

# Sybil Elgar School | Our Transdisciplinary Team Newsletter

## ACTIVE: A MULTI-SENSORY APPROACH TO PROMOTING LITERACY SKILLS

<p><b>Add visual strategies:</b> Prompts to back up spoken word.</p> <p>Teach physical movements to go with sounds. Use finger spelling alphabet.</p> <p><b>Auditory:</b> Use small chunks of spoken information.</p> <p>Listen to own voice –use talking books/ buttons /phone to record voice.</p> <p>Listen to stories, rhymes.</p> <p><b>Accelerate:</b> Increase learning through supportive environment, working at individual level.</p>	<p><b>Congratulations:</b> Give positive feedback. Avoid saying 'but' – use 'next time'.</p> <p><b>Collaborative:</b> Use team members and focus on strengths.</p> <p><b>Colour:</b> Use colour to highlight important information. Use colour to support categories/organization.</p> <p><b>Communication / Connections:</b> Back up verbal information- written info /pictures. Make connections in learning tasks –reasons for activity. Give feedback and a sense of control.</p>
<p><b>Targets:</b> Involve the learner. Meaningful and motivating goals.</p> <p><b>Thinking skills:</b> Equip for life with transferable skills.</p> <p><b>Toolkit:</b> Support independent learning- Memory cards, schedules.</p>	<p><b>Intelligences:</b> Awareness of different types of skills –visual/spatial, music, body-movement, interpersonal, maths, language.</p> <p><b>Interventions:</b> Literacy kit – provide individual specific learning tasks and aids.</p>
<p><b>Variety:</b> Add interest. Helps to focus attention and keep motivation. Provide a range of different learning activities related to a topic.</p> <p><b>Voice:</b> Use singing, recording.</p> <p><b>Visual:</b> Look - Use pictures. Try visualizing words/pictures -visual memory games.</p>	<p><b>Exercise:</b> Use exercises- right and left sides of body</p> <p>Incorporate kinaesthetic / movement exercises and tasks into activities/routine: Drawing, Copy body actions, Sensory items and activities, Tactile/magnetic alphabet letters, Tap out syllables in words</p> <p><b>Environment:</b> Label resources, provide routines, organize class.</p> <p><b>Esteem:</b> Recognize strengths, gradual steps to learning increase confidence</p>



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