

## **DIFFERENT LEARNING DIFFICULTIES AND WAYS TO SUPPORT IN CLASS**

The 'Top Tips' above was more general, below I have been more specific about the difficulties and appropriate support:

### **Barrier to Learning- Memory and Processing**

- Revisit previous learning at the beginning of the lesson
- Give an overview of the lesson so the students can see the outcome & make sense of the content.
- Revisit learning at regular intervals throughout the lesson.
- Present new information in small chunks and use peer discussion to facilitate overlearning
- To reduce anxiety, have an arranged cue when you will ask them a question in front of others
- Set limited but realistic targets & Use a step-by-step approach to complete a task.
- Make learning multisensory – use discussion, drama music, actions, graphics, visuals, hands-on
- Allow plenty of time for processing and recall.
- Allow students to work collaboratively.
- Let them take photographs of information on iPads
- Have keywords on display, in diaries, at tables, on iPads
- When students are on task, avoid interrupting their learning.
- Summarise at the end of the lesson and introduce the next lesson content.
- Know the students in your class with poor memory span
- Allow additional time during any informal or formal tests/exams

### **Barrier to Learning –Reading**

- Only ask a student to read aloud if you know they want to.
- Ensure that books are at the right level of difficulty for students.
- If there is a lot of reading involved provide the text to the student beforehand to give them time to read
- Provide text-to-speech software such as Texthelp and ClaroRead. TTS is free on every device- just Google search
- Use audio books, eBooks or DVDs when appropriate.
- Encourage parents to join Vision Australia library or Bookshare. They will format any texts as audios and send them as MP3 or app
- Do not assume students 'know' what style of reading is required for different tasks
- Teach reading skills, i.e. skimming, scanning and closed reading, and when to use them.
- Limit the quantity of reading they should do by guiding students to relevant strategies.

