

Learning Support

By Learning Difficulty

Condition	Signs	Strategies
Dyslexia	In testing: - mismatch between verbal and written responses - mismatch between Reading Comprehension and Listening Comprehension in PATs In class: - poor handwriting which does not improve - disorganised writing (no use of margins etc) - very poor spelling - disorganised - struggle to follow instructions (verbal or written) - poor time management - won't (can't) read - "class clown"	Presentation of Work Allow a variety of ways to express themselves: - mindmaps - videos - blogs - orally - PowerPoints Teaching 1. "Chunking" tasks: Lots of small tasks, rather than one big task with many facets. 2. "Scaffolding" tasks: For each "chunk", build up the level of difficulty. 3. "Differentiated" tasks: Either for each "chunk", or within each "chunk". Extreme Cases - get the student assessed and ask for the report

Dyspraxia	- thrown by changes in routine - delayed development of specific motor tasks (either gross or fine) - take a long time to get changed (after PE for example) - delayed development of spacial awareness - lack of organisation - pedantic - literal	- routines - plenty of warning when changing set plans - different colours for notes (headings etc) - minimise (folders, handouts etc) - set their computer folders for them - differently-coloured folders for organising work - graphic organisers on board/projector prior to lesson
ADD and ADHD (Attention Deficit + Hyperactivity)	- “dreamer” = ADD - impulsive/calls out = ADHD	Chunking - short tasks - breaks between tasks “Pass Out” Allow these students to take some “time out” when they feel agitated. A physical “pass” which can be used once per lesson puts limitations on its use but provides an “escape”. Limit Distractions In some cases, it may be best for the student to be isolated by a screen, so he/she cannot see other students and distracting things out the window. Get the student an exercise ball instead of a chair; rocking can help these students stay focused a lot, like doodling.

ASD (Aspergers)	- rigid; cannot cope well with changes to routines etc - anxious - do not read social cues - do not read facial expressions - do not understand wit, sarcasm and irony	- consistent routines - in class support is usually needed to manage reactions to changes/teach social interactions
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By Learning Strategy

Strategy	Who it Helps...
Testing (PATs etc)	Teachers can identify students at risk and look for telltale signs of actual learning difficulties.
Colour Use differently-coloured paper for different subjects/topics. Use differently-coloured pens for different parts/tasks. e.g. different colour for each part of the TEXAS paragraph structure	- Dyslexic - Dyspraxic - ADD - ADHD - ASD
Chunking Breaking up large tasks (like assignments) into smaller tasks. Each task has its own specific learning outcome but together they satisfy an overarching learning objective.	- Dyslexic - Dyspraxic - ADD - ADHD This is a good strategy for making any large/difficult task manageable for <u>all</u> students. It models good project management skills and gives <u>all</u> students a sense of achievement for each “chunk”.

Scaffolding Each task or chunk is broken up into a few key questions, activities or specific learning outcomes. These get progressively more challenging throughout the task/chunk.	- Dyslexic - ADD - ADHD - ASD This is a good strategy for helping any student who thinks he/she is struggling with the work, even if it isn't due to an actual learning difficulty.
Differentiated Learning A variety of ways to learn the same skills/concept are provided. This can be difficult to achieve for every skill/concept and requires a lot of planning to do in every lesson. However, having a range of tasks/activities to be done in any order within the lesson can help manage this.	- Dyslexic - Dyspraxic - ADD - ADHD Again, this is just good pedagogy for teaching all students. ASD students may struggle with the apparent lack of "structure" to the lesson, but they can be given a sequence for completing the work.
Graphic Organisers Put a short synopsis of the lesson on the board/projector at the start of the lesson: 1. What is this lesson about? 2. What tasks will be done in class? 3. What is the homework?	- Dyspraxic - ASD This also helps with basic management of the lesson. Students can be guided to ask for the "next" piece of work etc if they work at a faster pace. You can also help slower-paced students to prioritise so they have the work done required to be able to do the homework.