

10. Designate a note taker for the whole class
11. Use some form of carbon paper so a student can take personal notes and share with someone who needs them written out
12. Give students guided lecture notes - may even begin with blanks to fill in and little by little, move from telling them what goes in the blank to having them recognize and write it in.
13. Allow students to make a video or audio tape of the lecture and take it home for study
14. Teach word webs to increase visual and pictorial representations for students who remember the whole rather than the parts.
15. Teach underlining using colored highlighters and suggest writing in margins for key concepts.

Rituals and structure

16. Set times during the day when very specific occurrences can be counted on. For some students, this provides the greatest safety and allows them to maximize self-control.
17. Provide students with responsibility for keeping track of time for self and class, as appropriate
18. Provide cues several minutes before changes so students can prepare at their own pace and not be upset by topics they have not completed.
19. Help students develop rubrics and self management checklists to help them feel in control and see how the day is organized.
20. Use wall charts to show progress in subjects, how material integrates with tests, state standards, etc.


Brain ticklers and memory organizers

21. Memory, attention, word-finding, problem-solving, or other cognitive functions may come and go. It helps if students have time to "locate" these and then respond rather than needing to raise their hands and have spontaneous recall.
22. **Cognitive Fatigue** - Recognize and honor the fact that this work is particularly challenging and students may get fatigued from doing mentally challenging work over long periods of time. Breaks, snacks, and asking questions in the early part of a subject will help the student give a good performance.
23. **Attention and concentration** - As the difficulty of the task increases, problems with attention and concentration are more likely to occur. Problems often occur when students are asked to concentrate on more than one thing.
24. **Processing speed** - Many youngsters with LD experience an overall slowing in how fast they can process information. Some people describe this situation as *my brain slows down* or *there's a lag between my thoughts*.
25. **Problem Solving** - Sometimes students have increased difficulty solving problems in new situations. When confronted with a problem, people with this difficulty will tend to try the same solution over and over, rather than generating new solutions, or they may have difficulty making decisions because it is hard to identify which of a number of choices is *best*.
26. **Memory** - Memory is a complex neuropsychological function. There are at least two separate systems for memory. *Procedural memory* is the memory for how to do things. This almost always remains intact so a student may forget to do something, but you will not forget how to do it. *Semantic memory* is the memory for events, words, or things. There are three parts to semantic memory. First, you must be able to perceive and attend to information. If you cannot attend to information, because of problems with attention or concentration, you will not have a chance to encode or learn it, which is the next step in memory. Finally, you have to be able to retrieve or recall it when you need it.
27. **Language** - The types of language problems most commonly seen are those related to language fluency. These include increased word-finding difficulty (where either students can't find the word they want to say, or where they say the wrong word accidentally) and problems with naming, the ability to accurately recall uncommon words or newly learned material.

28. **Visual Spatial Skills** - Sometimes, student with cognitive deficits find themselves getting lost more frequently, losing items more frequently, or having trouble understanding visual-spatial information like maps, diagrams, and charts.
29. **Organizing tool** - plastic pockets are a great aid to learning! You can write on them in felt pen – with the worksheet untouched inside – and then wipe them clean. They keep work looking good and various parts of a project and reference materials can be filed in them.
30. **Plastic overlays** - Some students may benefit from colored plastic overlays thought by some to enhance symbols and to give depth to printed page. It also can keep some of the letters from "jumping around." Graph paper that has a mild green or lavender hew may also help students organize math problems and keep numbers in line.
31. **Writing alternatives** - For the student who has difficulty writing, a battery cassette recorder could be provided for the student to dictate answers to tests or written lessons. Give them alternatives as to how to produce written work - sometimes we will be their secretaries - loan a lap top - use a Dictaphone.
32. Color coding subjects on timetables to correspond with the color of subject files - text books put color tabs on text books e.g. math -yellow, geography-green. This may make it easier to prepare materials for the next day and bring the right things to each lesson.
33. Generally speaking – the least effective use of time is rewriting and redoing drafts.
34. Allow students to use highlighters to mark key points/words/instructions and use pictures as triggers in the margins of books and notes. Marking a text book in this way can really aid learning and is an argument for a personal copy that is retained permanently by the student.
35. Students with learning disabilities need a lot of structure. Lists of the day's routine and expected behaviors can help.
36. Allow the student to experiment with different types and shapes of writing tools to make a mark with the least amount of hand manipulation.
37. Encourage the use of computers to help the student get over the hurdle of producing text, but remember that not all students relate to technology.
38. Assistive technology provides programs that will scan and read a page of text to the student within 30 seconds of starting – voice recognition systems that take dictation – predictive systems for poor spellers.
39. Part of the LD profile is that the student's work will be inconsistent and erratic so it is helpful to understand the intermittent nature of pupil's performance and attention.
40. For students with difficulty reading, or the very slow reader, the "read along technique" with taped textbooks and workbooks might be used in the classroom, at home, and in the resource room. Talking books may be acquired from Recording for the Blind and Dyslexic. <http://www.rfbd.org/>
41. Students with spatial awareness difficulties might find it useful to work "BIG" for a while.
42. Make sure the student is always provided opportunities for physical activities. Do not use recess as a time to make-up missed schoolwork. Do not remove daily recess as punishment.

43. Designate one teacher as the advisor/supervisor/coordinator/liaison for the student and the implementation of the student's plan, and who will periodically review the student's organizational system and to whom other staff may go when they have concerns about the student. This teacher would also act as the link between home and school.

Social intelligence and cultural behaviors

	<p>"He started it! I just gave him what he was asking for." "I didn't steal. He has a bunch and I just took one red one." "I was just teasing when I said I'd break his neck. Golly!" "Why do you always say I pick and fiddle? I hate that." High alerting and anger/ anxiety are common, along with irritability, snappish responses and lack of insight.</p>	<p>Definition: Actions do not fit with expected norms and often create tension and negative responses from others based on invasion of space, lack of empathy and awareness of others.</p>
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Many students with special needs seem unaware of how actions affect others. Some of this is due to emotional and social immaturity, but of course, there are many root causes. Social and emotional intelligence can be taught to students so they are able to make and keep friends, participate successfully in the classroom, in sports and feel supported and accepted.

<p>These are common symptoms that go along with the social immaturity and are documented in the literature</p>	
<p>Possesses immature social skills Misinterprets social and nonverbal cues Is victimized often by peers, adults Uses social conventions (manners) improperly Is too trusting of others motivations and sincerity</p>	<p>Chooses less socially acceptable behavior patterns Makes poor decisions Cannot predict consequences of actions, outcomes Experiences rejection from peers May be pushy or shy, withdrawn, and distractible</p>
<p>Behavioral Style</p>	
<p>Exhibits excessive movement; hyperactive Seems poorly motivated Over reliant on teacher for class assignments Poor motor coordination and spatial relation skills</p>	<p>Is Impulsive Is disorganized Does not pay attention during lectures; distractible Loses focus repeatedly, impulsive</p>

Acquire these skills:

Self-awareness	Management of feelings	Decision making based on consequences
Manage stress	Self control	Personal responsibility
Empathy	Communicating	Boundaries for self and others
Group dynamics	Conflict resolution	Reflection, synthesis

General Courtesy to model for youth

- Don't assume that the student is not listening because you are getting no verbal or visual feedback.
- Constructively express and control feelings, dealing positively with anger and anxiety.
- Don't assume that you have to explain everything to students with learning disabilities. They do not necessarily have a problem with general comprehension. Especially do not speak in a slow, labored or loud manner.
- Do check for understanding when you discuss ideas with students.
- Consult with the special education specialist to obtain help in understanding the specific nature of the learning disability for each student.
- Never assess a student's capabilities based solely on their IQ or other standardized test scores.
- Give student with learning disabilities priority in registration for classes.
- Realize that students often do not recognize consequences, so discussions about being foolish not to see something coming or resulting is nearly a form of bullying students.
- Allow course substitution for nonessential course requirements in their major studies.
- A student may have documented intelligence with test scores in the average to superior range with adequate sensory and motor systems and still have a learning disability.
- Learning disabilities often go undiagnosed, hence teacher observation can be a major source of identification.
- Bring student's attention to those who are living successful lives with a similar disability to that of the student.

- Accept responsibility for own feelings, emotions and actions rather than blaming student acts.
- Remember to model seeing the perspectives of others and empathizing and understanding them.

The ABC's of Raising Consciousness - Becoming Self Aware

This is an excellent list of the skills we can help students acquire as they learn to understand themselves and help build an excellent learning community. Copyright 2002 John at <mailto:john@higherawareness.com>

- **AWARENESS** - Pay attention. Observe life. Accept it as it is. Seek deeper causes and potentials.
- **BEAUTY** - Create and enjoy beauty, art, music and poetry. They open the door to the Soul.
- **CONCENTRATION** - Tame the mind. Focus your attention. Expand your thinking.
- **DISCRIMINATION AND DISCERNMENT** - Listen and draw out your own inner guidance.
- **ESSENCE** - Seek the highest qualities, meaning and essence in all encounters.
- **FORGIVENESS** - Release all guilt, anger and resentment. Fill your past with love.
- **GROUP WORK** - Cultivate cooperative, supportive and inspiring relationships.
- **HUMOUR** - Lighten up. Treat life as a holiday. Don't be so serious.
- **IMAGINATION** - Cultivate more creativity, ideas and ideals. Seek meaning from symbols and dreams.
- **JOURNAL** - Think it & ink it. Capture life in words for more clarity & insights.
- **KNOW YOURSELF** - Be your authentic self. Know your blocks and gifts.
- **LET GO** - Be open to experience life. Detach. Allow new perspectives.
- **MEDITATION** - Learn to relax, concentrate, reflect and contemplate.
- **NEEDS** - Know the basic needs behind your desires and fears.
- **OVERCOME BLOCKS** - Heal yourself physically, emotionally and mentally.
- **PURPOSE** - Discover and pursue what most wants you in life. Aspire higher.
- **QUESTIONS** - Ask! Ask! Ask! Questions are always answer.
- **RELAX** - Seek stillness. Revitalize yourself. Be calm in chaos.
- **SERVICE** - Joyfully share your gifts and talents with others.
- **TENSION** - is part of the change process. Be willing to endure the void.
- **UNIVERSAL LAWS** - Align with the big picture, highest truths and natural laws.
- **VALUES** - Deepen and express the qualities and virtues you stand for.
- **WILL** - Develop discipline, courage and power. Set intentions. Follow through.
- **EXAMINE MOTIVES** - WHY do you do things? Uncover fears and aspirations.
- **YES** - Say yes to balance, being in nature, expressing your uniqueness and joyful compassion.
- **ZEAL** - Be passionate about life. Appreciate, love, laugh and be joyful.



Testing and Assessments - yes, I can take them

Succeeding on a written test requires several types of activities. To succeed, students need to learn and practice these skills with adequate success.

- How to read a section of text, not only decoding it, but able to decipher the meaning and hold on to it and make meaning with it
- Have an adequate store of vocabulary words on grade level, and the skills to "guess" at a word rather than losing concentration if an unfamiliar word is part of the reading.
- How to move back and forth between the test and answer key, keeping track of placement and marks.
- Methods for refocusing if a question stumps them or gives them a sense of hopelessness.
- How to evaluate questions if they will be guessing, and eliminate silly answers.
- Checking answers to be certain all are filled out.



Developing General Classroom Exams

- Avoid overly complicated language in exam questions and clearly separate items when spacing them on the exam sheet.
- Consider other forms of testing (oral, hands-on demonstration, open-book etc.). Some students with learning disabilities find that large print helps their processing ability.
- Consider the use of illustrations by the students with learning disabilities as an acceptable form of response to questions in lieu of written responses.
- Eliminate distractions while students are taking exams.
- For students with perceptual problems, for whom transferring answers is especially difficult, avoid answer sheets, especially computer forms. Allow them to write answers (check or circle) on the test (or try to have them dictate their responses on a tape recorder.)
- For students who have reading difficulties, have a proctor read the test to the student.
- For students with writing difficulties, have someone scribe the answers for them or use a tape recorder to take down the answers.
- Gradually increase expectations as the students with learning disabilities gains confidence.
- Grant time extensions on exams and written assignments when there are significant demands on reading and writing skills.
- If distractions are excessive, permit the students with learning disabilities to take examinations in a separate quiet room with a proctor.
- Provide study questions for exams that demonstrate the format along with the content of the exam.
- Review with the student how to proofread assignments and tests.
- Do not test material just presented or outcomes just produced, since for the students with learning disabilities, additional time is generally required to assimilate new knowledge and concepts.
- Permit the students with learning disabilities the use of a dictionary, thesaurus, or a calculator during tests.

<http://www.as.wvu.edu/~scidis/learning.html#sect5>