

SpLD Strategies

Dyslexia

1. Use software that supports reading and writing and recording information
2. Provide structure/frameworks, use bullets, emphasise key information
3. Provide information in advance for learners to add to /annotate
4. Teach explicit study skills eg research, using vocational words, planning
5. Consider alternatives to writing:
presentations, posters, video, oral, dramatic reconstructions, mind maps

Dyspraxia

1. Use resources where the layout is uncluttered
2. Choose resources that don't require manipulation eg. number line rather than counters in maths
3. Allow ample rest periods and additional time for tasks
4. Break down processes, to steps, with an opportunity for feedback to check understanding
5. Teach strategies to improve organisation and time management, such as diaries, work plans, checklists of equipment they need

Dyscalculia

1. Use concrete examples and materials to embed learning
2. Make sure worksheets are uncluttered
3. Provide frameworks to keep numbers in line. Choose resources that don't require manipulation (e.g. number line rather than counters in maths)
4. Colour code spatially confusable items e.g. x sign in one colour, + sign in another
5. Translate maths calculations into verbal problems or real life examples

ADD/ADHD

1. Provide consistency with clear routines and rules
2. Provide frequent, constructive feedback, highlighting strengths and how to improve
3. Prompt to remain on task, use unobtrusive methods to act as timers and reminders - post it note etc.
4. Make tasks short, with frequent breaks, vary the pace and opportunities to move around
5. Allow learner to fiddle with agreed object
6. Timetable theory/ more difficult sessions in the morning
7. Position in class where least likely to be distracted or distract others

Autistic Spectrum Disorder (ASD)

1. Avoid using idioms, metaphors and similes. Use facts to explain things. Don't rely on body language, gestures and tone of voice
2. Ask specific questions
3. Do not overload the person with lots of verbal information
4. Use a pictorial/visual timetable and to show change of task
5. Give warning of changes to timetable or schedules
6. Explain how they will know when a task is complete
7. Encourage the learner to sit in a place avoiding visual and sensory distractions, such as noise, bright lights and busy rooms
8. Use visuals to help explain new learning
9. Learners can get upset if they are told that they have made a mistake - Teach how to self-correct
10. Provide procedures for break times and coping with meeting others. Provide a time out / safe base if a learner becomes anxious
11. Explain rules clearly and maintain boundaries consistently

Speech, Language & Communication Difficulties

1. Link new learning to what learner already knows
2. Vary activities: bullet points and mind maps, ordering tasks, presentations, making posters, mind maps, labelling pictures/diagrams/maps
3. Use non-verbal communication - body language, images/videos rather than words
4. When introducing words, develop word relationships including similar words and definitions
5. Check for actual understanding
6. Be specific when giving directions, repeat them again using different words, using gestures