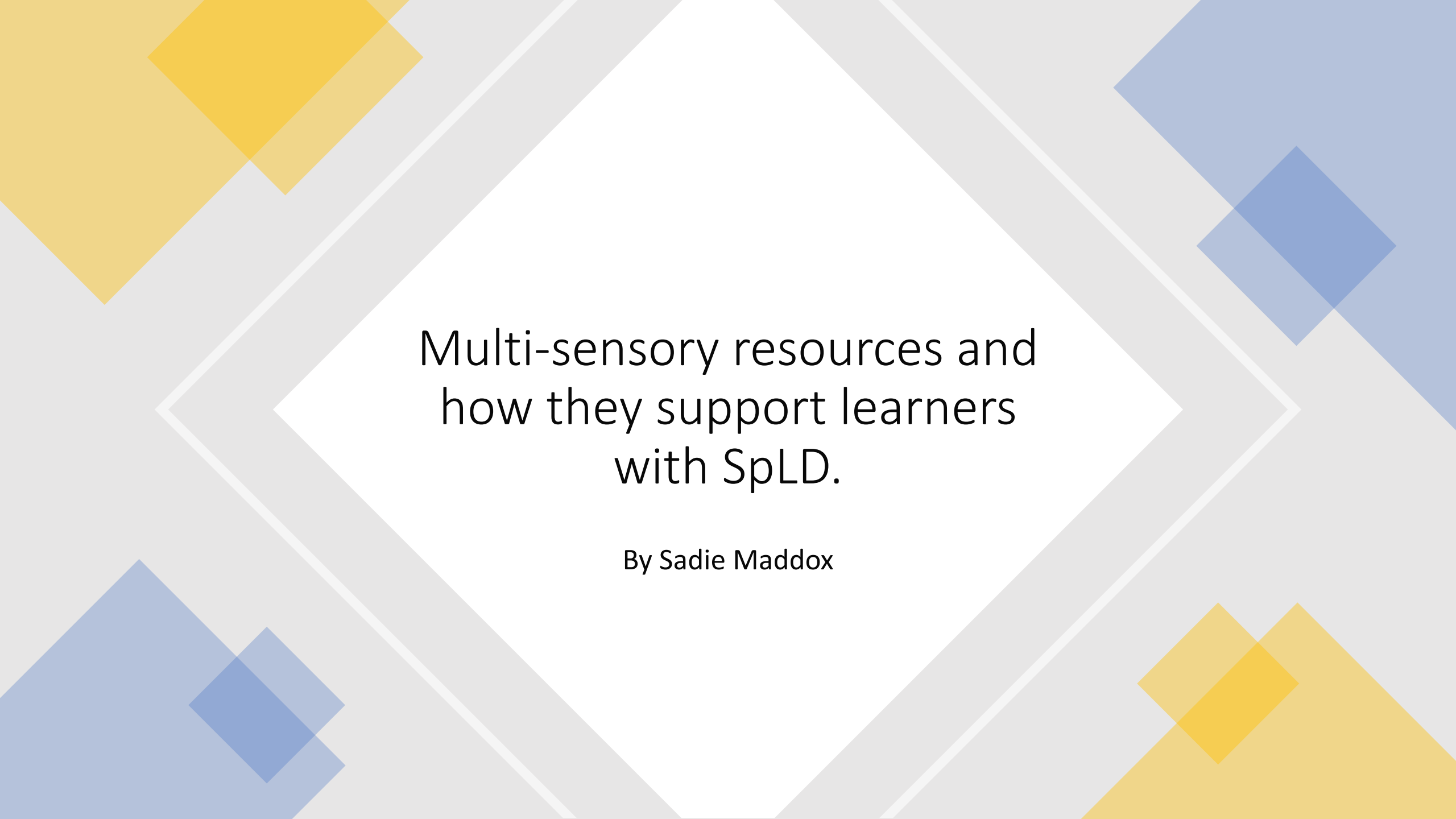




# Multi-sensory resources and how they support learners with SpLD.

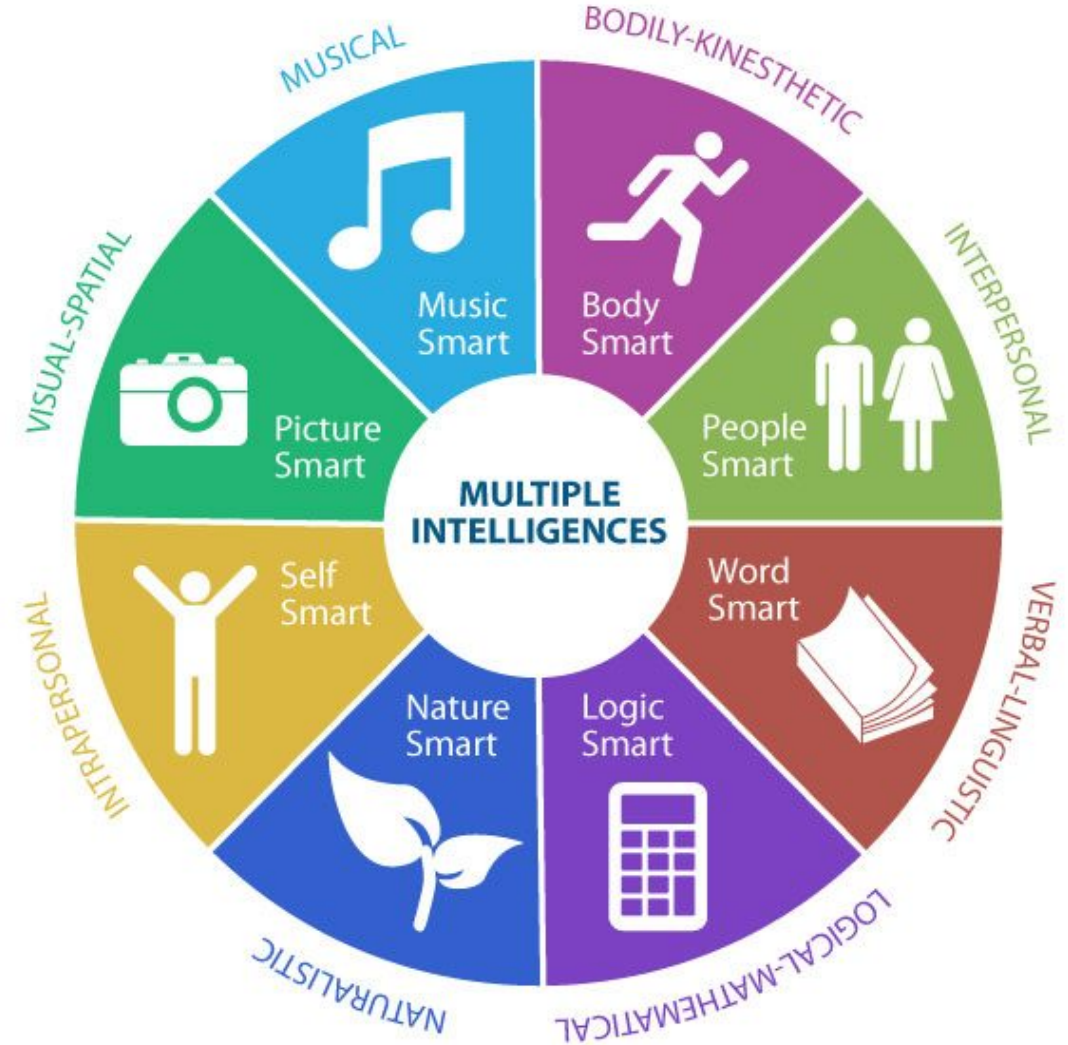
By Sadie Maddox

# Multiple intelligences in education.

- Developed by Dr Howard Gardner in 1983
- 8 different types of intelligences/learners

"This theory proresses a major transformation in the way our schools are run. It suggests that teachers be trained to present their lessons in a wide variety of ways" Hudson, (2016).

- Missions to encourage and support children's independent learning holistically.





# Multisensory learning.

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- More than one way to make connections and to learn concepts.
- Children use more than one sense at a time.
- Many reading programmes for children with learning difficulties use multisensory teaching methods.

Hands on literacy;

- Phonological awareness
- Auditory memory
- Visual memory
- Manual dexterity
- Gross motor (Do and Discover)



Pembrokeshire County Council, (2017).

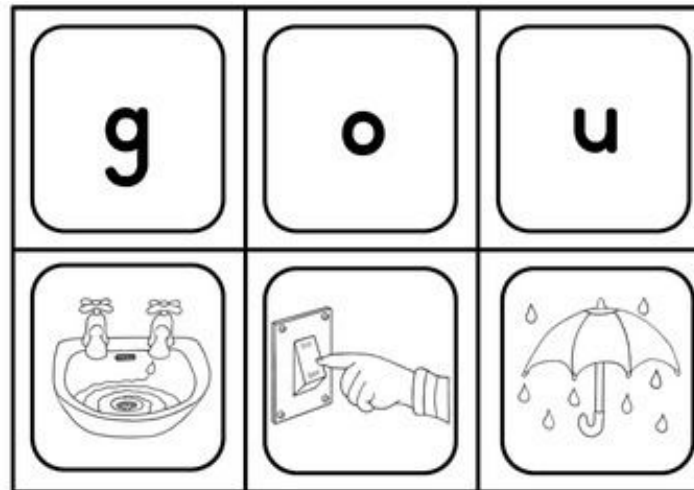
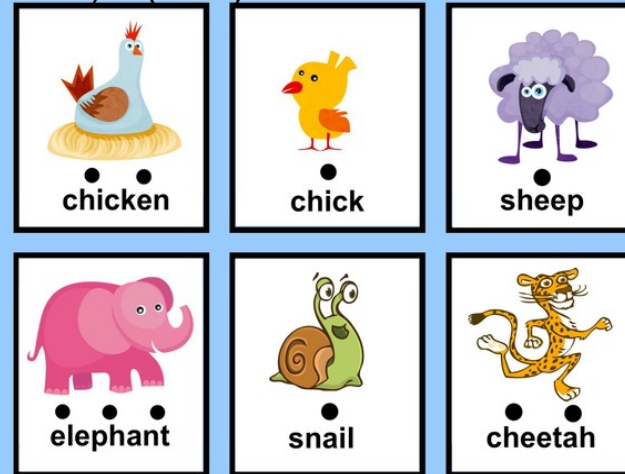


# Phonological awareness.

“Phonological awareness is the foundation for learning to read. It is the ability to recognize and work with sounds in spoken language.” Johnson, (2014).

- Nursery rhymes. Matching objects with rhymes.
- Alliteration – letter actions and matching game.
- Segmentation/syllables – names – clapping/tapping syllables. Matching groups of objects with the same number of syllable.

Weber, E. (2018).



Sadler, L. (N.D).



Ranson, A. (2016).



## Auditory memory.

“Auditory memory processing involves the retention of auditory information to allow time for word recognition, and for comprehension to occur.” (Tan, 2000 *cited in* Mense et al, 2016, pg 4).

- Recognising sounds and musical instruments.
- I went out to play with..., I went shopping and I bought...
- Rapid naming

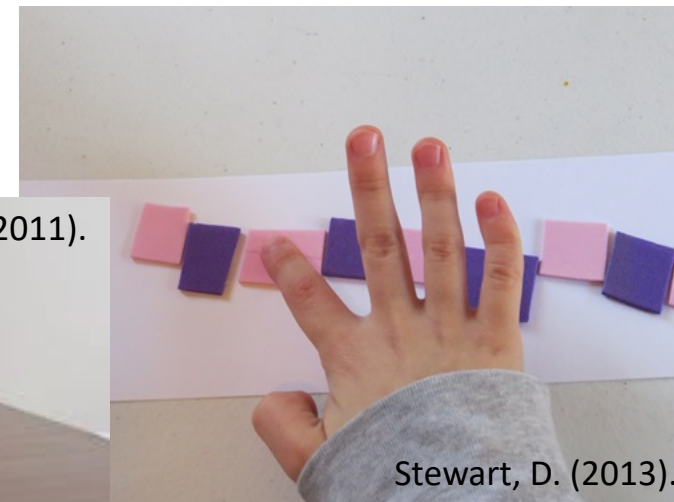
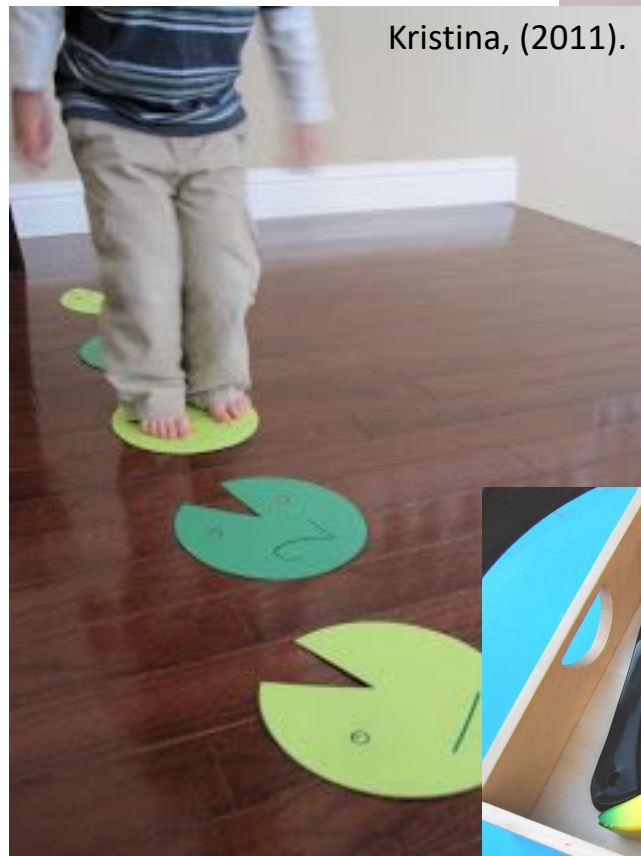




## Visual memory.

“Visual memory is the ability to recall information that has been presented visually. They must be capable of making a vivid visual image in their mind of the stimulus, such as a word, and once that stimulus is removed, be able to visualise or recall this image without support.”  
Taylor, (2016).

- Copying patterns – lines progressing to circles
- Kim’s game
- Frog jumps with bean bags





# Manual dexterity.

‘Manual dexterity is the ability to make coordinated hand and finger movements to grasp and manipulate objects.’ Makofske, (2011).

- Threading and sequencing large beads
- Peg activities
- Scrunching up paper and smoothing it out with one hand
- Finger rhymes

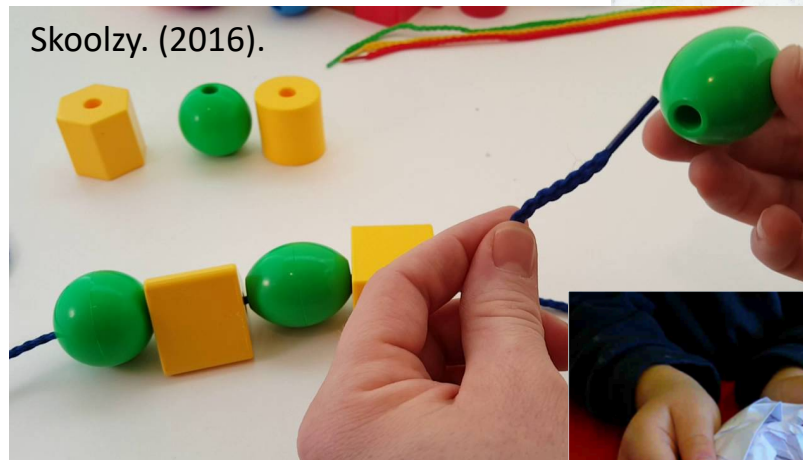
Granum, M. (N.D).



Choi, B. (2019).



Skoolzy. (2016).



Pembrokeshire County Council, (2017).



## Gross motor – Do and Discover.

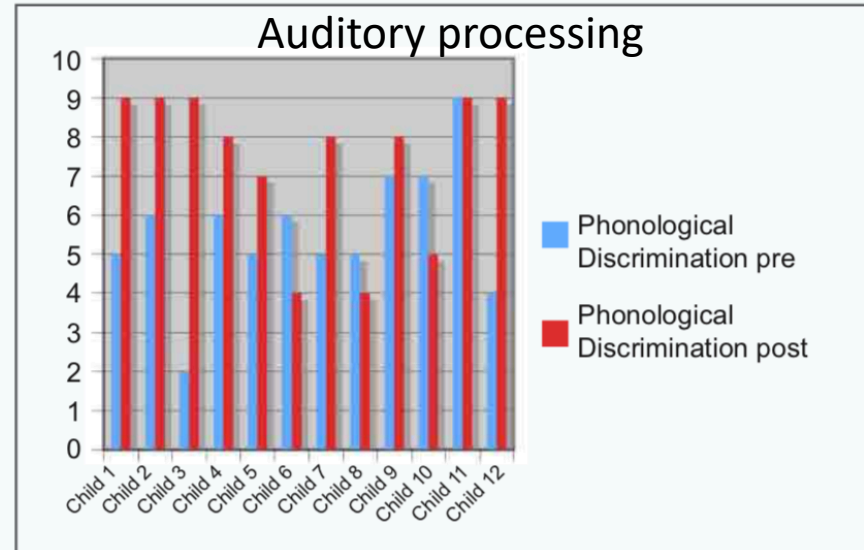
Gross motor skills are those which require whole body movement which involve the large muscles of the body to perform everyday functions, such as standing and walking. They also includes eye-hand coordination skills such as throwing, catching and kicking as well as riding a bike or a scooter.' Kid sense, (2020).

- Jumping over objects with reference
- Shape- making using play dough- rolling into a ball, pinching and poking
- Walk the line
- Catching bubbles and balloons

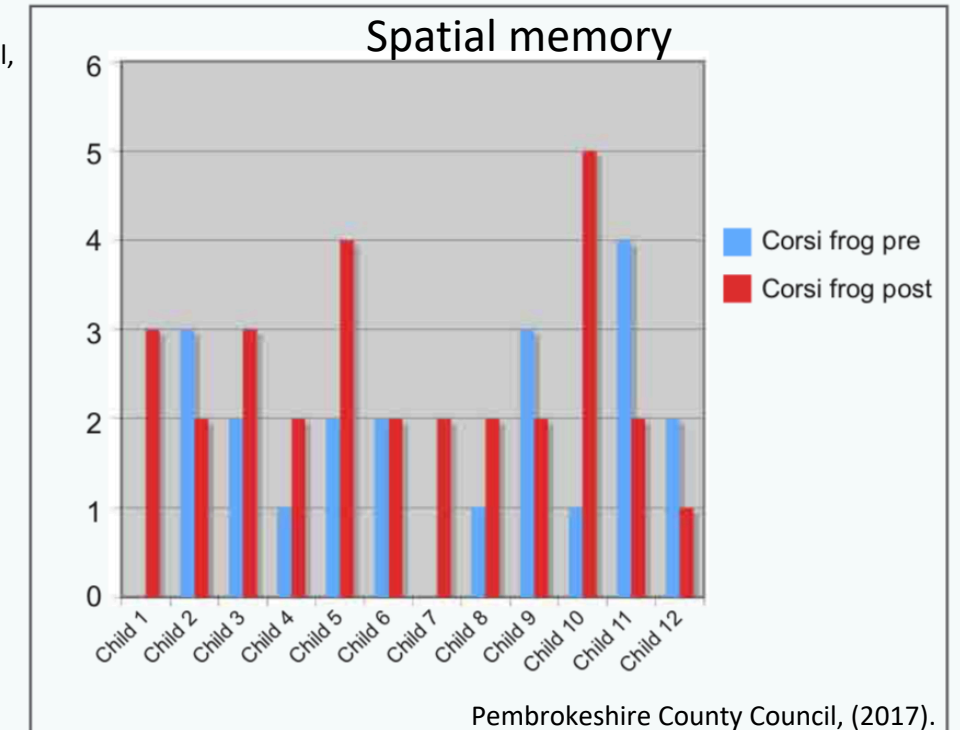


# Conclusion.

- Beneficial.
- Wide range of resources.
- Successful results.
- Social and emotional development.
- Build friendships, confidence and self-esteem.
- Literacy based only.
- Wider range of area learning over the 12 weeks.
- Budgeting constraints.
- Children may not feel confident to take part from the beginning.



Pembrokeshire County Council,  
(2017).



Pembrokeshire County Council, (2017).

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