

Slide 2

Foundation Phase (1800 -1930)

Formation of medical theories of brain function:

- 1896 English ophthalmologist Morgan - "word blindness"
- 1917 Hinshelwood English Neurologists confirmed "word blindness"
- 1930's Orton studied relationship of cerebral dominance and language problems "strephosymbolia"

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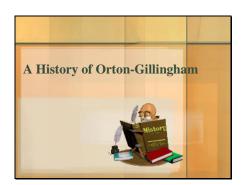
Transition Phase 1930- 1960

- 1947 Alfred Strauss and H. Werner termed "brain injured"
- 1957 Stevens and Birch named "Strauss Syndrome"

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•Integration Phase 1960 - present

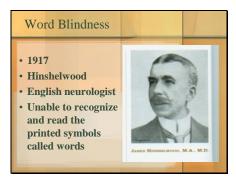
- 1963 Samuel Kirk "learning disabilities"
- 1966 S. Clements "minimal brain dysfunction syndrome"
- 1967 Johnson & Mykelbust named "psycho-neurological disabilities"
- 1969 Chalfant coined term "central processing dysfunction," disorders in analysis storage, synthesis and symbolic use of information



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•1926-1927 Rockefeller Grant Research brain physiology •Study of stutters & retarded readers in Mobile Mental Health Clinic Pioneer Profiles

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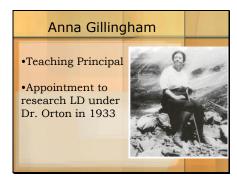


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"Word Blindness"	
Unable to recognize and read the printed symbols called words	



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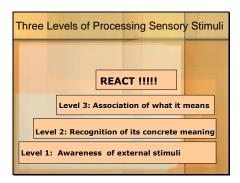


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"Developmental Apraxia" Extreme clumsiness due to poor timing in motor tasks Misjudging and being off balance Overdoing or under doing the action Not listening Not able to coordinate more than one thing at a time motor plan wise

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. Slide 14 "Strephosymbolia" Means Twisted Symbols; describes how the word is viewed with students with dyslexia Slide 15 3 EXAMPLES Glnttou for glutton Sndscirtd for subscript · Framer for farmer Slide 16 Characteristics of "Word Blindness" • Strephosymbolia – twisted symbols Mixed laterality Reversals • Poor visual memory

Poor handwriting Poor auditory memory

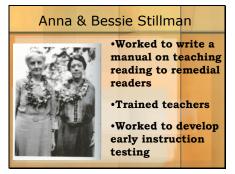


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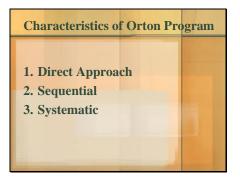
•Dr. Orton began using multi-sensory teaching at Mobile Health Clinic in the mid-1920's.

•Influenced by Grace Fernald and Helen Keller.

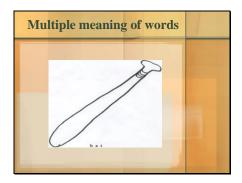
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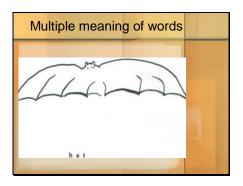


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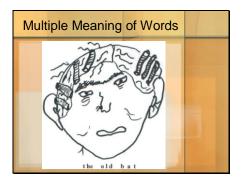


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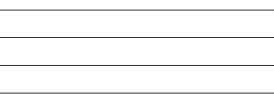


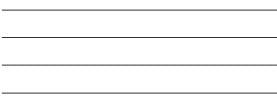
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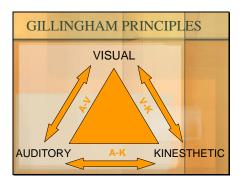


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Modalities for Learning	
Visual Auditory Kinesthetic-tactile	







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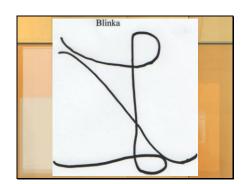
GILLINGHAM PRINCIPLES
Association I: 2 Parts
Part A: Show letter. Say letter name. Child repeat letter name.
V – A, A- K
Part B: Show card. Say sound. Child repeat sound.

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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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"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."



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