

Supporting the Learner:

Multisensory Learning

in the classroom:

Dr. Gavin Reid and

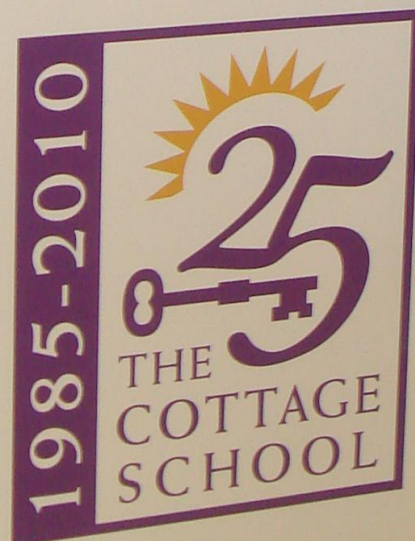
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**The Cottage School
and
The Swift School**

*Welcome International
Dyslexia Specialists*

**Dr. Gavin Reid
and
Shannon Green**



The Swift School
Established 1998
Serving Children with Dyslexia and
Language-Based Learning Differences



Teacher checklist

- Have small steps been used?
- Are the sentences short?
- Is the vocabulary easy to understand?
- Have visuals been used?
- Has large print been used?
- Is the font style appropriate?
- Has enough attention been given to presentation?
- Are there opportunities for self-monitoring and self-correction?
- Are the tasks within the child's comfort zone?

10 Strategies for motivation

- 1. Ensure success with small achievable steps**
- 2. Provide feedback to students about their own personal progress**
- 3. Help learners believe in their own abilities**
- 4. Acknowledge the individual styles of each child**
- 5. Use observation to begin with to get to know the learning and environmental preferences of the students.**

- 7. Group work as motivator**
- 8. Encourage self -assessment**
- 9. Develop student responsibility**

- 9. give students responsibility for their own learning**
- 11. focus on learning as well as teaching**
- 12. Celebrate success**

Learning Styles

- **Learning styles assessment**
- **Learning environment**
- **Classroom observation**
- **Developing tasks for different learning styles**
- **Whole school perspectives**

Strategies for global learner

- Work in groups
- Include lots of discussion
- allow scope for creativity but provide some kind of structure
- Active and interactive learning
- Lots of why questions
- Lots of visuals, colour, music
- Usually can cope fairly well with background noise

Paired Reading - Topping

- Read together.
- Adjust your speed so that you stay together.
- Repeat misread words
- prearranged signal to indicate the learner wants to read alone.
- Errors – repeat and read together again.
- Praise!
- Talk / question

Reciprocal Reading (Palinscar and Brown)

- Read
- Ask Question
- Clarify
- Summarize
- Predictions

Visual Strategies

- Chapter summaries
- Close your eyes and make a picture in your mind of what just happened
- Vocabulary – picture cues
- Drawing
- Using colour to help with descriptive language
- Sequence of Events – could be written or a sequence of sketches

scaffolding

Teachers use scaffolding techniques to develop pupils' learning by:

- thinking explicitly about how they can support and guide learners in an activity before they are ready to be independent.
- A key concept of scaffolding is that it is a temporary structure, intended to be removed.