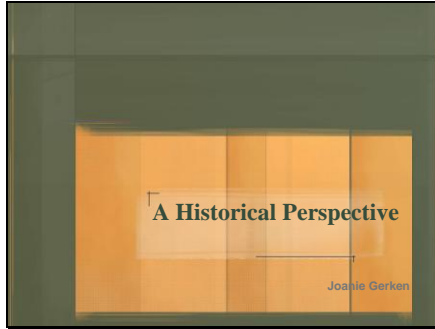


Slide 1



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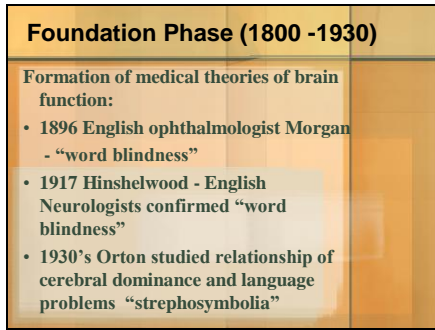
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Slide 2



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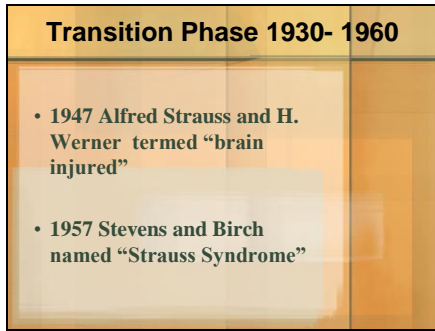
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Slide 3



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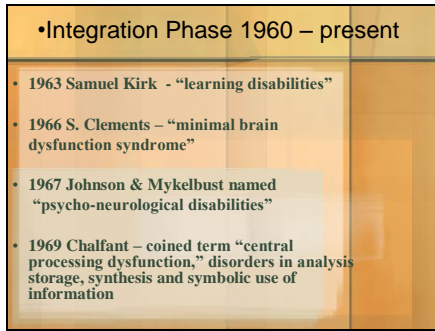
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Slide 4



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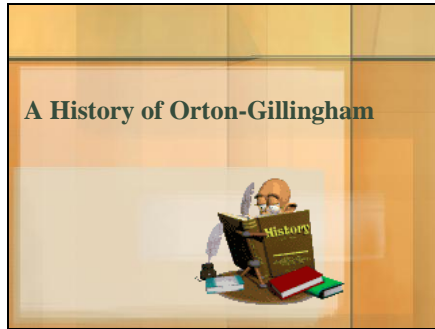
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Slide 5



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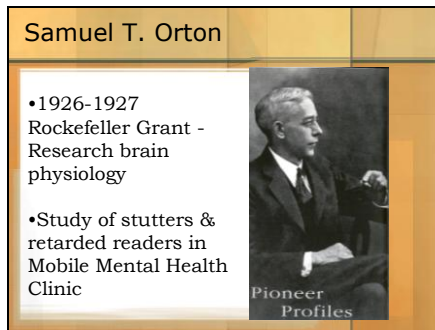
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Slide 6



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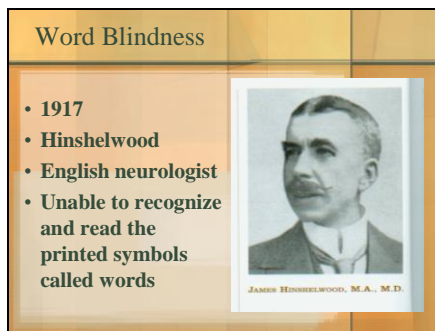
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Slide 7



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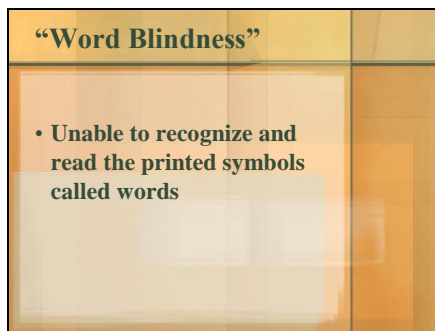
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Slide 8



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Slide 9



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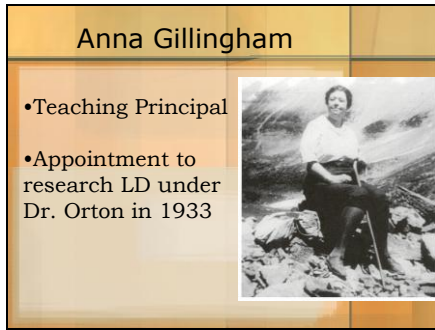
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Slide 10



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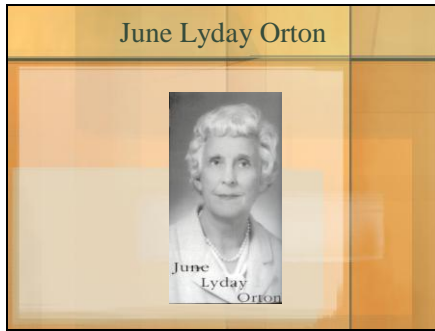
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Slide 11



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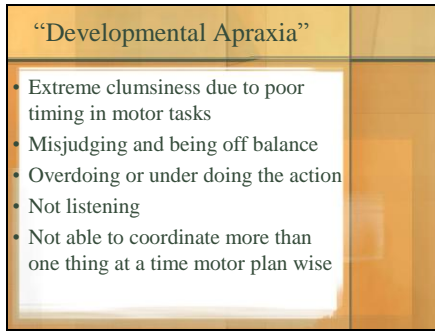
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Slide 12



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Slide 13

**Dr. Orton's beliefs:**

- Language was an evolutionary human function associated with the development of a hierarchy of complex nerves and controlled by cerebral dominance.

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Slide 14

**"Strophosymbolia"**

- Means Twisted Symbols; describes how the word is viewed with students with dyslexia

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Slide 15

**3 EXAMPLES**

- *Glnntou for glutton*
- *Sndscirtd for subscript*
- *Framer for farmer*

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Slide 16

**Characteristics of "Word Blindness"**

- **Strophosymbolia – twisted symbols**
- **Mixed laterality**
- **Reversals**
- **Poor visual memory**
- **Poor handwriting**
- **Poor auditory memory**

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Slide 17

Three Levels of Processing Sensory Stimuli

**REACT !!!!!**

Level 3: Association of what it means

Level 2: Recognition of its concrete meaning

Level 1: Awareness of external stimuli

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Slide 18

•**Dr. Orton began using multi-sensory teaching at Mobile Health Clinic in the mid-1920's.**

•**Influenced by Grace Fernald and Helen Keller.**

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Slide 19

Anna & Bessie Stillman



- Worked to write a manual on teaching reading to remedial readers**
- Trained teachers**
- Worked to develop early instruction testing**

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Slide 20

Characteristics of Orton Program

1. **Direct Approach**
2. **Sequential**
3. **Systematic**

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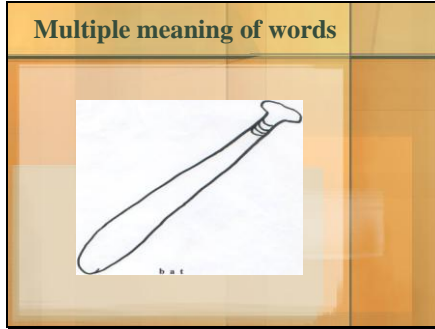
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Slide 21



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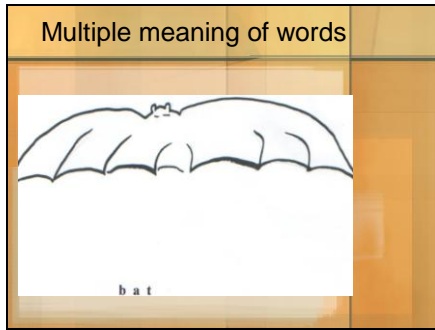
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Slide 22



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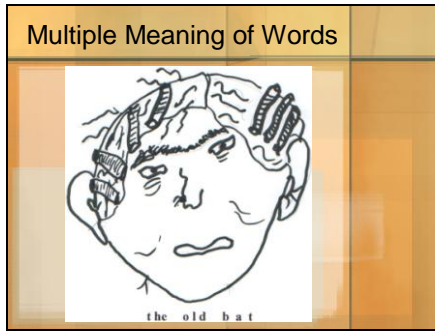
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Slide 23



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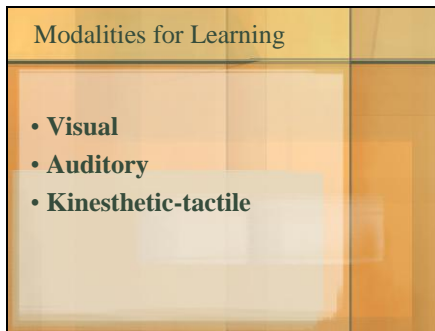
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Slide 24



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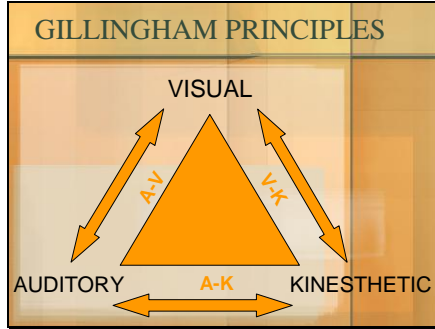
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Slide 25




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Slide 26

**GILLINGHAM PRINCIPLES**

- **Association I:** 2 Parts

**Part A:** Show letter. Say letter name. Child repeat letter name.

V - A, A - K

**Part B:** Show card. Say sound. Child repeat sound.

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Slide 27

**Gillingham Principles**

- **Association II:** No card shown. Say sound. Child give letter name.

A - K

- **Association III:** Trace, copy, write letter.

V - K, A - K

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Slide 28

“Multi-sensory teaching is simultaneously visual, auditory, and kinesthetic to enhance memory and learning. Links are consistently made between the visual (what we see), auditory, (what we hear) and kinesthetic – tactile (what we feel), pathways in learning to read and spell.”

**Marcia Henry**

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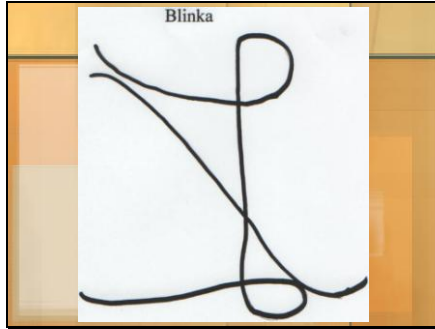
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Slide 29



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Slide 30



- Individualized
- Multi-disciplinary
- Multi-sensory
- Alphabetic-Phonetic
- Synthetic-Analytic
- Linguistic
- Systematic
- Sequential
- Cumulative
- Cognitive
- Communication Emphasized
- Emotionally Sound

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