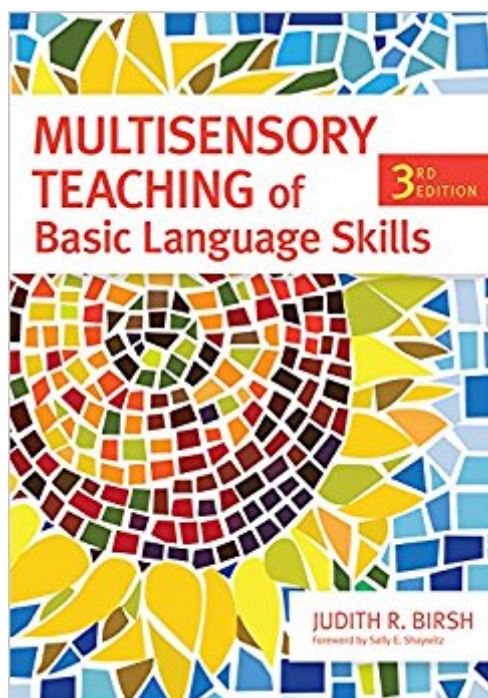


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# Multisensory Teaching Of Basic Language Skills, Third Edition



## Synopsis

Save when you order the text and activity book together! As new research shows how effective systematic and explicit teaching of language-based skills is for students with learning disabilities, along with the added benefits of multisensory techniques, discover the latest on this popular teaching approach with the third edition of this bestselling textbook. Adopted by colleges and universities across the country, this definitive core text is now fully revised and expanded with cutting-edge research and more on hot topics such as executive function, fluency, and adolescent literacy. The most comprehensive text available on multisensory teaching, this book shows preservice educators how to use specific multisensory approaches to dramatically improve struggling students' language skills and academic outcomes in elementary through high school. They'll be prepared to help students develop skills in key areas such as phonological awareness, letter knowledge, handwriting, phonics, fluency, spelling, comprehension, composition, and mathematics. Plan structured, explicit multisensory language lessons that incorporate two or more senses. Create a positive classroom environment conducive to effective teaching and learning for struggling students. Conduct successful assessment of reading difficulties and monitor progress. Teach older students who struggle with reading. Work effectively with high-functioning adults with dyslexia. Conduct biliteracy instruction for Spanish-speaking students. Meet the needs of students who use assistive technology. Know the rights of individuals with dyslexia. A text to keep and use long after the course is over, this book includes practical strategies and guidelines on planning lessons, conducting assessment, helping students with learning disabilities develop good study skills, and more. And the broad and deep coverage of multisensory teaching, unmatched by other texts, make this an essential reference and professional development resource for in-service teachers and reading specialists. With this timely new edition of an authoritative textbook, teachers will be prepared to deliver high-quality multisensory instruction that improves outcomes for students with learning disabilities and their peers.

**What's New:** Fluency chapter, Adolescent literacy chapter, More on executive function, Revised & updated chapters, New research & best practices, Chapters on assistive technology and rights of individuals with dyslexia now integrated into the book, Updated resources

## Book Information

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## Customer Reviews

"The perfect resource for every teacher seeking effective ways to meet the needs of all learners in today's diverse classrooms." (Dr. Deborah Ellermeyer, D.Ed.)

Suzanne Carreker is Director of Teacher Development at Neuhaus Education Center in Bellaire, Texas, and is a Certified Academic Language Therapist and Qualified Instructor. For 17 years, she has been involved with the preparation of teachers who provide instruction in basic literacy skills. She was a classroom teacher at and consultant to The Briarwood School in Houston for 13 years. Mrs. Carreker is a frequent speaker at national conferences and has authored several multisensory structure language curricula. She has served as president of the Houston Branch of The International Dyslexia Association and currently is Vice President of the Academic Language Therapy Association Centers Council. Judith R. Birsh, Ed.D., founded and has directed the Multisensory Teaching of Basic Language Skills Series in the Program in Learning Disabilities of the Department of Curriculum and Teaching since 1985. Her primary interests are the teaching of reading and the preparation of teachers to work with individuals with dyslexia. She is a consultant to public and private schools as well as a certified academic language therapist. Dr. Birsh was educational consultant on two Vineyard Video Productions videotape series for teachers and parents, *Teaching the Learning Disabled: Study Skills and Learning Strategies* (1991) and *Learning Disabilities/Learning Abilities* (1997; available from Paul H. Brookes Publishing Co.). She is former president of the New York Branch of the International Dyslexia Association and was the 1995 recipient of their award for achievement in the field of dyslexia education. Marcia K. Henry, Ph.D., brings more than 40 years of experience working in the field of reading and dyslexia as a diagnostician, tutor, teacher, and professor. Dr. Henry received her doctorate in educational

psychology from Stanford University. Prior to her retirement in 1995, she was a professor in the Division of Special Education at San Jose State University, where she taught and directed the Center for Educational Research on Dyslexia. Dr. Henry taught as a Fulbright Lecturer/Research Scholar at the University of Trondheim, Norway, in 1991. Dr. Henry speaks frequently at regional, national, and international conferences on topics related to intervention strategies for dyslexic learners. She also writes for a variety of professional journals and serves on the editorial boards of *Dyslexia* and *Annals of Dyslexia*, the journals of The British Dyslexia Association and The International Dyslexia Association (IDA), respectively. Since retirement Dr. Henry has taught at the University of New Mexico, the University of Pittsburgh, and the University of Minnesota-Duluth. She provides teacher training related to the teaching of reading and related language arts and consults with several school districts and states on informed reading instruction. Dr. Henry is the author of teaching materials for integrated decoding and spelling instruction. She is a past president (1992-1996) of the Orton Dyslexia Society (now known as IDA). She is a fellow of the Orton-Gillingham Academy and received the Margaret Byrd Rawson Lifetime Achievement Award from IDA in 2000. Dr. Henry now lives on Madeline Island in Lake Superior, where she spends much of her time writing. She volunteers as a tutor at the island two-room elementary school when needed. She compiled *Dyslexia: Samuel T. Orton and His Legacy* for IDA's 50th anniversary in 1999.

Beverly J. Wolf, M.Ed., Director, Slingerland® Institute for Literacy, 12729 Northup Way, Suite 1, Bellevue, Washington 98005 Ms. Wolf received her M.Ed. in education at Seattle Pacific University and brings to this collaborative effort experience as a classroom teacher, principal of an elementary school for children with dyslexia, Dean of Faculty for the Slingerland® Institute for Literacy, and an educational consultant providing professional development nationally and locally on structured language teaching. She has authored articles and books about dyslexia, creative activities for the classroom, and language-related guides for teachers. Ms. Wolf is a member of the Council of Advisors of the International Dyslexia Association (IDA), a past secretary and board member of IDA, the recipient of the John and Beth Slingerland Award from the Slingerland® Institute, the Beth Slingerland Award from the Puget Branch of the Orton Dyslexia Society (WABIDA), and the Outstanding Educator Award from the Renton School District. Through her professional experiences she has had the good fortune to hold the hands of teachers whose professional expertise and experience helped shaped her own work as she in turn shared with them. Ms. Wolf is inspired by her ongoing work with the next generation of teachers. They stimulate her and motivate her to continue to develop materials that make teaching and learning exciting and fun. As she does, she reminds others that students with learning disabilities benefit from the

collaboration of many professionals sharing with each other, as captured in this quotation from Hellman and Feibleman (1984, p. xx): "It goes in a circle and always has, like a child's dance of ring around the rosy. If I am any good, the person holding my hand has a chance of being even better." Professor of Pediatrics, Yale University School of Medicine, and Co-director, NICHD's Yale Center for the Study of Learning and Attention, 333 Cedar Street, New Haven, CT 06510. Dr. Sally E. Shaywitz is a member of the Institute of Medicine of the National Academy of Sciences, was a member of the National Reading Panel, and is the author of *Overcoming Dyslexia: A New and Complete Science-Based Program for Reading Problems at Any Level* (Alfred A. Knopf, 2003).

This is an excellent textbook for anyone wishing to know more about evidence-based, strategic instruction for dyslexia remediation. The chapters are written by several researchers and master instructors who are top in the field. It is a college level textbook, however, so be forewarned that it is rather content-dense reading. I have trained in this field for over 20 years and still use it as a reference and a refresher course.

I am studying for a Masters of Special Education and have found this to be an invaluable and comprehensive resource. It lists great activities to put theory into practice in the classroom.

Any Certified Academic Language Therapists Bible!!! And I mixed up the book with the activity workbook, but both are a must have and such a great resource!!!

This book has great ideas and strategies for teaching the struggling reader at any grade level. The only problem is I bought a used book and the seller rated the condition of the book higher than it should have been rated. If possible go new.

Great resource for research based instruction.

This is one of the best teaching resources out there. The book is expensive but well worth the money. It has information on all key areas of multisensory teaching and much more.

So helpful for my class. Thanks!

Very informative book. Good reference book for anybody interested in the topic, and working with students that have special needs.

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