



Title of the Module:

ROLE OF THE LEADER IN MULTI SENSORY TEACHING - LEARNING ACTIVITIES

Module submitted

by

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THE MODULE SUBMITTED TO
NATIONAL CENTER FOR SCHOOL LEADERSHIP
NATIONAL INSTITUTE OF EDUCATIONAL PLANNING AND ADMINISTRATION

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1.

INTRODUCTION

Multisensory refers to an approach or experience that involves or stimulates several Physiological senses simultaneously in education process. This approach utilizes sight sound, touch, smell to create learning experience. When more senses are involved in learning more brain areas store the information making it Easier to recall later .instead of asking learners to filter out the sensory input , multisensory Teaching incorporates relevant stimuli a cross multiverses. A multi sensory instruction refers to the way information is delivered to the students.

The three primary modes of instruction are visual, auditory and sensory motor

Visual – Visual instruction includes activities like reading a book or looking at picture

Auditory - Auditory refers to listening to a lecture or any pre recorded voice or videos

Sensory motor- This is often referred to as hands on approach

Multisensory integration also known as multi model integration is the study of how Information from different sensory modalities (such as sight ,sound , touch , smell , self- Motion and taste) may be integrated by the nervous system ..A coherent representation of Objects combining modalities enables children to have meaningful perceptual Experiences .Indeed multisensory integration is central to adaptive behavior because it Allows children to perceive a word of coherent perceptual entities. Multisensory Integration also deals with how different sensory modalities interact with one another.

Multi modal perception is surrounded by multiple objects And receiving multiple sensory stimulations the brain is faced with the decision of how to categorize the stimuli resulting from different objects or events in the physical world the nervous system is thus responsible for weather to integration or segregate certain group of signals ,multi model perception has been widely studied in cognitive science, behavioral science and neuroscience.

Multisensory teaching strategies, which engage visual, auditory, kinesthetic, and tactile modalities simultaneously, are essential for fostering an inclusive, high-engagement learning environment, particularly for students with learning differences like dyslexia. However, the successful adoption of these VAKT (Visual, Auditory, Kinesthetic, Tactile) methods depends largely on effective school leadership.

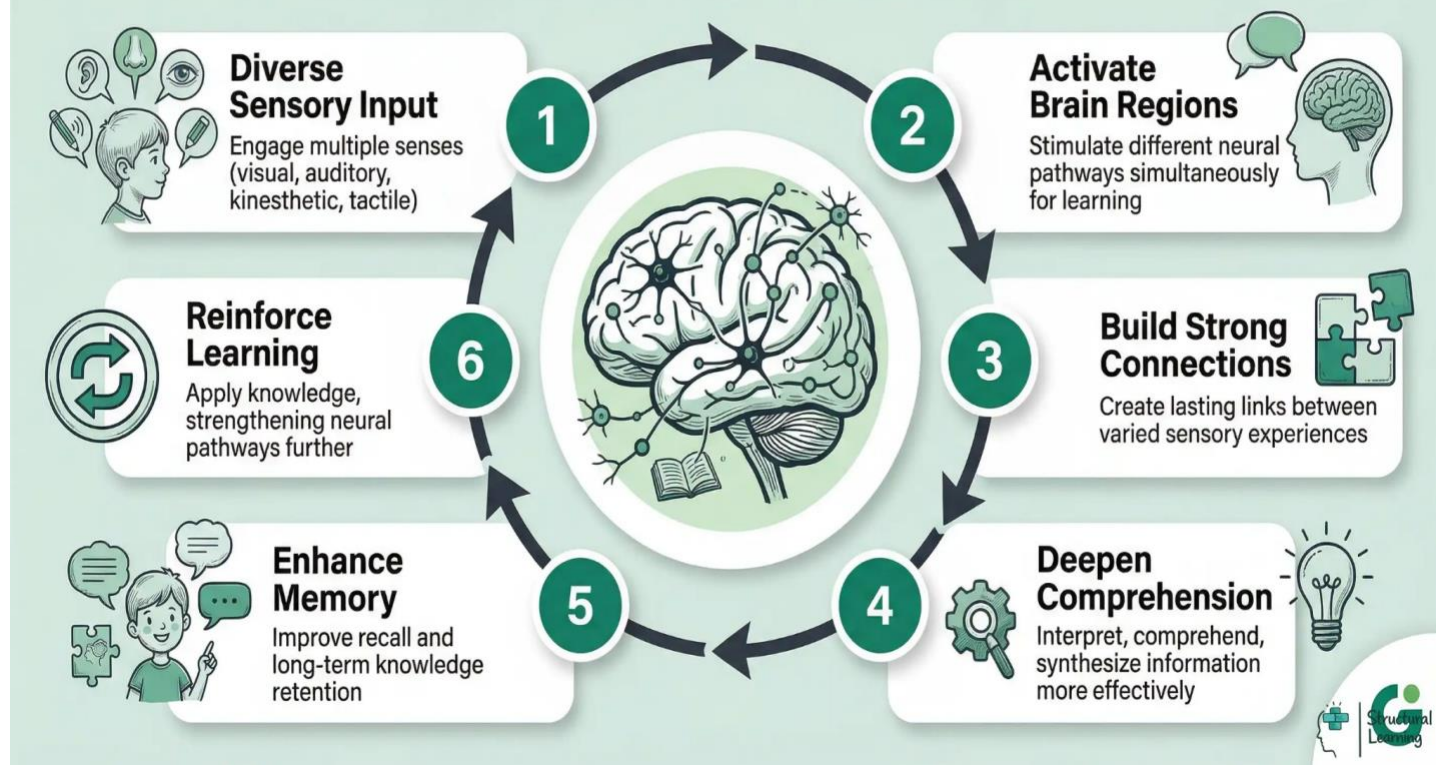
The role of the leader in implementing multisensory teaching is not merely administrative; It is to create a culture that encourages brain-based instruction,provides necessary development.

Core Responsibilities of the Leader in Multisensory Implementation.

- **Championing Professional Development:** Leaders are responsible for ensuring teachers receive specialized training in multisensory methods, including Structured Literacy and Orton-Gillingham approaches, to effectively engage students and enhance knowledge retention.
- **Fostering a Collaborative Culture:** Leaders create opportunities for teachers to share resources, plan multisensory lessons together, and share best practices, reducing the burden of creating new materials alone.
- **Investing in Resources:** The leader must secure funding for tactile, manipulatives, and sensory-friendly materials to turn theoretical approaches into hands-on classroom activities.
- **Promoting Data-Driven Decision Making:** Leaders encourage the use of multisensory techniques based on evidence, assisting teachers in tracking the improvement in student phonemic awareness, decoding, and fluency.
- **Tailoring the Learning Environment:** Leaders support teachers in organizing the physical classroom to allow for flexibility, movement, and the use of "sensory corners".

Multisensory Learning Cycle

How Senses Strengthen Understanding



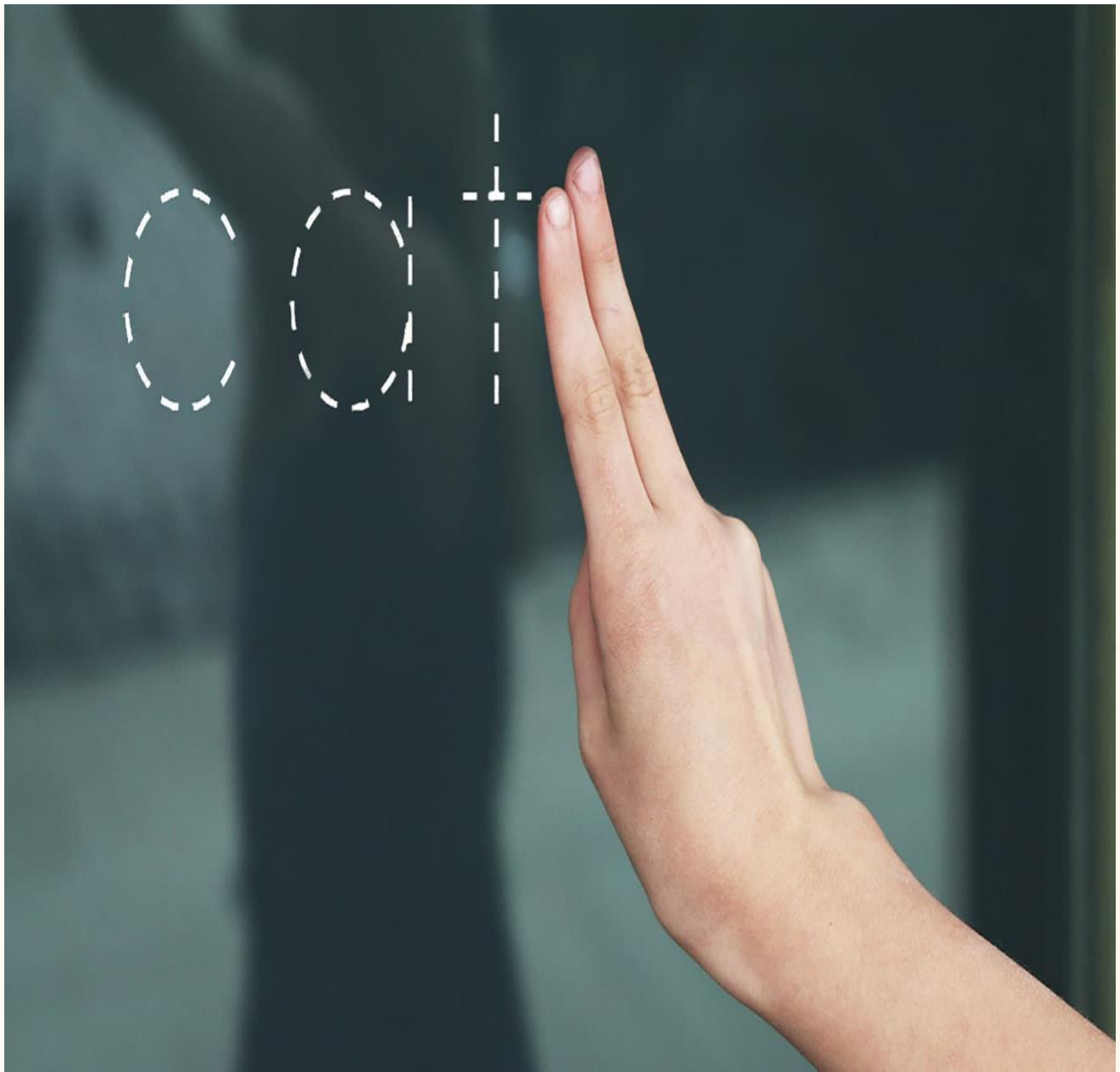
Creating a learning environment that utilises multi-sensory techniques is beneficial for students. The classroom should include visuals such as photos, diagrams and maps and audio resources like music or recordings of speeches or songs. There should also be opportunities for exploration and hands-on activities to help students discover information on their own. Such activities allow students to read and to interact with what they learn in more meaningful ways. Kinesthetic activities such as dance, role play and art activities provide opportunities for students to use the tactile knowledge they have acquired through reading, listening and viewing. Such activities are valuable in multi-sensory learning because they allow students to gain a hands-on experience of what they have learned. This can help them move from understanding the concept to developing their own ideas about it.

8 multisensory techniques for teaching reading

- 1).Sand writing
- 2).Air writing
- 3).Sand Paper Letters
- 4).Word building
- 5).Tapping out sounds
- 6).Story Sticks
- 7).Shared Reading
- 8).Read built & Write



This activity lets kids use sight, touch, and sound to [connect letters and their sounds](#). Kids start with a handful of sand on a cookie sheet or a dollop of shaving cream on a table. Then they spread out the sand or shaving cream and use their finger to write a letter or word in it. As they write, kids say the sound each letter makes. They then [blend those sounds together](#) and read the whole word aloud.



Air writing

Air writing (also called sky writing) reinforces the sound each letter makes through “[muscle memory](#).” It can also help reinforce commonly confused letter forms like **b** and **d**. Kids use two fingers as (keeping elbows and wrists straight) to write letters in the air. They say the sound each letter makes as they write it.

Encourage kids to imagine the letter as they write it. They can also pretend they’re writing in a certain color.



Sandpaper letters

Letters cut out of sandpaper can help kids retain a tactile (touch) memory of letters and their sounds. Kids trace each letter with their fingers while saying the sound of the letter out loud. They can feel the shape of the letters as they write.

Kids can also arrange sandpaper letters on a table to spell out star or sight words. Then they lay a long piece of regular paper on top and color over the letters like a “gravestone rubbing.”



Word building

Kids can build words with tiles or magnetic letters. The [Barton Reading Program](#) uses color-coded tiles in various ways to help kids connect sounds with letters. Kids can also use magnetic letters that have vowels in one color and consonants in another. Kids say each letter's sound as they lay it down. Once they've built the word, they read it out loud.

[Download your own color-coded word-building tiles.](#)



Tapping out sounds

Tapping gives kids a way to feel and hear how sounds are segmented and blended to make words. The [Wilson Reading System](#) pioneered this technique. Kids break down and blend word sounds by tapping out each sound with their fingers and thumb.

Take the word **bat**. Kids tap an index finger to their thumb as they say the **b** sound. They tap their middle finger to their thumb as they say the short **a** sound. And they tap their ring finger to their thumb as they say the **t** sound. Then they put the sounds together to say **bat**.



Story sticks

Story sticks can help kids who struggle with reading comprehension visualize the elements of a story. Use a different color craft stick to represent each element. Yellow sticks might ask the question, "Who are the characters?" while blue sticks ask, "What is the setting?"

While reading together, hand kids a stick and ask them to answer the question on it. Or ask kids to highlight the elements of a printed story using the proper colors.

[Print and create your own story sticks.](#)



Shared reading

In this activity, kids join in or share the reading of a book with you. They follow along as you read aloud or while they listen to an [audio version of the book](#). They can interact with the text by underlining sight words or circling short or long vowels. During shared reading, kids can use printable books. Printable books leave a space for kids to write in sight words or draw pictures to match sentences.

Read it, build it, write it

You can use this technique to teach sight words to one or more kids at a time. Kids each have a piece of paper with three boxes on it, labeled “Read,” “Build,” and “Write.” They also have cards with sight words, magnetic letters (or tiles), and a marker.

Have kids read the sight word that’s in the “Read” box together with you. Then have them build the word in the “Build” box, using their letters. Finally, have kids practice writing the word in the “Write” box.



2. LEARNING OBJECTIVES

By the end of this module, learners will be able to:

- 1) Improve memory and information retention
- 2) Increase student Engagement and motivation
- 3) Support diverse learning needs
- 4) Deepen understanding
- 5) Faster self effort and independence
- 6) Develops students critical thinking
- 7) It fasters students creativity
- 8) It encourages students towards learning
- 9) pairing a visual image with an auditory sound—
- 10) Assessment of Conceptual Understanding:
- 11) Encouraging Active Participation:
- 12) Targeting Specific Learning Difficulties:
- 13) Immediate Feedback and Monitoring:

3. KEYWORD

- 1) **VAKT** – Visual ...auditory.. kinesthetic and tactile
- 2) **MULTI MODAL** – The use of several different methods, modes or formats to communicate, operate or process the information.

- 3) **TACTILE** – Writing in sand, salt or sharing the ice-cream trays, using bumpy textures, like sand paper letters ,textured fabrics
- 4) **KINESTHETIC (MOVEMENT)** – Sky writing(large arm movement)air writing, arm trapping (segmenting sounds)and acting out vocabulary words.
- 5) **SENSORY MODALITIES**- The different specialized channels such as sight hearing, touch, and smell .From these modalities nervous system receives messages.
- 6) **COLLABORATION** – This is act of working together with one or more persons to produce ,create or achieve a common goal oriented shared objective.
- 7) **EVALUATOR** – a person or organization system that assesses ,judges, appreciates the value, quality and significance.
- 8) **ADAPTATION** – The process or state adjusting to new environments, conditions, or purposes often involving modification to improve functionality.
- 9) **FACILITATOR** – a person who helps a group of people understand their common objectives and assist them to plan or make decisions together without taking side.
- 10) **RIGID, FLEXIBLE** – Rigid means it can't be changed flexible means to be modified easily without breaking.
- 11) **SENSORY TRAYS** – Sand, rice or beads on trays.
- 12) **RED WORDS** – Sight words often practiced on red tactile paper.
- 13) **SKY WRITING** – Air tracing with large muscle movement
- 14) **ARM TRAPPING** – Tapping along the arm for spelling/decoding.
- 15) **ACCESSIBLE** - Creating learning pathways that bypass learning barriers.

16) **Orton-Gillingham Approach:** A structured, multisensory reading technique.

17) **VAKT Approach:** Visual-Auditory-Kinesthetic-Tactile learning.

18) **Explicit Instruction:** Direct teaching of concepts.

19) **Structured Literacy:** Systematic phonics instruction.

20) **Scaffolding:** Reducing sensory support as proficiency increases.

21) **Whole Brain Learning:** Activating multiple sensory pathways in the brain.

Benefits

Retention: Increased long-term memory retrieval.

Engagement: Higher interest levels in the classroom.

Inclusion: Accommodates diverse learning styles.

Reduced Frustration: Less pressure, higher confidence.

4. CORE CONTENT

A leader in multi-sensory teaching strategies serves as a facilitator, curator of tactile resources, and trainer, ensuring that auditory, visual, kinesthetic, and tactile modalities are integrated to improve engagement and retention

. They align, plan, and execute instruction to meet diverse learning needs and improve student outcomes.

(A).PRACTICAL , EXERCISES

1. Role of a Leader in Multi-Sensory Teaching:

- **Strategic Planning:** Organizing learning activities that promote self-effort, active participation, and independence.
- **Resource Curation:** Providing and creating tangible materials for hands-on, multi-sensory experiences.
- **Professional Development:** Training staff to integrate sensory-based strategies into core curriculum subjects like literacy.
- **Environment Assessment:** Evaluating classroom needs to select appropriate sensory tools for learners.
- **Co-Teaching/Collaboration:** Active involvement in co-teaching scenarios, such as "One Teach, One Make Multisensory," to ensure both teachers are engaged.
- **Enhancing Engagement & Retention:** Using sensory input to make learning more memorable and engaging.
- **Improving Accessibility:** Providing multiple ways to connect with content, which is crucial for students with dyslexia or other learning disabilities.
- **Promoting Cognitive Development:** Enhancing neural connections and fostering better problem-solving abilities.
- **Targeted Learning Support:** Utilizing multisensory techniques to overcome learning barriers.
- **Effective Instruction Delivery:** Ensuring efficient implementation of teaching-learning objectives.

(B).Case Study:

Here are brief case studies highlighting the role of leaders in implementing multisensory teaching:

1. The Instructional Leader: Adopting Structured Literacy (Orton-Gillingham)

Leader Role: Principal/Literacy Coordinator

Scenario: A elementary school with rising numbers of students struggling with reading, particularly those with dyslexia, faced stagnant literacy scores.

Action: The principal secured funding for comprehensive Orton-Gillingham (OG) training, a structured multisensory approach. The leader mandated that all literacy lessons include tactile (sand trays), visual, and auditory components. The leader also scheduled consistent, weekly planning time for teachers to develop tactile materials and co-regulated with teachers during implementation to manage classroom overstimulation.

Outcome: Significant improvements in student decoding, encoding, and reading fluency, resulting in higher engagement and better retention of phonics rules.

International Journal of Literacy and Education

International Journal of Literacy and Education

2. The Collaborative Leader: Developing Multisensory Math Manipulatives

Leader Role: Special Education Department Chair

Scenario: A middle school noticed a gap in mathematics understanding, with students struggling to grasp abstract concepts.

Action: The chair facilitated professional development on using manipulatives (e.g., beads, abacus, 3D shapes) to engage tactile and visual senses. The leader organized a “material library” and allowed shared planning time for general and special education teachers to plan collaborative, hands-on math lessons.

Outcome: Increased student motivation and a better understanding of numerical relationships, resulting in improved math performance and improved confidence.

3. The Visionary Leader: Establishing Sensory-Friendly Learning Environments

Leader Role: School Principal

Scenario: Teachers reported high levels of distraction and low engagement, especially among students with ADHD or ASD.

Action: The principal promoted a “whole-brain” learning approach by allowing teachers to create “sensory corners” in classrooms, equipped with fidget tools, tactile materials, and flexible seating.

The leader encouraged movement breaks and the use of “sky writing” (air writing) to build muscle memory for spelling.

Outcome: Reduced classroom disruptions, increased student focus, and enhanced self-regulation.

(C)Simulation:

Simulations in education act as a powerful tool for developing leadership skills in multisensory teaching, allowing educational leaders to practice complex, multi-modal instructional strategies in risk-free environments. These simulations often involve role-playing scenarios, such as managing classrooms with diverse learning needs, or AI-driven environments (e.g., Mursion) where leaders interact with virtual students, providing immediate feedback on their approaches.

Key Aspects of the Leader’s Role in Simulation-Based Multisensory Teaching:

Strategic Modality Selection: The leader must analyze student needs and select the best combination of visual, auditory, kinesthetic, and tactile modalities for a specific concept.

Active Mediation and Coaching: Rather than lecturing, the leader acts as a mediator, guiding students through multisensory experiences and facilitating active participation.

Adaptive Instructional Shifting: Leaders practice adapting their teaching methods in real-time, such as switching from visual aids to tactile tools (e.g., sand trays, glitter paper) when a student struggles.

Conflict Management and Empathy: Simulations help leaders practice handling challenging interactions (e.g., with parents or staff) and developing strategies for faculty resistance.

Systemic Thinking and Evaluation: Leaders use simulation to evaluate the effectiveness of their chosen sensory strategies and analyze how their decisions impact classroom dynamics and learning outcomes.

Key Stages of the Simulation

1. **Initial Assessment & Vision Setting:** The leader observes a classroom (played by a simulation partner) where instruction is passive, relying only on textbooks. The leader must facilitate a constructive feedback session, focusing on student engagement metrics rather than just teacher compliance.
2. **Professional Learning Community (PLC) Modeling:** The leader conducts a staff meeting simulating a multisensory activity. Instead of telling teachers *about* kinesthetic learning, they have them “skywrite” phonemes or use sandpaper letters, engaging their own tactile sense to build empathy for students.
3. **Resistance Management (Role Play):** The leader faces objections from a veteran teacher (played by a partner) who says, “Sand trays in the classroom are too messy and a waste of time.” The leader

must use coaching techniques to redirect the teacher to cleaner, equally effective alternatives like felt boards, letter tiles, or textured writing mats.

- **Risk-Free Practice:** Leaders can fail in the simulation without impacting real student learning.
- **Increased Retention:** Leaders are more likely to retain and apply multisensory techniques after experiencing them kinesthetically.
- **Improved Decision-Making:** Participants learn how strategic choices—like investing in training versus materials—impact classroom results.

(D) HYPOTHETICAL EXERCISE

This hypothetical exercise is designed to train educators instructional coaches or school leaders on their role in implementing supporting and managing multisensory teaching strategies within a school or classroom.

The “Struggling Readers” Challenge

- The Teacher: Ms. A is a second-grade teacher finding that 30% of her class is not retaining phonics skills, leading to low reading comprehension.
- The Leader: Mr. B, an instructional coach, steps in to mentor Ms. A.

1. Preparation and Goal Setting (Pre-Intervention)

- Leader’s Role (Mr. B): Meets with Ms. A to identify specific student needs, analyze data, and set a goal to increase engagement and memory retention using VAKT techniques.
- Actionable Step: They define a “red word” (high-frequency, irregular word) instruction session to revamp.

2. Modeling and Co-Planning (The Workshop)

- Leader’s Role (Mr. B): Instead of just telling, Mr. B models a multisensory lesson. He demonstrates how to teach the word “said” by having students:

1. **Visual:** Look at the word in red font on a grid.
2. **Auditory:** Spell the word aloud while pointing.
3. **Tactile/Kinesthetic:** Trace the word on sandpaper while saying the letters.

3. Phonics and Literacy Exercises (Visual, Auditory, Tactile, Kinesthetic)

Sandbox/Shaving Cream Writing: Students write letters or words in a tray of sand, shaving cream, or rice with their fingers while saying the sounds aloud.

Air Writing (Sky Writing): Students use their entire arm to write letters in the air while vocalizing the sound.

Sandpaper Letters: Students trace letters cut out of sandpaper with their fingers to feel the shape while saying the letter name and sound.

Arm Tapping: To blend sounds, students tap their shoulder, elbow, and wrist while saying the corresponding letters of a word, helping them segment sounds for spelling.

Read it, Build it, Write it: Students use a mat with three sections. They read a word, build it with magnetic letters or playdough, and then write it on a whiteboard.

Sound Ball Toss: Students catch a ball and must say a letter sound or spell a part of a word before throwing it to the next person.

4. Math Exercises (Kinesthetic, Visual, Tactile)

Kinesthetic Counting: Students jump rope, hop, or clap their hands while counting to learn numbers and rhythmic sequences.

Manipulative Math: Using physical objects like beads, blocks, or counters to solve equations. For instance, creating physical groups of ten to understand place value.

Human Number Line: Students stand on a large, physically drawn number line on the floor to solve addition and subtraction problems by moving forward or backward.

Scented Shape Identification: Students identify hidden textured shapes in a bag (tactile) and describe them, or trace shapes in scented shaving cream.

5. Vocabulary and Science Exercises (Tactile, Olfactory, Visual)

Texture Tracing: Writing vocabulary words on cards using materials like glue, glitter, or pipe cleaners, then tracing them while saying the word.

“Tasty” Vocabulary: After a lesson on synonyms, students use spray cheese to “write” words on crackers and eat them.

Smelling Storytime: When studying a topic (e.g., a forest), use scent bottles (pine, dirt) to help students visualize the setting while reading.

Apple Anatomy: When learning about fruit, students don’t just hear about it—they touch, smell,

and taste an apple, count the seeds, and visually examine the core.

6. Language Arts and Comprehension (Auditory, Kinesthetic)

Story Sticks: Teachers use different colored craft sticks to represent story elements (e.g., yellow for characters, blue for setting). Students hold the corresponding color while answering questions.

Act it Out: To improve comprehension, students physically act out the plot of a story or the definitions of vocabulary words.

7. Social Studies (Visual, Auditory)

Historical Charades: Students role-play a historical figure or event to understand complex social studies concepts through movement and interaction.

Music & Geography: Students listen to music from a specific region while mapping its location, engaging auditory and visual senses.

These exercises aim to stimulate different areas of the brain, leading to better memory, engagement, and improved outcomes for diverse learners.

Core Content Visual Elements in Multisensory Learning

Visual tools are critical to this approach, acting as the primary organizer for information that is reinforced by other senses. Core visual components include:

1. **Graphic Organizers and Mapping:** Using mind maps, concept maps, and Venn diagrams to visualize relationships between concepts.
2. **Color-Coding:** Highlighting key information, sorting data sets, or color-coding text to improve memory retrieval.
3. **Visual Aids and Imagery:** Utilizing posters, flashcards, photographs, and diagrams to represent abstract concepts concretely.
4. **Interactive Digital Visuals:** Utilizing videos, simulations, and interactive software that allows students to observe and manipulate visual data.
5. **Student-Created Art:** Allowing students to create drawings, paintings, or models to demonstrate understanding.

Integrating Visual with Other Sensory Modes

To be truly multisensory, visual content must be combined with other sensory experiences:

- 1. Visual + Tactile (Touch):** Using sand trays, raised-line paper, or textured materials (e.g., sandpaper letters) while looking at letters or numbers.
- 2. Visual + Kinesthetic (Movement):** Sky-writing (writing in the air), "walking" on letters drawn on the floor, or using body gestures to represent concepts.
- 3. Visual + Auditory (Hearing):** Reading aloud while tracing, using songs to describe a picture, or blending letter sounds using magnetic tiles.

Benefits of the Approach

- **Improved Memory & Retention:** Engaging multiple senses creates multiple pathways to the brain, allowing for easier retrieval of information.
- **Higher Engagement:** Reduces cognitive fatigue by breaking passive learning, keeping students active and motivated.
- **Inclusivity for Diverse Learners:** Especially effective for learners with dyslexia, ADHD, or those who find traditional text-heavy instruction challenging.
- **Stronger Conceptual Understanding:** Makes abstract ideas tangible and concrete through practical exploration
- **Improved Focus**

Interaction with the material helps students be more focused and thus experience less distraction and boredom.

- **Enhanced Understanding**

When kids are allowed to see, touch, or hear something, abstract concepts become more understandable.

- **Encourages Creativity and Expression**

Through multisensory learning, children can communicate their ideas through visual, musical, or kinaesthetic means, which in turn fosters their creativity and self-confidence.

Supports Emotional Growth

Trying all the senses at once is less likely to cause the feeling of frustration and more likely to make the students feel that they are able and that their contribution to the class is valuable.

When learning feels enjoyable and natural, children develop a lifelong love for knowledge.

Multisensory Activities and Techniques Teachers use many multisensory activities and techniques to make learning fun and effective. Here are a few examples you might see in the classroom:

1) Using flashcards with bright images and sounds to teach vocabulary.

2) **Creating** clay models or craft projects to understand shapes and structures.

3) Singing songs to memorise facts or formulas.

4) Using movement games to learn directions or body parts.

5) Listening to stories and drawing scenes from imagination.

6) These activities not only improve understanding but also help students express what they have learned in their own unique ways.

Which Students Benefit the Most

While every child benefits from a multisensory classroom, it is especially helpful for students who face challenges with traditional methods. Children with learning differences such as dyslexia, ADHD, or slower processing speeds often respond very well to multisensory instruction.

By combining sight, sound, and touch, the approach reduces stress and builds confidence. It allows them to learn in a way that fits their natural strengths. At the same time, students who already learn well through reading or listening also gain because the lessons become more engaging and enjoyable for everyone.

E) REFLECTIVE QUESTIONS

- What kind of problems could arise when the leader go through the multisensory teaching
- Explain the leaders role in conducting formative exam?
- What kind of qualities needed for leader to provide suitable resources for the children?
- What measures need to ensuring consistent application pf multisensory teaching for children?
- How can you manage when you go to a multisensory teaching to the class of 3rd grade students?

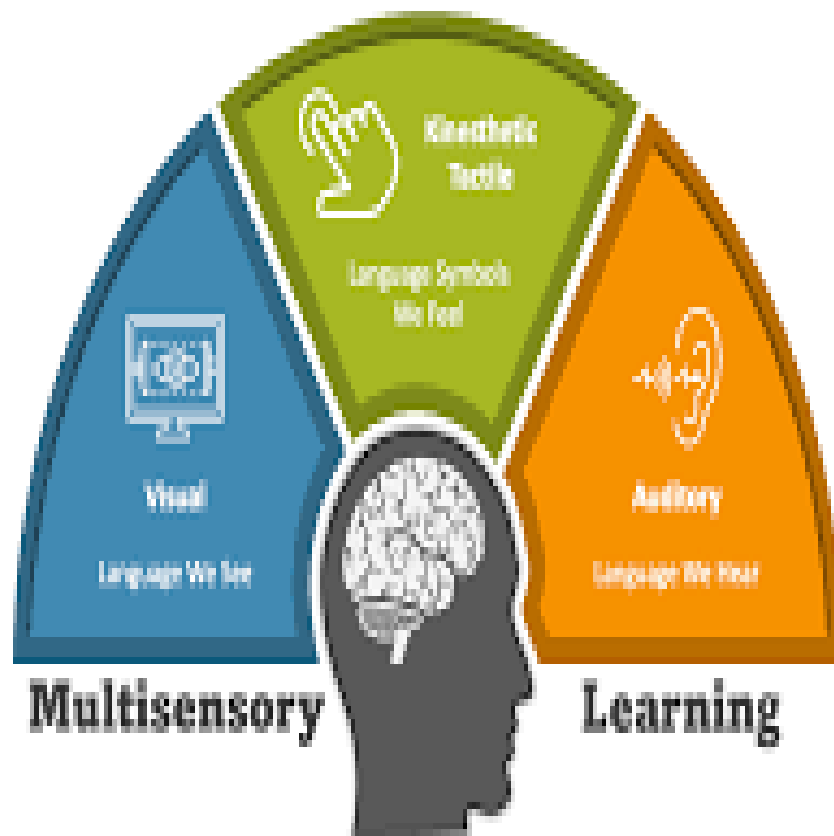
F).VIDEO CLIPPING (SUGGESTED)

Video link: <https://share.google/aimode/LtqhE6xLWUIQI7z>

G)PHOTOGRAPHS

MULTISENSORY LEARNING

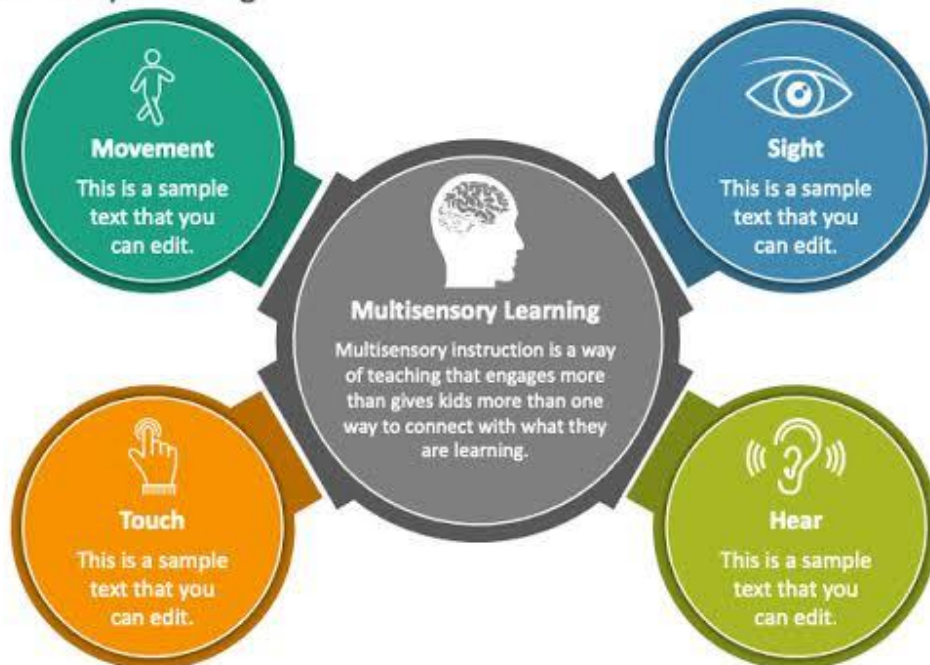
How Multisensory Learning Takes Place?



Source | www.hackberryhill.com

MULTISENSORY LEARNING

What is Multisensory Learning?

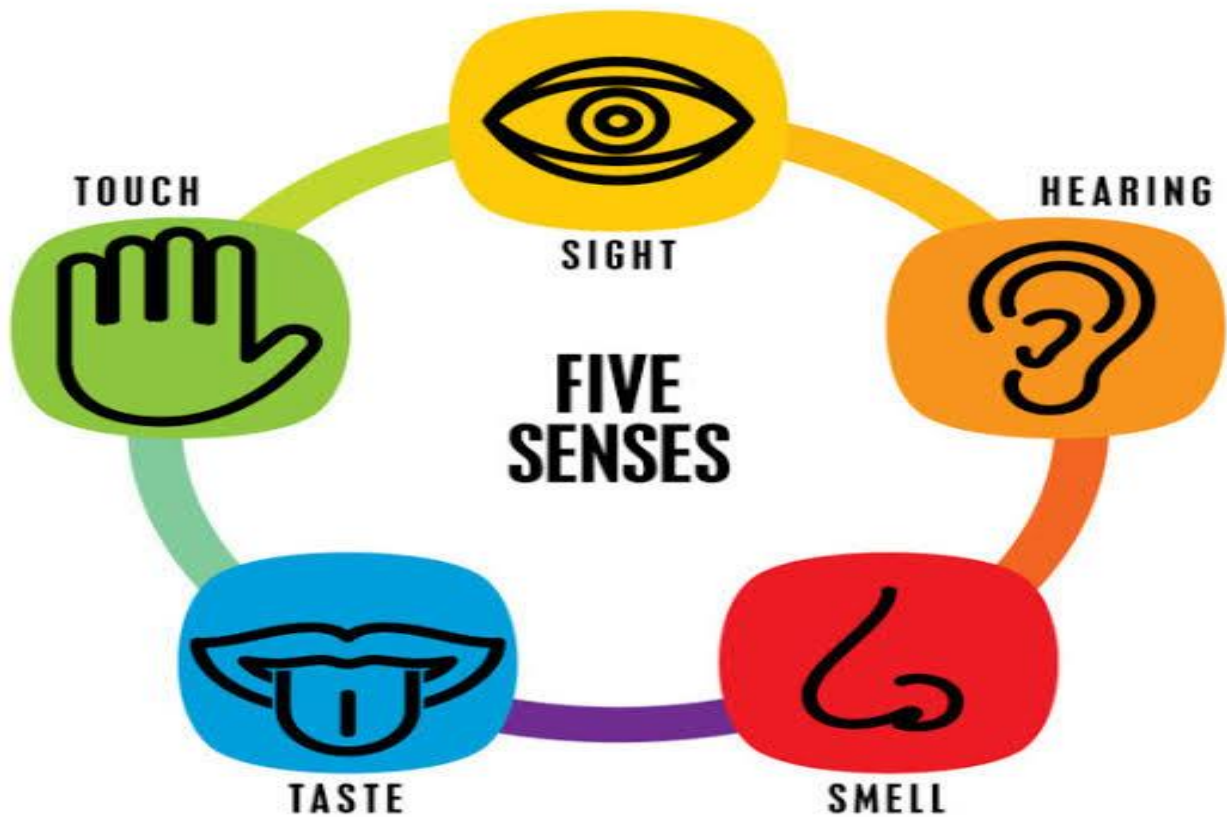


Source : empowerkidz.com



Overview of the 12 Ways of Learning



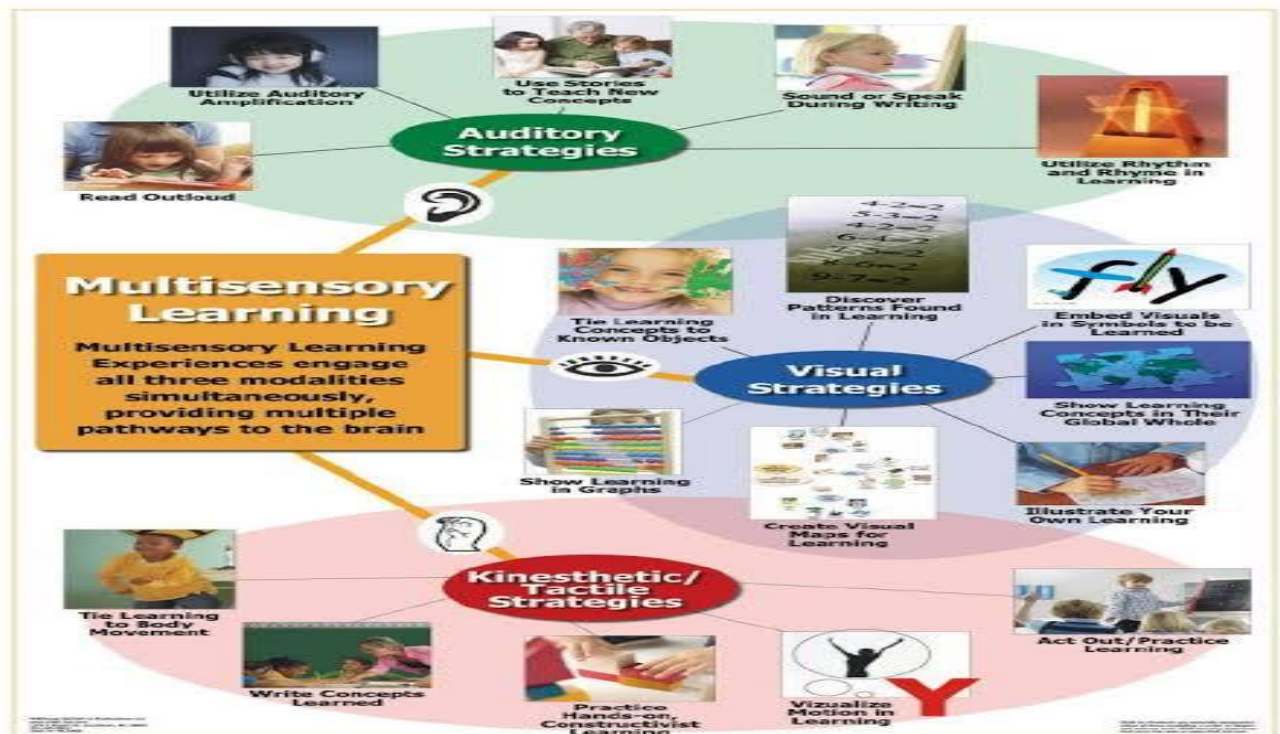
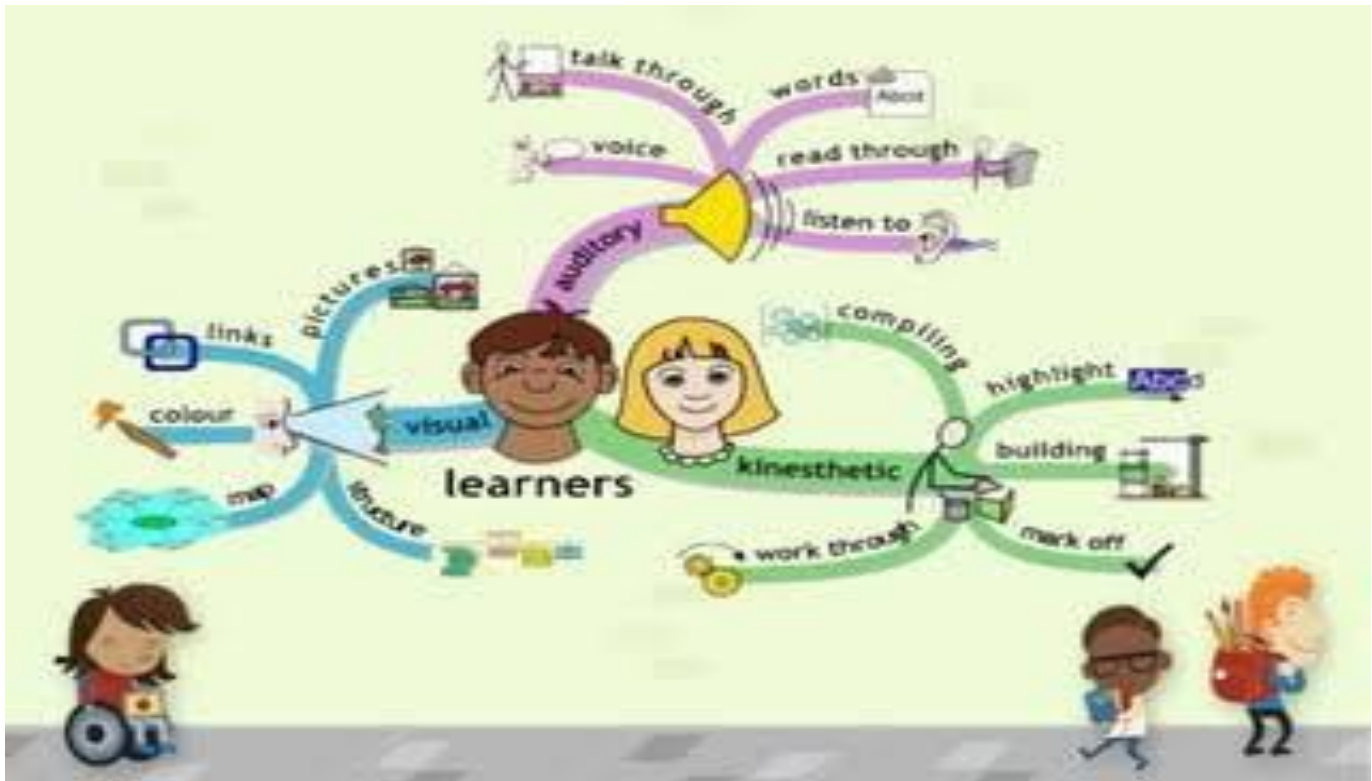


What is

Multisensory Learning?

Multisensory instruction is a way of teaching that engages more than one sense at a time. Using sight, hearing, movement, and touch gives kids more than one way to connect with what they are learning.





+ ▽ Multisensory Teaching



VISUAL
AIDS



ASSISTIVE
TECHNOLOGY



AUDITORY
INSTRUCTIONS



TACTILE
MEANING



MULTISENSORY
TECHNIQUES

Read More on [Prepwithharshita.com](https://www.prepwithharshita.com)

H) DISCUSSION QUESTIONS

- 1) How can technology support multisensory teaching?
- 2) Should in every school is it implementing method
- 3) Could you find any difficulty in implementing multisensory teaching?
- 4) Is there any financial support to get multisensory teaching at schools?
- 5) Is this method of teaching different from demonstration method? How can you too explain?

F)

5. LET'S SUM UP

This module emphasized the importance of understanding and implementing multisensory teaching strategies through the examples by providing resources for multisensory teaching it will facilitate the class by providing several methods, modes or formats to communicate information. Instead of asking learners to filter out sensory input. Multisensory teaching incorporates relevant stimuli across multiverses' ensures core curriculum content accessible to all students particularly those with neuro diverse needs. It fasten the collaboration between class room teachers and special education specialists to ensure across all environments.

6)REFERENCES

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- 4) Multisensory approach submitted by JM .Jinshan.

7).ASSESSMENT FOR THE MODULE

Reflection questions for leaders implementing multisensory teaching strategies focus on fostering an inclusive environment, providing necessary resources, and supporting staff in shifting from traditional to student-centered, multi-modal instruction. These questions help leaders assess the effectiveness of their support, ensure consistent implementation, and identify areas for professional growth

Here are reflection questions organized by the role of the leader in multisensory teaching:

1. Strategic Leadership and Vision

- **Vision Alignment:**
- How does the integration of multisensory teaching strategies align with our school's overall mission to improve student learning outcomes?

- **Identifying Needs:**

- How have I assessed the specific sensory and learning needs of the student population in our school?

- **Driving Change:**

- Am I effectively acting as a change agent in moving staff from teacher-cantered, auditory-only methods to active, multi-modal instruction?

- **Resisting Inertia:**

- What strategies am I employing to minimize resistance to these pedagogical changes?

2. Supporting Teacher Growth (Professional Development)

- **Needs Assessment:**

- How have I identified the professional development needs of my teaching staff regarding multisensory techniques?

- **Providing Resources:**

- Have I provided the necessary time, training, and materials for teachers to plan and implement multisensory lessons effectively?

- **Modelling Flexibility:**

- How am I helping teachers understand that multisensory instruction does not always require "messy" materials, but can be done efficiently using varied materials?

- **Coaching:**

- Who is responsible for coaching teachers in these new methods, and how am I supporting them in that role?

3. Self-Reflection on Leadership

- **My Own Understanding:**

- Do I have a clear understanding of the four primary pathways to the brain (visual, auditory, tactile, kinaesthetic) and how to support them?

- **Modelling Behaviours:**

- Am I modelling the same curiosity and engagement that I expect from teachers when introducing new instructional approaches?
- **Personal Growth:**
- What new insights have I gained about my leadership through observing these new teaching techniques in action?

4.MULTIPLE CHOICE QUESTIONS

1. What is the primary goal of a multisensory teaching approach?
- A. To keep students entertained during lessons.
 - B. To teach only to a student's strongest sensory modality.
 - C. To activate different parts of the brain simultaneously using sight, sound, touch, and movement.
 - D. To reduce the time spent on reading instruction.

Answer: C

2. Which of the following is an example of a tactile multisensory technique?
- A. Listening to an audiobook.
 - B. Tracing letters in sand or shaving cream.
 - C. Watching a video about a story.
 - D. Choral reading.

Answer: B

3. Air writing (or skywriting) is a kinesthetic technique designed to:

- A. Improve gross motor skills only.
- B. Provide a break from writing with a pencil.
- C. Reinforce letter sounds through muscle memory.
- D. Teach alphabetical order.

Answer: C

4. Which of the following is a key element of the Orton-Gillingham approach?

- A. It is structured, sequential, and cumulative.
- B. It is flexible and student-led.
- C. It focuses exclusively on auditory learning.
- D. It avoids the use of visual aids.

Answer: A

5. When using sandpaper letters, a student should:

- A. Only look at the letter.
- B. Trace the letter with their finger while saying the sound.
- C. Color in the letter with crayons.
- D. Cut out the letter.

Answer: B

Understood

Understood

6. “Tapping out sounds” in words is a multisensory technique designed to help students with:

- A. Reading speed.
- B. Vocabulary acquisition.

C. Segmentation and blending of sounds.

D. Understanding punctuation.

Answer: C

8.ADDITIONAL READING

Key Foundational & Leadership Literature

- **Birch, J. R., & Carreker, S. (2018).** *Multisensory Teaching of Basic Language Skills*. This text is considered a foundational guide for educators and administrators on implementing multisensory structured literacy, offering specific strategies for leaders to support phonetic and reading development.
- **Neuhaus Education Centre. (2024).** *The Role of Multisensory Learning in Literacy Development*. Provides insights into how administrators can facilitate hands-on literacy techniques, emphasizing the shift from traditional to sensory-rich classrooms.
- **Shams, L., & Seitz, A. R. (2008).** *Benefits of multisensory learning. Trends in Cognitive Sciences*. A widely cited research paper explaining *why* multisensory instruction works, which is crucial for leaders seeking evidence to justify professional development and resource allocation.

THANK YOU...

