

Useful Strategies

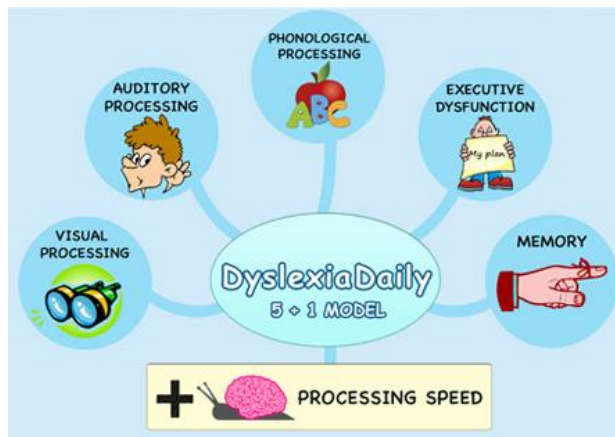
Dyslexia

A specific learning difficulty which affects the way that information is processed, stored and retrieved.

Dyslexia primarily affects the skills involved in accurate and fluent word reading and spelling.

Characteristic features of dyslexia are difficulties in phonological awareness, verbal memory and verbal processing speed.

Pupils may also struggle with organisation and sequencing.



- Give extra time for completion of tasks
- Give extra practice and rehearsal time (e.g./ paired reading) and explain their thoughts orally before writing
- Don't ask students to read text aloud unless they have practised
- Use multisensory approaches
- Provide support with writing (e.g./ writing frames, word banks)
- Give chunked instructions and use non-fading techniques
- Break tasks down into small parts
- Provide key word lists to aid spelling
- Use partners/ scribes for getting down initial ideas
- Avoid copying from the board
- Use coloured overlays and 'off-white' background for text
- Use plain, reasonably large font
- Give extra strategies like mnemonics, rhymes and pictures, and make personal, meaningful links to aid long-term memory
- Teach spelling rules and model the process of writing, talking through as you go
- Use alternative methods of recording work (e.g./ mind maps, pictures, IT)
- Help them to write work in their journal or print out instructions
- Mark work sensitively, only correcting high frequency or key words

Dyspraxia

A specific learning difficulty causing difficulties in activities requiring coordination and movement.

Pupils may present with difficulties with self-care, writing, typing, riding a bike and play.

Pupils may also experience difficulties with time management, planning and personal organisation

Useful strategies

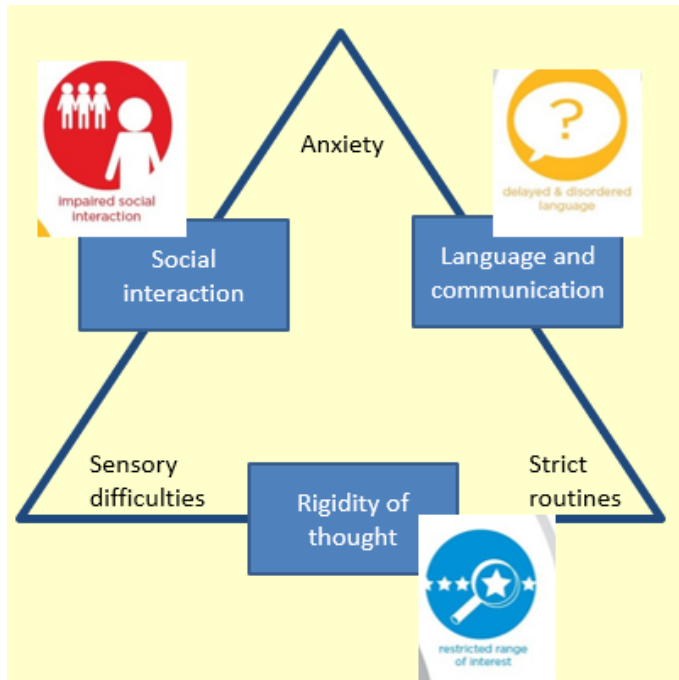
- Use a writing slope and adapted pen and/or pencil grip
- Avoid copying from the board
- Allow more time to complete written tasks
- Reduce nearby distractions
- Keep instructions simple and clear
- Use visual cues
- Have explicit routines
- Give chunked instructions and use non-fading techniques



Autistic Spectrum Disorder

A lifelong developmental disability that affects how a person communicates with and relates to other people, and experiences the world around them.

Centres around a triad of impairment:



Useful strategies

- Make daily activities into routines
- Giving meaningful and motivational rewards
- Be calm, predictable, consistent and reliable
- Check for understanding
- Avoid abstract terms and jokes
- Avoid negatives (e.g./ don't), instead talk about what behaviour you do want
- Use visual prompts, signs and symbols
- Allow extra processing and response time
- Give chunked instructions and use non-fading techniques
- Break tasks down into small parts
- Use the pupil's name to gain their attention
- Repeat instructions
- Have a low stimulation classroom
- Don't enforce eye contact or social interaction
- Teach social skills explicitly, where possible
- Allow sensory breaks (e.g./ handing out equipment, moving chairs, going for a walk) to help regulate emotions
- Ask yourself what particular behaviours are telling you about the child's feelings?

Speech, language and communication needs

A difficulty with speech production (expressive language) or understanding speech (receptive language).

Students may struggle in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.

Useful strategies

- Clear, chunked instructions – repeat verbatim after giving take up time
- Avoid long rambling sentences
- Visual prompts
- Ask clarification questions and check their understanding
- Teach key words, abstract language, sarcasm
- Use the student's name to gain their attention
- Break tasks down into small parts
- Give extra time for completion of tasks
- Give extra practice and rehearsal time (e.g./ paired reading) and explain their thoughts orally before writing
- Model good language use – repeat back using correct grammatical form
- Model written answers (if they can't say it, they can't write it)
- Teach planning and structuring of ideas
- Sit next to someone with good language skills
- Encourage students to ask a peer for help



Useful strategies

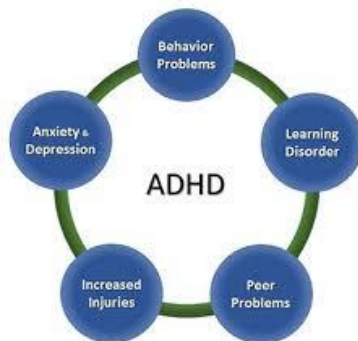
Attention Deficit Hyperactivity Disorder

Thought to be caused by under functioning of the frontal lobe and an imbalance of dopamine in the brain. Results in a group of behavioural symptoms that include inattentiveness, hyperactivity and impulsiveness.

Inattention: trouble getting started on work, doesn't follow instructions, difficulty staying on task, easily distracted

Hyperactivity: fidgets, need to wander around the class, often speaks too loudly

Impulsivity: difficulty waiting their turn, blurts out answers.



- Clear, chunked instructions – repeat after giving take up time
- Visual prompts
- Break tasks down into small parts
- Use alternative methods of recording work (e.g./ mind maps, pictures, IT)
- Try using a checklist that the pupil can tick off as they go
- Ensure pupils understand the end point of the task
- Give limited choices
- Avoid negatives (e.g./ don't), instead talk about what behaviour you do want
- Limit distractions (away from window, door etc)
- Sit near the front and with peers who can act as good role models
- Use the pupil's name to gain their attention, have eye contact and speak clearly
- Praise others getting it right – don't keep focussing on the child
- Allow movement breaks (e.g./ handing out equipment, moving chairs, going for a walk)
- A calm environment with clear, consistent rules and expectations
- Use 'Time Out' card if appropriate

Attachment Disorder

Attachment disorder arises from a failure to form normal attachments to parental figures in early childhood. Usually resulting from neglect, abuse, abrupt separation from caregivers or frequent change/ excessive numbers of caregivers.

Pupils with attachment disorder may have: problems expressing anger, poor eye contact, a need for control, problems with self-monitoring, difficulty showing affection or seeking affection from strangers, an underdeveloped conscience, inability to ask for help, difficulties accepting mistakes, hypervigilance and panic at loud noises.

Useful strategies

- Positive reinforcement
- Build their self-esteem using specific praise
- A calm environment with clear, consistent rules and expectations
- Use the pupil's name to gain their attention, have eye contact and speak clearly
- Ensure they have a 'key' member of staff in school; have a plan for if that person is absent
- Avoid confrontation
- Discipline outside the classroom away from peers
- Use 'Time Out' card if appropriate

Phases of Attachment Development

1. Pre-attachment		Birth to 6 weeks
2. Attachment-in-the-making		6 weeks to 6-8 months
3. Clear-cut attachment		6-8 months to 18-24 months
4. Goal-corrected partnership		24 months on

Hearing Impairment

A partial or total inability to hear. The may occur in one or both ears. Students may or may not wearing a hearing aid.

Hearing loss causes delays in the development of speech and language, and those delays then lead to learning problems.



Useful strategies

- Seat the pupil near the front and/or near a wall
- Speak to the pupil so that they can see your face/mouth
- Use visual supports and prompts
- Reduce distractions and have a quiet classroom
- Say the pupil's name before speaking to them
- Speak clearly
- Repeat other pupil's answers
- Use facial expressions/ gestures to convey your message
- Use videos with subtitles
- Display all instructions on the board (including homework) in case the student misses what you say aloud

Visual Impairment

Visual impairment is a decreased ability to see to a degree that causes problems not fixable by usual means, such as glasses.



Useful strategies

- Seat the pupil near the front
- Provide verbal explanations
- Use multi-sensory techniques
- Don't ask them to copy from the board- print out all slides
- Seat next to a supportive peer who can repeat any instructions
- Print out homework instructions with large font
- Adapt curriculum materials appropriately (ensure you know what font size they require)
- Make sure classrooms have clean white boards and black pens available to increase contrast.
- Make sure images, words and information pointed to or written on the board are accompanied by a verbal description.
- Avoid asking "Can you see this?" but instead ask "Can you identify all the words, lines and numbers, without feeling like you need to guess any of them?"
- Use IT where appropriate