

THE UNIVERSAL AMERICAN SCHOOL



Student Support Services Handbook

2019-2020

Guidelines and Procedures.

UNIVERSAL AMERICAN SCHOOL LEARNING SUPPORT SERVICES HANDBOOK

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STUDENT SUPPORT SERVICES VISION STATEMENT:

The vision of the UAS Student Support Services is to provide students, who have diverse learning needs and language abilities, with equitable opportunities to reach their full learning potential.

The vision for our students is for them to become confident, resilient and resourceful learners, capable of meeting new challenges, so they can be active participants in local and global communities.

LEARNING SUPPORT MISSION STATEMENT:

The role of the Special Education Needs and Disabilities (SEND) department is to decrease barriers to learning and to provide all students access to general education curriculum.

We will achieve this by:

- developing individualized education plans based on identified academic, behavioral, emotional and/or social learning needs
- providing intensive instruction, differentiation, accommodations, and/or modifications according to areas of need as identified on individualized education plans
- maximizing inclusion opportunities for SEND students in general education classes by collaborating with teachers
- continuing to develop as teachers through professional development in order for UAS SEND students to achieve at their highest potential through scientifically researched best practices

ELL MISSION STATEMENT:

The role of the English Language Learning (ELL) department is to provide support in English language acquisition, whilst encouraging the maintenance of mother tongue languages and culture, as an essential part of the student's emotional and academic development.

We will achieve this by:

- providing services focused within the four language domains: speaking, listening, reading, and writing
- encouraging the habit of daily practice and increasing academic and social vocabulary
- maximizing opportunities for ELL students in general education classes by collaborating with teachers
- continuing to develop as teachers through professional development in order for UAS ELL students to benefit from current global 'best practice' ELL initiatives

Universal American School Special Education Needs Policy

Universal American School considers all students exceptional and unique.

Universal American School will actively provide appropriate educational provisions to our students in a safe, supportive, engaging and inspirational school environment that will challenge them academically, artistically, and athletically.

The leadership, the teachers and the administration support students who experience SEND, who demonstrate a reasonable ability to be successful in our academic programs. The Learning Support programs provides services to students with mild to moderate learning difficulties, or students identified as struggling in grades KG2 through grade 12. Learning support services vary according to the educational needs of the student, but will not exceed 25% or 2 or more instructional periods of the student's academic program. Services may include, but are not limited to academic counseling, individual or small group instructional support, instruction in use and application of technology, direct academic instruction, and continual monitoring of academic progress. Services may be provided on a short or long-term basis. The goal of the Learning Support Program is for the student to be successful in the mainstream classroom program with accommodations made for their individual academic needs. Students who experience SEND will be provided complete access to UAS curriculum and will be fully included in all aspects of the UAS community to the best interest of the student.

UAS provides an inclusive education to students who experience SEND. By embracing the ideal of inclusive education UAS leaders at every level of the organization facilitate a highly inclusive ethos which is clearly evident in the values and practices of the entire school community. The school endeavors to make additional and specific adaptations so as to be well prepared to admit students on the basis of disability or SEND at Universal American School. All students will be assessed. UAS will make every effort to accept students who experience SEND and strive to reduce the barriers to the disability and/or are able to support the student in an inclusive manner and provide the least restrictive environment.

Student Support Services at UAS is intended for those students who have learning needs, difficulties, or disabilities. As a school, we recognize that some learners require additional support in order to be successful. At UAS we work hard to support students that have difficulties with:

- school work;
- reading, writing, number sense or understanding information;
- expressing themselves or understanding what others are saying;
- making friends or relating to adults;
- behaving appropriately;
- organization, task completion or sustaining focus;
- sensory or mobility needs;

UAS utilizes the document from KHDA entitled "Special Educational Needs Categories" to categorize our students' needs. These categories include:

Behavioral, Emotional and Social
Sensory and Physical
Medical Condition or Health Related Disability
Communication and Interaction (This does not include students acquiring
English as a second language)
Learning Needs
Gifted and Talented

Students with learning support needs at UAS must be able to function in the general education classroom with support and accommodations and/or modifications. An alternative curriculum may be designed for students who are unable to access our curriculum requirements because of an educational need. Our Student Support Services team liaises with parents, students, teachers, and counsellors to make sure that learners have access to appropriate assessment accommodations in PYP, Standards Based Curriculum, and IB/DP programs. All accommodations follow the guidelines provided by the International Baccalaureate Organization.

* Students will be accepted into UAS and provided for from the following KHDA SEND categories (p.117-118 UAE School Inspection Framework 2015-2017):

For disabilities/special education needs: behavioral, sensory, physical, medical, speech or language, communication and interaction, PLMD, an assessed syndrome, or dyslexia, dysgraphia, dyscalculia and dyspraxia. If students are identified with multiple needs this will not debar them from entry to the school.

INTRODUCTION

The Learning Support Program at Universal American School in Dubai (UAS) has support specialists in all three divisions.

The learning support teachers participate in regularly scheduled Student of Concern (SOC) meetings with other members of the Students of Concern Team including an administrator, school counselor, and English Language Learners (ELL) teacher at the respective divisional level. Additional members of the SOC include the school doctor, classroom teachers, teacher assistants, as well as, additional professionals or paraprofessionals involved with an individual student. In some instances, individuals from the private sector may be in attendance.

SERVICES / RESOURCES / SUPPORT AVAILABLE

Universal American School strives to provide quality educational support to currently enrolled students with special educational needs.

ADMISSION STATEMENT

Universal American School works to meet the needs of children of determination to the best of its ability. The schools' leadership, teachers and administration support students who experience SEND by providing them with complete access to UAS curriculum and fully including them in all aspects of the UAS community.

Admission to the secondary level means that expectations become greater, content becomes more specialized, demand on prior learning is greater, and the ability to apply skills independently increases. The role of the Learning Support program becomes classroom support, tutorial, consultative, and the ability for the child to access specific accommodations which are available through the regular class curriculum.

Learning support services vary according to the educational needs of the student, but will not exceed 25% or more than 2 instructional periods per day of the student's academic program. The goal of the Learning Support Program is for the student to be successful in the mainstream classroom program with accommodations made for their individual academic needs.

Admissions decisions are guided by the school's mission, philosophy, and beliefs in which the central aim is to develop students who are "caring individuals, critical thinkers, and responsible world citizens". Furthermore, the school subscribes to the International Baccalaureate standards and values as reflected in the Learner Profile. In all decisions a student's social, emotional, and educational needs and potential are at the center of the admissions assessment process.

UAS LEARNING SUPPORT CENTER

The Learning Support Program at the Universal American School in Dubai provides services to students who experience SEND, or students identified as struggling in grades KG2 through grade 12. Learning support services vary according to the educational needs of the student, but will not exceed 25% or 2 or more instructional periods of the student's academic program. Services may include, but are not limited to academic counseling, individual or small group instructional support, instruction in use and application of technology, direct academic instruction, and continual monitoring of academic progress. Services may be provided on a short or long-term basis. The goal of the Learning Support Program is for the student to be successful in the general education classroom with accommodations and/or modifications made for their individual academic needs.

To be considered for services in the learning support program an at-risk student will:

- be referred to the Students of Concern team
- have gone through multi-tiered system of support and intervention without success
- have received the proper assessments to help identify areas of need

Once it has been determined that a student will need learning support services, the Student of Concern team will meet and create an intervention plan that indicates appropriate accommodations, modifications, and/or interventions which will allow the student to be successful in their academic program. It is the responsibility of the classroom teacher(s) to implement the accommodations, modifications and interventions recommended.

DELIVERY OF SERVICES

The delivery of services through the Learning Support Center is directed towards helping to meet the educational needs of the students receiving support at UAS. This is generally done by providing services in the least restrictive environment. Options available are as follows:

- A regular class schedule with indirect support – Student attends core classes and specialist classes for the entire day and the homeroom teacher receives specialized consultative services from the learning support specialist.
- A regular class with learning support assistance – The student is placed in the regular class and receives support from a learning support specialist.
- A regular class schedule with withdrawal assistance – The student is placed in the regular class and receives instruction outside of the classroom for less than 25% of the school day from a learning support specialist.

TIERED MODEL OF INSTRUCTION:

UAS utilizes a Response to Intervention model of service to all students. When a student is not making adequate progress as determined by progress monitoring data in the areas of academic, behavior and/or language acquisition despite Tier 1 interventions (see Tier chart), the classroom teacher, Learning Support Teacher, ELL teacher, and/or administrator submits a Student of Concern (SOC) referral form to the Learning Support Teacher. A meeting is scheduled with a team of professionals to review concern(s)/data, discuss previous interventions and options for additional support. The team will discuss and determine a plan of interventions including the option to increase the tier of service (Tier 2 or Tier 3). Following the SOC team meeting, the professionals working with the child will implement interventions, collect data and monitor progress for a period of 5-8 weeks. A follow-up meeting will then be scheduled to review progress.

If any child experiences barriers to their learning, a collaborative approach to assessment is used to identify strengths, needs and if necessary, implement a program of support. Support may be given in a variety of ways including differentiation strategies, small group instruction, monitoring, target setting, and Individual Education Plan's (IEP's).

UAS follows many of the procedures recognized as best practice in the United States. An IEP is an individualized education plan of action which establishes goals that are regularly reviewed as part of the reporting cycle to the parents.

UAS pays for contracted services with a Psychologist, Speech/Language Therapist, and a Occupational Therapist. In the case where the SOC team determines the child will benefit from any of the above services, the team may request parents permission for their child to be assessed at the school's expense.

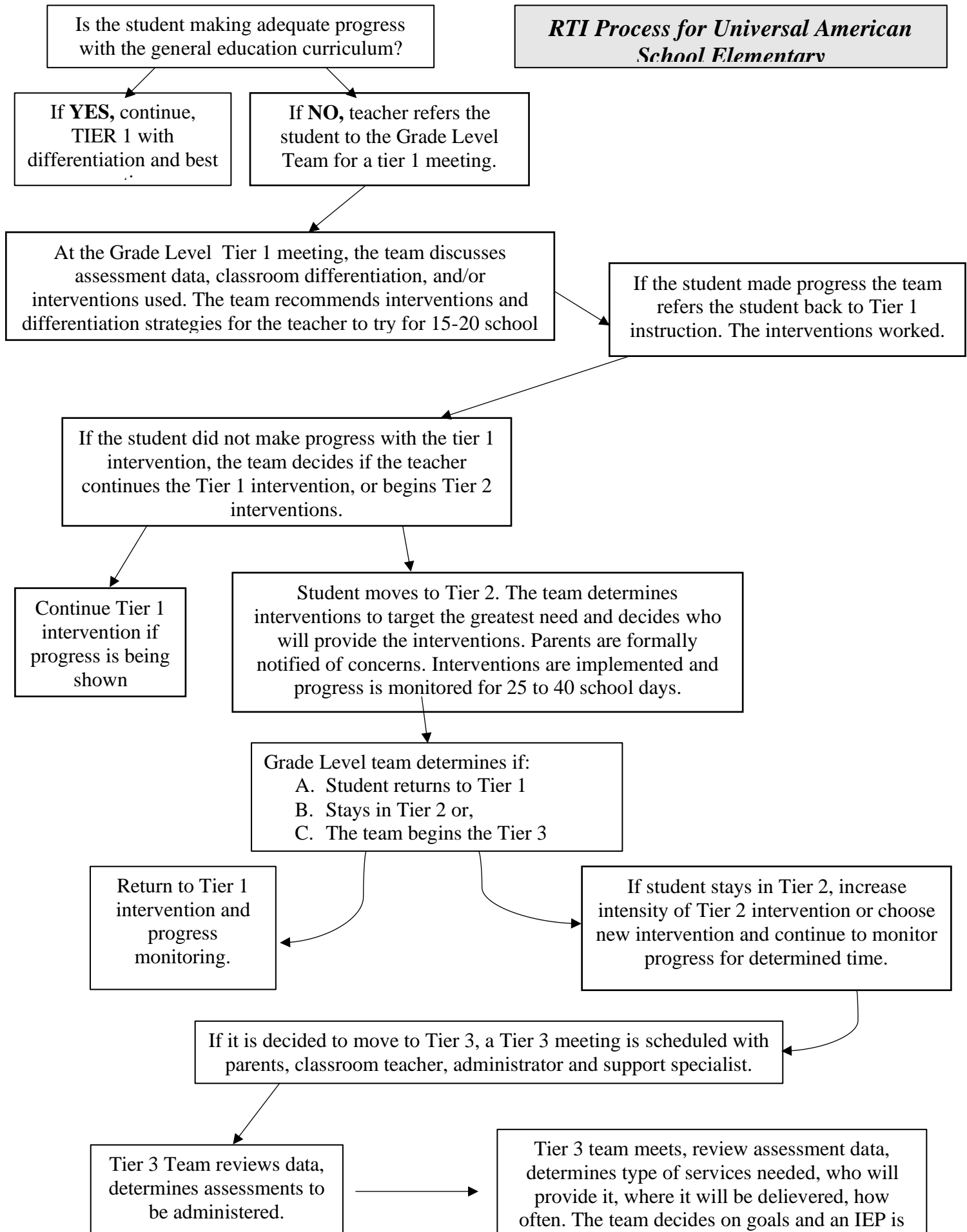
The Learning Support Team welcomes the involvement of families. Regular consultations enable us to foster a trusting relationship with everyone involved in the care of each student. The Learning Support door is always open and the staff is ready to support and guide whenever needed.

MODELS OF LEARNING SUPPORT INSTRUCTION:

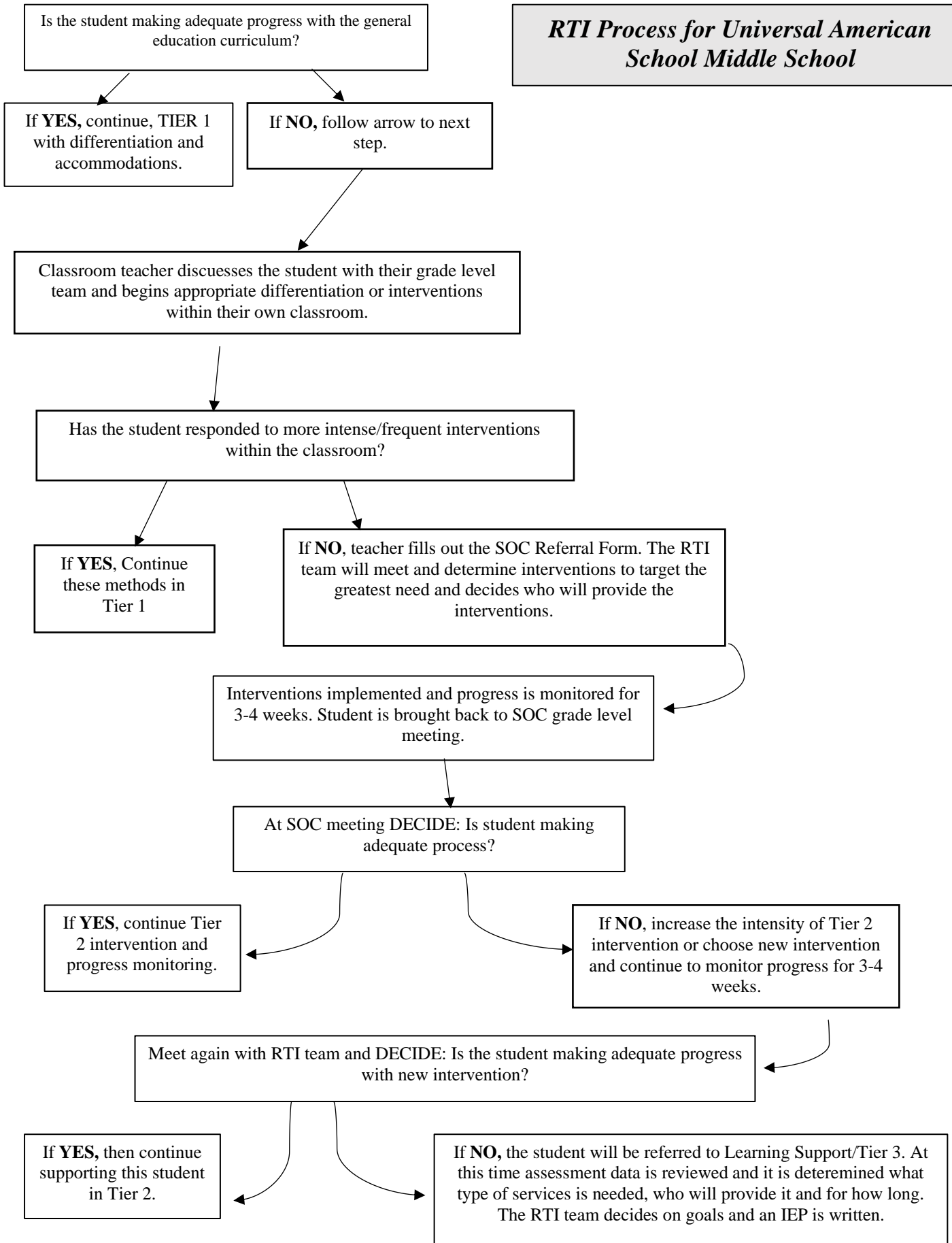
There are a range of instructional models that provide program options in a variety of settings as well as curriculum and instructional adaptations.

- Consultant Model– This model operates by having the learning support specialist provide consultation for the teacher in the mainstream classrooms. The learning support specialist gives teachers differentiation strategies and accommodations to use with all students. (Tier 1-3)
- Inclusive Instructional Model – The inclusive instructional model aims at providing support for students with learning needs within the mainstream classroom. The learning support teacher or assistant will push-in to the classroom to offer support allowing the student to access the general curriculum. (Tier 2-3)
- Learning Support Center Model- This model is one in which Learning Support students attend the LSC for specifically scheduled periods each week for special instruction based upon individual needs. (Tier 3)
- Curriculum Modification – Standard materials of regular classes are modified for students with severe learning difficulties so that they may progress at their own level. The learning support specialist acts as a consultant to the regular class teacher and/or learning support assistant in establishing objectives and in modifying learning materials and activities. (Tier 3)
- Instructional Accommodations- Teaching strategies incorporated into this model include visual aids, modified materials, seating arrangements, use of technology, evaluation techniques, groupings, peer tutoring, etc. (Tier 1-3)
- Collaborative Co-teaching – In this model there is shared responsibility between the general education and the special education teachers. An example of Collaborative Co-teaching would be the teachers organizing a class into groups and teaching simultaneously. One group may be working on an enrichment or alternative activity while the second teacher works with a small group on difficult concepts. The co-teachers may provide support in a variety of ways through withdrawal programs. This is when students may be removed for a specific period of time to work on areas of difficulty or modified instruction. (Tier 1-3)
- Content Mastery Model - Students receive support primarily from their classroom teacher. Additional support is given from the learning support specialist if needed, but only on a specific task for a specified time. Individual support from the special education teacher is not regularly scheduled for the student and is made on a request from the classroom teacher or student. (Tier 1-3)

***RTI Process for Universal American
School Elementary***



RTI Process for Universal American School Middle School



High School RTI Process

Behavior Concern

Academic/Language Concern

Social/Emotional Concern

If one of the above concerns arises with a student please try all of the following:

- Have a 1-on-1 conversation with the student
- Communicate home about the concern
- Differentiate where able (content, process, product) and document your attempt
- Try an intervention & document the attempt
- Informally reach out to (email/drop by office for a chat):
 - Briana Hall for Behavior Concerns
 - Shannon Ferguson for Academic Concerns
 - Sofia Cox for Language Learning Concerns
 - Joseph Pomainville (Gr. 9&10) or Kit Archbold (Gr. 11&12) for Social/Emotional Concerns

Attempt Not Successful?

Contact Dean of Students

Dean of Students will add student to SOC if necessary

Communicate with Support Teacher. 'Student Check-In' form will be emailed to all of the SOC student's teachers for data collection and next steps.

Contact Grade Level Counselor

Counselor will add student to SOC if necessary

Students of Concern (SOC) Meeting will be Scheduled:

- Teachers of the student will be invited to a SOC Meeting
- Teachers discuss student's strengths, struggles and strategies used
- Information Gathered (MAP, Cat4, Grades, Admission file information) by SSS
- Data collected from 'Student Check-in' form (sent to all teachers of the student)
- New Intervention Created as a team
- Data tracking started
- Communication home

2 Week Check-In:

- Use data to inform decisions moving forward

Individual Education Plan

The purpose of using assessments and gathering information from different sources is to determine the child's current level of education performance and areas of need or concerns. By measuring the students' progress, the Learning Support team can better identify and define the student's strengths and weaknesses in order to develop an appropriate educational program. A Individual Education Plan (IEP) addresses the child's academic, developmental and functional needs for ensuring the child's involvement and progress in the general curriculum. These services may include direct instruction, classroom support, small group instruction, accommodations or modifications in the classroom.

ACCOMMODATIONS AND MODIFICATIONS

Some students may require approved modifications or accommodations in order to access the general curriculum. Below accommodations and modifications are defined.

- Accommodations **do not change** or alter what is being measured and are considered changes in the way a test or assignment is given or taken (e.g. different test setting, timing or scheduling changes, translation or reading of directions, use of assistive technology). Once an accommodation is provided, the student can participate like other students in their class.
- Modifications **definitely change** or alter what is being measured and are considered substantial changes in the way a test or assignment is given or taken and (e.g. shortened assignment, alternative test that is based on different standards, spell checker on a spelling test, calculator on test of computation of basic four operations). Modifications provide access for a student to participate in a course or test, but fundamentally alter or lower the level of the material.

We accommodate the teaching/learning process to meet student needs and allow demonstration of grade level expectations which are age/grade appropriate; changes are made to the way the student is taught and assessed. Accommodations set up "equity" so all students can play on a level playing field.

We modify the curriculum to meet student needs that are substantially different from the prescribed grade level curriculum.

Accommodations (changes to HOW)	Modifications (changes to WHAT)
<ul style="list-style-type: none">• Refer to the teaching strategies, supports and/or services that are required for a student to access the curriculum and demonstrate learning.	<ul style="list-style-type: none">• Refer to changes made to the content of the learning expectations that are different from the age and/or grade placement of the student.
<ul style="list-style-type: none">• Do not alter the provincial learning expectations for the grade or level of the curriculum.	<ul style="list-style-type: none">• Require structural or cognitive change to the level of the curriculum.

<ul style="list-style-type: none"> • Can be classified into the following categories: environmental, physical, academic, organizational, motivational, assessment and evaluation. 	<ul style="list-style-type: none"> • More restricted lists of modifications are available when compared with the numerous possibilities that exist for accommodations.
<ul style="list-style-type: none"> • Recorded on the IEP. 	<ul style="list-style-type: none"> • Recorded on the IEP; accommodations can also be made to support modifications.
<ul style="list-style-type: none"> • Made for student at any grade level. • Frequently an accommodation made for one student will benefit the class, e.g. highlighting important words in the question being asked in a testing situation; a necessary accommodation for students with organizational or comprehension challenges but a useful focusing strategy for all students. 	<ul style="list-style-type: none"> • Made for a student in any elementary grade; however, only has minimal application for credit granting courses at the secondary level. • If learning expectations are significantly altered in a credit course, the integrity of the course is compromised, i.e. a different course is being delivered, e.g. academic my now become applied in a subject area.
<ul style="list-style-type: none"> • Removes or lessens the barriers a student faces to provide opportunities for success. 	<ul style="list-style-type: none"> • Changes to outcomes or what an individual is expected to learn. • Changes to the number and/or complexity of the grade-level learning expectations.
<ul style="list-style-type: none"> • Change to a classroom environment or delivery method that permits an individual to participate in the classroom process and the task. 	<ul style="list-style-type: none"> • Significant changes related to the specific content, level of skills, or number of skills required by the program.

Nine types of modifications and/or accommodations

1. **SIZE** – Adapt the number of items that the student is expected to learn or complete.
2. **TIME**- Adapt the time allotted and the allowed time for learning, task completion, or testing.
3. **LEVEL OF SUPPORT**- Increase the amount of personal assistance with a specific student.
4. **INPUT**- Adapt the way instruction is delivered to the student.
5. **DIFFICULTY** – Adapt the skills level, problem type, or the rules about how the student may approach the work.
6. **OUTPUT**- Adapt how the student can respond to instruction.
7. **PARTICIPATION LEVEL**- Adapt the extent to which the learner is actively involved in the task.
8. **ALTERNATE EXPECTATIONS**- Adapt the goals/ expectation while using the same materials.
9. **PARALLEL/ ALTERNATIVE CURRICULUM**- Provide different instruction/ materials and alternate activities to meet a student's individual outcomes.

English Language Learning Handbook

Philosophy

At UAS many students are constructing knowledge in a language that is not their mother tongue. Our goal is to nurture the diversity of multicultural and multilingual students with a view of developing an internationally minded community of learners. At UAS we are striving to guarantee equal access to the curriculum for all learners, which is why it is paramount that we develop an effective language and literacy program. It is one of the IB philosophical underpinnings that an international education promotes intercultural understanding and the ability to communicate in a variety of modes in more than one language.

Language Acquisition: Theoretical Background

Language learning is a complex process that encompasses basic communicative skills as well as academic and cultural knowledge. Some experts (Cummins 1980) make the distinction between language used for basic interaction, or BICS (Basic Interpersonal Communication Skills), and language used for academic purposes, or CALP (Cognitive Academic Language Proficiency). It must be noted that the ability to demonstrate academic competence in the new language at a level commensurate with that of native speakers requires substantial time and educational support. Content-based and differentiated instruction, with emphasis on the development of academic language proficiency, is critical for the success of those students who study in a language other than their mother tongue.

At UAS, language is taught in curriculum context in which new information is related to existing knowledge. We view the on-going language development for UAS students as a responsibility for all teachers, parents, and students, we understand that multiple factors influence the rate of language acquisition, such as an individual's educational background, first language literacy level, learning and cognitive styles, motivation, and personality.

ELL Program (English Language Learners)

Admissions Process

English is the language of instruction at UAS, so admissions requirements and assessments are conducted to ensure that the student can access the curriculum delivered in English successfully. Students in need of ELL support are usually identified at the time of admissions based on the results of assessments that test language proficiency levels, previous school records, and parent and student interviews.

Students identified as needing English language support, referred to as English Language Learners (ELL), are referred to an ELL specialist.

UAS Placement procedures

Within the first few days of school, the ELL specialist conducts interviews with referred students and completes further testing to find English proficiency levels. The test identifies listening, speaking, reading, and writing proficiency levels. In addition, a language background survey is sent to the parents. All information is shared with the teachers and a plan for programs is developed.

The ELL Program

The ELL programs across all UAS school divisions provide language lessons in pull-out situations of small groups or one on one. The specialist also pushes into the classroom to support students and teachers in the development of academic language for the English Language Learner.

According to the Ministry of Education, students whose citizenship is from an Arab nation must attend Arabic language classes. Arabic ELL students receive support at different times throughout the day.

If a student is identified during the course of the year as needing English language support, the classroom teacher follows the school's RTI process and discusses the student's needs with the RTI team and a plan is put in place for interventions by the teacher and/or the ELL specialist.

The homeroom teacher and the specialist complete progress monitoring and informal assessment on a continuous basis. The determination to discontinue ELL pullout services for a student is based on the student's English language proficiency level and success in the classroom. A language proficiency level of 4.5 based on MODEL Language proficiency levels and student success in the classroom are used to exit students from pullout instruction. Students may continue to have ELL specialist help in the classroom and classroom teachers incorporate differentiated language instruction.

THE MOTHER TONGUE AND FIRST LANGUAGE:

The Mother Tongue language is the one that is most strongly linked to the culture that an individual identifies with as their culture of origin, and often is the language used in the home. The first language is the one that the individual is most proficient in.

UAS encourages the development of the mother tongue and first languages of students through an ethos of acceptance and celebration of linguistic diversity within the community. There is also recognition that a strong level of competency in the mother tongue or first language of students can be an important ingredient in their success as learners of additional languages. Parents seeking mother tongue or first language support for their children will be assisted in locating suitable tutors.

ELL students who struggle with both Mother Tongue languages and English may require Learning Support services in addition to English Language services. In following the RTI process established by the school, these students will receive academic interventions in the general classroom as determined by the tiered steps in the RTI framework. ELL students who remain unsuccessful with preferred interventions and differentiation are processed to Tier 3 and are referred for Learning Support Services to receive intensive intervention by the Learning Support specialist in addition to ELL services from the ELL specialist to break the barriers of learning and to increase the students' English language so they are successful learners.

Gifted and Talented Guidelines

Gifted and Talented

According to Dubai KHDA, the term gifted and talented students take account the Differentiation Model of Giftedness and Talent and align with international practice.

- The term giftedness refers to “a student who is in possession of untrained and spontaneously-expressed exceptional natural ability in one or more domain of human ability.” These domains will include intellectual, creative, social, physical abilities. In the case of a gifted student, whilst exceptional potential will be present, they may actually underachieve.
- The term talented refers to “a student who has been able to transform their giftedness into exceptional performance.”

All gifted students have the potential to be highly able but not all highly-able students are truly gifted. Common distinctions between the able and the gifted child include:

- An able student knows the answer; the gifted learner asks the questions
- An able student works hard to achieve; the gifted learner knows without working hard
- An able student enjoys school; the gifted learner enjoys self-directed learning
- An able student has a fine imagination; the gifted learner uses that imagination to experiment with ideas.

Giftedness is not always visible and easy to identify. Its visibility can be affected by cultural and linguistic background, gender, language and learning difficulties, socio-economic circumstance, location and lack of engagement in a curriculum that is not matched to their abilities. Identification could happen through a range of ways including:

- Observations
- Interviews with parents
- Gifted and/or talented screening checklists
- Student interest surveys, self-reports and student interview
- Standardised attainment tests
- Standardized assessments of cognitive development and ability

UAS Gifted and Talented Program

Vision:

UAS gifted and talented students will be challenged, developed and empowered to maximize the full potential of their unique abilities and strengths - socially, emotionally, and academically.

Mission:

UAS gifted program ensures that gifted and talented students are identified and supported. Through collaboration with parents, teachers, and students, each student will be developed through personalized enrichment opportunities inside and outside of the classroom.

Identification Process

UAS will strive to its best ability to identify gifted and talented students through the use of:

- CAT-4 scores of 125 or higher in an individual battery or as a mean score.
- MAP RIT scores in the 98th percentile or higher
- Teacher questionnaires
- Parent questionnaires
- Student questionnaires (age-appropriate)

Implementation

We will provide these students with challenges that will stretch their thinking and talents within our means.

This may include classroom inclusion supports such as:

- Curriculum Compacting
- Project-based learning
- Online courses of interest to identified students

This may also include supports outside of the classroom such as:

- ASAs of high-interest by identified students
- Counselor-led support groups

Progress monitoring

We will monitor progress of our identified students each year by analyzing:

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- CAT-4 scores
- MAP scores
- Report cards
- Student questionnaires (age-appropriate)
- Parent questionnaires
- Teacher questionnaires

INTERNATIONAL BACCALAUREATE ORGANIZATION

TEACHING STUDENTS WITH PARTICULAR SPECIAL EDUCATIONAL AND LEARNING NEEDS A SUPPORT FOR SCHOOL

Teaching students with particular special educational and learning needs---- a resource for school.

International Baccalaureate Organization, Geneva, CH-1218, Switzerland

Attention Disorders

Attention deficit disorder (ADD) and attention deficit hyperactivity disorder (ADHD)

ADD refers to those students who exhibit disturbances in which the primary characteristic is inattentiveness.

ADHD refers to those students who display the above disturbances with hyperactivity.

Not all students would display all the following characteristics. For some students medication may be an option.

Nature of difficulty and implications for learner	Teaching strategies	Resources
Difficulty sustaining attention Students may: <ul style="list-style-type: none"> Have difficulty staying focused on task Have difficulty listening to details and remembering instructions Have very short-term memory Be easily distracted by internal and external stimuli Not fully understand the task. 	Teachers may: <ul style="list-style-type: none"> Seat students near them, away from distractions Negotiate an individual physical or visual cue to bring students back to work Help students to keep their workspace free from distraction 	<ul style="list-style-type: none"> One-to-one assistance to maintain attention on activities and tasks Individual workspace free from distraction
Lack of organization Students may: <ul style="list-style-type: none"> Be unaware of time frames Lose belongings Be unaware of mess 	Teachers may: <ul style="list-style-type: none"> Help students to plan their daily routine Encourage use of a diary/planner and check it regularly Encourage and acknowledge punctuality Encourage having two sets of materials, one at school and one at home Use a timer for activities 	<ul style="list-style-type: none"> Diaries Timetables Daily schedules Calendars Planners Checklists Written outline of instructions Models of well-presented work Word processor with spellchecker Timers
Inconsistent effort: Students may display: <ul style="list-style-type: none"> Incomplete work Poorly presented work An inability to start and sequence steps needed to complete a task A focus on unnecessary details 	Teachers may: <ul style="list-style-type: none"> Adapt the task Provide clear step-by-step instructions Model breaking the task into steps Set frequent interim deadlines Consider negotiating extra time Allow enough time to copy homework instructions Increase the time spent on tasks over small intervals 	

Nature of difficulty and implications for learner	Teaching strategies	Resources
Disruptive behavior: Students may: <ul style="list-style-type: none"> • Shout out inappropriately • Constantly tap, squirm or move around the classroom • Speak out of turn 	Teachers may: <ul style="list-style-type: none"> • Reward good behavior • Ignore inappropriate behavior • Determine with students the appropriate time and place for physical movement around the classroom 	<ul style="list-style-type: none"> • Stress ball or alternative (discuss when and how to use) • Classroom contract outlining expectations and goals.
Hyperactivity and impulsivity—ADHD Students may: <ul style="list-style-type: none"> • Fidget • Take dangerous risks • Be unaware of the consequences of their actions • Display poor coordination • Fail to relate to past experiences 	Teachers may: <ul style="list-style-type: none"> • Provide rest periods between tasks • Use a multi-sensory approach to explore new concepts and materials • Teach ways to stop and reflect before acting 	Assistant or aide to supervise and manage behavior, particularly in areas of high risk, health and safety: <ul style="list-style-type: none"> • Transport • Playgrounds • Laboratories • Technology • Machinery
Problems with waiting, taking turns and following directions Students my often: <ul style="list-style-type: none"> • Be noisy • Be disruptive • Miss crucial parts of lessons • Forget homework/deadlines/timetables • Need assistance to take medication • Take risks • Be unaware of consequences • Be easily bored • Make sudden decisions 	Teachers may plan activities that: <ul style="list-style-type: none"> • Allow movement • Give practice in waiting turns • Change the type of activity regularly • Take place in distraction-free zones Teachers my use a system of behavior modification based on: <ul style="list-style-type: none"> • Rewards • Daily evaluation systems • Short measurable goals 	

Communication and speech disorders

Stammering and Stuttering

Stammering and stuttering are characterized by a silent or audible involuntary repetition/prolongation of an utterance be it a sound, syllable or word. This disorder impacts on language development, learning and social interaction.

Nature of difficulty and implications for learner	Teaching strategies	Resources
Articulation difficulties Students may: <ul style="list-style-type: none"> • Have a tendency to rush through oral tasks • Have slow verbal responses • Not like reading aloud • Have high anxiety levels when reading • Have comprehension difficulties • In writing, make spelling errors that tend to be phonetic • Have difficulty in spell checking work. 	Teachers may: <ul style="list-style-type: none"> • Give advance alert before questioning (“John...what is...”) • Allow extra time for oral responses • Preview the lesson or reading with students • Divide reading into smaller sections • Make reading aloud in front of the class optional • Promote the use of visual spelling strategies • Discreetly check for understanding of materials and tasks • Look at quality rather than quantity of responses in oral tasks or exams. 	<ul style="list-style-type: none"> • Access to speech therapist for assessment and monitoring • Special needs teacher to preview the material with students in advance • Parental support wherever possible • Audio cassettes of texts • Parents to reinforce language therapy sessions during the holidays
Physical responses Students may: <ul style="list-style-type: none"> • Have physical reactions to reading such as: <ul style="list-style-type: none"> ○ Sweating ○ Blushing ○ Muscular movement 	Teachers may: <ul style="list-style-type: none"> • Anticipate situations that could cause embarrassment or humiliation and minimize them • Reduce anxiety in the classroom 	
Self-esteem in classroom and with peers Students may: <ul style="list-style-type: none"> • Stay quiet in class • Lack initiative in participating • Not interact with the group • Not ask for clarification 	Teachers may: <ul style="list-style-type: none"> • Encourage participation by assigning and defining a task or role within a group • Enlist peer-group support and understanding • Carry out speech and language therapy sessions, concentrating on particular sounds • Promote rules of oral presentation, emphasizing slowing down speed, and enhancing intonation and expression • Encourage and highlight strengths to improve self-esteem • Short measurable goals 	

Communication and speech disorders

Oral dyspraxia—childhood apraxia of speech (CAS)

Oral dyspraxia is a motor coordination difficulty in the production and articulation of speech. This disorder impacts on language development, learning and social interaction.

Nature of difficulty and implications for learner	Teaching strategies	Resources
Speech that is hard to understand Students may have: <ul style="list-style-type: none"> • Rapid speech • Slurred speech • Guttural speech • Slow verbal responses • High anxiety when reading 	Teachers may: <ul style="list-style-type: none"> • Carry out speech and language therapy sessions concentrating on particular sounds • Promote rules of oral presentation, emphasizing slowing down speed, and enhancing intonation and expression 	<ul style="list-style-type: none"> • Communication type games • Speech therapist support and materials • Role play—visual and actual • Printed lists of tasks and instructions
Physical difficulties in articulating certain sounds Students may: <ul style="list-style-type: none"> • Have a physical reaction during speech---sweating, blushing • Display awkward jaw movements when trying to form speech • Have difficulty with eating and chewing • Not like reading aloud 	Teachers may: <ul style="list-style-type: none"> • Create opportunities to practice target sounds • Allow reading aloud in class to be optional 	
Impact on Learning Students may: <ul style="list-style-type: none"> • Display frustration at not being understood • Have a tendency to rush through oral tasks • Display poor comprehension • Display poor spelling 	Teachers may: <ul style="list-style-type: none"> • Set up pairs or groups for oral tasks where another student is the spokesperson • Check understanding of material and the task required discreetly • Promote the use of visual spelling skills 	
Difficulties in social context Students may: <ul style="list-style-type: none"> • Have difficulty forming friendships with peers • Find it difficult to relate to many different adults • Lack initiative in participation • Have low self-esteem 	Teacher may: <ul style="list-style-type: none"> • Enlist peer-group support and understanding • Encourage participation through role play 	

Communication and speech disorders

Information processing difficulties

Information processing difficulties can be associated with both expressive and receptive language. They involve speed, depth and interpretation of information. This disorder impacts on language development and learning.

Nature of difficulty and implications for learner	Teaching strategies	Resources
<p>Learning difficulties</p> <p>Students may:</p> <ul style="list-style-type: none"> • Have a literal and superficial interpretation of information in general • Over-focus on specific information that may not be relevant to the complexity of the task • Not recognize and respond to important detail • Have slow processing speed I reading and writing tasks • Misinterpret oral information • Be slow to respond verbally to questions; answers may seem irrelevant to key ideas • Need extra time to process both instructions and information I order to prepare an answer. • 	<p>Teachers may:</p> <ul style="list-style-type: none"> • Utilize the preferred learning style of the student • Recap previous learning • Pre-teach new subject-specific vocabulary • Frequently check for understanding • Allow extra time for thinking and responses • Repeat instructions if necessary • Break tasks down into very carefully sequenced steps • Provide techniques and practice in identifying key points • Give positive feedback at each stage • Differentiate the task outcome • Extend deadlines • Summarize lesson outcome. 	<ul style="list-style-type: none"> • Learning aids • Visual and graphic organizers • Enlarged print and key terms in bold • Recorded texts • Recorded responses • Use of Dictaphone for note taking

Communication and speech disorders

Semantic pragmatic disorder

Semantic pragmatic disorder is a communication disorder that impacts on both students' learning and social interactions. It can encompass both semantic difficulties and pragmatic difficulties to varying degrees or may be apparent in only one area.

Nature of difficulty and implications for learner	Teaching strategies	Resources
Semantic difficulties Students may: <ul style="list-style-type: none"> • Have difficulty understanding the meaning of words and sentences • Become confused and agitated by jokes, sarcasm, understatement and ambiguity • Find it hard to read between the lines • Have difficulty answering "wh" questions • Think in literal and concrete terms • Have great difficulty with abstract concepts (eg. Guess, imagine, next week) • Become easily distracted 	Teachers may: <ul style="list-style-type: none"> • Keep the classroom as organized/structured as possible • Give extra time to reply when asking a question • Provide written or graphic: <ul style="list-style-type: none"> ○ Timetables ○ Schedules ○ Diaries ○ Log books ○ Maps • Minimize and prepare for change in advance • Maximize consistent routines • Carefully monitor lessons where there is a less controlled environment (eg. Physical education, music, drama) • Provide clear rules on expected behavior • Avoid using abstract language • Regularly check students' understanding of tasks, assignments, texts etc. • Monitor group work carefully • Use communication courses to develop appropriate non-verbal skills and social interaction • Praise appropriate communication skills • Provide many practical and hands-on tasks. 	<ul style="list-style-type: none"> • Support from speech therapist • Specialist teachers • Parents • Pictorial, written or recorded cues • Printed lists of tasks and instructions • Communication-type games • Role play
Pragmatic difficulties Students may: <ul style="list-style-type: none"> • Struggle with the use of social language • Appear rude and outspoken • Not be able to gauge accurately the effect they are having on the listener • Often display inappropriate eye contact and facial expressions • Rarely initiate or maintain a conversation • Appear frustrating and irritating to others 		

Specific learning difficulties

Specific learning difficulties include significant difficulties in reading, writing, spelling or manipulating numbers associated with difficulties in processing symbolic language (eg dyslexia, dyscalculia, music notation). It should be remembered that students will tire easily and become distracted. Students may also or only demonstrate difficulties in organizational skills and time management.

Dyslexia

Dyslexia refers to difficulties students may have with reading and writing text.

Nature of difficulty and implications for learner	Teaching strategies	Resources
Reading Students may: <ul style="list-style-type: none">• Have a reading level at least two years below their chronological age• Lose their reading place easily and jump lines• Have poor reading comprehension• Over rely on pictures and contextual clues• Have poor fluency and slow reading speed• Have poor word attack skills• Ignore punctuation• Reverse words and letters skip/repeat certain words• Find it difficult to read aloud in class	Teachers may: <ul style="list-style-type: none">• Use simplified text wherever possible• Divide reading into sections and check for understanding after each section• Encourage/allow use of a ruler or paper guide when reading• Pre-teach or provide subject-specific vocabulary• Allow extra time for both reading and comprehension• Allow reading aloud to be voluntary• Give opportunity for rehearsal before reading aloud• Increase print size to help the reader• Use colored paper for print material to aid print discrimination	<ul style="list-style-type: none">• Specialist(s) for assessment and support• Texts on tape• Special needs teacher for support resources and support in class• Parents wherever possible to assist with reading practice• Peer reader• Time-management strategies• Colored papers/filters• Line markers• Rulers/guides• Computer software

<p>Writing skills</p> <p>Students may:</p> <ul style="list-style-type: none"> • Show a discrepancy between spoken and written language • Have difficulties beginning writing tasks • Have difficulties organizing the structure of their writing tasks • Have word-finding difficulties that could lead to inappropriate use of vocabulary • Have unusual and erratic spelling patterns • Have difficulties writing at length • Have difficulties proofreading all aspects of written work • Have difficulties copying from the board 	<p>Teachers may:</p> <ul style="list-style-type: none"> • Be aware of organization and presentation of written work on the board and in handouts • Use planning structures (graphic organizers or mind maps) to develop writing • Encourage use of information and communication technology • Provide written photocopied notes of key concepts covered in class • Accept that spelling is a difficulty • Mark only key vocabulary when correcting and offer a correct model when wrong • Insist that students must write the whole word when correcting spelling errors • Use alternative methods of presentation and assessment (eg. Tape recorders, Dictaphones, voice activated software). 	<ul style="list-style-type: none"> • Special needs teacher • Spelling course • Scribe/amanuensis • Word processor • Appropriate software • Peer scribe • Peer proofreader • Organizational aids • Writing frames
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Specific learning difficulties

Dysgraphia

Dysgraphia is associated with handwriting difficulties such as letter formation, layout of letters on a page and physical tiredness..

Nature of difficulty and implications for learner	Teaching strategies	Resources
Handwriting Students may: <ul style="list-style-type: none"> • Have poor pen or pencil grip • Have poor eye-hand coordination • Find writing physically painful and tiring • Be slow in written output • Be reluctant to write at length • Still be printing • Have inappropriate letter formation • Have writing that is often illegible • Be stressed 	Teachers may: <ul style="list-style-type: none"> • Allow students to hand in typed work • Encourage double spacing in drafts for easy correction • Remind students of importance of posture and pencil grip • Allow extra time for written work • Accept any handwriting style that is legible • Ensure handwriting does not impede the expression of ideas. 	<ul style="list-style-type: none"> • Special needs teacher • Scribe / amanuensis • Word processor • Appropriate software • Peer scribe • Pencil grips • Letter/handwriting guides

Specific learning difficulties Dyscalculia

Dyscalculia is when a student has great difficulty with mathematical symbols, the steps within a process, the abstract concepts, memorizing formulae, and so on.

Nature of difficulty and implications for learner	Teaching strategies	Resources
<p>Arithmetic/Mathematics</p> <p>Students may:</p> <ul style="list-style-type: none"> • Have difficulty with mental arithmetic • Have difficulties with learning multiplication tables and using them fluently • Have difficulties learning to tell the time • Show symbol confusion and number reversals • Have difficulties understanding everyday words used in a mathematical context (eg. Field, plot, table) • Demonstrate spatial and tracking difficulties • Have difficulties with orientation of geometrical shapes • Have difficulties with setting out problems • Have difficulties with sequencing steps to solve a problem • Have reading difficulties that affect the understanding and solving of word problems. 	<p>Teachers may:</p> <ul style="list-style-type: none"> • Use concrete examples and materials to ensure students understand the processes involved • Provide visual reminders of the process and show step-by-step instructions • Allow the use of a calculator or multiplication table • Provide the time for error analysis • Allow and train students to use paper guides • Color code mathematical symbols • Encourage the use of a ruler or guide for tracking • Encourage accuracy and decrease the number of problems testing the same skill. 	<ul style="list-style-type: none"> • Concrete materials (manipulatives) • Calculators • Visual aids • Paper guides • Organizational aids

Specific learning difficulties

Memory

Memory difficulties include short-term, working and long-term memory problems in retaining important details and processes.

Nature of difficulty and implications for learner	Teaching strategies	Resources
<p>Auditory memory Students may have difficulty:</p> <ul style="list-style-type: none"> • Maintaining attention when information is given verbally • Remembering and processing spoken information • Holding auditory information in short-term memory • Following main points in the discussion • Carrying out complex verbal instructions. 	<p>Teachers may:</p> <ul style="list-style-type: none"> • Break instructions into smaller parts • Provide visual back-up of key points • Repeat instructions as necessary • Alert students when important instructions/concepts are about to be given • Provide instructions in writing where possible • Discreetly ask students to repeat key points/instructions to ensure understanding • Provide alternative strategies to support memory (eg mind mapping, highlighting or annotating handouts) • Simplify instructions into plain English 	<ul style="list-style-type: none"> • Graphic organizers • Dictaphones • Calculators • Highlighters • Colored pencils • Checklist performance • Information and communication technology • Specialist support
<p>Visual memory Students may have difficulty:</p> <ul style="list-style-type: none"> • Processing and recalling information given visually • With spatial relationships and orientation, maps and directions, and geographic layout • Identifying fine and subtle visual detail • Using visual spelling errors 	<p>Teachers may:</p> <ul style="list-style-type: none"> • Provide both auditory and written instructions to provide additional support • Anticipate situations that might prove difficult for students • Promote the use of mnemonics and rhymes • Promote the use of color • Promote the use of enlarged varied fonts • Teach visualization techniques 	<ul style="list-style-type: none"> • Spellchecker • Dictaphone • Colored pencils • Highlighters • Specialist support

Specific learning difficulties

. Information processing difficulties

Information processing difficulties include the ability to grasp facts quickly and convert them into other forms either verbal or written. There is a time delay for students in this process that goes beyond the expected response time. (See also communication and speech disorders.)

Nature of difficulty and implications for learner	Teaching strategies	Resources
<p>Information processing difficulties</p> <p>Students may:</p> <ul style="list-style-type: none"> • need more time to understand and accomplish tasks • need clarification • need more repetition for important points to be memorized • misunderstand information, questions or assignments • produce more simplistic written work than expected due to problems with processing rather than lack of effort. 	<p>Teachers may:</p> <ul style="list-style-type: none"> • provide models and structures of expected outcomes such as laboratory reports and essays • allow for extra time in responses and tasks • use the following questioning technique: name (pause), pose question (pause), response, acknowledge and praise • discreetly check students' understanding and repeat instructions if necessary. 	<ul style="list-style-type: none"> • Samples of formats used (eg laboratory report, essay structure) • Good models of past work as guides

Specific learning difficulties Dyspraxia

Dyspraxia is immaturity with organization of movement and thought: sometimes referred to as "clumsy child syndrome". It should be remembered that students with dyspraxia will tire easily and become distracted. These students may also or only demonstrate difficulties in organizational skills and time management. Dyspraxia can be linked with other aspects of specific learning difficulties.

See the *Candidates with Special Assessment Needs* booklet for details of special arrangements and accommodations for all of the following difficulties. These special arrangements should be classroom practice.

Nature of difficulty and implications for learner	Teaching strategies	Resources
<p>Delay in motor milestones (eg hopping, skipping, catching a ball, riding a bike) Students may:</p> <ul style="list-style-type: none"> exhibit "clumsy" behavior that presents a health and safety risk when using cutting instruments, chemicals etc show delays in the acquisition of physical education skills that may lead to reluctance to take part/avoidance, clowning-type behaviors, and vulnerability to bullying have emotional and social problems possibly caused by them finding it hard to get around (unable to ride a bike), join in the latest trend (mastering skateboarding) or cope with unusual equipment/settings (on a school camping trip) drop things often be messy when eating. 	<p>Teachers may:</p> <ul style="list-style-type: none"> establish additional planning and safety routines in subjects that involve the handling of dangerous materials or equipment (eg art, design and technology, science, food science) be aware that while dyspraxic students will try to "take care", they may lack the hand control or perceptual judgment to carry out a task without error offer adequately differentiated physical tasks developing skill building, especially in physical education teach physical skills when students are developmentally ready excuse dyspraxic students from undertaking activities beyond their physical ability be aware of the fear and stress that physical activity may generate. 	<ul style="list-style-type: none"> Occupational or sensory integration therapist Support personnel may be necessary in the classroom or activity room to support learning, health and safety routines Parents to reinforce motor skills at home, at weekends and in holidays Parents to help with organizational routines, back-up set of equipment, clothing etc Handwriting tools: <ul style="list-style-type: none"> pencil grips molded pen grips keyboard training software
<p>Difficulty with dressing (eg buttons, laces) Students may:</p> <ul style="list-style-type: none"> have difficulties with dressing that may lead to time-management problems have untidy personal presentation be vulnerable to bullying. 	<p>Teachers may:</p> <ul style="list-style-type: none"> discreetly allow additional time where a change of clothes is required praise positive aspects of appearance avoid making unrealistic demands regarding tidiness and personal presentation. 	<p>For very young children, dolls and puppets with buttons, zippers and Velcro.</p>

<p>Poor handwriting Students may:</p> <ul style="list-style-type: none"> • have untidily presented handwritten work • have problems with management of time resulting in work being rushed, unfinished or late, thereby affecting the quality of outcome and self-esteem. 	<p>Teachers may:</p> <ul style="list-style-type: none"> • ensure that handwriting is taught and practiced • ask for less or allow an alternative method of presentation if speed of production is a problem • teach older students the use of abbreviations • offer class notes that can be annotated to alleviate the pressure of note taking • teach and allow the use of keyboard skills • consider the use of all new information and communication technology • allow special concessions in class work, internal assessment and external examinations • set differentiated written tasks for quantity or quality or perhaps an alternative method of presentation (slide show, cloze exercise). 	<p>Students may be entitled to special concessions in examinations. Refer to <i>Candidates with Special Assessment Needs</i> booklet.</p>
<p>Poor awareness of space Students may demonstrate:</p> <ul style="list-style-type: none"> • poor spatial skills that mean they get disorientated or delayed moving around even in a familiar environment • poor awareness of another individual's personal space that may lead to conflict. 	<p>Teachers may:</p> <ul style="list-style-type: none"> • offer maps with colored lines marking the route between classes or appoint a student guide • be aware and ready to defuse any problems around this issue. 	
<p>Poor motor planning Students may:</p> <ul style="list-style-type: none"> • have difficulties mastering a musical instrument that has very precise note positions but no markers, or where different finger positions are required for different keys. 	<p>Teachers may:</p> <ul style="list-style-type: none"> • enlist class understanding of specific motor problems • be particularly aware how adolescent growth spurts can increase motor problems • be aware that some instruments can create more problems • never say "No" but, "Give it a try". 	

Sensory Impairment Hearing

A sensory dysfunction in the outer, middle or inner ear that includes a hearing loss of different frequencies and ranges from hard of hearing through to deafness.

Nature of difficulty and implications for learner	Teaching strategies	Resources
<p>Poor discrimination of sounds</p> <p>This loss may be temporary due to infection, or permanent. Students may:</p> <ul style="list-style-type: none"> • have difficulty with oral communication • confuse sounds • misunderstand or partially misunderstand oral instructions and/or conversation • have a language delay (oral and written) impacting on spelling and reading. 	<p>Teachers may:</p> <ul style="list-style-type: none"> • refer students for regular hearing assessments • face students when speaking • use facial expressions, hand gestures and body language whenever possible • be aware of position; do not stand against the window; ensure that lighting is adequate • avoid simultaneous walking and talking • encourage students to communicate using the method they feel most comfortable with • speak with moderate speed and tone • seat students close to the teacher • give clear and short instructions supported by a visual prompt • provide written instructions • provide a lesson preview in advance • give extra time for reading and writing • mark/grade written work for content • teach spelling through visual strategies • record main points visually for students during class discussion in printed notes and on the board • train students to follow the rule that only one person speaks at a time. 	<p>Hearing aids Assistant note taker Tape recorders Spellcheckers Interpreter/communicator/finger speller/signer Overhead transparencies Sign language Consultation with hearing specialist Specialist equipment (training and maintenance) Visuals such as maps, charts and slides Subtitled videos or films</p>

