From the earliest days of research on learning disabilities, a multisensory strategy has been viewed as perhaps the best instructional intervention to use with students who have trouble reading and writing (see, for example, Slingerland, 1996).

As students learn their letters and sounds, have them form letters in clay or with pipe cleaners, draw them on pavement with chalk, trace them in sandpaper, or manipulate them using colored blocks or tiles. Capitalizing on their strong visual-spatial skills, suggest that students write captions for photographs or draw storyboards to show their understanding of the sequence of a story.

To personalize learning, show students how to take their dictated material from speech-to-text software and transform it into a book that could then be catalogued in the school library. If students exhibit music as a special strength, have them use percussion instruments to tap out the syllables of words or use singing or chanting to turn phonemes into musical sounds. This is especially helpful in addressing the phonological difficulties that many individuals with learning disabilities face (Overy, 2003). **Strength-Based Learning Strategies for Special Needs Students by Thomas Armstrong**

Two of the greatest challenges for teachers in the years ahead will be student engagement and achievement. Multisensory learning techniques provide an effective, highly adaptable method for addressing both. The premise of multisensory learning is simple. When students invoke more than one sense, simultaneously or over a period of time, they tend to interact with the material more intensely and thereby retain what they have learned for longer periods of time. In multisensory learning, a teacher engages students through hands-on, visual, auditory, and olfactory stimuli, then links the activity to relevant academic objectives. It is through the reciprocal relationship between sensory input and thinking that multisensory techniques gain their power.

Teacher's Guide to Multisensory Learning by Lawrence Baines

Multisensory teaching links listening, speaking, reading, and writing. The simultaneous deployment of **visual, auditory, kinesthetic, and tactile** sensory modalities **(VAKT)** used in multisensory instruction has traditionally been a staple of remedial and preventative intervention for students with learning disabilities and/or dyslexia. Multisensory methods support the connection of oral language with visual language symbols and can involve using touch and movement to facilitate conceptual learning in all academic areas. **Multisensory Teaching of Basic Language Skills by Judith R. Birsh**

How does multisensory instruction work?

Learning often relies on a child's sight to look at text and pictures and to read information. It also relies on a child's hearing to listen to what the teacher is saying.

Multisensory teaching isn't just limited to reading and listening. Instead, it tries to use all of the senses. Every lesson won't use all of a child's senses (taste, smell, touch, sight, hearing and movement). But in most multisensory lessons, students engage with the material in more than one way.

For example, let's say your child's class is studying apples. Your child might have the chance to visually examine, touch,

smell and taste apples—instead of just reading and listening to his teacher speak about how they grow. Then he might hold a halved apple and count the number of seeds inside, one by one.

That's multisensory teaching. It conveys information through things like touch and movement—called tactile and kinesthetic elements—as well as sight and hearing.

"Multisensory Instruction: What You Need to Know" by Amanda Morin