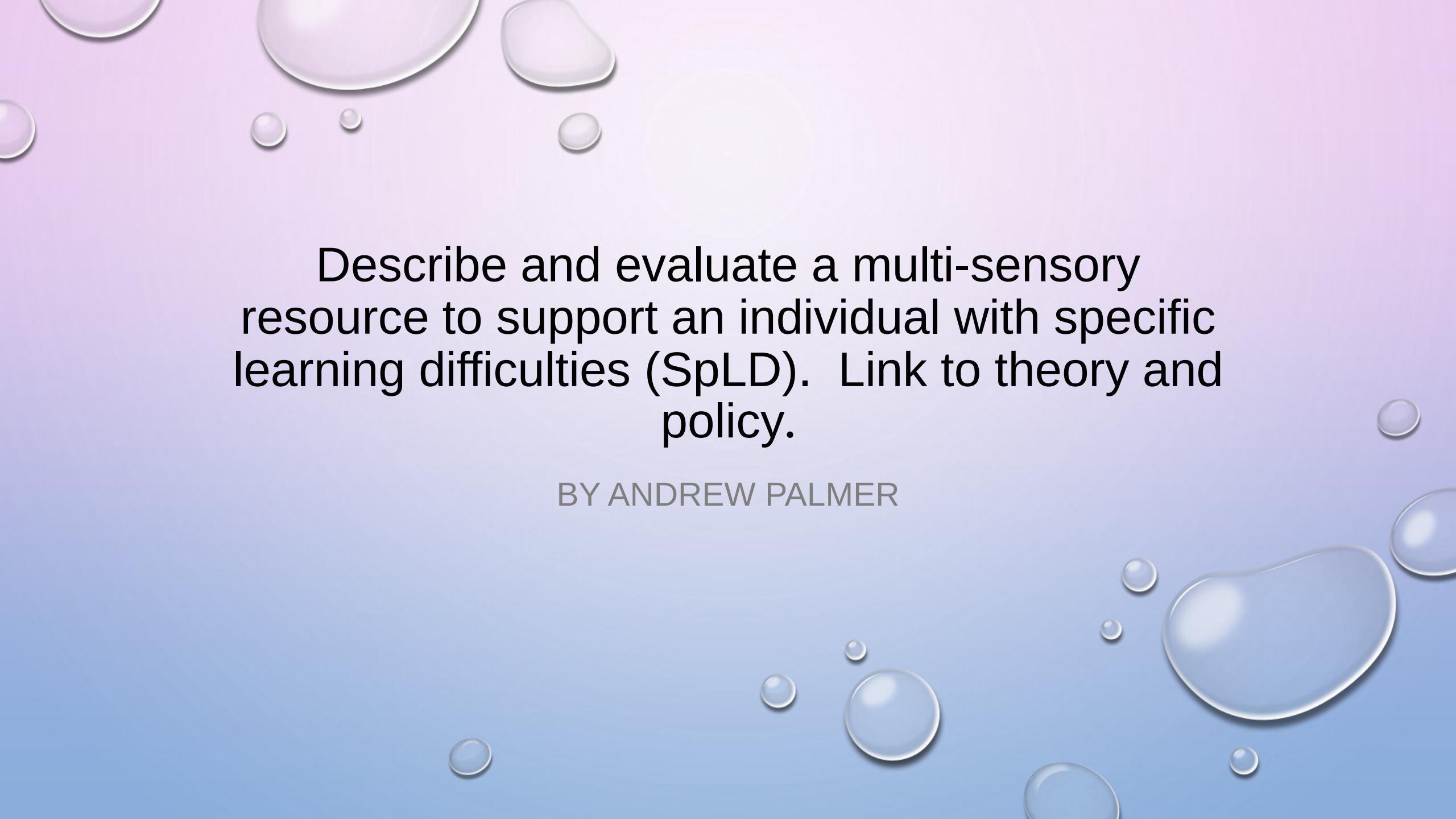


The background of the slide features a vertical gradient from light purple at the top to a soft blue at the bottom. Scattered across this background are numerous water droplets of various sizes. Some droplets are large and prominent, showing clear highlights and shadows, while others are small and subtle. The droplets are more densely clustered in the top-left and bottom-right corners, with a few isolated ones in the center.

Describe and evaluate a multi-sensory resource to support an individual with specific learning difficulties (SpLD). Link to theory and policy.

BY ANDREW PALMER

A MULTI-SENSORY RESOURCE FOR AN INDIVIDUAL WITH DYSLEXIA

- **WHAT IS DYSLEXIA?**
- It is part of the family of specific learning difficulties (SpLD)
- Dyslexia is not linked to intelligence but it can make learning difficult
- It is strongly believed that dyslexia is a neurological disorder
- It is a permanent condition and has been considered as a disability under the equality act in 2010
- The difficulties can vary from person to person, no two people will have the same strengths or weaknesses
- Dyslexia often occurs with other conditions such as dyspraxia, dyscalculia and attention deficit disorder.

The Dyslexia Association (2020).

WHAT IS MEANT BY THE TERM MULTI-SENSORY TEACHING?

DEFINITION – MULTI-SENSORY

‘INVOLVING OR USING MORE THAN ONE SENSE’ (LEXICO, 2020)

THE TYPES OF MULTI-SENSORY TEACHING

- **Visual** – pictures, colours, graphs, video.
- **Auditory** – rhymes, audio books, peer reading, music, playing instruments.
- **Tactile** – sand trays, textured objects, finger paints.
- **Kinesthetic** – dancing, clapping, jumping, flash cards.

(Lexicon Reading Centre, 2020)

WHY ARE MULTI-SENSORY RESOURCES NECESSARY FOR LEARNERS WITH DYSLEXIA?

- People with dyslexia will have problems with a range of language skills
- These are often basic skills such as spelling, writing and pronouncing words
- People with dyslexia will have difficulties with:
- Processing sounds (which has a major impact on spelling)
- Co-ordination (may be seen as clumsy)
- Processing visually
- Sequencing
- Retaining pictures of letter/word shapes

(Hammond and Hercules, 2013)

MAGNETIC, FOAM COVERED, COLOURED LETTERS

- This resource helps the dyslexic learner by engaging all of their senses.
- **Visual** – uses colour coded letters to differentiate between vowels, consonants and sounding letters.
- **Auditory** – allows the learner to learn words using phonics.
- **Tactile** – the foam, textured letters give the learners the opportunity to use another sense to help them link the letters with the sounds they make.
- **Kinesthetic** – the learner can use movement and a trial and error approach, which is proven to aid dyslexic learners



Picture taken from:
Thedyslexiaishop.co.uk

WHY IS THIS RESOURCE IMPORTANT?

- Spelling is one of the major difficulties for people with dyslexia
- It is known that dyslexia impacts phonological processing and memory
- This means that people with dyslexia have difficulty identifying the different sounds in words
- This then negatively impacts their ability to break words down and spell them
- Although people with dyslexia will find spelling difficult all of their lives, resources such as this used in the appropriate way can give learners the support, strategies and confidence to move forward and not let their difficulties hold them back.

WHO CAN USE THIS RESOURCE?

- Most suitable for a primary setting and special school setting, although could be used in secondary schools
- Could be a very useful resource for parents to use at home to reinforce learning at home
- Could also be used for adults who have been diagnosed with dyslexia in later life and that are undertaking adult learning
- Although specifically aimed at people with spld needs, this resource would be extremely beneficial to all learners of primary age

HOW DOES THE RESOURCE LINK TO POLICY?

- In 2015 the Welsh government developed the SpLD framework
- The aim of the framework was to help schools and other educational settings understand the difficulties that some of their learners face
- This lead to adjustments in the teaching methods used in the classroom environment for learners with SpLD
- The framework set out the need for staff training and development with regards to adapting appropriate teaching techniques when working the learners with spld
- Using this resource meets the criteria which is set out in this framework and meets the specific needs of learners with SpLD

(Welsh Government, 2015)

EVALUATION OF RESOURCE

- Excellent resource for people with dyslexia
- Allows the learner to use multiple senses to improve their ability to remember and make links between words, letters and sounds
- Provides the teacher with the opportunity to use the resource in several ways, enabling them to adapt lessons to meet the learners needs
- Will help to improve the self-esteem of the learner by helping them improve their spelling and literacy skills, this will have a positive impact on their emotional well-being and self-confidence
- There would also be little to no negative social impact with using this resource as it could be used for all students in the class , meaning that the dyslexic learners in the class are not being singled out

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Picture available at: <http://www.thedyslexiashop.co.uk/magnetic-letters-cursive-pack.html> (Accessed: 20.04.2020).