



Multisensory Teaching for Differently Abled

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ABSTRACT

Multisensory learning is an affective teaching method in inclusive classrooms. Both general and special education students benefit from it. Children with different needs perceive different facts through different sense organs. These children have various senses such as sight, sound, smell, touch, muscles and physical. Multisensory learning is an effective method for educating handicapped students. By using different senses together teachers can help every child develop confidence, daily living skills and knowledge. There are different activities used in Multisensory teaching for handicapped children for e.g., role plays and group activities, music, rhymes and educational games. Multisensory learning strategies are very much effective because he engage multiple sphere of the brain a same position. For handicapped students this approach transforms learning into the interactive experiences by different learning style.

Introduction:

Differently abled children learn through various medium. Multisensory teaching is a process in which various teaching techniques in school. Multisensory teaching provides way for children o understand and connect with various concept. Handicapped child automatically uses their senses with different materials in different way.

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According to James: "Sense organs are the first objects in the path of knowledge."

Children with different needs perceive different facts through different sense organs. These children have various senses such as sight, sound, smell, touch, muscles and physical. Handicapped children need specialized education and services.

Multisensory teachings engages two or more senses usually visual, auditory, tactile (touch and feel), and kinaesthetic (movement based activities), to present, practice, and assess learning. For disabled students, it can provide alternative pathways to understand concepts, express knowledge, and participate in classroom activities.

Multisensory teaching in Inclusive Classroom

Multisensory learning is an affective teaching method in inclusive classrooms. Both general and special education students benefit from it. Using various senses in an educational context helps enable students to learn optimal in every classroom situation. Multisensory learning benefits all types of children including those who don't require special attention or learning. Curriculum can be adapted to incorporate multisensory elements. In addition to textbooks, multisensory learning is used to enhance classroom activities and create curriculum.

Advantages of Multisensory teaching

- Helps student's to understand difficult concepts more easily.
- It supports children with different learning needs.
- It improves memory and learning.
- It increases confidence and participation in society.
- Helps student's to increase attention and concentration.

There are different activities used in Multisensory teaching for handicapped children for e.g., role plays and group activities, music, rhymes and educational games, story telling's with pictures and actions.

Key Points:

- **More Choices:** combine pictures, speech, objects, movement, touch, symbols, and writing.
- **Learning through other activities:** connect lessons with real-life activities rather than isolated drills.



- **Choices:** students should be able to listen, see, touch, move, speak, type, draw, or use assistive technology.
- **Avoid sensory load:** introduce stimuli gradually and respect a learner's sensory preferences, fatigue, and communication style.
- **Repetition:** use the same visual symbols, verbal cues, gestures, and routines across lessons.

Multisensory Learning Strategies for Handicapped Students

Learner need	Inclusive multisensory strategies
Specific learning disabilities	Trace letters in sand while saying the sound, use textured or magnetic letters, build words with movable tiles, read with audio support, and use colour-coded graphic organizers.
Visual impairment	Use real objects, tactile diagrams, raised-line materials, Braille, descriptive language, sound cues, and hands-on exploration. Real objects can provide information about texture, weight, shape, smell, and function that models may not provide.
Deaf or hard-of-hearing students	Provide captions, written instructions, visual demonstrations, gestures, sign language where appropriate, diagrams, and tactile or kinaesthetic activities. Captions make video-based information accessible through both visual and auditory channels.
Autism and sensory-processing differences	Use predictable routines, visual schedules, concrete materials, movement breaks, carefully selected textures and sounds, and an option to reduce or avoid uncomfortable sensory input.
Intellectual disability	Teach one concept at a time using concrete objects, demonstrations, gestures, simple language, repetition, and functional activities such as shopping, cooking, sorting, and travel practice.
Physical disabilities	Adapt materials and movements: enlarged or mounted resources, switch-accessible technology, eye gaze, partner-assisted manipulation, and responses through speech, pointing, typing, or communication devices.
Multiple disabilities	Begin with real objects and meaningful routines, identify the sensory components of an activity, and observe which sensory inputs increase or reduce participation.



Classroom examples

Literacy

To teach the word water, the teacher can:

1. Show a picture and write the word in large, clear print.
2. Say the word slowly and provide a sign or communication symbol.
3. Let students touch or pour real water.
4. Trace the word in sand, on a textured card, or on a tablet.
5. Clap or tap the syllables.
6. Use the word in a meaningful sentence such as “I drink water.”

This approach links the word with sight, sound, touch, movement, communication, and real-world meaning.

Mathematics

For teaching fractions, students can:

1. Cut or arrange real fruit or paper shapes.
2. Touch raised or textured fraction pieces.
3. Hear and repeat terms such as “half” and “quarter.”
4. Move fraction cards into matching groups.
5. Use measuring cups in a cooking activity.
6. Record answers through writing, drawing, speech, or assistive technology.

Manipulative such as blocks, coins, sticks, and measuring materials are recommended for making mathematical relationships concrete.

Lesson planning model

A practical structure is:

Objective: define one observable learning outcome.

Access: decide how the concept will be seen, heard, touched, or experienced through movement.

Instruction: model the task using clear language, gestures, objects, and visuals.

Practice: allow students to manipulate materials or perform the task with support.



Expression: accept different responses speech, sign, Braille, drawing, pointing, typing. **Assessment:** assess the intended concept, not an unrelated sensory or motor limitation.

Adjustment: modify the amount, speed, texture, sound, lighting, or movement according to student responses.

Important precautions of Multisensory teaching

Multisensory teaching does not mean using every sense in every lesson. The teacher should select sensory channels that support the learning objective and remove stimuli that distract, distress, or create barriers. For students with visual impairment or multiple disabilities, meaningful, repeated experiences and attention to sensory preferences are especially important.

Multisensory instruction should also be combined with explicit teaching, accessible communication, assistive technology, Universal Design for Learning, individualized supports, and systematic assessment. It is an approach to improving accesses not a substitute for specialized instruction or disability-specific accommodations.

Conclusion:

Multisensory learning is an effective method for educating handicapped students. By using different senses together teachers can help ever child develop confidence, daily living skills and knowledge. Parents should support learning a home and teachers should make lessons interesting Working together helps children learn better. Multisensory learning strategies are very much effective because he engage multiple sphere of the brain a same position. For handicapped students this approach transforms learning into the interactive experiences by different learning style. Multisensory learning approach VAKT model for e.g., visual, auditory, kinesthetic (movement based activities), tactile strategies (touch and feel), educators can support better understanding and participation.

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