

The Inclusive Classroom: Accommodating Specific Learning Differences

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Individual

- Situation
- Learners
- Specific Learning Differences (SpLDs)
- Good teaching practice
- Accommodation & “levelling the playing field”



Attention Deficit (Hyperactivity) Disorder [ADD/ADHD]

- Main types
- Some possible effects
- Other potential issues

Strategies for support: ADHD

- Establish acceptable behaviour
- Signal & eye contact
- Inform: aims & why; materials & time

Strategies for support: ADHD

- Clear, short, staged instructions
- Check regularly & have a cue
- Clear role

Strategies for support: ADHD

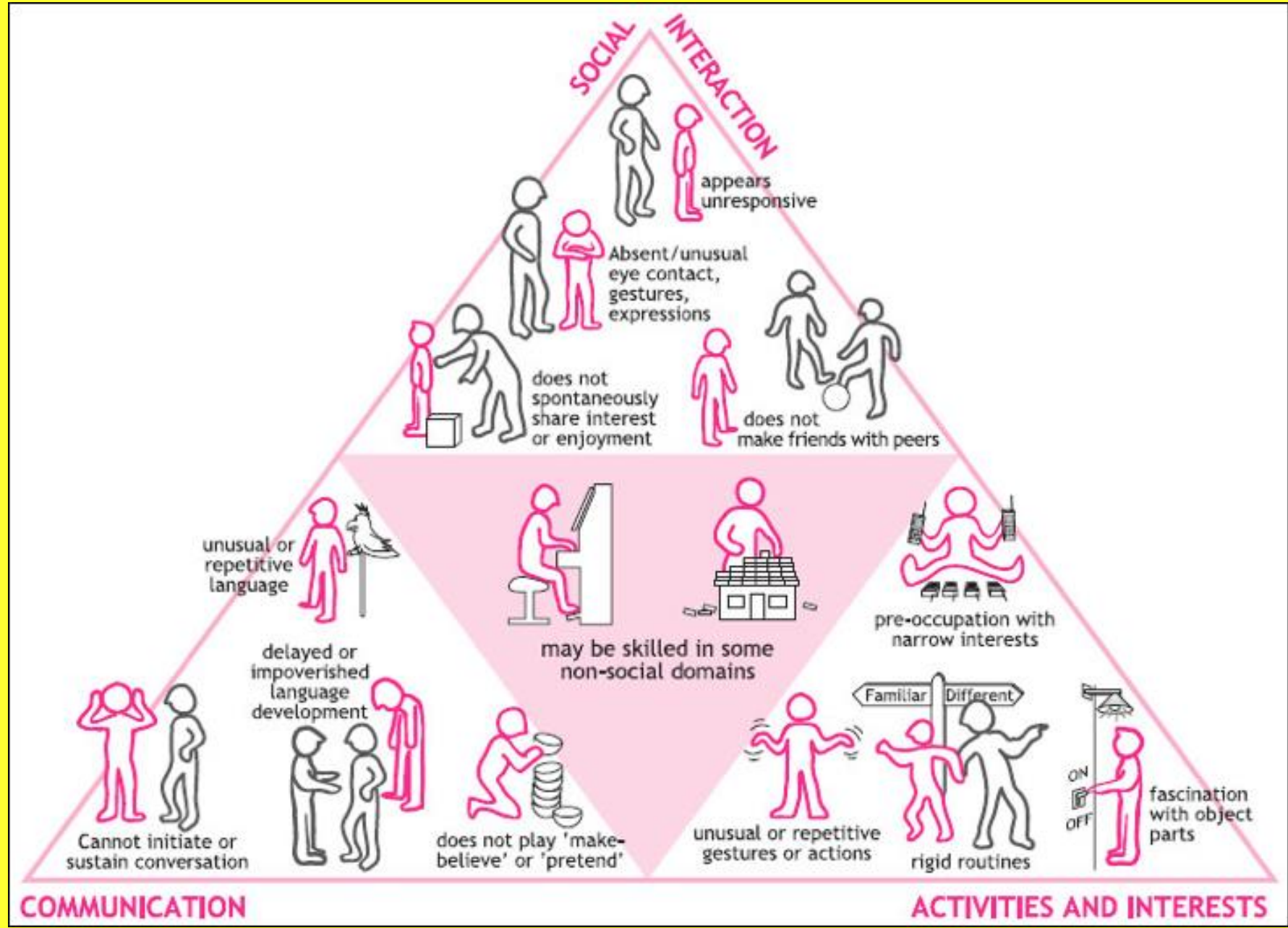
- Vary pace & activity
- Avoid sensory overload; reduce distractions
- Provide outlets & “breaks”

Strategies for support: ADHD

- Summarize key points (involve students)
- Set up homework assignments properly
- Agree & set targets; review & update

Autism Spectrum Disorder (ASD)

- Overview
- Individual & on a sliding scale
- Some possible effects



Strategies for support: ASD

- Establish acceptable behaviour
- Help teach social skills
- Reward positive behaviour; withhold for inappropriate behaviour

Strategies for support: ASD

- Build on strengths & interests
- Get the student's attention
- Use simple, direct, literal language

Strategies for support: ASD

- Explain aims & why
- Clear, literal & structured instructions
- Describe in detail; check understanding

Strategies for support: ASD

- Give processing time; extra time for tasks
- Lexical lists for non-literal language
- Provide visual aids; hard copies of information (e.g. timetables, rooms....)

Strategies for support: ASD

- Manage change
- Create an ASD-friendly environment
- Give reassurance & feedback; check-ins;
allow for “time outs” & “escapes”

Dysgraphia

- Overview
- Individual
- Some possible effects

Strategies for support: Dysgraphia

- Alternatives: submitting work & doing tasks
- Give extra time
- Ideas first; writing later

Strategies for support: Dysgraphia

- Utilize technology
- Use writing frames
- Pen/pencil grips; writing slopes; tables

Strategies for support: Dysgraphia

- Be encouraging; criticise selectively
- Be sensitive about sharing writing
- Copying from the board: extra time or alternatives

Strategies for support: Dysgraphia

- Testing:
 - Extra time & modified marking criteria
 - Technology & scribes
 - Alternatives to written testing

Hearing Impairment

- Individual
- Lip reading & message reading
- Hearing aids

Strategies for support: Hearing Impairment

- Find out degree & characteristics
- Reduce background noise
- Check seating position

Strategies for support: Hearing Impairment

- Check learner can see everyone's face
- Use lighting well
- Have a means of visual clarification

Strategies for support: Hearing Impairment

- Indicate who's speaking; take turns
- Speak naturally
- Rephrase

Strategies for support: Hearing Impairment

- Give lists of lexis, visual clues & written texts
- Check access to recorded audio; audioscripts
- Provide context

Support for teachers

- Become informed, share information; talk
- Ask for help & observations
- Be realistic; stay positive, don't give up



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