



Institute for Multi-Sensory Education's Evidence of Impact Narrative

Impact on Student Learning

The Institute for Multi-Sensory Education strives to use the Orton-Gillingham methodology and research-based practices to increase student literacy achievement. All IMSE trainings are based on the Science of Reading, and there is scientific support for the multisensory education methodologies taught during IMSE's training courses. Several of these studies are cited below.

A study in Greeley, Colorado, titled "The Efficacy of Supplementary Multi-Sensory Reading Program for First-Grade Students," evaluated the effectiveness of the Institute for Multi-Sensory Education's Orton-Gillingham based reading program across three schools in a single school district. A group of 476 first-grade students who received 90 minutes of the district's core reading program was compared to a group of 224 first-grade students who received an additional 30 minutes of the IMSE reading program per day as supplementary instruction. Both groups were assessed using Dynamic Indicators of Basic Early Literacy Skills (DIBELS). At the conclusion of the study, there was strong evidence to support that IMSE's supplemental reading program led to increased proficiency in phonemic awareness and alphabetic principle skills for first-grade students when compared with students who did not receive the program.

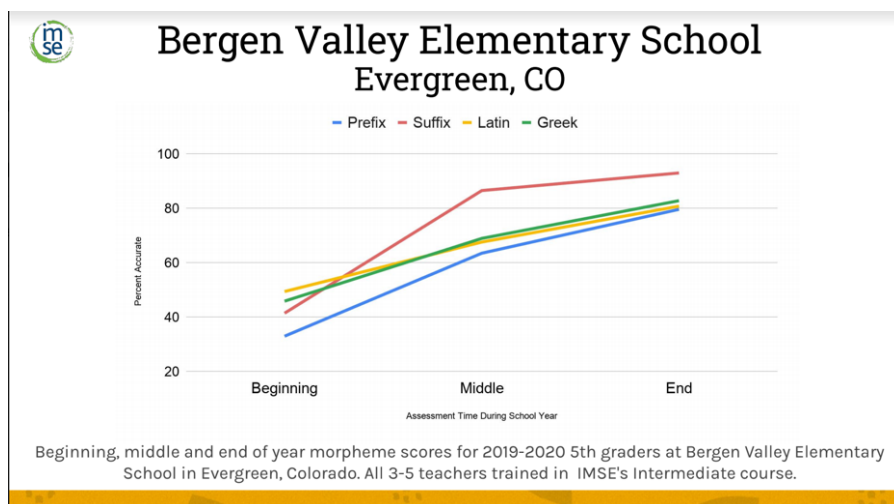
Another study conducted in Oswego, Illinois, titled "Oswego Community School District 308, Oswego, IL: Institute for Multi-Sensory Education Professional Development School Year 2008-2009," analyzed the effectiveness of the Institute for Multi-Sensory Education's Comprehensive Training, which was implemented for Reading Professionals who worked with primary at-risk students. The Reading Professionals who received the training were given a survey after participating in the training. The study notes, "Over 97% of them found this training to be valuable and would recommend it to fellow teachers. Our results for this training were consistent and effective in enabling 76% of the 225 identified first grade at-risk students to reach target comprehension and word decoding scores on the Gates-MacGinitie Reading Test." In addition, in "May of the 2008-2009 school year, these targeted at-risk students were administered four diversified assessments to document their reading achievement." The results of this study are outlined in the table below:

Oswego Community School District 308, Oswego, IL: Institute for Multi-Sensory Education Professional Development School Year 2008-2009

<i>Assessments Administered in Spring 2009</i>	<i>Reading Skills Assessed</i>	<i>Target Score</i>	<i>Average Score of the 225 identified at-risk first graders</i>
Gates-MacGinitie Reading Test *Administered in small groups by Reading Professionals	Word Decoding and Comprehension	40 th percentile or higher	59 th percentile rank
AIMSweb R-CBM Benchmarking Probes *Administered individually by classroom teachers	Fluency	59 words read correctly in one minute is at the national 50 th percentile	63 words read correctly in one minute
Observation Survey: Text Reading *Administered individually by Reading Professionals	Determine the appropriate level of text difficulty	*Text Level 20 is the random sample average according to Reading Recovery	**Text Level 18
Darrell-Morris Developmental Spelling Test *Administered whole class by classroom teachers	Spelling Stages	The transitional/correct stage range of 67-90	78

After completion of IMSE's 30-hour training, a group of special education and general education teachers in Pontiac, Michigan, began implementation of the techniques of the Orton-Gillingham program with their students. Students were given pre-, mid-year, and post-assessments to measure progress in phonetic sounds in isolation and words. At the conclusion of the post-assessment, it was observed that students' post-assessment scores were higher than the pre-assessment scores of the succeeding grade level; thus, the Orton-Gillingham procedures better prepared students for the next grade level compared to previous methods. It was also observed that special education students in grades three, four, and five ended the year with mean test scores equivalent to their peers in general education, despite having begun the year with lower test scores. The assessment data overall supported that the multisensory Orton-Gillingham approach has the potential to improve elementary students' reading skills.

In addition to teaching phoneme-grapheme relationships, the Intermediate Course also includes morphemes. Fifth-grade teachers from Bergen Valley Elementary School in Evergreen, Colorado, collected data during the 2019-2020 school year. At Bergen Valley, all 3-5 teachers have been trained through IMSE's Intermediate Course. The data below is specific to over 70 students from fifth-grade classrooms. The teachers administered morpheme assessments at the beginning, middle, and end of the school year. The assessments administered measured students' knowledge of prefixes, suffixes, Latin bases, and Greek bases. From the beginning of the year to the end of the year, students increased their average percentage correct for prefixes by 47 points (33% correct to 80% correct). The percentage correct for suffixes climbed 52 points (41% to 93%). Knowledge of Latin bases increased by 32 percentage points (49% correct to 81% correct), and the scores for Greek bases grew 37 percentage points (46% correct to 83% correct).



Each of these studies indicates that both multisensory education methodologies and the Institute for Multi-Sensory Education's programs are effective in improving students' reading abilities. They also indicate that IMSE's program provides sufficient training in the methodology to prepare teachers to implement the method in the classroom, which ultimately leads to better readers and higher scores on standardized tests and assessments.

Individual reports for any of the studies included in this document are available upon request.

Satisfaction Surveys from Participants

IMSE utilizes data collected from course participants to continuously improve course content, structure, and materials. Participants are given an opportunity to provide feedback via surveys throughout the training week. On the final day of each training, participants complete an online survey. The survey includes a variety of questions, such as the level of knowledge of the instructor, the presentation of strategies for differentiation, usefulness of materials, comfort level for implementation, and understanding of how to administer IMSE's assessments. Results of the survey are compiled and reviewed by IMSE's management team. These results drive course improvements. Results are also used to provide support to trainers when needed.

An analysis of survey data gathered from March 2019 to March 2021 shows high rates of satisfaction from participants in IMSE trainings. Over 16,000 participants responded to a survey upon completion of the Comprehensive Course. The results include the following:

- Over 99% indicated their presenter was knowledgeable regarding course content and was able to answer their questions.



- Over 99% agreed that books and materials received during training would be useful resources in planning for instruction.
- Over 98% confirmed that the instructor modeled various ways to differentiate for all students.
- Over 98% felt better prepared to incorporate multi-sensory strategies to help students with reading, writing, and spelling after the training.
- Over 98% developed a better understanding of how to teach irregular words.
- Over 98% felt empowered to use IMSE's Orton-Gillingham methodology to support their existing literacy instruction.
- Over 98% found the training useful and would recommend it to their colleagues.

Almost 4,000 participants responded to a survey upon completion of the Intermediate Course. The results include the following:

- Over 99% indicated their presenter was knowledgeable regarding course content and was able to answer their questions.
- Over 96% confirmed that the instructor modeled various ways to differentiate for all students.
- Over 98% agreed that books and materials received during training would be useful resources in planning for instruction.
- Over 95% felt better prepared to incorporate multi-sensory strategies to help students with syllable division and spelling rules after the training.
- Over 95% felt better prepared to incorporate multi-sensory strategies to help students with vocabulary after the training.
- Over 95% developed a better understanding of how to teach irregular words.
- After training, over 97% had a better understanding of the different layers of the English language and how these play a role in pronunciation, spelling, and morphology.
- Over 94% felt empowered to use IMSE's Orton-Gillingham methodology to support their existing literacy instruction.
- Over 95% found the training useful and would recommend it to their colleagues.