

# Multisensory Teaching : Equal access and learning opportunities for all (20 hours)

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By the end of this training session, you should :

1. Understand the basic principles of dyslexia and multisensory teaching methods
2. Understand how research suggests that multisensory methods are the best way to teach all children
3. Have gathered information on how to put multisensory teaching methods to practice
4. Be able to independently seek out resources, create materials to be used in class and organize and execute a full lesson plan based on multisensory methods

This course is interactive – our instructors call upon participants to share their teaching experiences to be able to use some of these examples as direct practice in formulating multisensory solutions to learning scenarios.

Each encounter is 2 hours in length, including one 15-minute break at the half-way point. Teachers are expected to participate in all communication and training activities, as one of the objectives is to put teachers in the students' shoes to begin to understand how a dyslexic student experiences a lesson.

## **Encounter One – 2 hours**

### **Introduction 15 minutes**

Importance of special needs training for educators and other professionals  
Definition of Dyslexia  
Causes  
Characteristics

### **Three fundamental types of Dyslexia 15 minutes**

Dysnemesia (motor)  
Dysphonasia (auditory)  
Dyseidasia (visual)

### **Myths of Dyslexia 15 minutes**

It's much more than what you expect

**BREAK 15minutes**

**Teaching Methodology For People With Dyslexia (part one) 1 hour**

Recommended content and principles; working examples

**Encounter Two – 2 hours**

**Teaching Methodology For People With Dyslexia (part two) 1 hour**

Recommended teaching methodology; working examples

**Simultaneous Multisensory Teaching (SMT) part one 1 hour**

Advantages of SMT  
Practical Solutions for Learners with Dyslexia  
Examples of SMT

**Encounter Three – 2 hours**

**Simultaneous Multisensory Teaching (SMT) part two 1 hour**

Advantages of SMT  
Practical Solutions for Learners with Dyslexia  
Examples of SMT

**Introduction to Small Group Work 1 hour**

Finding resources  
Adapting materials already in use

**Encounter Four – 2 hours**

**Brainstorming with multimedia resources 1 hour**

A whole-group activity to put together all needs and challenges the group members face in class, mixing in learned methodology from the first three fundamental encounters.

**Introduction to Small Group Work 1 hour**

Splitting up into small work groups, establishing a focus and them and identifying all steps to be covered in formulating a multisensory activity.

This activity forms the basis of the multisensory lesson planning process to be followed over the course of the project.

### **Encounter Five – 2 hours**

#### **Small Group Work 2 hours**

Each group will have established different projects and will be working on the search and compilation of resources and materials to develop in the next encounter.

Each group will be expected to log its time and detail its processes, which then help in the formulation of a basic lesson planning module that they will also be responsible to present along with their final project.

### **Encounter Six – 2 hours**

#### **Small Group Work 2 hours**

Each group continues on with guidance in creating their multisensory activities aligned with the multisensory methods. Support will be given to all groups evenly throughout the entire creative process.

### **Encounter Seven – 2 hours**

#### **Small Group Work 2 hours**

The last session for groups to finalise and prepare their multisensory activities in preparation for their presentation at the next and last encounter.

### **Encounter Eight – 2 hours**

#### **Presentation of Group Work 2 hours**

In this last session groups are expected to present their activities to the class – teaching their project to the other participants as if they were students challenged with dyslexia.

Assessment of each project will be conducted by the instructor and feedback will be given at the conclusion of each executed lesson plan.