

The IMMERSEMIND Framework:

A Multisensory Methodology for Reading Stabilization in Children with Dyslexia, Sensory Processing Differences, and Multilingual Learners



LIVING ANCHORS FRAMEWORK



PHYSICAL WORD
Hands-on creation builds a strong sensory anchor.



DIGITAL SCENE
The word comes alive in a personal, meaningful digital environment.



READING FLUENCY
Stronger recognition, confidence and lasting reading stability.

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M.A. in Psychology,
Neurodevelopmental Specialist



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Abstract

The methodology addresses a recurring problem in early education: many children struggle with reading despite typical intelligence because their perception and integration of written information follow an atypical pattern. Reading difficulty in this population produces secondary effects such as anxiety, avoidance, and a lowered academic self-image, which compound the original barrier. IMMERSEMIND reframes the target of instruction as the organization of perceptual experience across five channels, namely visual, auditory, tactile, motor, and spatial. The framework combines five authorial components into a single reproducible system: Living Anchors, Smart-Highlight, a fixed session script, an autism-adaptation module with learner-controlled regulation, and an observation-based monitoring scheme. The methodology grew from private practice between 2015 and 2022 and now extends toward multilingual and immigrant learners in the United States schooling. Qualitative practice observations indicate gains in attention to text, recognition speed, and emotional regulation, with quantitative validation framed as the next stage. The methodology serves reading specialists, inclusive educators, school psychologists, ESL and ELL support staff, and informed parents.

Keywords: dyslexia, multisensory reading instruction, structured literacy, visual stress, sensory processing, autism spectrum, virtual environments, multilingual learners, English language learners, progress monitoring

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Introduction

The acquisition of stable reading skills ranks among the central tasks of early schooling because fluent reading and text comprehension shape cognitive development, academic standing, and a child's confidence in the classroom. A sizable portion of children meet persistent obstacles during this acquisition. Estimates of dyslexia prevalence vary with the cut-point chosen on a continuous distribution of reading ability, and a meta-analysis of primary school populations reported figures ranging from 5 to 17.5% (Yang et al., 2022). Standard whole-class teaching relies on the visual-verbal channel and leaves little room for children whose perception follows a different organization. The consequence appears as a set of secondary effects, where anxiety, avoidance of reading, and a depressed academic self-image accumulate while the underlying intelligence stays intact.

Evidence connects reading difficulty with these affective outcomes through a sequence in which the difficulty arrives first and the emotional strain follows. Anxiety and low self-esteem result from this as a consequence. Critical feedback from teachers and peers increases the negative self-concept, making other mental health disorders more likely to develop (Wilmot et al., 2023). Reading self-concept and trait emotional regulation may be protective factors for state and trait anxiety in acquisition and early primary school-age children with a diagnosis of dyslexia (Polychroni et al., 2024). These findings carry a direct implication for the design of intervention, because a program that drives a child harder through the same failing channel risks deepening the secondary strain it should relieve.

The key thesis of IMMERSEMIND is that reading difficulty in the target group stems from differences in the perception, processing, and integration of information, and that this difficulty does not reflect a shortfall of ability. The target of intervention becomes the organization of perceptual experience. A program built on this thesis does not add more drilling to the channel that already fails the child; instead, it reorganizes how the symbol reaches the child across several routes at once.

The author's position grew from private practice in Kyiv from 2015 to 2022, working with children who showed pronounced dyslexia and sensory processing differences, and with experience in a multilingual environment. Since 2022, the framework has also been implemented across the United States. The manual is designed to assist the specialist with a reproducible system that covers the conceptual foundations, program structure, methodology blocks, session script, autism module and monitoring tools.

Multisensory approaches to reading instruction have a long history, with the Orton-Gillingham approach forming the basis of most comparisons; a meta-analysis of word level interventions found some positive but non-important results (Stevens et al., 2021). That tradition builds its core on the chain of phoneme, grapheme, and kinesthetic reinforcement, and within its frame, visual instability and sensory overload remain background conditions that the literature seldom formalizes as targets of intervention. The novelty of IMMERSEMIND sits at this gap, since the framework treats the organization of perceptual experience across five channels as the object of work and grounds the design in the cognitive theory of multimedia learning, where verbal and pictorial information consolidate into durable memory once a learner integrates them (Mayer, 2024).

The author's contribution rests on five components that function as a single system. The first is the Living Anchors technology, a protocol that converts a hand-built model of a word into a personal digital scene that anchors an abstract

symbol. The second is the Smart-Highlight method, a neurovisual text-stabilization technique that uses gradient overlays to reduce visual stress. The third is the session script for the Living Anchor model, a reproducible lesson sequence with a fixed block order and explicit transition criteria. The fourth is the adaptation module for children with autism spectrum characteristics, which pairs virtual environments of predictable structure with a STOP-control mechanism that hands the regulation of sensory load to the child. The fifth is the progress monitoring system, a structure of observable indicators that lets a specialist track change without standardized testing. This manual classifies the system as reproducible and frames quantitative evaluation as a direction for further work.

The boundaries of the manual are explicit. The text is not a clinical guide to diagnosing dyslexia, and it does not replace neuropsychological assessment. The methodology serves as an educational intervention that supplements established, structured approaches to literacy and does not displace them. The document moves from the problem and its conceptual grounding, through the program's structure and its three blocks, to the full session script with its adaptation modules, and concludes with monitoring and a roadmap toward evidence.

Chapter 1. The Problem of Unstable Reading and the Conceptual Foundations of the Methodology

This chapter provides a specialist with a working model of why a child does not read, stated in terms of perceptual processing, and shows the premises from which each component of IMMERSEMIND follows.

1.1. The Phenomenology of Reading Difficulties: What the Specialist Observes

A child presents to practice with a recognizable cluster of symptoms. The child loses the reading line, reports that letters jump or reverse, guesses words from the first letter, tires within minutes of work with text, shows bodily restlessness at the desk, and refuses the task. These surface signs trace back to distinct mechanisms, and a specialist who reads the signs without sorting the mechanisms risks aiming the wrong block at the wrong barrier. The first mechanism is a decoding deficit rooted in phonological processing, which a body of neurobiological work links to atypical activity in left temporoparietal and occipitotemporal regions (Pellegrino et al., 2023). The second mechanism is visual instability of perception, where the reading surface itself produces fatigue and distortion. The third mechanism is sensory overload, where the volume of visual and auditory stimuli exceeds the child's tolerance. The fourth mechanism is motivational avoidance, which grows as a secondary layer atop repeated failure.

Sorting the presentation into its mechanism turns observation into a plan of action. The table below maps each common presentation to its probable mechanism and the methodology block that addresses it. A specialist uses the table at intake because it converts a loose complaint into a defensible starting point for the program. The mechanisms seldom appear in isolation, and a single

child often carries two or three at once, where a primary perceptual mechanism sits under a secondary motivational layer. The primary mechanism receives the first response, and the motivational layer eases as the primary barrier yields.

Table 1. Mapping of Presentation to Probable Mechanism and Working Block

Observed presentation	Probable mechanism	Working block
Loss of the line, words appear to move	Visual instability of text perception	Smart-Highlight and attention stabilization
Guessing from the first letter, slow decoding	Phonological decoding deficit	Tactile construction and visual association
Rapid fatigue, bodily restlessness	Sensory overload and weak attentional regulation	Attention stabilization and sensory framing
Refusal, withdrawal from the task	Motivational avoidance, secondary to failure	Learner control and personalized anchors

As an applied case, a specialist meets a seven-year-old who guesses words and rubs his eyes after two lines of text. The intake table separates two mechanisms within a single session: eye-rubbing points to visual instability, while guessing points to a decoding deficit. The specialist starts with Smart-Highlight calibration to steady the line, then runs tactile construction on the target word to rebuild the decoding route. One presentation thereby receives two coordinated responses instead of a single guess.

1.2. The Perceptual Model: Five Channels and the Problem of Integration

Reading functions as a multimodal skill and requires integrating the visual, auditory, tactile, motor, and spatial channels into a single image of a word. The

cognitive theory of multimedia learning describes the mechanism by which verbal and pictorial inputs travel through separate channels of limited capacity and consolidate into stable memory only when the learner organizes and integrates them (Mayer, 2024). In children of the target group, the weak link sits at the binding of the channels into a unified word image, and the weakness does not reduce to a single failing channel. From this reading of the difficulty, the framework derives its governing principle: a new symbol must be lived through several channels at once before settling into an abstract unit. The figure below presents the integration pathway that the framework engineers: visual and tactile input feed cognitive processing, auditory reinforcement follows, and the combination yields stronger memory formation.

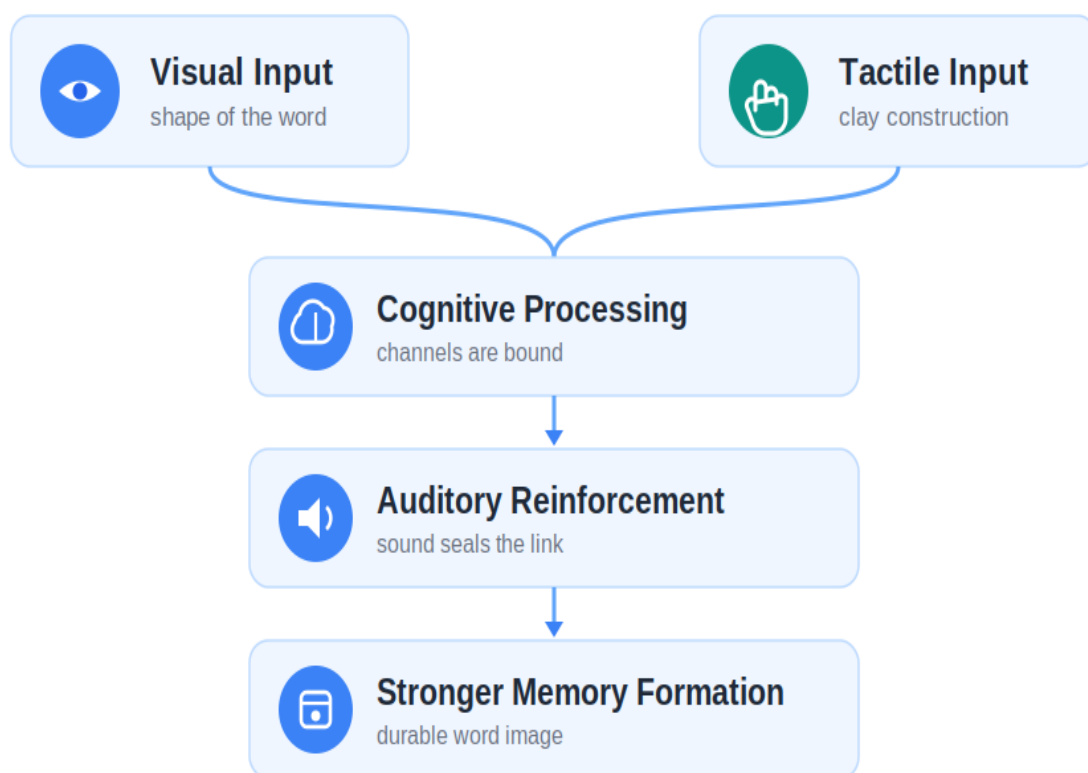


Fig. 1. Multisensory Learning Integration

As an applied case, a child works on the word train. The specialist routes the word through the visual channel as a built shape, through the tactile channel as a clay form held in the hand, through the auditory channel as the spoken word and

an engine sound, and through the spatial channel as the placement of the train on a track. The convergence shown in the figure becomes a concrete sequence at the desk, and the child binds five impressions into one retrievable image.

The model carries a consequence for the sequence of presentation, because the channels do not contribute equally at every moment of learning. Early in the formation of a word, the tactile and motor channels carry the heavier load, since the child needs a physical trace before an abstract symbol means anything. As the word stabilizes, the visual and auditory channels take precedence, because recognition in text runs through sight and sound once the physical referent has settled. The spatial channel runs throughout the process, since the placement of objects in a scene gives the world a location the child can revisit. A specialist who grasps this shifting balance avoids two errors, namely the premature push toward abstract recognition before the physical trace exists, and the indefinite reliance on construction after the symbol could stand on its own. The perceptual model thereby does more than justify a multisensory stance; it also sets the internal logic that the later blocks of the program follow.

1.3. Positioning IMMERSEMIND Among Existing Approaches

Three families of practice frame the field. The first family covers structured, multisensory approaches along the Orton-Gillingham line, engaging visual, auditory, and kinesthetic perception to bind symbols, sounds, and meaning. In the context of literacy interventions for elementary school children with RD, multisensory programs do not lead to better outcomes than any other explicit and systematic instruction in foundational skills, and so the explicit nature of the instruction appears to be the factor for effectiveness (Al Otaiba et al., 2023). A second family of multisensory interventions are visual-sensory strategies, such as color overlays and tinted glasses; the evidence for these interventions is mixed at best. A review of neurodevelopmental disorders as transdiagnostic conditions considered visual stress a dimension of severity co-occurring with dyslexia in a

subset of children, but cautioned this does not mean that colored media are a panacea (Astle et al., 2022). A systematic review of controlled trials found that individually prescribed colored filters ease the symptoms of visual stress for a minority of readers, but do not treat the phonological deficits of dyslexia (Evans & Allen, 2016). The third family covers digital reading trainers that deliver practice through screens.

IMMERSEMIND differs from each family on three counts. First, the framework builds a physical construction of the word and transfers it into a personal digital scene, and it does not stop at the kinesthetic reinforcement of a phoneme. Second, the framework treats visual stabilization as a controllable gradient instrument embedded in the protocol, rather than as a bolt-on, separate accessory to the lesson. Third, the framework runs a single session protocol with an integrated module on sensory self-control for children with autism spectrum characteristics. The table below compares the approaches across four criteria.

Table 2. Comparison of Approaches Across Four Criteria

Criterion	Orton-Gillingham line	Visual-stress techniques	IMMERSEMIND
Target of intervention	Phoneme to grapheme mapping	Comfort of the visual surface	Organization of perceptual experience across five channels
Role of the digital environment	Limited or absent	Overlay delivery	Personal digital scene and adaptive media
Adaptation for autism	Not central	Not addressed	Built-in module with STOP-control

Demand on the specialist	Certification and structured training	Calibration of filters	Training in the session script and anchor construction
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As an applied case, a specialist who already holds Orton-Gillingham training adopts IMMERSEMIND for a child whose decoding improves while line loss persists. The comparison table shows where the two systems join, because the phonological work continues under the existing training, while Smart-Highlight and the anchor scene add the perceptual-organization layer that the prior approach left open.

The positioning carries an obligation to state the evidence with care. The meta-analytic record for the Orton-Gillingham approach shows a positive direction without firm statistical confirmation, and the framework therefore presents itself as a development of that line. The record for colored media remains weaker still, and the framework treats Smart-Highlight as a calibrated element with an individual response check. A meta-analysis of multisensory phonics interventions reported gains in reading accuracy, spelling, and phonological awareness for children with dyslexia, supporting the multisensory premise that the framework shares with the wider field (Al Otaiba et al., 2023). The honest placement of IMMERSEMIND therefore reads as follows: the multisensory foundation rests on a body of supportive work, the perceptual-organization layer adds an authorial contribution awaiting quantitative test, and the visual-stabilization element carries the most provisional status of the three.

1.4. Principles of the Methodology

Six working principles follow from the perceptual model and govern every subsequent decision in the program. The first principle is multichannel presentation, in which the symbol reaches the child through multiple channels

simultaneously. The second principle is the move from the concrete to the abstract, which runs from object to model to digital scene to grapheme. The third principle is stabilization before load, which prioritizes regulating attention and the visual field over the academic task. The fourth principle is the transfer of control to the child, which gives the child a way to govern the intensity of the work. The fifth principle is the personalization of anchors, which builds scenes from the material of the child's own interests. The sixth principle is the recording of progress through observable indicators, which keeps the program tied to evidence that the specialist can see.

As an applied case, a specialist plans the first week for a child who avoids reading after past failure. The principle of stabilization before load sets the order, because the week opens with attention and visual-field regulation and withholds the reading task until the child shows readiness markers. The principle of learner control adds a STOP option from day one, and the child learns that the work can pause without penalty, which lowers the avoidance that earlier programs had reinforced.

Chapter 2. The Structure of the Program and the Three Methodological Blocks

This chapter forms the core of the manual. It describes the program's organization and provides a reproducible account of each of the three methodological blocks, including their procedures, materials, completion criteria, and typical errors for specialists.

2.1. Organization of the Learning Process

The program runs in two formats, namely individual sessions and small-group sessions, and the choice follows the child's attention span and tolerance for shared space. The work moves through four phases. The first phase is intake observation, in which the specialist sorts the presentation into its mechanisms along the lines of Chapter 1. The second phase is the stabilization phase, where attention and the visual field reach a workable state. The third phase is the main phase, where the child builds anchors and reinforces words. The fourth phase is the transfer phase, where the child carries the formed associations into ordinary reading. The intensive course spans ten instructional days over a two-week period, five days per week, and each session lasts about four hours during the first half of the day, when attention is at its peak. A consolidation period of roughly three months follows, and a second intensive cycle becomes available when a child needs more time to stabilize the skill.

The environment and equipment carry two tiers of provision. The minimal tier requires tactile construction materials, a tablet or screen for digital scenes, and control over lighting and the working area. The extended tier adds spatial-audio playback, virtual environments, and artificial intelligence tools that turn a photograph of a clay model into an animated scene. The methodology operates at the minimal tier because the active ingredient sits in the perceptual sequence

rather than in the cost of the hardware. The table below sets the two tiers side by side so a specialist can plan against a real budget.

Table 3. Minimal and Extended Equipment Provision

Function	Minimal tier	Extended tier
Tactile construction	Modeling clay, simple forming tools	Textured kits matched to sensory profile
Digital scene	Tablet camera, basic image editor	AI animation of the clay model, sound layering
Visual stabilization	Printed gradient overlays	Adjustable on-screen gradient control
Attention preparation	Balance exercises on the floor	Balance board and vestibular tools
Autism module	Scripted role-play with a STOP card	VR headset with an on-screen STOP control

As an example, a school support specialist with no hardware budget runs the full program on the minimal tier. The specialist uses clay, a personal tablet, printed overlays, and a strip of floor for balance work, and the child completes the entire anchor sequence. The extended tier waits for a grant to arrive, and the program maintains its logic in the meantime.

Three roles share the work, and their boundaries protect the program from drift. The specialist is responsible for constructing new anchors, calibrating the overlay, and interpreting monitoring data, as these tasks require trained judgment. The child holds the active part, since the child builds the scenes, governs the STOP control, and reports the response to the overlay, and this ownership feeds the principle of learner control that runs through the framework. The parent provides support during the consolidation period, maintaining a calm

environment for practice, prompting recall of existing anchors, and reporting changes in concentration and mood to the specialist. The parent does not run full instructional sessions, because a home routine that mimics the intensive course tends to raise pressure and to undo the ease the program builds. A clear division of roles lets the three participants reinforce one another without blurring who carries which responsibility.

2.2. The Attention Stabilization Block

The purpose of this block is to bring the child to a state where learning becomes possible, before any presentation of academic material. The block uses rhythmic and breathing warm-ups, motor patterns, exercises for fixation and smooth pursuit of the gaze, and a narrowing of the sensory field around the working place. A scoping review of dyslexia and sensorimotor function supports the inclusion of structured movement, because motor and attentional systems interlock with the reading network (Pellegrino et al., 2023). The figure below shows the author's preparation through balance work, which activates attention and primes the vestibular system before reading begins.

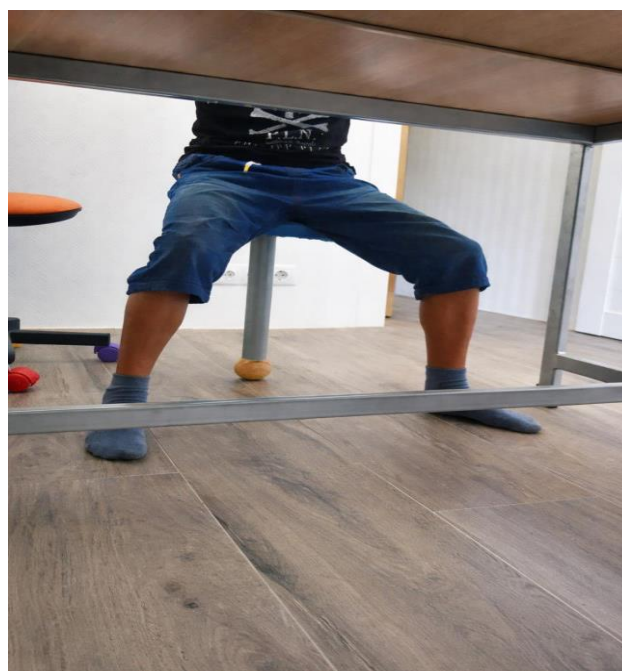


Fig. 2. Use of Balance Equipment to Activate Attention Before Reading

Readiness shows in observable markers, such as the child holding gaze on a target, sitting with reduced restlessness, and following a two-step instruction without re-prompting. The specialist crosses into the learning block once these markers appear. The typical error is omitting the block when time runs short, and the cost arrives within minutes, because an unprepared child loses the line and tires before the anchor work yields anything.

The markers deserve description in concrete terms, since a vague sense that the child seems calmer can lead to a premature transition. Steady fixation means the eyes remain on a single point for several seconds without darting. Reduced restlessness means the trunk and limbs settle, the feet stop their search for movement, and the hands come to rest. A two-step instruction means the child carries out a short sequence, such as touch the card and then look at the screen, without a repeat of the request. The specialist reads these three markers together, because any one alone may mislead. A child may hold the gaze while the body still churns, and a child may sit still while attention has drifted elsewhere. The convergence of all three signals a state in which the channels are open and the academic load will land. The block also varies its tools by sensory profile: a child who seeks movement receives more vigorous balance work, while a child who overloads receives quieter, narrower-field work. The purpose holds constant across the variation, namely, the arrival at a state where learning becomes possible before the lesson asks anything of the child.

As an applied case, a child becomes agitated after walking through a noisy corridor. The specialist runs ninety seconds of balance work and a slow-breathing pattern, and watches for the gaze to settle on a fixation dot. The reading task begins only once the marker appears, and the child sustains it for the following 12 minutes, which an unprepared start would have lost.

2.3. The Tactile Construction Block

The purpose of this block is to give the child a physical, three-dimensional experience of the letter and the word. The child models and assembles letters from tactile materials, constructs the word as an object, and speaks the word during manipulation, which binds the tactile, motor, and auditory channels in a single act. The choice of material follows the child's sensory profile: a hypersensitive child needs a smoother medium, while a hyposensitive child needs a more resistant one. Profiles within autism vary widely across modalities (Kadlaskar et al., 2023). The criterion of completion is direct, where the child reproduces the configuration of the letter without a model in view.

As an applied case, a child with tactile hypersensitivity recoils from sticky clay. The specialist switches to firm modeling dough and offers a forming tool so the fingers meet less residue, and the child completes the letter shape that the original medium had blocked. The completion criterion remains the same because the child forms the letter from memory once the medium matches the profile.

The match between material and sensory profile follows a working rule that the specialist applies before construction begins. A child who avoids touch, withdraws their hands, or wipes their fingers signals hypersensitivity, and the response offers a firmer, drier, less adhesive medium together with a tool that mediates the contact. A child who presses hard, seeks deep pressure, or fails to register light contact signals hyposensitivity, and the response offers a more resistant medium and larger forms that supply stronger feedback. The speech that accompanies the manipulation matters as much as the medium, because the simultaneous saying of the word during the shaping binds the auditory channel to the tactile and motor ones. A specialist who lets the child build in silence loses the binding that gives the block its purpose. The construction proceeds with the child naming the letter and the word at the moment the hands form them, and the three channels close into one act that the later association block will anchor.

2.4. The Visual Association Block and the Living Anchors Technology

This block holds the central authorial element. The protocol runs in four steps. The first step is to build a physical model of the word. The second step captures the model and places it in a digital scene. The third step extends the scene by incorporating elements from the child's world of interests. The fourth step returns to the scene as a living anchor whenever the word appears in the text. The figure below shows the cognitive pathway of the Living Anchors model, which moves from the letter or word through tactile construction, visual association, and spatial orientation toward a stable cognitive anchor.

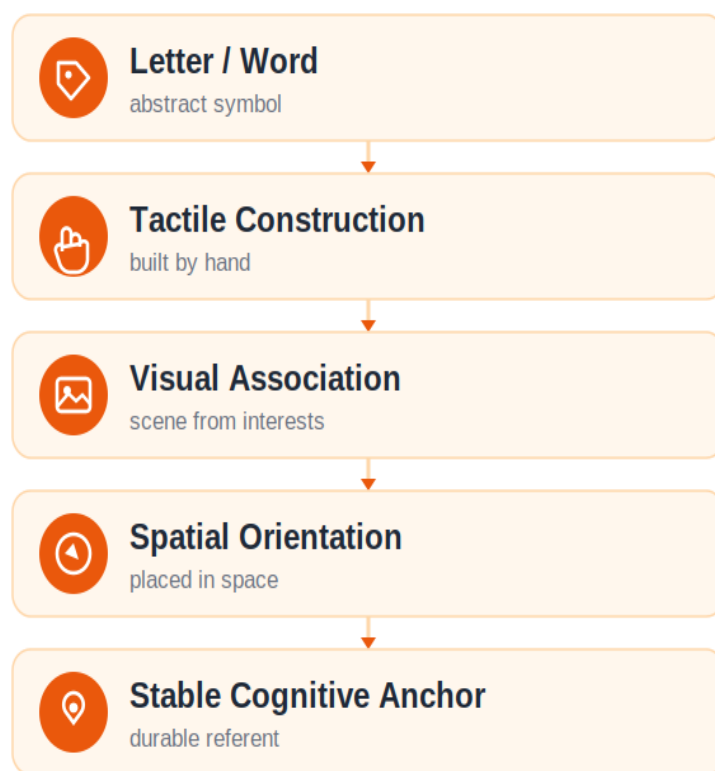


Fig. 3. The Living Anchors Cognitive Association Model

The anchor stays personal and does not come from a shared library, because a scene built on the child's own interest binds faster and resists decay. The construction follows two rules: each anchor carries one difficulty, and the scene avoids overload from competing detail. The child keeps a gallery of anchors that grows into a cumulative personal vocabulary. The figure below shows the staged

formation of one anchor for the word above, progressing from a clay model to a tablet capture to a digital animation with sound support.



Fig. 4. Stages of Forming the Living Anchor for the Word Above

As an applied case, a child who is fixated on airplanes works on the word above. The child models an airplane and a bank of clouds, places the plane over the clouds, and photographs the scene on the tablet. The specialist adds the written word and an engine sound, and the scene animates into flight. When the word later appears in a sentence, the child retrieves the flight scene and reads above without the prior hesitation, because the symbol now carries a lived referent.

The gallery of anchors deserves attention as a working instrument and not as a keepsake. Each completed anchor is added to a personal collection that the child can revisit, and the collection grows into a cumulative record of the words the child has mastered. The gallery serves three functions across the program. First, it gives the child a visible measure of progress, since a growing set of scenes shows the child that the work yields results, which feeds the reading self-concept that protects against anxiety. Second, it provides the specialist with a qualitative index of vocabulary, as the spread of anchors across word types reveals where the child has built strength and where gaps remain. Third, it supports the transfer phase, since the child draws on the gallery when a worked word reappears in new text. The construction of the gallery follows the same two rules that govern the single scene, where one anchor carries one difficulty, and the scene stays free of competing detail, because a cluttered gallery loses the clarity that makes recall

fast. A specialist who maintains the gallery with discipline turns a sequence of separate lessons into one accumulating structure that the child owns.

2.5. The Smart-Highlight Method: Neurovisual Stabilization of Text

This block holds the second authorial element. The purpose of the method is to reduce visual stress and stabilize the perception of the reading line. The procedure calibrates a gradient overlay to the individual child across three parameters, namely intensity, direction of the gradient, and zone of coverage, and the calibration proceeds based on the child's reported reaction. A gradual-fading protocol reduces support as the skill stabilizes, preventing the child from becoming dependent on the overlay. The method carries an honest frame. Visual stress affects a subset of readers and stands apart from the phonological core of dyslexia. Controlled trials of colored media show inconsistent effects on reading accuracy, which a transdiagnostic review attributes to varying severity across children (Astle et al., 2022). Smart-Highlight enters the protocol as an adjustable element with an individual response check, and it does not enter as a universal remedy. The figure below shows the gradient highlighting applied on a tablet to steady the line, beside the STOP control discussed in Chapter 3.

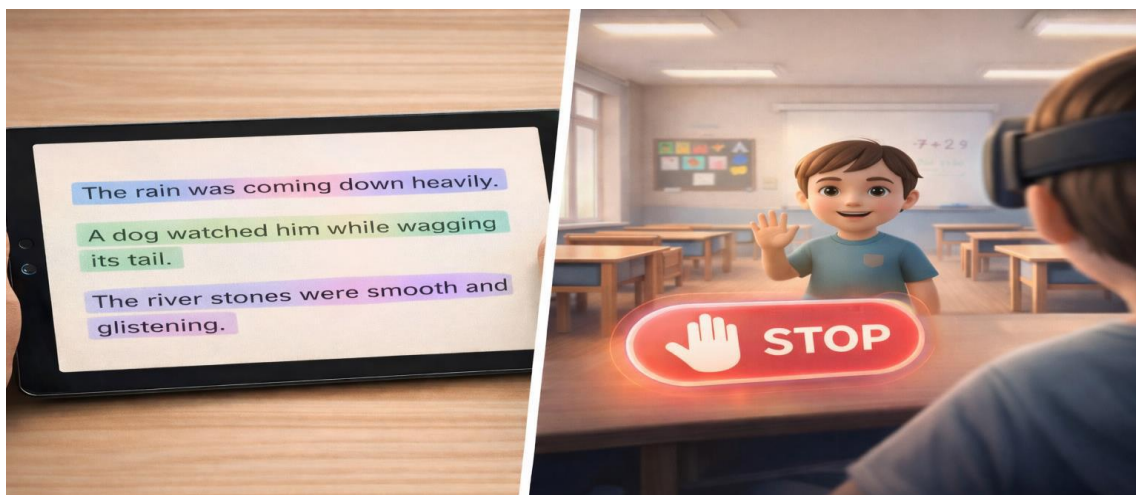


Fig. 5. The Smart-Highlight Gradient on a Tablet and the STOP Control

As an applied case, a child reports that lines blur and merge after a short passage. The specialist performs a low-intensity warm gradient, covering one line

at a time, and the child reports that the active line remains still. The specialist records the setting in the child's profile and schedules a fade after three stable sessions. The child reads with the support withdrawn in steps so the gain transfers to plain text.

The calibration follows a stepwise procedure that keeps the child as the source of the judgment. The specialist begins with a low intensity and a single covered line, presents a short passage, and asks the child to compare the experience with and without the overlay. The specialist adjusts one parameter at a time, since simultaneous changes in intensity, direction, and coverage make it hard to tell which adjustment helped. A setting earns its place only when the child reports a steadier line across multiple trials, because a single positive report may reflect novelty more than an effect. The fading protocol then reverses the calibration once the skill stabilizes. The specialist lowers the intensity in small steps across sessions, narrows the coverage, and watches the monitoring indicators for any return of line loss. A return signals that the fade ran ahead of the skill, and the specialist restores the prior setting and waits. The end state of the protocol is reading plain text without the overlay, because a support that never withdraws becomes a crutch the framework set out to avoid. This stepwise discipline distinguishes Smart-Highlight from the indiscriminate use of colored media that the evidence base does not support.

2.6. Linking the Blocks: The Logic of Stabilization, Construction, Association

The order of the blocks stays fixed, because each block prepares the ground for the next. Stabilization opens the channels, construction loads the symbol with tactile and motor experience, and association ties the loaded symbol to a durable scene. A child who enters association without stabilization scatters the visual field and loses the anchor before it sets, and a child who skips construction reaches the scene with a hollow symbol that fades. The allocation of session time shifts across

the phases, because the stabilization phase weights the first block, while the transfer phase weights association and reading. The table below shows the distribution of session time across the program's phases.

Table 4. Allocation of Session Time Across Program Phases

Session segment	Stabilization phase	Main phase	Transfer phase
Attention stabilization	High share	Moderate share	Low share
Tactile construction	Moderate share	High share	Low share
Visual association	Low share	High share	Moderate share
Reading with support	Low share	Moderate share	High share

Rules of compression and expansion match the block to the child's state in the moment. On a strong day, the specialist expands association and reading, and on an unstable day, the specialist expands stabilization and shortens the academic load without abandoning the session. As an applied case, a child arrives drained on a main-phase day. The table sets the default weights, and the specialist overrides them toward the stabilization block, runs one short anchor instead of three, and protects the day from collapsing into refusal.

Chapter 3. The Session Script and the Adaptation Modules for Autism and Multilingual ESL-ELL Learners

This chapter turns the description of the blocks into a single working day for a specialist. It presents the full session script on the Living Anchor model, the autism adaptation module, and the contour of work with multilingual and ESL-ELL learners.

3.1. The Session Script on the Living Anchor Model: A Full Walkthrough

A typical session runs about sixty to ninety minutes and follows a fixed sequence from the child's arrival to the close. The sequence opens with a greeting ritual, moves into attention stabilization, proceeds to tactile construction of the target word, builds or updates the digital anchor, reads a short text that carries the target word under Smart-Highlight support, and ends with a closing ritual and the recording of observations. The figure below shows the cognitive stabilization model the script enacts, which carries the child from reading instability through cognitive disorientation, sensory stabilization, living anchors, and symbol recognition toward reading fluency.

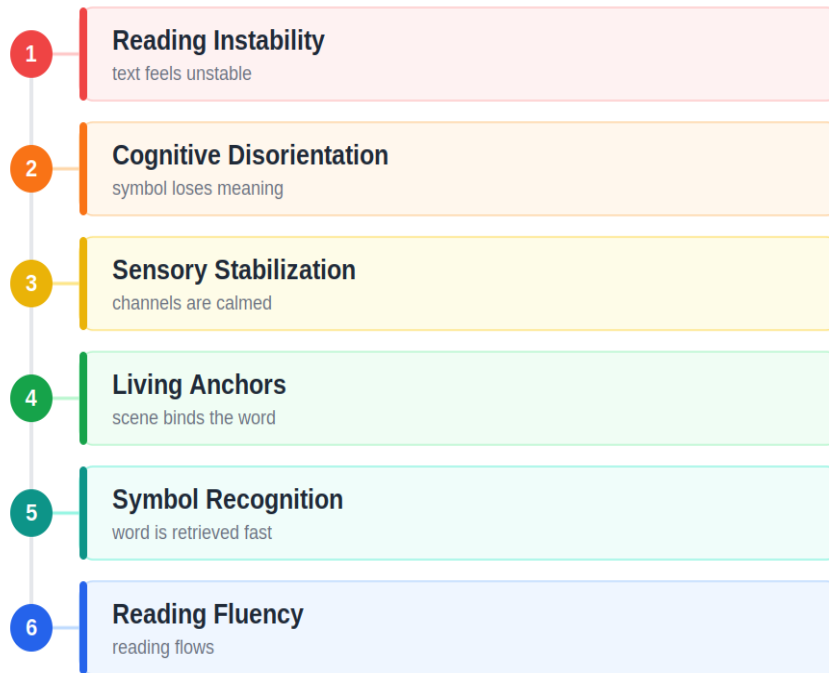


Fig. 6. The IMMERSEMIND Cognitive Stabilization Model

Each stage carries a goal, a set of specialist actions, an expected behavior from the child, a marker that the stage is complete, and a fallback for a stalled stage. The table below lays out the script so a specialist can run it without improvisation on the structure.

Table 5. The Living Anchor Session Script

Stage	Specialist actions	Expected child behavior	Completion marker
Greeting ritual	Opens with a fixed familiar routine	Settles and orients to the space	Child takes the working seat
Attention stabilization	Runs balance and breathing work	Holds gaze, reduces restlessness	Steady fixation appears
Tactile construction	Guides modeling of the target word	Builds and speaks the word	Form reproduced without a model

Anchor building	Captures the scene, adds interest detail	Extends the scene, names elements	Personal scene linked to the word
Reading with support	Presents text under a calibrated overlay	Reads the line, recalls the anchor	Target word read without a stall
Closing ritual	Reviews the anchor, records notes	Recalls the scene one more time	Observations entered in the map

As an applied case, a specialist runs the script for a child on day three of the intensive course. The greeting ritual and balance work consume the first ten minutes, the construction of the word river fills the next stretch, the anchor gains a fishing scene from the child's weekend, and the reading stage closes when the child reads river inside a sentence without a stall. The closing ritual records that the recall came faster than on day two.

Each stage includes a fallback when it stalls, preventing the session from collapsing into failure. When attention fails to settle, the specialist extends the stabilization work and shortens the academic load for the day. When construction stalls because the medium fights the child, the specialist switches the material according to the rule of sensory match. When the anchor refuses to form, the specialist returns to the child's interests and rebuilds the scene around a stronger personal hook. When the reading stage stalls on the target word, the specialist prompts recall of the anchor before offering the word, since recall is the mechanism that blocks training. The fixed order of the stages does not mean a rigid run-through; the script maintains its sequence while flexing the depth of each stage to the child's state. A specialist who internalizes both the order and the fallbacks runs the session without improvising the structure and without forcing a stalled child forward.

3.2. Variability of the Script

The script adapts to age, the program's phase, and the work's format. A younger child receives shorter construction and more movement; an older child receives denser text at the reading stage; and a small group rotates the construction materials so each child takes a turn. A reduced script serves an unstable day, where the specialist keeps the greeting, the stabilization, and one short anchor, and the specialist drops the extended reading. The transfer of script elements into home practice follows a clear split: a parent supports recall of existing anchors and the reading of short, familiar texts, while the specialist retains the construction of new anchors and the calibration of the overlay.

As an applied case, a parent asks for help between sessions. The specialist delegates a two-minute nightly recall of the airplane anchor and the reading of one short sentence, and the specialist withholds new construction so the home routine stays light and the child meets new words under guidance. The split protects the program from drift while it keeps the family involved.

3.3. The Autism Module: Virtual Environments of Predictable Structure

This module holds the third authorial element. Children with autism spectrum characteristics carry a need for predictability, a raised risk of sensory overload, and difficulty with voluntary shifting, and their sensory profiles differ across modalities and severity (Kadlaskar et al., 2023). The module builds a virtual or digital environment on principles that answer these needs. The structure of the scene stays constant across sessions; novelty enters in measured doses; a visual schedule of the session is present in the environment; and sudden stimuli are kept out. A systematic review concluded that engaging virtual environments may provide children with an opportunity to rehearse interactions in a potentially lower-anxiety environment (Idowu et al., 2024). A systematic review of virtual reality in various different social domains also found that virtual reality

interventions were promising, although the evidence base was heterogeneous (Yang et al., 2025).

As an applied case, a child rehearses asking a classmate for a pencil in a virtual classroom with the same layout each session. The specialist introduces a second classmate, a new element, only after the first scenario runs smoothly, and the visual schedule shows the child that the lesson has five steps. The predictable frame lets the child practice the request without the overload that a live classroom would impose.

The four principles of the environment translate into concrete design choices that the specialist controls. The constancy of structure means the scene opens the same way each session, with the furniture, the lighting, and the characters in fixed positions, so the child spends no effort reorienting and can attend to the social task. The measured dosing of novelty means a single new element enters at a time, and only after the child has mastered the current scene, since a flood of new stimuli can trigger overload, which the module works to prevent. The visual schedule in the environment means the child sees the sequence of the session laid out and knows how many steps remain, which removes the anxiety of an open-ended demand. The exclusion of sudden stimuli means no unexpected sounds, flashes, or movements break into the scene, because abrupt stimuli can end a session for a child with heightened sensory sensitivity. These choices rest on the documented heterogeneity of sensory profiles in autism, where children differ across modalities and across severity, so the specialist tunes each parameter to the individual child and avoids a fixed template (Patil & Kaple, 2023).

3.4. The STOP-Control Mechanism

The STOP-control mechanism gives the child a governed way to halt the sensory stream. The control takes the form of a physical card or an on-screen signal within the child's reach, and the child learns its function before the scenario begins. The specialist responds to the signal by immediately removing the load,

without a negative appraisal, and the scenario pauses or shifts to a neutral state. Control of the situation lowers refusal and widens the child's tolerance for the lesson, because a child who knows the work can stop does not need to flee it. A comparison of virtual and standard social-skills training found that the former reduced social anxiety when the format gave learners control (Idowu et al., 2024). The module carries a boundary, because it adapts the methodology for children with autism spectrum characteristics in an educational context and does not constitute therapy for autism.

As an applied case, a child presses the STOP card during a virtual store scenario when the ambient sound grows heavy. The specialist mutes the scene at once, offers a short pause, and lets the child resume only on the child's signal. Over the following sessions, the child presses STOP less often and stays in the environment longer, which the specialist records as a sign of improved regulation.

3.5. Adapting the Methodology for Multilingual and ESL-ELL Learners

A multilingual learner acquires reading in a non-native language, and the abstract graphic symbol does not rest on a firm sound-and-meaning image as it does for a native speaker. IMMERSEMENT fits this case with force, because Living Anchors provide a sensory and object-based referent that bypasses the language barrier, enabling the child to bind the written word to a lived scene. Tactile construction and visual association serve as a bridge between the family's language and the language of instruction. The number of English learners and emergent bilinguals continues to rise across United States schools, and the assessment of their reading development calls for measures carefully chosen to account for their bilingual profile (Mancilla-Martinez et al., 2021). A structured early-literacy approach delivered to English language learners produced growth in phoneme awareness and sound-to-letter knowledge comparable to that of non-ELL peers, which supports the use of structured multisensory work with this group (Gillon, 2023).

Several elements of the session change for an ESL-ELL learner. First, the choice of target words leans toward the high-frequency academic vocabulary of United States schooling. Second, the auditory channel doubles in weight because the child needs repeated exposure to the pronunciation in the language of instruction. Third, the discussion of meaning may lean on the home language during the early step, so the child grasps the referent before the work shifts into the target language. The contour connects to the broader adaptation of immigrant children, because a reduction of literacy anxiety speeds academic integration. The boundary remains explicit, since this contour provides educational support for reading acquisition and does not replace language instruction programs.

The advantage of the anchor for this group lies in how a non-native reader encounters a written word. A native speaker arrives at print with a deep store of spoken words already tied to meaning, and the task of early reading connects the printed form to that existing store. A learner reading in a new language often lacks the spoken store, so the printed word risks becoming a symbol attached to a translation and not to a concept. The Living Anchor sidesteps this risk because the lived scene supplies a direct referent that the child experiences through several channels. The word *measure* tied to a built ruler-and-cup scene carries meaning that no translation step mediates, and the child reads the English word against a concept the body helped form. This direct binding matters for academic vocabulary, where many words name abstract relations that resist a simple translation, and the scene gives the abstract word a concrete location in the child's experience.

The contour also attends to the emotional weight that a new language adds to reading difficulty. A child who reads slowly in a non-native language risks reading the slowness as a verdict on ability, and the misreading feeds the same anxiety and lowered self-image that attach to dyslexia. The framework addresses this risk through the same commitments it applies elsewhere: the personal anchor builds visible success, learner control lowers the pressure of the task, and

monitoring records progress in observable behavior without a label. The specialist frames the work for the family as building reading stamina in the language of instruction, and this framing keeps the home language in its place as a resource rather than a deficit. The contour thereby serves both the cognitive task of binding print to meaning and the affective task of protecting the child's relation to reading during a demanding transition.

As an applied case, a child whose home language is Ukrainian works on the academic word measure. The specialist discusses the meaning briefly in the home language, builds a ruler-and-cup scene as the anchor, and then loads the auditory channel with repeated English pronunciation. The child binds the English word to the measuring scene without a detour through translation, and the word enters reading in the language of instruction.

3.6. Typical Specialist Errors and Their Prevention

Errors cluster by session stage, and naming them lets a specialist catch them early. The first error forces the pace and pushes the child past readiness, and its sign appears in rising restlessness, while the correction returns the session to the stabilization block. The second error overloads the anchor scene with competing detail, and its sign appears in slow recall, whereas the correction strips the scene to a single difficulty. The third error ignores the STOP signal, and its sign appears in escalating refusal, while the correction restores immediate response to the signal. The fourth error turns monitoring into testing, and its sign appears in the child's anxiety at the observation, while the correction reframes the record as a tool for the specialist. The fifth error holds the overlay past need, and its sign depends on the support, while the correction resumes the fading protocol. A sixth error appears among ESL-ELL learners, in which the specialist imposes translation over direct sensory association, and the correction returns the work to the lived scene. The table below organizes errors by sign and corrective action.

Table 6. Typical Errors, Their Signs, and Corrective Actions

Error	Observable sign	Corrective action
Forcing the pace	Rising restlessness, lost line	Return to stabilization block
Overloading the anchor	Slow recall of the scene	Strip the scene to one difficulty
Ignoring the STOP signal	Escalating refusal	Restore immediate response
Monitoring as testing	Anxiety at observation	Reframe the record as a tool
Holding the overlay too long	Dependence on the support	Resume the fading protocol
Imposing translation on ESL-ELL	Word tied to translation, not scene	Return to direct sensory association

As an applied case, a specialist notices a child recalling an anchor slowly and reaching for help. The table points to overload as the probable error, and the specialist removes two decorative elements that had crept into the scene. The recall speeds within the same session confirm the correction.

Chapter 4. Progress Monitoring and the Practical Implementation of the Methodology

This chapter provides tools for recording change and an honest frame for implementation, separating what practice has refined from what remains a direction of development.

4.1. The Child Progress Monitoring System

This system holds the fourth authorial element. Observation groups into four domains of indicators. The first domain covers the stability of visual perception, where the specialist watches the holding of the line and the reduction of lost places in the text. The second domain covers behavior during reading, where the specialist tracks time to fatigue and the frequency of refusal. The third domain covers work with anchors, where the specialist notes the speed of associative recall and the child's independent use of the gallery. The fourth domain covers the emotional relation to reading. The forms of recording include a session observation map, a phase summary map, and the gallery of anchors that doubles as a qualitative index of vocabulary. The governing principle keeps monitoring as an instrument for tuning the program, because an assessment framed as judgment raises the anxiety that the program works to lower, and reading self-concept operates as a protective factor worth guarding (Polychroni et al., 2024). Assessment occurs at three points: before the start, after the first ten to fifteen sessions, and at the close of the main cycle. The table below sets out the indicators across the three points.

Table 7. Indicators for Monitoring Child Development Progress

Indicator	Baseline level	Intermediate assessment	Final observation
Text perception	Frequent loss of place, letters appear unstable	Attention holds on the line for longer	Reading stays calm with consistent focus
Word recognition speed	Slow recognition, guessing from the first letter	Familiar words recognized faster	Familiar words recognized with confidence
Emotional response to reading	Avoidance, rapid fatigue, frustration	Interest in some reading activities	Greater confidence, calmer approach
Sensory regulation	Rapid fatigue from visual load	Longer periods of work with text	Consistent work without marked strain

As an applied case, a specialist records the four indicators at intake on the session map, where the child loses the line within one paragraph and refuses after two. At the intermediate point, the map shows the child holding three paragraphs and asking to continue, and the specialist uses the shift to extend the reading stage and to begin the overlay fade. The record steers the program and never reaches the child as a grade.

The three forms of recording serve different time spans and fit together into one picture. The session observation map captures a single lesson, where the specialist notes the readiness markers at the start, the words constructed, the speed of anchor recall, and the emotional tone at the close. The phase summary map aggregates across a block of sessions, where the specialist reads the trend in each

of the four domains and decides whether the child is ready to move between phases. The gallery of anchors runs across the whole program as a qualitative index, where the spread and number of scenes show the growth of the worked vocabulary at a glance. The three forms answer three questions, namely what happened today, where the child stands in the phase, and how far the vocabulary has grown overall. A specialist who keeps all three avoids the trap of judging the program on a single session, since one weak day reads as noise against the trend the phase map holds. The forms also support communication with the family, because the specialist can show a parent the trend without resorting to a test score or a clinical label.

4.2. Interpretation of Change and Decision Making

The data from the monitoring drives the transitions between phases. A child moves from the stabilization phase into the main phase once the attention markers hold across two sessions, and into the transfer phase once anchor recall runs fast, and the overlay fade has begun. A plateau is indicated by several sessions without movement in any domain. The protocol for a plateau asks the specialist to vary the anchor material, check the sensory match of the construction medium, and confirm that stabilization still precedes load. Criteria for the close of the program combine stable line-holding, confident recognition of the worked vocabulary, and a calm emotional response, after which the child shifts to a maintenance regime. Communication of progress to parents uses the language of observable behavior and avoids diagnostic labels, because labels travel poorly in family conversations and feed self-concept concerns that the program guards against (Wilmot et al., 2023).

As an applied case, a specialist faces three flat sessions for a child whose decoding had been improving. The plateau protocol prompts a shift from vehicles to animals as the anchor material, which aligns with a newer interest, and recall

resumes its climb within two sessions. The specialist communicates the change to the parent as a shift in the child's reading stamina.

4.3. Pilot Application: The Practice of 2015 to 2022 and the Adaptation to the United States Context

The methodology took shape over a long-term period of private practice from 2015 to 2022, during which various protocols for interaction between tablet-based tools and traditional sensory-integration methods were developed and refined. To systematize the framework, a separate group of children received targeted work under the program. The first group comprised twelve children with pronounced reading difficulty and signs of dyslexia, who showed unstable letter recognition, difficulty holding the line, slow reading speed, and rapid fatigue with text. The second group comprised seven children with characteristics associated with the autism spectrum, who showed difficulty in social interaction, raised sensory sensitivity, and trouble with sequences of social action. Age at the start ranged from five to ten years.

Work with the reading-difficulty group followed the intensive model, with ten days of sessions lasting about four hours, five days per week, after which a three-month period of home reinforcement followed, and a second intensive cycle ran when a child needed it. The work with the autism group lasted longer, from five to twelve months per child, and focused on modeling social situations in virtual learning environments and training sequential social behavior. Measurement fell at the three points of the indicator table from the first section of this chapter.

The observed changes are documented in this manual as qualitative observations of practice and carry explicit limits, namely a small sample, the absence of a control group, and the qualitative character of the assessment. Within the reading-difficulty group, the specialist observed growth in holding attention to text, faster recognition of familiar words, and reduced strain during reading.

Within the autism group, the specialist observed lower anxiety in unfamiliar situations and steadier following of social action sequences. These observations carry no percentages or claims of proven effectiveness, and they stand as the practical ground on which the framework was systematized.

The contours of multilingual and ESL-ELL learners have emerged as part of the methodology's development since 2022, and they do not belong to the 2015 to 2022 pilot, because the Kyiv practice did not conduct systematic work with multilingual children. The rationale for the extension holds that multisensory anchors are effective for children acquiring reading in a non-native language, as the word gains a sensory and object-based referent that bypasses the language barrier, and structured early-literacy work has shown gains with English language learners (Gillon, 2023). The direction aligns with inclusive education practices in the United States.

As an applied case, a specialist who adopts the framework today opens a structured case file for the first child, with the intake map, the three measurement points, and the anchor gallery following the formats outlined in this chapter. The file becomes one unit in the series of structured cases that the roadmap below turns into evidence, and the qualitative frame keeps the claims inside what the data support.

4.4. Conditions of Implementation and a Roadmap for Verifying Effectiveness

A specialist who runs the methodology needs training in the session script, in the construction of anchors, and in the calibration and fading of the overlay, together with grounding in the perceptual model of Chapter 1. The minimal starting kit corresponds to the minimal tier of the equipment table in Chapter 2. Ethics and safety remain central, where participation rests on the child's willingness, the work relies on the child's consent, and sensory coercion stays out of the program, because the gradual building of tolerance does the work that force

would undo. A sensory-based frame for children with sensory processing differences supports the measured introduction of stimulus over forced exposure (Patil & Kaple, 2023).

The preparation of a specialist runs deeper than a list of skills, because the framework asks for a stance as much as a technique. The stance places the child's perceptual organization at the center and reads difficulty as a signal for reorganizing the work, not as a fault in the child. A specialist who holds this stance resists the pressure to push a struggling child through more of the failing channel and instead reads the struggle as information for the next adjustment. The consent of the child carries weight in this stance, since a child who can stop the work owns a measure of control that lowers the anxiety the program guards against. The specialist treats the STOP signal as binding and responds to it without appraisal, because a signal the specialist overrides loses the trust that makes it work. The ethics of the program live in the daily conduct of the session, not in a separate clause, and the gradual building of tolerance, the protection of the child's relationship to reading, and honest communication with the family form one coherent practice.

The roadmap toward evidence runs in three steps as a direction of development. First, the systematic collection of monitoring data under one protocol turns scattered observations into comparable records. Second, a series of structured cases built on that protocol establishes a documented base. Third, a pilot comparative study introduces a control condition and quantitative measures. The manual states the position without hedging because the framework at this stage rests on the author's practical experience, and it lays the instrumental groundwork for the quantitative verification that follows. As an applied case, a small reading clinic adopts the monitoring protocol across its caseload, aggregates session maps into a single dataset, and prepares the first structured case series, advancing the framework by one step along the roadmap without overstating what the early data can carry.

Conclusion

IMMERSEMIND stands as a reproducible system of five authorial elements: Living Anchors, Smart-Highlight, the session script, the autism module with STOP-control, and the monitoring system, and the perceptual model of five channels binds them into a whole. The framework reads reading difficulty as a matter of perceptual organization, and it builds its protocol on that reading from the first block to the last.

The governing principle changes the direction of the intervention, because the framework adapts the organization of perceptual experience to the child rather than bending the child to the text. Stabilization comes before load, the concrete comes before the abstract, and control sits in the hands of the child. These commitments run through the session script, the autism module, and the monitoring system alike, holding the program together across its phases and populations.

The boundaries of application stay clear. The framework offers an educational intervention for children with reading difficulties, dyslexia, and sensory processing differences, and it supplements established, structured literacy approaches without displacing them. It does not replace diagnosis or therapy. Effectiveness at the present stage rests on the author's practical experience, recorded as a qualitative observation with explicit limits, and quantitative verification is the next step.

The prospects of the framework follow the roadmap toward evidence and the growth of its tools. The systematization of cases under the monitoring protocol opens the way to numerical data; a pilot comparative study introduces a control condition; and the digital toolkit grows through adaptive environments, virtual and augmented scenes, and AI-generated anchors. The training of specialists carries the framework into wider practice, and the contour of multilingual and ESL-ELL learners develops as a direction of its own for

immigrant children in United States schooling. The central aim holds steady: every child gains the chance to succeed in learning, to build confidence in his own ability, and to take a full part in the educational and social life around him.

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