

Educational Adjustments for Students with Learning Difficulties, Types 1, 2 and 3

Intervention Area	Strategies
Curriculum	<p>Modified content</p> <ul style="list-style-type: none"> ▪ Use of concrete and/or visual materials ▪ Reduced expectations (Halve the content or double the time) <p>Literacy</p> <ul style="list-style-type: none"> ▪ Reading <ul style="list-style-type: none"> ○ Provide visual prompts ○ Reduce amount to be read ○ Pre-teach special vocabulary ○ Reduce reading level e.g. adapt sentence structure and vocabulary, reduce content to include only vital information ○ Scaffold research tasks ▪ Writing <ul style="list-style-type: none"> ○ Use cloze exercises or multiple choice questions ○ Reduce length ○ Allow scribe ○ Provide graphic organisers for planning ○ Allow use of computer base support programs e.g. spell check, text help, inspiration ○ Provide alternatives to extended note taking ○ Scaffold research tasks ▪ Resources e.g. worksheets <ul style="list-style-type: none"> ○ Allow large spacing, more white space ○ Divide worksheet into several clear parts ○ Highlight critical features ○ Include only essential details ○ Limit the types of questions ○ Give visual cues and prompts ○ Provide exemplars, past students work etc ○ Use simple words and short sentences ○ Provide clear illustrations and diagrams <p>Teaching Strategies</p> <ul style="list-style-type: none"> ▪ Highlight lesson format e.g. lesson steps on blackboard and follow a routine. ▪ Check for background/prior knowledge, personal interests ▪ Change activities every 10-15 min, alternate intensive with less intensive, include relaxation/physical activities. <p>Selection of Learning Task</p> <ul style="list-style-type: none"> ▪ Change characteristics of task <ul style="list-style-type: none"> ○ Change criteria (quantity, speed, accuracy) ○ Break task into smaller sub-tasks ○ Reduce the extent of the task ▪ Presentation of new information or skill <ul style="list-style-type: none"> ○ Consider student's learning style e.g. more visual and concrete support ○ Use language concepts student understands (from prior knowledge) ○ Reduce amount of content presented at any one time ○ Emphasise the linkage between new learning experiences and old. ○ Give additional modelling ○ Provide direct instruction in vocabulary, pronunciation, grammatical structures, and genres. ○ Provide expanded and simplified explanations of task specific directions e.g. analyse, describe, compare ○ Utilise graphic organisers (concept maps, flowcharts, cause/effect, problem/solution, lists) ○ Provide additional support with organisational aspects of a task. ○ Utilise computer software e.g. Spell Check, Text Help, Inspiration

	<p>Classroom Organisation</p> <ul style="list-style-type: none"> • Have a seating plan, saves time. (Avoid placing LD students around the outside edge of the classroom.) • Allow/Encourage some students to leave their workbooks in the classroom • Take a pencil box to loan to students who come without • Assign LD students to a classroom buddy/peer tutor who can help them follow the class routine. <p>Assessment</p> <ul style="list-style-type: none"> ▪ Provide reader and/or scribe ▪ Use simple unambiguous language in criteria sheet ▪ Explain non-subject specific vocabulary and/ or language structures. ▪ Explain specific instructions/vocabulary e.g. analyse, compare, describe. ▪ Allow extra time for students to access assistance from ALC/Homework Centre/Access Teacher ▪ Provide alternative ways for student to demonstrate competence. ▪ Reduced audience for oral tasks <p>Language and Communication</p> <ul style="list-style-type: none"> ▪ Speak at normal volume and tone. ▪ Emphasise important words ▪ Pause between ideas ▪ Remove distractions ▪ Check for understanding by <ul style="list-style-type: none"> ○ Watching facial expressions and body language. ○ Asking pertinent questions ▪ Repeat ideas, rephrase or reword if necessary. ▪ Encourage the student to <ul style="list-style-type: none"> ○ ask questions ○ repeat what you have said ○ summarise what you have said ▪ Provide a language model. ▪ Augment verbal instructions with visual prompts e.g. gestures, facial expressions, pictures, diagrams, notes on board.
Social Participation/ Emotional Health and Well-being	<ul style="list-style-type: none"> ▪ Model a positive approach, be optimistic ▪ Facilitate social interactions, teach them how to work in groups ▪ Scaffold group work tasks ▪ Identify social communication skill deficits and explicitly teach skill, model skill, allow for practice, positively reinforce. ▪ Encourage positive peer interaction ▪ Affirm appropriate social communication behaviours ▪ Students may experience fatigue (poor muscle tone, sensory deficits and the extra effort required to concentrate) ▪ Regular breaks of less intensive class work, (fatigue -> poor concentration -> poor behaviour) ▪ Check that they have eaten breakfast/lunch etc. (Send them to ALC for fruit if not. You choose to loose 10 or 70 min.)
Safety	<ul style="list-style-type: none"> ▪ Focus on and remind them of safety goals in mainstream classes e.g. science, manual arts, home economics ▪ Provide specific safety instructions for behavioural issues e.g. anger management strategies, specific seating plan, instructions to other students.
Communication	<ul style="list-style-type: none"> ▪ Adapt information given to students e.g. highlight sections in newsletter, simplify verbal information in assemblies, simplify daily notices, highlight sections of the Student Diary etc
Networking	<ul style="list-style-type: none"> ▪ Consult others regarding planning e.g. learning support teacher, co-teacher, HOSES, Subject Area HOD ▪ Consult others re adjustments e.g. learning support teacher, co-teacher, HOSES, Subject Area HOD ▪ Link students with other stakeholders in the school e.g. nurse, chaplain, guidance officer, deputy principal, HOD Middle School, Year Co-ord, and Intervention Committee. ▪ Link student with other stakeholders outside of school e.g. YETI, TAFE, support agencies

Students with LDs can be placed onto a continuum of educational adjustments which reflects the level of support they need to access the curriculum.

Adjustment Types	3	2	1
Typical Learning Difficulties	Literacy and Numeracy skills 3-7 years below chronological age	Literacy and Numeracy skills 2-4 years below chronological age	Literacy and Numeracy skills up to 2 years below chronological age
Support Required	Monitored by a LS Teacher All supported core classes	Mainstream Access 2-4 supported subjects Monitored by mid and end semester reports, subject selection checked	Mainstream Access 0-2 supported classes Monitored by end-semester reports
Required Educational Adjustments	Many of the above adjustments will be required in all classes.	Some of the above adjustments will be required in most classes.	Some of the above adjustments will be required in some classes.