Simultaneous Multisensory Instruction

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The principles of instruction and content of a multi-sensory structured language (MSL) approach are common for these populations. Research shows that the simultaneous multi-sensory approach is effective. The Eclectic Teaching Approach unites theories of cognitive styles, information processing, multiple intelligences, and multisensory learning to uncover 12 diverse and unique ways of processing or encoding information. Simultaneous Multisensory Teaching, The Eclectic Teaching Approach, Multisensory Teaching, Multisensory Instruction, and Multisensory Learning are all recognized as effective methods.

The simultaneous learner wants to see "the BIG picture." We use multisensory instruction through tactile (touch), kinesthetic (movement), auditory, and visual techniques. Direct Simultaneous Multisensory Instruction: Dr. Orton and Dr. Gillingham developed a simultaneous multi-sensory system over 60 years ago. Instruction is more intense and more repetitious than normal. The Slingerland® Approach to instruction is a multi-sensory instructional method that is structured, sequential, simultaneous, and multisensory. Unlike conventional instruction, which perpetuates the concept that all students learn the same way, these methods are tailored to individual learning styles.

Understanding the principles of dyslexia and multisensory teaching methods is crucial. The Orton-Gillingham Approach to Teaching Reading, Spelling, and Writing is a direct and explicit method that emphasizes multisensory instruction. Multisensory Instruction is the simultaneous and alternative use of visual, auditory, and kinesthetic input to encode information. It is structured, simultaneous, sequential, and multisensory. Unlike conventional instruction, which assumes that all students learn the same way, these methods are designed to accommodate diverse learning styles.

Simultaneous Multisensory Teaching (SMT) is recognized as an effective program to promote second language acquisition for adults who have received formal instruction. The effects of a summer reading program using simultaneous multisensory instruction on language arts proficiency were studied. The results showed that this approach is as effective as on-site instruction. Both methods now allow learners and teachers to interact face-to-face, in real-time, with simultaneous multi-sensory instruction.