| Constructing Text: | S Sentence Level, P Punctuation, N Narrative Composition, E Expository Composition |
| Professional Development: | |
| Levels of Training: | C Certification |
| Introductory, A Advanced, F Follow-up for teachers | |
| Levels of Trainers: | C Coaching, A Area Trainer, N National Trainer, T Trainer of Trainers |
| Supervised Practicum: | Yes or No |
| Distance Learning: | O Online Courses, W Webcast |
| Research Evidence: | R Response to Intervention, QE Quantitative/Empirical Research, QC Qualitative/Case Study Research |</p>
<table>
<thead>
<tr>
<th>Type of Program</th>
<th>Orton-Gillingham Approach</th>
<th>Alphabetic Phonics</th>
<th>Association Method</th>
<th>Language!</th>
<th>Lexia-Herman Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of Deliver</td>
<td>I, G</td>
<td>R</td>
<td>I, G, C</td>
<td>I, G</td>
<td>I, G</td>
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<tr>
<td>Intensity</td>
<td>2-5X, 2hrs.</td>
<td>4-5X, 45-60 min.</td>
<td>Min. 2 hrs./wk.</td>
<td>Max. 5X</td>
<td>50 min. 5X wk.</td>
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<tr>
<td>INSTRUCTION Phonemic Awareness</td>
<td>PA</td>
<td>PA</td>
<td>PA</td>
<td>PA</td>
<td></td>
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<tr>
<td>Written Expression</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Handwriting</td>
<td>M, C</td>
<td>C</td>
<td>M, C</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>PROFESSIONAL DEVELOPMENT</td>
<td>C - 3 levels</td>
<td>C - 4 levels</td>
<td>In Process</td>
<td>C</td>
<td></td>
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<tr>
<td>Levels of Training</td>
<td>I, A, F</td>
<td>I, A, F</td>
<td>I, A, F</td>
<td>I, A, F</td>
<td></td>
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<tr>
<td>Levels of Trainers</td>
<td>Ck AOGPE</td>
<td>C, A, N, T</td>
<td>IMSLEC Levels</td>
<td>C, A, N, T</td>
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<tr>
<td>Supervised Practicum</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes, in-class</td>
<td>Yes</td>
<td></td>
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<tr>
<td>Distance Learning</td>
<td>O-G subscriber level</td>
<td>At some centers</td>
<td>In development</td>
<td>O, W</td>
<td></td>
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<tr>
<td>Research Evidence for Efficacy</td>
<td>QC, QE</td>
<td>R, QE</td>
<td>R, QE, QC Ck Lexia-Herman</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contact Information</td>
<td>Priscilla Hoffman OrtonAcademy.org</td>
<td>Nancy Coffman ALTAread.org</td>
<td>Maureen Martin usm.edu/dubard</td>
<td>S. Ashmore SoprisWest.com</td>
<td>R. E. Reinhert Hermanmethod.com</td>
</tr>
<tr>
<td>Phone</td>
<td>845-373-8919</td>
<td>214-559-7800</td>
<td>601-266-5223</td>
<td>800-547-6747</td>
<td>800-435-3942</td>
</tr>
<tr>
<td>Address</td>
<td>AOGPE PO Box 234</td>
<td>Nancy Coffman TSRH/LWCDC 2222 Wellborn</td>
<td>USM Dubard SLD 188 College Dr. #10035</td>
<td>Sopris West 4093 Specialty Pl.</td>
<td>LexiaHerman PO Box 466</td>
</tr>
<tr>
<td></td>
<td>Amenia, NY 12501-0234</td>
<td>Dallas, TX 75219</td>
<td>Hattiesburg, MS 39406</td>
<td>Longmont, CO 80504</td>
<td>Lincoln, MA 01773</td>
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<tr>
<td>Unique Features</td>
<td>Original MSL program for dyslexic learners; most other MSL programs are based on Orton-Gillingham</td>
<td>ALTA certifies individuals, ALTA Centers accredits centers</td>
<td>Precise artic of phonemes; cursive script; ext auditory training; delayed use of phonetic rules</td>
<td>Comprehensive literacy curric., inc. reading, writing, spelling, grammar; ESL included</td>
<td>Blind writing, behind back writing; sight word rdg to metronome; practice software</td>
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<tr>
<td>Lindamood-Bell</td>
<td>Project Read</td>
<td>Slingerland</td>
<td>Sunday System</td>
<td>Sounds In Syllables</td>
<td>Spalding Method</td>
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<tr>
<td>5X, 20 min.- 6hr.</td>
<td>2-5X wk.</td>
<td>Daily lang. arts</td>
<td>2-5X wk.</td>
<td>1 hr. 4-5X wk.</td>
<td>2 hrs. 5X wk.</td>
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<tr>
<td>PA</td>
<td>PA</td>
<td>PA</td>
<td>PA</td>
<td>PA</td>
<td>PA</td>
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<tr>
<td>C - 4 levels</td>
<td>C</td>
<td>C</td>
<td>C</td>
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<td>C</td>
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<td>C, A, N, T</td>
<td>IMSLEC Instructor</td>
<td>C, A, N, T</td>
<td>Therapy Level</td>
<td>Training Level</td>
<td>Yes</td>
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<tr>
<td>W</td>
<td>Pilot Project</td>
<td></td>
<td></td>
<td></td>
<td>Yes</td>
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<tr>
<td>Ck Lindamood-Bell</td>
<td>Ck Project Read</td>
<td>R, QC Ck Slingerland</td>
<td>Ck Sunday</td>
<td>Ck SIS</td>
<td>Ck Spalding</td>
</tr>
<tr>
<td>Paul Worthington Lindamoodbell.com</td>
<td>Greene/Wright Projectread.com</td>
<td>Slingerland.org</td>
<td>Mark Adzick SundaySystem.com</td>
<td>Sandra Dillon</td>
<td>Mary E. North Spalding.org</td>
</tr>
<tr>
<td>LiPS Program®</td>
<td>Complete Lang. Arts program; Staff Dev. K-12 curriculum; effective w/ reg. &amp; spec. needs learners</td>
<td>Designed for classroom; strong handwriting component Slingerland ® Screening Tests; no spec. mat'ls</td>
<td>All mat'ls inc.; recommended for ELL; ongoing, in-class assessment; student driven pacing</td>
<td>Strong emphasis on syllable unit for rdg. &amp; sp.; mat'ls appropriate all ages inc. adult</td>
<td>Precise handwriting for establishing letter-sound relationships; sequence goes from PA to wrtg/spelling to rdg.</td>
</tr>
<tr>
<td>Nancibell ®</td>
<td>Seeing Stars ® Visualizing &amp; Verbalizing ® for Language Comp. and Thinking ®</td>
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References


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.