

Glyph reader app: multisensory stimulation through ICT to intervene literacy disorders in the classroom

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Abstract

This article shows the experience in the implementation of a tool called Glyph Reader, which is an application that has two interfaces, Web and Mobile and that responds to the need for an educational and interactive resource whose main objective is the Multisensory stimulation for literacy training in a population with cognitive disabilities and/specific learning disorder. The design of the activities that this application has is based on the theoretical model of multisensory stimulation Orton Gillingham, which seeks the development of basic skills for decoding isolated words based on a phonetic - graphic analysis of them. The techniques within this model use the basic concepts of intersensory integration of simultaneous visual-auditory-kinesthetic- tactile differentiation (VAKT), to which the Glyph Reader application takes full advantage, by including graphic phonetic recognition and training activities of syllables/words (exercises with symphons and exercises with combinations of consonants or working syllables), which pass from basic levels to complex levels of decoding, necessary for the development of literacy skills. The study sample for software validation is 250 students from the Eustorgio Salgar educational institution, in the municipality of Puerto Colombia, in the department of Atlántico – Colombia

Keywords

Multisensory stimulation, Phonetic recognition, Technological platform