

# MULTISENSORY APPROACH

## FACT SHEET

**1 out of 5 children are dyslexic,  
(spatial thinkers)**

### Our Purpose

To effectively implement a sense of inclusion and understanding of the differences in which youth learn and develop.

### Desired Outcomes

1. Academic Success
  - Life-long learners
  - Increased High School graduation rates and College education
  - All youth possess the ability to read and learn
2. Self Confidence
  - Youth who have self pride
  - Youth who develop resistance skills and who do not feel powerless
  - Responsible citizens
  - A sense of accomplishment
  - Youth who are self-motivated
  - Youth who demonstrate a freedom of self expression
  - Youth who possess a positive body language and image
3. Character & Leadership
  - Youth who coach and mentor other Kids and peers
  - Youth who are empowered
  - Youth who are self confident

### What is MSA?

**Multi** = mul-ti-, - [prefix] “more than one”

**Sensory** = sen-so-ry, [adj] “Involving or derived from the senses”

**Multisensory** = mul-ti-sen-so-ry - [adj] “Relating to or involving several bodily senses”

Multisensory instruction combines three learning senses--auditory (hearing and speaking), visual (seeing and perceiving), and kinesthetic (touch and movement). At the Boys & Girls Clubs of Portland Metropolitan Area, it is our intent to utilize MSA (Multisensory Approach) in all aspects of our nationally proven life-saving programs, to enrich the learning and development of every child in our care.

# STATISTICS

- Reading disabilities (dyslexia) affect at least 10 million children, or approximately 1 child in 5. (Source: Important Discoveries in Dyslexia, Research supported by the NIH. G. Reid Lyon, Ph.D.)
- While schools identify approximately four times as many boys as girls as reading disabled, longitudinal and epidemiological studies show that as many girls are affected as boys. (Source: Important Discoveries in Dyslexia, Research supported by the NIH. G. Reid Lyon, Ph.D.)
- Longitudinal studies show that of the children who are reading disabled in the third grade, 74% remain disabled in the ninth grade. (Source: Important Discoveries in Dyslexia, Research supported by the NIH. G. Reid Lyon, Ph.D.)
- The majority of all individuals with learning disabilities have difficulties in the area of reading. (Source: President’s Commission on Excellence in Special Education, 2002)
- Two-thirds of secondary students with learning disabilities are reading three or more grades levels behind. Twenty percent are reading five or more grade levels behind. (Source: The Achievements of Youth with Disabilities During Secondary School, National Longitudinal Transition Study-2, 2003)
- More than 38.7% of children with learning disabilities drop out of high school, compared to 11% of the general student population. (Source: 25th Annual Report to Congress, U.S. Dept. of Education)
- There is no causal link between learning disabilities and substance abuse; however the risk factors for adolescent substance abuse are very similar to the behavioral effects of LD, such as reduced self-esteem and academic difficulty. (Source: National Center for Addiction and Substance Abuse, 1999)
- 50% of American adults are unable to read an eighth-grade-level book. (Source: Jonathan Kozol, Illiterate America)
- It is estimated that the cost of illiteracy to business and the taxpayer is \$20 billion per year. (Source: United Way, “Illiteracy: A National Crisis”)
- Approximately 50% of the nation’s unemployed youth age 16-21 are functionally illiterate, with virtually no prospects of obtaining good jobs. (Source: U.S. Department of Health and Human Services)
- 60% of America’s prison inmates are illiterate and 85% of all juvenile offenders have reading problems. (Source: U.S. Department of Education)
- 31% of adolescents with learning disabilities will be arrested three to five years out of high school. (Source: National Longitudinal Transition Study. SRI International for U.S. Department of Education, 1993)

# TWO BRAIN PROCESSES



## SPATIAL

## LINEAR

Studies support that individuals with dyslexia (*spatial* thinkers), utilize different brain pathways in the processing of information compared to the majority of individuals (*linear* thinkers).

**Linear:** To process information using a structured approach; perception is typically two-dimensional, i.e. going from point "A" to point "B." Instructional methods are based upon memorization and or repetition.

**Spatial:** To process information using an indirect and creative approach; perception is multi-dimensional, using sight, sound and modalities. Instructional methods involve the simultaneous use of multiple senses.

**The Slingerland Institute:** Located in Bellevue, WA, the institute trains instructors to provide students struggling with reading, writing and spelling skills. The Slingerland® Approach teaches oral and written language skills to all types of learners, especially those with dyslexia.

**Prentice School:** located in Santa Ana, CA, a K-8 school of 250 students, specifically catering to the development of youth with dyslexia, where all aspects of teaching and instruction are performed in a multisensory approach.

**Park Academy:** located in Lake Oswego, OR it is the only private school in the state of Oregon that serves students with dyslexia and other learning differences in middle and upper schools.

### Cost

Prentice School, Santa Ana, CA \$17,500/year

Park Academy, Portland, OR \$14,500/year

Boys & Girls Clubs of Portland \$5.00/year

**Boys & Girls Clubs of Portland Metropolitan Area, the only Boys & Girls Club in the nation offering Literacy Centers and programs, utilizing a multi-sensory approach.**

## What is Dyslexia?

Dyslexia is neurological in origin, and interferes with the acquisition and processing of language.

Dyslexic children (*spatial* thinkers) are those with average to superior intelligence whose achievement in language skills – reading, penmanship, spelling, oral, and/or written expression - is not commensurate with their intelligence, in spite of educational opportunities, socio-economic background, or even the desire to learn. They are not learning disabled, mentally deficient, brain damaged, or emotionally disturbed. Their difficulties are specific to language skills and are in no way global in nature. *Spatial* thinkers are very responsive to multi-sensory instruction.

## The Slingerland Approach

There are several basic principles which serve as the foundation for the Slingerland Approach. These include:

- **Simultaneous Multisensory Presentation** and reinforcement of information which strengthens the students' strongest learning modalities; including visual, auditory, and kinesthetic.
- **Beginning with a Single Unit** of sight or sound or thought, and preceding to the more complex.
- **Teaching Through the Intellect...**never relying on repetitious or memorization based learning. Emphasis is given to understanding the basic concepts and developing effective learning strategies.
- **Ensuring a Successful Performance** by the child, by structuring developmental and learning experiences in a positive environment. This is a success-oriented approach, in which the instructor assumes responsibility for the appropriateness of the task, provides needed pre-instruction, gives the necessary guidance to assure the student's success, reinforces the successful development and provides opportunities for practice in carrying skills to functional use.
- **Assisting Youth in Carrying Skills to Functional Use.** Dyslexic youth often have difficulty in the association and generalization of information. It is important therefore that when information is given, that it is given in isolated fragments, however that each part be tied and connected to the greater whole.