

## UNIT : IV

**Pedagogical strategies to respond to individual needs of students:  
Co-operative learning strategies in the classroom, peer tutoring, social learning, buddy system, reflective teaching, multisensory teaching....**

### **Inclusion as a Way To Learn and Grow with Others :**

Being different from everyone else can both be a blessing and a curse. For children with Autism and other developmental disabilities, it is mostly a burden. They may be challenged in some skills that their peers may find so easy to do that it is taken for granted. Some of these problematic skills are in the areas of communication and socialization.

Fortunately, several interventions have been designed to help these children cope with their difficulties and blend with typically-developing children. One educational intervention that many schools are already adopting is Inclusion. The Salamanca Framework of Action defined inclusive education as “education in the mainstream of regular education regardless of race, linguistic ability, economic status, gender, age, ability, ethnicity, religious and sexual orientation”. Governments are mandated to enroll all students in regular schools regardless of their abilities or disabilities (UNESCO, 1994). Hence, inclusive programs put the child concerned within the context of a regular classroom with other children of various ability levels. This is in response to the prescription of the Individuals with Disabilities Act (IDEA, 1997) that educational institutions thoroughly consider the needs of students with disabilities. Each child with disability will be furnished with an Individualized Education Program (IEP) that is customized to the child’s specific needs and skill deficiencies. Inclusive programs tend to see all children as equal no matter what their abilities or backgrounds are. Equity and respect for all are upheld. If teachers are not sensitive and skilled enough to address their individual needs, and is content having the same goals for everyone, then many children will fall by the wayside and not be able to develop their potentials to the fullest.

Inclusion is deemed to be similar to a "bandwagon that offers an attractive platform for the merging of special and general education into a seamless and supple system that will support all students adequately in general schools and general education classrooms, regardless of any student's characteristics” (Kauffman and Hallahan, 1995, p. 98). Romantic as the idea may seem, there are some inclusive classrooms that have shown evidence that it works. Regular students helping out their peers with special needs and learning together in the process is one picture that comes to

mind. It develops a sense of responsibility in them to care for those in need of their help. A teacher of an inclusive class's dilemma is managing her time and lesson plan in order to serve the individual needs of all her students. The greatest benefit goes to the children with special needs as they learn to live and grow with others despite their learning challenges.

Teachers may have different strategies in implementing inclusion. Some of these are the following:

- **Pull-outs:** The child with special needs in an inclusive class may be taken to an area within the classroom where the teacher can better supervise him in the performance of his differentiated tasks.
- 
- **Team-teaching:** Either an assistant teacher is tasked to assist learners with their work, monitor their behavior, simplify instructions, correct assignments, observes and records critical incidents, etc. In some cases there are two teachers handling the class sharing equal responsibility.
- 
- **Shadow Teaching:** A support person trained in behavior modification supports the child with special needs as he helps manage behaviors, modify or simplify lessons for the child, facilitate social skills training, provide individualize instruction when necessary and collaborate with the general education teachers.
- 
- **Peer-teaching:** Teachers may appoint some students who are capable of peer-teaching the children with special needs in class. This buddy system works both ways. It boosts the self-esteem and competence of the mainstream student while making the child with special education needs feel accepted and supported by a peer.
- One scientifically proven intervention for individuals with Autism and other developmental disabilities is Applied Behavior Analysis (ABA). This method is a treatment and teaching approach that consists of several programs and activities using the antecedent-behavior-consequence model. Skinner's Behaviorist Model explains that an individual is reinforced (positively or negatively) for responses to various stimuli, hence, the external environment plays a great part in the formation of behaviors. By administering positive reinforcement such as praising or smiling when a desired behavior occurs and administering negative reinforcement such as scolding or correcting when an undesired behavior occurs, one encourages the desired behavior and make it more likely that that behavior will reoccur (Lindfors, 1987). In ABA, each action is

considered related to a behavior and is analyzed to determine what came before it, how the behavior occurred and what happens after. This analysis is studied in order to encourage positive behaviors to occur more often (Lovaas, 1987).

## • **Establishing a buddy system in the classroom**

- 
- A buddy system pairs students in your class and asks them to support one another with specific tasks or skills. A child with a cochlear implant may benefit from a buddy that helps signal transitions, repeats teachers' directions, or facilitates the child's participation in noisy environments, like the playground. The benefits of buddy systems are strongly supported for students who speak English as a second language and students with disabilities. The effective techniques of buddy programs can be used to develop a buddy system for children with cochlear implants and their classmates.
  - Benefits for children in buddy systems include:
    - •Greater social integration
    - •Development of leadership skills
    - •Better classroom management, and
    - •Improved academic outcomes
  - Below we outline strategies for implementing a successful buddy system in your classroom.
    - Strategies
      - •Be sure to match academically higher performing children with those that need more support.
      - •Assign a buddy to the child with a cochlear implant or assign buddies to every student. Assigning buddies to all students may reduce attention on the child with the cochlear implant.
      - •Provide clear directions regarding what support the buddy is providing. In the case of a child with a cochlear implant, the buddy's role may be to signal the child during transitions between activities or give one-on-one instructions for classroom tasks.
      - •Make the buddy relationship reciprocal. Both buddies should support one another even if it's in different areas. For example, the buddy may signal transitions to the child with the cochlear implant, and the child with the cochlear implant may support the buddy with practice on spelling tests or wherever the buddy needs extra support.
      - •Carefully observe and record the successes and challenges of the buddy system. Adjust the system as needed. Improve the buddy system by

reassigning buddies, clarifying tasks, or providing the buddies with clearer expectations.

- Reinforce all participants for being good buddies. Use social recognition or other classroom rewards.
- Rotate buddies throughout the year so children have opportunities to develop new friendships.
- Peer-to-peer buddy systems for autistic students :
- A key element of education is to build empathy and understand other people in the society. This approach sees a small group of students in a class being made "buddies" for an autistic student. The students are made aware of particular challenge a student has and are asked to take special care to include them, to be on the lookout for any bullying or exclusion and to be supportive to the student if they get stressed out or upset at break time or in class. The students who are selected would be chosen for their maturity and kindness. Parental consent would be sought from the parents of the students involved. While not every autistic student will instantly begin to socialise or make friends, this approach will at the very least ensure inclusion and also that there will be a friendly pair of eyes when teachers are not present or are out of ear-shot.[citation needed] For instance – maybe a student is having a bad day, is upset about something or just is not very good at starting conversations or making friends alone. Under this system, a class would explore difference as a whole and recognize that everyone in a class is different and so have different needs, strengths, abilities and oddities.[citation needed] They would then either be paired up or each student would draw a name and become "buddy" to that person, perhaps without them even being made aware of it. Before the draw or pairing it could be discussed with the teacher, to ensure an autistic student gets an especially strong buddy. The advantage of this system is that it does not single out the autistic student, especially if they are not comfortable with that, and instead includes everyone. Additionally, it gives the autistic person a role in being a buddy too, which can be used to teach social skills, expectations ,etiquette.

**28**  
**ways**

# peers can support students with disabilities

1. Walking with them from one class to the next
2. Helping keep their assignments and class materials organized
3. Reminding them how to follow established classroom routines
4. Helping them to pass out class materials
5. Encouraging interactions with other classmates
6. Helping them check the accuracy of their assignments and classwork
7. Sharing notes or assisting them to take complete guided notes
8. Paraphrasing lectures or rephrasing key ideas
9. Prompting them to answer a question or contribute an idea during class discussion
10. Using manipulatives or pictorial demonstrations to clarify key concepts
11. Helping them self-direct their own learning and self-manage their own behavior
12. Writing down answers given orally or using a communication device
13. Offering additional examples of a concept or ideas
14. Demonstrating how to complete a problem
15. Highlighting important information in the text or on a worksheet
16. Reviewing course content to ensure understanding
17. Supporting involvement in cooperative group activities
18. Teaching leisure and recreational activities during non-instructional times
19. Motivating and encouraging them when they get frustrated
20. Prompting them to use their communication book
21. Exchanging advice related to a personal problem
22. Sharing class materials
23. Reading aloud a section of an assignment or textbook
24. Redirecting them when they are off-task
25. Inviting them to work together on a class project
26. Showing them important classroom “survival skills”
27. Reinforcing communication attempts
28. Explaining how to do certain aspects of an assignment



From *Peer Support Strategies for Improving All Students' Social Lives and Learning*,  
by Erik Carter, Lisa Cushing, & Craig Kennedy

**BROOKES**  
PUBLISHING CO.

## **Multisensory Teaching :**

Multisensory learning is a method of receiving information that is effective for all students because the information coming in is connected to other senses in the body. Simply put, multisensory learning is when a student has multiple senses stimulated at the same time. When learning, the body can use each sensory system in order to receive information:

**A multi-sensory approach, “also known as VAKT (visual-auditory-kinesthetictactile)** implies that students learn best when information is presented in different modalities (Mercer & Mercer, 1993)”. The belief is that students learn a new concept best when it is taught using the four modalities. A multi-sensory approach is one that integrates sensory activities. The students see, hear, and touch.

**“Activities such as tracing, hearing, writing, and seeing represent the four modalities” Murphy.**

As a literal definition, multi-sensory, comes from two pieces. The two pieces are **“multi” and “sensory.”** “Multi” means “more than one.” “Sensory” “involves or is derived from the senses.”

That means Multi-sensory “involves more than one of the bodily senses at a time.”

Multisensory learning is learning that involves two or more of the senses within the same activity. Like adults, children take in information about their world in a variety of ways:

- **Vision (sight)**
- **Auditory (hearing)**
- **Gustatory (taste)**
- **Olfaction (smell)**
- **Vestibular (balance/movement)**
- **Somatic sensation (touch)**

### **BENEFITS OF MULTISENSORY TEACHING:**

#### **1. Students learn differently and require different stimuli**

As you likely have noticed, not all students process information in the same way. Most students have a learning type- a way of receiving information that is optimal to their given personality and cognition.

Some students are strong auditory listeners and can understand concepts by listening to an explanation, while some others may need to draw out concepts with a pencil and paper. Some students are excellent at tracking information with their eyes and prefer to watch a play, while some other students learn best by physically acting out a play. Speaking to students and going through examples with them as they follow along may be effective for some, but others may find themselves lost.

Even the students who do respond well to the watch-and-listen technique may not be processing information as well as they could be. Multisensory teaching techniques express information that can be received by multiple senses. This way, each student, regardless of learning type, is provided with a means of understanding information.

## **2. Faster Cognitive Development**

Multisensory learning environments also enhance brain function. Each sensory system has targets in the brain that stimulate cognitive function:

- Somatic/tactile learning promotes fine motor skills
- Vestibular/kinesthetic learning promotes body memory
- Olfaction & gustatory systems provide strong sensations that remain strongly connected to the information they are associated with

It is not surprising that when students hear information, and it is connected to another sense, they can conceptualize and later apply that information better than students who just watch and listen.

Multisensory teaching techniques stimulate the brain in a variety of ways so that each sensory system becomes more developed and higher functioning. This improves essential functions of the brain such as listening skills, movement, vision, tactile recognition, and conceptualization.

## **3. Students will be more involved in learning**

It's easy for a student to zone out. The school day is nearly 7 hours long and it is difficult for students to pay attention to hours of information when it comes to them the same way class after class and day after day.

Students are attentive when multisensory teaching techniques are practiced because of how much the brain is being stimulated at once. If a student is doing something tactically or physically while listening to instructions and seeing information then there is not much of an opportunity for the student's attention to stray.

Teaching in a way that causes many of the senses to work together not only allows students to make stronger connections to the information, it demands more focus but in a more enjoyable way for students..

### **Beneficiaries from multi-sensory learning**

**All kids** can benefit from multi-sensory lessons, including kids who don't have learning and attention issues. If a student learns something using more than one sense, the information is more likely to stay with him.

**People with learning disabilities** Students with dyslexia have trouble with language skills involving speech sound (phonological) and print (orthographic) processing and in building pathways that connect speech with print.

**People with sensory integration challenges** Children with sensory integration challenges sense information normally but have difficulty perceiving and processing that information because it is analyzed in their brains in a different way.

**Multi-sensory learning can be particularly helpful for kids with learning and attention issues.** For example, these kids may have trouble with visual or auditory processing. That can make it hard for them to learn information through only reading or listening. Multi-sensory instruction can help kids learn information more effectively. All kids can benefit from multi-sensory instruction.

**Students with dyslexia** often exhibit weaknesses in underlying language skills involving speech sound (phonological) and print (orthographic) processing and in building brain pathways that connect speech with print. The brain pathways used for reading and spelling must develop to connect many brain areas and must transmit information with sufficient speed and accuracy.

**Multi-sensory teaching is one important aspect of instruction for dyslexic students that is used by clinically trained teachers.** Effective instruction for students with dyslexia is also explicit, direct, cumulative, intensive, and focused on the structure of language. Multi-sensory learning involves the use of visual, auditory, tactile (feeling) and kinesthetic (awareness of motion) to enhance memory and learning of written language. The teacher uses these senses to fully engage different parts of the students brain while learning fluency in spelling, reading and handwriting all at the same time

Most students with dyslexia have weak phonemic awareness, meaning they are unaware of the role sounds play in words. These students may also have difficulty rhyming words, blending sounds to make words, or segmenting words into sounds. Because of their trouble establishing associations between sounds and symbols, they also have trouble learning to recognise words automatically ("by sight") or

fast enough to allow comprehension. If they are not accurate with sounds or symbols, they will have trouble forming memories for common words, even the “little” words in students’ books..

Dyslexic children and teens need specialised instruction to master the alphabetic code and to form those memories. This multi-sensory part of the Orton Gillingham system remains one of the most reliable method for a dyslexic mind to learn to spell, read and write because it fully engages the each part of the brain. Another positive about this method is that it also works for teaching mathematics as well!

### **The Different Teaching and Learning Techniques:**

**Visual techniques:** Visual learning methods includes diagrams, modelling, photos and video. Anything that will display something to the student is considered visual. Mind maps are a great way for a visual learner to write and organise ideas down.

**Auditory techniques:** Auditory learning methods includes dialogue, clapping, rhymes or anything that can be heard. Teachers use clapping or tapping as a means of auditory aid. (Audio books are really effective for students (or anyone!) who is an auditory learner, or if they struggle with reading.)

**Tactile Techniques:** Tactile learning includes feel and touch. Teachers use anything textured or raised to help with tactile learning such as coins, sand, dice and clay. This learning techniques often engages fine motor skills so it may challenge children who struggle with this.

**Kinaesthetic techniques:** Kinaesthetic learning methods include movement and doing things (i.e. writing and anything physical). This type of learning method engages the gross motor skills. Teachers will often use ‘air writing’ as a method for kinaesthetic learning; where the children have to write a word in the air while sounding it out. Children with dyspraxia typically have weak kinaesthetic skills.

### **Learning Types and Activities**

**Visual-spatial-**A visual learner learns best by using their eyes to see information. They learn by seeing words in printed form or by using graphics and pictures, observing real life, and other visual aid.

#### **Activities focused on visual learning**

**Printable books:** Students read short books emphasizing sight words, word families, and short/long vowels. **Students underlined with marker the focus words such as all the short “a” words, etc.**

**Hidden sight word coloring/sight word mosaic:** This is similar to color by number. Students begin to visualize the sight word with the color. Printable sight word coloring sheets can be found on [www.pinterest.com](http://www.pinterest.com). A sight word mosaic is an abstract design that is colored by sight word. Students make squiggles, lines and shapes. Sight words are written in between the shapes.

**Flashcards with identifying pictures:** Children learn with repetition. Flashcards provide repetition. That being said, flashcards don't have to be boring.

If children cannot create or form mental pictures while reading, they are forced to memorize the words they see. (visual). Flashcards with pictures associated with letters provide a visual cue.

### **Other visual letter recognition strategies:**

⌘ Letter sorts: Have students sort letters by categories. This can be done on paper or with manipulative (letters with tails vs. no tails, circles vs. no circles, dots vs. no dots).

⌘ Have students watch what they look like when saying letters in the mirror. What letters make an "O" shape of their mouths? What do their tongues do when then make a "sh" or a "th" sound? This makes them laugh. Especially if you do it with them.

**Auditory Learners-** An auditory learner is someone who learns best by listening and talking. They learn reading by listening to someone present information orally and by being allowed to discuss and ask questions.

Activities focused on auditory learning

**Rhyming/making up words with word families:** Using a white board or a word building kit students take a word family sound such as "at" and make a list of real and silly words. (cat, bat, dat, jat) Students like to make silly words and they still learn the same concepts.

**Read Alouds:** "Literacy does not depend upon reading text in books. This point just can't be emphasized enough with dyslexic learners, so here it is again: Literacy does not depend upon reading text in books."

**Phonemic awareness:** Phonemic awareness is verbal and auditory, not written, and prepares children for reading print. Segmenting and blending sounds to make words can be played around with in many ways. I had students bounce or throw a ball for each letter sound, jump or clap. They liked the ball best.

**Chanting:** A teacher I worked with in the past always chanted a word several times after a student learned it

**Tactile Learners:** Tactile learners learn best through their sense of touch, such as using their hands and fingers. They learn best by writing, drawing, and using hands-on manipulatives.

### **Activities focused on Tactile Learning**

**Playdough:** Students create sight words or letters with play dough. For younger students a play dough mat with letters already outlined

**Word building kits:** This can either be with magnetic letters or scrabble pieces. The kids liked the colorful letters is recommend.

**Read it, Write it, Build it:** Used this technique with a student with a learning disability in particular. However, it can be used with anyone. It is a good multisensory technique. It is exactly as it says. Works well with sight words.

### **Similar concept as play dough:**

**Sandpaper letters:** These are tracing letters made of sandpaper. Students use their finger to trace the letters. The students retain a tactile memory of the feel of the letters. This is a well-established Montessori technique.

### **Writing letters and sight words in the:**

⊗ Sand

⊗ Shaving cream

⊗ Air (learning disability teaching technique)

⊗ Salt

**Hidden sight word painting:** Prior to meeting with students write sight words in white crayon on white paper. Students paint over words with watercolor. As they paint the sight words appear the students can have a contest to see who could paint over all the sight words and read them all first.

**Kinesthetic learners:** Kinesthetic learners learn best through movement of their large or gross motor muscles. They take in information best while moving and doing, being involved in projects, role playing, learning while standing up and engaging in real life activities.

## **Activities involving Kinesthetic Learning**

**Sight word jump:** Write sight words on post it notes and put them up high on the wall. Students jump for the word when it is called out. Students jump for the word when it is called out.

**Race Car blending:** Phonemic awareness activity using a toy car to drive across the letters written spaced across a racetrack to make a word. Students sound out the letters as they drive across it. When students drive slowly they sound out the letters very slowly and segment them. When they zoom by they say the word clearly, loudly and quickly.

**Sight word towers:** Write sight words on red solo cups. Ask students to read the words on the cup. If they read it correctly they can add it to their tower. If they miss the word, they have to put the cup to the side. This was a favorite of students

**Letter sound blending puzzles:** These are three letter word segmented puzzles students put together. Each piece was a separate letter sound. When put together, it made the word and corresponding picture.

**Activities involving taste and smell:** Most multisensory activities do not involve these senses. However, all senses activate different memories and create more opportunities for learning.

### **Taste**

⊞ Using alphabet cheese it's to spell words in place of letters in word building kit. If students read the words correctly they can eat the word.

⊞ Find foods that start with particular letters of the alphabet you're working. For example: p is for pineapple, pumpkins, pepperoni pizza, or pancakes

### **Smell**

⊞ Writing letters with a mixer of glue and dry jello mix.

⊞ Find smells that start with particular letters of the alphabet

### **Tools for multisensory teaching :**

Multisensory techniques often include visual teaching methods and strategies such as using:

**Text and/or pictures on paper,  
posters, models,  
projection screens, or computers.**

**Film, video, multi-image media, augmentative picture communication cards or devices, fingerspelling and sign language.**

### **SOMATO (Somatic sensation + Vestibular + Vision)**

SOMATO is a keycap surface system that allows students to “feel their words.” Basically, it makes typing more like handwriting. Requiring no change of typing behavior, this up-and-coming tool makes typing more interactive and stimulating via the use of tactile character recognition. SOMATO allows each key to be individually recognized by the student’s fingertips using bumps and ridges and, therefore, adds a new sensory dimension to typing. For all ages

### **TouchMath (Somatic Sensation + Vestibular + Vision)**

TouchMath’s 3-D Numerals use physical numbers so that math can be touched. These physical numerals are 5 inches in length and have TouchPoints that help students develop numeral/quality association. The product comes with activity sheets that can be printed from a CD. For Pre-K – 1 + special education

### **Education Place (Vestibular + Auditory)**

Education Place is a website with a variety of instructions for different activities that can be performed in the classroom. There are dozens of different categories and fields of activities and there are activities for all ages. These activities allow students to learn by doing. Students learn to communicate and brainstorm with each other in order to reach their goals. For all ages

General education and special education students can all benefit from multisensory learning. Individual students process information differently. Utilizing various senses in the instructional setting helps enable optimal learning for every student in the classroom. Incorporating visual, auditory, tactile, kinesthetic, taste and smell in the instructional setting assist students in learning and retaining classroom material.

### **Tips for creating a multi-sensory classroom :**

Some ideas take just a little effort but can bring about big changes. The following are few tips for creating a multi-sensory classroom.

**Writing homework assignments on the board.** Teachers can use different colors for each subject and notations if books will be needed. For example, use yellow for math homework, red for spelling and green for history, writing a “+” sign next to the subjects students need books or other materials. The different colors allow students to know at a glance which subjects have homework and what books to bring home.

**Use different colors to signify different parts of the classroom.** For example, use bright colors in the main area of the classroom to help motivate children and promote creativity. Use shades of green, which help increase concentration and feelings of emotional well-being, in reading areas and computer stations.

**Use music in the classroom.** Set math facts, spelling words or grammar rules to music, much as we use to teach children the alphabet. Use soothing music during reading time or when students are required to work quietly at their desks.

**Apply Aromatherapy to the classroom.** Use scents in the classroom to convey different feelings. According to the article “Do scents affect people’s moods or work performance. “People who worked in the presence of a pleasant smelling air freshener also reported higher self-efficacy, set higher goals and were more likely to employ efficient work strategies than participants who worked in a no-odor condition.”

**Start with a picture or object.** Usually, students are asked to write a story and then illustrate it, write a report, and find pictures to go with it, or draw a picture to represent a math problem. Instead, start with the picture or object. Ask students to write a story about a picture they found in a magazine or break the class into small groups and give each group a different piece of fruit, asking the group to write descriptive words or a paragraph about the fruit.

**Make stories come to life.** Have students create skits or puppet shows to act out a story the class is reading. Have students work in small groups to act out one part of the story for the class.

**Use different colored paper.** Instead of using plain white paper, copy hand-outs on different color paper to make the lesson more interesting. Use green paper one day, pink the next and yellow the day after.

**Encourage discussion.** Break the class into small groups and have each group answer a different question about a story that was read. Or, have each group come up with a different ending to the story. Small groups offer each student a chance to participate in the discussion, including students with dyslexia or other learning disabilities who may be reluctant to raise their hand or speak up during class.

**Use different types of media to present lessons.** Incorporate different ways of teaching, like films, slide shows, over-head sheets, power-point presentations. Pass pictures or manipulative around the classroom to allow students to touch and see the information up close. Making each lesson unique and interactive helps keep student's interest and helps them retain the information learned.

**Create games to review material.** Create a version of Trivial Pursuit to help review facts in science or social studies. Making reviews fun and exciting will help students remember the information.

### **Learning Styles:**

There are twelve ways of learning. Although most students can learn in some capacity using all twelve learning styles, when students' unique profiles or preferences are accommodated, they often experience joy in the learning process and celebrate remarkable gains.

Below, the learning styles are defined with teaching suggestions are made for each.

1) **Visual Teaching:** This method allows students to learn by seeing.

- Seeing a diagram
- Seeing an image
- Seeing a movie

2) **Auditory Teaching:** This method allows students to learn by listening.

- Listening to a lecture
- Listening to a debate
- Listening to a story

3) **Tactile Teaching:** This method allows students to learn by touching.

- Touching and manipulating an artifact
- Conducting a hands-on experiment
- Copying or tracing diagrams or tables
- Dioramas

4) **Kinesthetic Teaching:** This method allows students to learn while moving.

- Role playing scenarios or doing skits
- Participating on field trips
- Conducting interactive experiments

5) **Sequential Teaching:**

This method allows students to learn material in a specific order or series of steps.

- Breaking down information into a series of steps
- Making flow charts
- Placing events in sequence on a timeline

6) **Simultaneous Teaching:** Allows students to learn “how the information is interrelated.

- Producing summaries
- Explaining the overall meaning
- Creating concept maps or webs
- Looking at a timeline to glean the overall relationship

7) **Reflective/Logical Teaching:**

This method allows students to solve problems and ponder complex issues.

- Brainstorming solutions to problems
- Asking students to analyze material
- Offering reflective writing opportunities

8) **Verbal Teaching:**

This method allows students to learn information by talking about it.

- Breaking students into discussion groups
- Encouraging students to verbally rehearse their understanding of information
- Asking students to think aloud

### 9) **Interactive Teaching:**

This method allows students to learn information in the company of others .

- Organizing a group debate
- Breaking into small group activities
- Conducting a question-answer session

10) **Direct Experience Teaching:** Allows students to learn through experience.

- Conducting experiments
- Going on field trips
- Taking part in an apprenticeship program

### 11) **Indirect Experience Teaching:**

This method allows students to learn from the experiences of others.

- Telling about your own experiences of learning from peers
- Reading a biography
- Watching demonstrations

### 12) **Rhythmic/Melodic Teaching:**

Allows students to see patterns or pair melodies and rhythm.

- Suggesting patterns/themes across course content
- Pointing out songs that address the course themes
- Bringing in a musical piece that reflects a time period and creates a mood

## **Conclusion**

Teaching and learning in this way is an exciting journey of discovery. It is a fast paced and creative process where learning is fun since each small step is mastered and the learner is aware of what they have gained. Everyone now can call themselves a success. Confidence is built through growing mastery of written language. The students can see themselves as successful learners and this helps each individual learner gain independence and a great “can do” attitude.

Lessons taught using multisensory teaching methods use two or more of the teaching modes simultaneously to teach child. When teachers teach in two or more ways, their teaching becomes more interesting to the kids. When students can express their learning in a variety of ways, they can choose their best skills to show what they know. This is multisensory learning and teaching at its best!

Multisensory teaching is ideal for kids of any learning style. Multisensory learning gives the best learning progress when teaching includes activities that use your child's strongest learning style(s). This is one reason kids who are homeschooled learn at a faster rate than kids in traditional school. They benefit from MORE multisensory learning that is geared to their own needs.

Multisensory learning provides more ways for understanding new information, more ways to remember it and more ways to recall it later. Dyslexic children typically have difficulty absorbing new information, especially if it is abstract or involves memorizing sequences or steps. Multisensory teaching techniques help break down these barriers to learning by making the abstract more concrete, turning lists or sequences into movements, sights and sounds.

The best part of all is the multisensory learning is more fun and works well for every learner. It should be part of every teacher's tool box

“Albert Einstein said, ‘Learning is experiencing. Everything else is just information.’” We must use our senses while we're teaching and learning. We have a need to see, touch, taste, feel, and hear the things around us. We use our senses to study the new objects so we can understand them better. (Wesson, 2002, paraphrased). Using your child's senses for multisensory learning just makes sense