

ADSHE  
Multi-sensory line learning  
techniques

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Introduction

- Workshop
- Aims
- Objectives



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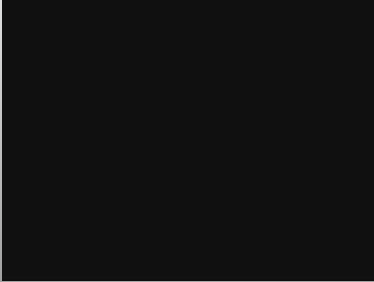
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A personal perspective



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### Ineffective learning techniques

- Which methods do your learners use which mitigate against them or are, at best, less effective than they could be?
- Link these to common areas of weakness/ processing difficulties



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### Gathering expertise

- Which methods do you currently use to support students with dyslexia in learning lines?



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### Developing practice

- Underlying foundations
- The 'circle of learning'
- Research: purpose, finding and application to dyslexic context
- (Noice, T., & Noice, H. 1997)



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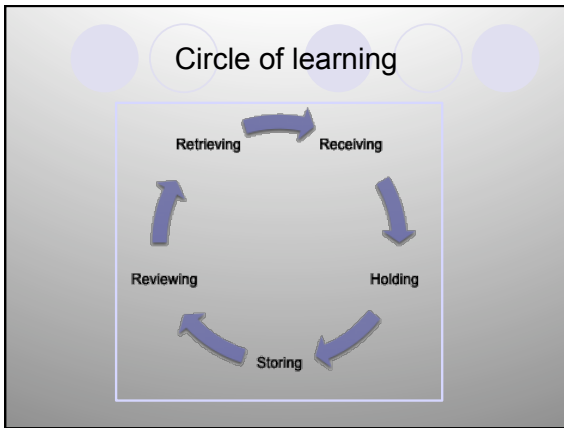
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### Foundations

- 'Puzzle box'
- Dramatic drivers
- Avoiding or compensating for difficulties
- Multi sensory learning



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### Enhancing memory

- Multiple channels (emotional drivers)
- Characters and connections



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Wholes and links

- Synopses and contextualisation



Story boards

Principles

- Converting methods

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Dramatic drivers

- Stepping into character
- Dyslexia and 'method acting'
- Difficulties and strengths
- Actors' thesaurus



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Formats and storage

- Wrong formats
- Mismatches
- Multi sensory methods



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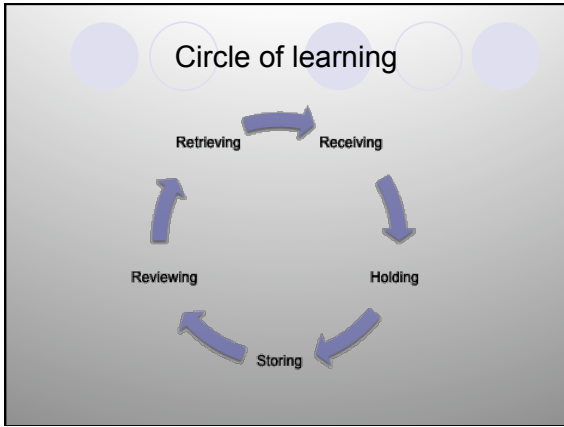
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### Reviewing methods

- Locate current methods
-  Share
- Discuss
- Adapt

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### Close

- Review
- Plenary



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