

WAYS TO HELP STUDENTS WITH LEARNING DISABILITIES

Ways To Help Students With Visual-Perception Weaknesses

Give the child extra time to complete visual activities. They need time to figure out what they are seeing.
When writing on the board, help the child keep to place by writing each line in a different color .
Avoid tasks involving copying from the board or from books.
Reduce homework/classwork requirements by allowing the child to do only the even or odd problems .
Copy pages of non-consumable books so the child doesn't have to copy writing or math problems.
Teach the child to highlight important information in books.
Allow the child to use a notecard, ruler, or his finger, under lines of print when reading.
Use a mask or window card (slot in a card) to keep them from losing their place.
On worksheets, put a heavy line around the pertinent items to help them attend to one item at a time.
Allow the child to point to or touch the first letter of every word. This will eliminate reversal tendencies.
Use color cues like green letters at the beginning and red ones at the end.
Present reading materials that are clear, legible, and on uncrowded pages.
Provide tactile experiences such as sandpaper letters, form letters from playdough or pipe cleaners.
Mark paper to show the child where to start and stop.
Mark the child's desk with left and right markers.
Present new material and give directions orally.
Mouthing the words or quietly whispering will make a visual task an auditory one as well.

Ways To Help Students With Visual Motor Weaknesses

Avoid assigning long copying or written assignments.
Use manipulative activities to increase fine motor control.
Experiment with different writing tools to find the one that makes writing easier for the child.
Pencil grips are helpful for many children.
Proper position is important for good writing. Make sure the child's chair and table are appropriate height.
A piece of tape can be placed on the desk to help position papers for cursive writing.
Try cursive writing if the child has trouble printing.
If printing is preferred, teach the methods that do not require the child to lift his/her pencil off the paper.
Use white paper with dark blue lines. Paper with raised lines might also be helpful.
Teach child to put finger between words for spacing when writing.
Have the child write on every other line. It's easier for him/her to read and make corrections.
Be aware that children sometimes write illegibly purposely because they cannot spell the words
Sometimes it's easier for the child to write on paper with narrower lines rather than the wide-lined paper.
Disregard misspellings when grading, unless it is a spelling task.
Provide spelling aids for the child to use.
Teach letter and number formation using strokes direction and sequence.
Teach the child keyboarding and how to use word processing.
Provide models of correct letter and number formation.

Ways To Help Students With Auditory Perception Weaknesses

Seat students in a location where sound is clear; avoid seating near distracting sounds or noises.
Keep oral directions short and simple. Give directions one step at a time. Give PAUSE time.
Accompany oral directions with written directions.
Ask students to paraphrase your oral directions. Call upon different group members to do this.
Alert the students when you are giving directions with verbal cues (e.g., "this is important.)
Make and maintain eye contact when giving oral directions.
Talk at a slower rate if students indicate they are having difficulty staying with you.
Use visual cues to reinforce verbal directions.
Allow students to move to a quiet place in the classroom to do their independent work.
Write key points on the board for students to copy for studying during a lecture or oral presentation.

Use both auditory and visual cues to help the student master sound symbol relationships.
Teach the student to use context clues to identify words and phrases he/she does not know.
Make certain the student uses a sight vocabulary to support weaknesses in phonic skills.
Make certain the student develops an awareness of hearing word sounds (e.g., say, "Listen to these words. Each of them begins with a /bl/ sound: blue, black, block, blast.").
Make certain the student develops an awareness of seeing letter combinations that produce sounds (e.g., have the student circle all of the words in a reading passage that begin with the /bl/ sound).
Provide practice in reading /bl/ words, /pl/ words, etc., by presenting a high interest paragraph or story.

Ways To Help Students With Organizational Problems

Help the child organize his desk, belongings, and materials by providing a "place for everything".
Provide the child with an assignment book and calendar to keep track of homework and special projects.
A teacher's plan book has large spaces for both the child and teacher to write in.
Have a classmate help the child see that all homework assignments are recorded.
At the end of the school day help the child see that he/she has everything needed for homework. The same can be done at home. Checklists of materials needed are great for the child to use.
Make sure the child understands what he/she is to do on homework or schoolwork assignments.
Teach the child to be responsible for keeping his/her notebook organized, assignments/homework turned in by rewarding success.
Help the child get started doing tasks by talking through the first step with him/her.
Teach them time management.
Provide a sequential list of tasks when giving an independent assignment.
Be sure that presentations are organized in sequential order.
Keep him/her focused on tasks by actively involving the child.
Keep an extra folder of handouts, so a child can easily replace lost ones.
Daily schedules at home and school for the child to follow are useful
Check periodically on the status of long-term book reports and other assignments.

Ways To Help Students With Memory Problems

You may need to repeat directions, step by step, and then have the child repeat them AND demonstrate he/she knows what to do.
Do not give directions while the child is doing something else.
Review materials previously learned as often as possible until responses become automatic.
The child will need to "over learn" material to remember it. Provide many opportunities for practice.
Don't assume a child will know tomorrow what he/she knows today.
Don't assume because a child has trouble learning something today that he/she will be unable to learn it tomorrow.
Teach the child memory strategies, like mnemonics or acronyms, to remember information.
Teach the child how to use visualization and imaging techniques to recall information.
Provide charts showing math facts or a calculator which the child can use when teaching a new math process to avoid interfering with the new learning.
Teach the child to make notes and lists for him/herself to help remember information.
Avoid rote memory instructions in any content areas.
Teach the child mnemonics.

Ways To Help Students With Behavioral/Social Problems

Rather than assume a child will just "pick up" appropriate social behaviors, teach them to the child.
Demonstrate rather than just talk about appropriate ways to act.
Role-play different social situations a child might find him/herself in and discuss possible consequences.
Teach children "teacher pleasing behaviors".
Teach children to recognize facial expressions, body language, and moods.

Praise good behavior and try to overlook bad.

Provide lots of opportunities for success when the child is performing before his peers.

Include the child in all activities and projects. Modify when needed.

Try to provide immediate reinforcement and feedback for small accomplishments.

Be consistent with directions, rules, discipline, and organization.

Provide the child with a schedule of the classroom routine and prepare them ahead of time for changes.

Dispense encouragement and praise freely but fairly help him/her correct errors and then reward them.

Discover the child's strengths and areas of special interests, such as hobbies, and capitalize on them.

Use a timer to help the child structure his/her time.

Position the child's desk where there is a minimum of distraction.

Explain behavioral expectations and be consistent.