

Multi-Sensory Structured Language Instruction: A Literacy Intervention Approach for Children, K-2

According to literacy experts Irene Fountas and Gay Su Pinnell (1998, 1999), good readers learn to read by engaging in the reading process in all of its complexity. As they read, they rely on cueing systems or sources of information to support them. They use their knowledge of the world (semantic cues) and of the structure of oral and written language (syntactic cues) to construct meaning from text. Along with an understanding of the alphabetic symbols and their sounds (visual/orthographic cues), successful readers are able to integrate and balance these sources of information to ultimately access meaning from print.

Some children who fail to make satisfactory progress in early reading need more intensive, systematic instruction for learning word-solving strategies through a multi-sensory structured language (MSSL) approach combined with a comprehensive reading program. There are several well-known, successful MSSL models.

This two-day workshop will blend theoretical knowledge with classroom application of multi-sensory structured language intervention models and present a synthesis of the principles on which these models are based. The presenters will demonstrate how visual, auditory, and kinesthetic modalities are trained simultaneously, developing meaningful associations among sounds, letters, and motor patterns.

In order to improve outcomes for students in grades K-2, including students who are “at-risk” and students with disabilities, participants will:

- identify the theoretical background and the critical components of multi-sensory structured language teaching;
- review and compare models of multi-sensory structured language teaching and observe demonstrations of K-2 classroom lessons;
- delineate the connection between a multi-sensory structured language intervention approach and a child’s total reading program; and
- plan multi-sensory structured language lessons for grades K-2 that connect directly to current classroom situations.

Please Note: This session has been designed to fulfill partial requirements for P.A. 99-211, which mandates 15 hours of training (or 1.5 CEUs) on the teaching of reading during a five year CEU cycle.

Dates, Time, Location:

Saturdays:
 October 27, 2007
 and
 November 17, 2007
 9:00 a.m. to 3:30 p.m.
 SERC, Middletown

Presenters:

Margie Gillis, Ed.D.
 Senior Scientist and Project Director

Mary Ellen Lavallette
 Haskins Literacy Specialist
 Haskins Literacy Initiative
 Haskins Laboratories, New Haven

Audience: Grades K-2

Thirty (30) general and special educators, literacy specialists, student support services professionals, paraprofessionals, and curriculum specialists/coordinators

CEUs: 1.3

Includes:
 Full Attendance (Both Sessions)
 Post-Activity Application of Learning

Registration Fee:

\$90.00 per person
 Payable to Rensselaer at Hartford
 Payment is due prior to the session upon confirmation of participation.

Questions/ Special Needs:

Contact: Leticia Garcia Guerra
 Senior Project Assistant
 (860) 632-1485, ext. 233

Register By:

October 18, 2007



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Literacy Initiative

Please return application to SERC, **Literacy Initiative**, 25 Industrial Park Road, Middletown, CT 06457-1520. Participants will be selected on a first come, first served basis with regional consideration. Applicants will receive written confirmation regarding participation shortly after the registration closing date. The registration fee is payable upon notice of acceptance.

APPLICATION FORM: **Multi-Sensory Structured Language** (08-45-008 – FN/Literacy)lgg (Please print clearly.)

District/Region _____ School/Program _____ Work Phone () _____

Name _____ Home Phone () _____

Home Address _____ City _____ Zip Code _____

Position/Role _____ Grade Level _____ Email (Please Print.) _____

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