



Principles of Multisensory Structured Language (MSL)

Multisensory Structured Language Teaching Fact Sheet- International Dyslexia Association (IDA)

Educational Therapy (MSL)

Individual and Small Group MSL
Teacher/School Liaison
Classroom Recommendations
Functional Assessments
Semester Goals document
Home Resources
Parent Information Sessions
Access to allied professionals
Assistive Technology practice



Institute for
**Multisensory Structured
Language Education**

Simultaneous, Multisensory (VAKT):

Teaching uses all learning pathways in the brain (i.e., visual, auditory, kinesthetic tactile) simultaneously or sequentially in order to enhance memory and learning.

Systematic and Cumulative:

Multisensory language instruction requires that the organisation of material follows the logical order of the language. The sequence must begin with the easiest and most basic concepts and progress methodically to more difficult material. Each concept must also be based on those already learned. Concepts taught must be systematically reviewed to strengthen memory.

Direct Instruction:

Multisensory language instruction requires direct teaching of all concepts with continuous student-teacher interaction.

Diagnostic Teaching:

The teacher must be adept at flexible or individualised teaching. The teaching plan is based on careful and continuous assessment of the individual's needs. The content presented must be mastered step by step for the student to progress.

Synthetic and Analytic Instruction:

Multisensory, structured language programs include both synthetic and analytic instruction. Synthetic instruction presents the parts of the language and then teaches how the parts work together to form a whole (used to teach regular words). Analytic instruction presents the whole and teaches how this can be broken down into its component parts (used to teach irregular words).

Comprehensive and Inclusive:

All levels of language are addressed, often in parallel, including sounds (phonemes), symbols (graphemes), meaningful word parts (morphemes), word and phrase meanings (semantics), sentences (syntax), longer passages (discourse), and the social uses of language (pragmatics).

Check out our
*Workshops and Training page for
parent and teacher training in
Structured Literacy*

www.thrivetng.org



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