

Module 5: Developing a Multisensory Environment

Module 5E: Multisensory Cues or Navigation



Considerations for Multisensory Navigation

- It is easy to think that the corridors in your school only enable learners to navigate round the school and for some learners, this might be easy.
- For others, it may be a time of anxiety or confusion and multisensory indicators of where they are could be useful.



Considerations for Multisensory Navigation

- Corridors may be used as a temporary storage place for items too big for the classroom.
- A wheelchair outside the door may mean more space in the classroom but creates an obstacle to movement in the corridor.



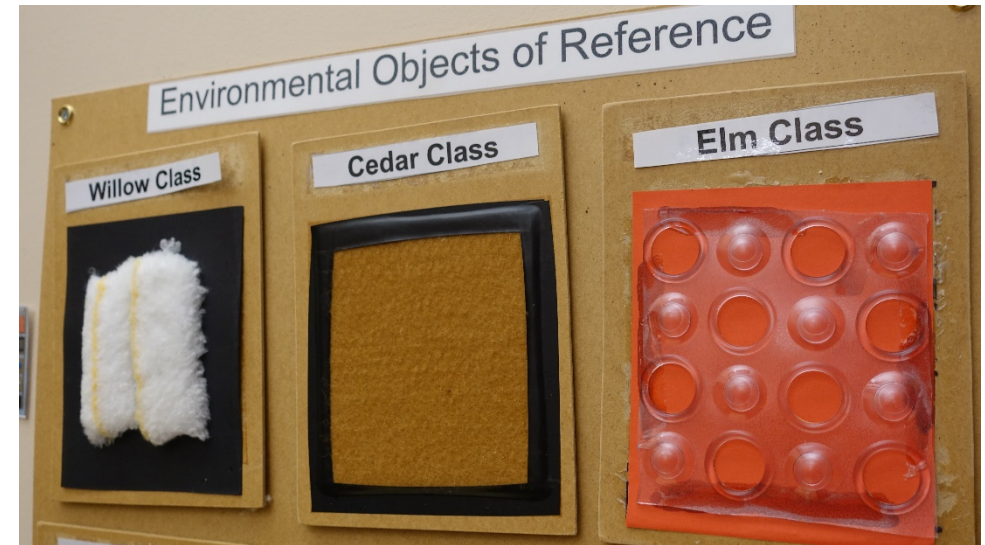
Considerations for Multisensory Navigation

- Are your corridors all the same colour? Do they all look the same? How do your learners tell where they are?
- Coloured doors in contrasting coloured frames provide an easy way of identifying rooms



Considerations for Multisensory Navigation

- A photograph/symbol or object of reference can identify each classroom door





Considerations for Multisensory Navigation

- Sound clues such as bells, chimes, fish tank, ticking clocks all serve as a point of reference for learners with a visual condition
- Technology offers the opportunity to combine a movement sensor with the playing of a sound file to aid navigation and location.



Considerations for Multisensory Navigation

- Wheelchairs make different sounds on different surfaces; a change of flooring i.e. a ‘rumble’ strip at the entrance to each classroom gives a wheelchair user a further sensory clue

Considerations for Multisensory Navigation

- Can the light in corridors be used more effectively? Would dream catchers, a mirror ball or plastic mirrors tiles help learners identify a specific point in their journey?
- It is important to keep in mind that your learners needs', something helpful for one group might be counterproductive for a group with different needs.

