Individual Needs Handbook

Checklists and Strategies

Composed by Armande Fryatt for Potton Primary School

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Specific Learning Difficulties
Dyslexia

	Dyslexia checklist	Yes	No
1.	Displays average or above-average profile of abilities and attainments in non-literacy-related areas and scores well on assessments not related to areas of literacy.		
2.	Has good general knowledge and oral ability.		
3.	Demonstrates mismatch between spoken and written responses.		
4.	Has problems with number/letter formation.		
5.	Often reverses words when reading or spelling.		
6.	Has problems sequencing letters appropriately when spelling.		
7.	Shows a tendency to miss out letters regularly in words, or words when writing sentences.		
8.	Takes longer than peers to complete written work.		
9.	Experiences problems with discrimination between similar sounds.		
10.	Has difficulty in matching correct sounds in reading.		
11.	Has problems with general organisation.		
12.	Has a difficulty with rote learning e.g. times tables.		

Strategies for teachers

- Discuss with the pupil what approaches seem to help.
- Acknowledge the effort made, not the content.
- Accept alternative forms of recording that will allow the pupil to reflect his/her true potential and understanding. For example, use diagrams, pictures, paired work, group scribing, taping, keyboard.
- Mark written work for the content and level of understanding.
- Focus on specific key words for the pupil to correct and learn. Do not overload them with corrections. Have an agreement with the pupil that you will pick up on a certain number of spellings.

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- Discuss ways of remembering words by looking at their visual appearance, shape, beginning and ending.
- Assist with recording by providing subject-specific spellings.
- Allow the pupil extra time to make written responses.
- Encourage the use of a spell checker.
- Keep instructions short and make sure they are well sequenced.
- Provide structured aids for organisation - a clear timetable, systems for providing appropriate equipment in case he/she forgets.
- Encourage the use of memory aids to assist with spelling.
- Have high expectations of success and a positive approach.
- Explore which paper is most suitable - some pupils need to work on coloured paper with coloured pens as he/she may experience visual discomfort, text distortion and headaches when confronted by black print on white paper.
- The use of overlays may help some pupils.
- Provide extra support for structuring written work – e.g. brainstorming, mind mapping, writing frames.
- Give subject-specific spellings and vocabulary at the beginning of each new subject topic.
- Allow extra time to re-read text in order to gain full understanding of what is being read.
- Allow extra time to complete all written work.
- Use multi-sensory teaching methods to help ensure that pupils are able to fully access the curriculum, i.e. visual, auditory and kinaesthetic methods of teaching.

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Dyspraxia

The definition of dyspraxia used by the Dyspraxia Foundation is as follows:

> An impairment or immaturity of the organisation of movement, and in many individuals, there may be associated problems with language, perception and thought.

It is thought that one in ten of the population may be affected by the condition, which is sometimes known as developmental dyspraxia or developmental coordination disorder (DCD). Pupils with dyspraxia will have particular difficulty with numeracy, reading, physical education and handwriting.

	Dyspraxia checklist	Yes	No
1.	Has problems in adapting to the structured school routine.		
2.	Experiences difficulties with physical education: may not be able to accomplish or attempt some physical tasks.		
3.	Significant organisational problems.		
4.	Produces barely legible handwriting: immature drawing and copying skills. Also has poor presentation skills – work will often be very messy. Very slow handwriting. Difficulty copying from the board/book.		
5.	Capable of only limited concentration; poor listening skills.		
6.	Literal use of language: believes you if you say, "I saw red" and may respond, "I can't see any red."		
7.	Demonstrates an inability to remember more than two to three instructions.		
8.	Is often slow to complete classwork.		
9.	Has high levels of motor activity/restlessness; fidgets.		
10.	Has difficulties with tasks involving visual spatial/perceptual skills e.g. algebra, map reading, diagrams, graphs – can impact on Geography/Maths.		
11.	Has a tendency to become easily distressed and emotional.		
12.	Has problems with co-ordination.		
13.	Lacks the ability to form relationships with other pupils.		
14.	Often experiences sleeping difficulties, including wakefulness at night and nightmares.		

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15.	Reports physical symptoms such as migraine, headaches or feeling sick.		

Strategies for teachers

- Offer lots of praise and encouragement.
- Involve the pupil in group activities to encourage co-operative work.
- Make sure the pupil sticks to the classroom rules and is frequently reminded what they are.
- Include the use of diagrams or charts as part of the lesson to facilitate understanding.
- Allow more time before and after physical education lessons for the pupil to get ready.
- Try to reduce distractions in the class when giving instructions and make sure instructions and sequences are presented a little at a time.
- Give the pupil handouts whenever possible.
- Encourage use of laptop/learning how to touch type.
- Information/instructions need to be given in small, manageable chunks.
- Extra support needs to be given with structuring written work – specific guided instructions on brainstorming, essay planning, mind mapping etc.
- Provide structured aids for organisation - a clear timetable, systems for providing appropriate equipment in case he/she forgets.

Dyspraxia Classroom Support – advice from the Dyspraxia Foundation
Praxia is the brain's ability to form ideas, organise and enact a sequence of unfamiliar actions. Therefore a dyspraxic child does not have the idea what to do, cannot organise what to do and does not have the coordination to carry it out. He/she needs to be taught/shown how to do all these things. This is why his/her organisational skills are poor. You will need to teach him/her what to do as it will not come automatically to him/her, even if it is obvious to you.

Why is he/she so disorganised?

- He/she cannot visualise what to do
- He/she finds it hard to sequence actions in time – especially when the environment constantly changes
- He/she can't imagine what the journey looks like in his/her mind, e.g. walking from one classroom to another
- He/she has no awareness of his/her body space
- His/Her hand-eye coordination is poor
- He/she will not 'see' when he/she puts things down

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- He/she cannot plan physical movements

In the classroom

- Give visual cues for verbal instructions: dyspraxics tend to be visual learners.
- He/she must keep his/her feet on the ground while sitting at a desk
- Break down tasks into short, manageable chunks
- Give him/her time to verbalise his/her thoughts
- Train him/her to bring him/herself back to tasks
- Ask him/her to consider how he/she has completed the task to help him/her remember how to do it next time
- Help him/her settle to work, start the task and maintain focus
- Allow time to set up and pack away
- Avoid giving homework at end of lesson – make sure it is written down correctly
- Equipment: give him/her a list of equipment and the order of the task, have spare equipment to hand
- Teach skills within context
- Give him/her a separate folder in his/her bag for important information and letters home
- Set targets for organisational skills
- Teach him/her to make lists of what to do, in order.
- Be aware he/she does not have a sense of balance (this is called vestibular difficulties) and has no awareness of where he/she is in 'space'; this lack of feeling 'grounded' triggers anxiety
- He/she needs regular practice at tasks involving motor skills; his/her inadequate grasp means he/she will drop things easily.
- Support time management: teach how long a task takes, and how close he/she is to a deadline.
- Give a starting point for each piece of work
- Give a template to follow
- Give him/her support in adapting to a new or unpredictable situation.
- Give support in fine motor skills for cookery, science, technology and drawing.
- Handwriting: try a writing slope, wider lines, writing on a separate line. Understand that his/her poor proprioceptive skills means he/she will find it hard to know how much pressure to put on his/her pen/pencil. His/her poor posture means he/she will lean on the desk while writing. He/she will find it hard to write fast and neatly – give extra time for writing tasks.

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- Teach him/her to plan written work: don't say "write in more detail"; be specific what you want.
- Show practical tasks in slow motion
- Be aware of his/her sensory impairment (he/she finds it hard to screen out noise, for example). Reduce background noise.
- In music, ask the pupils to stand while singing – developing a sense of rhythm will develop his/her 'internal clock'

PE

Body awareness comes through a 'sensory diet' of heavy work: in PE, give him/her lifting, pushing (e.g. push against a wall), pulling and carrying tasks. This gives information to his/her muscles and joints and is a primary way to reduce stress. This improves the pupil's regulation – a dysregulated child has reduced capacity for learning.

Provide regular opportunities to plan motor actions, e.g. obstacle courses with inclines and ramps.

Avoid choosing team members one by one.

Give PE tasks that are achievable.

Give demonstrations in slow motion.

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Dyscalculia

Dyscalculia closely parallels dyslexia, but not all pupils with dyscalculia have dyslexia. The main criterion is a distinct discrepancy between a pupil's Maths ability and his/her general ability. Dyscalculia, as defined by the DfES is 'a condition that affects the ability to acquire arithmetical skills. Dyscalculic learners may have difficulty understanding simple number concepts, lack an intuitive grasp of numbers, and have problems learning number facts and procedures. Even if he/she produces a correct answer or use a correct method, he/she may do so mechanically and without confidence.'

	Dyscalculia checklist	Yes	No
1.	An inability to subitise (know a number of objects 5 or less just by looking, not counting)		
2.	Weaknesses in both short-term and long-term memory.		
3.	An inability to count backwards reliably.		
4.	A weakness in visual and spatial orientation.		
5.	Directional (left/right) confusion.		
6.	Slow processing speeds when engaged in Maths activities.		
7.	Trouble with sequencing.		
8.	A tendency not to notice patterns.		
9.	A problem with all aspects of money.		
10.	A marked delay in learning to read an analogue clock.		
11.	An inability to manage time in his/her daily life.		

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Strategies for teachers

- Allow extra time for completion of work.
- Take a multi-sensory approach: encourage the pupil to visualise the maths problems, draw a picture to aid understanding and then allow the pupil to explain what he/she has just learned.
- Use repetition, rhyme and music to help with memorising tables and facts.
- Ensure that worksheets are simple.
- Encourage the pupil to read the problem, or have it read to them.
- Work with real-life situations whenever possible.
- Use appropriate concrete materials/manipulatives.
- Ask pupils to record only what is already understood.
- Encourage lots of talk and teach a varied vocabulary.
- Teach visualization strategies.
- Minimise the number of facts to learn by heart.
- Teach reasoning strategies.

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Autistic Spectrum Disorders

	Autism/Asperger Syndrome Checklist	Yes	No
1.	Has difficulty with social relationships; wants to be involved socially but has difficulty in understanding non-verbal signals.		
2.	Experiences problems with communication: may speak fluently, but is unable to engage with the reactions of people and may talk on despite the fact that the other person has clearly lost interest in the conversation.		
3.	Has good language skills, but sounds over-precise or over-literal. "You must pull your socks up" will be taken literally.		
4.	Lacks imagination: often very skilled at learning facts and figures, but finds it very hard to think in abstract ways.		
5.	Develops an almost obsessive special hobby or interest, which will often involve arranging or memorising facts such as train timetables or historical events.		
6.	Loves routine: will often find change upsetting, such as an alteration in the timetable or travelling to school using a different route.		
7.	Unaware of social conventions and will appear ill-mannered: may interrupt lessons, or go to the front of queues.		
8.	Appears clumsy and ill-coordinated.		
9.	Is oversensitive to light and sound.		
10.	Is insensitive to a low level of pain.		

Strategies for teachers

- Point out pupils who are already following instructions, for example sitting quietly, in order to clarify what it is you want them to do.
- Encourage other pupils to act as befrienders.
- Enrol suitable pupils to act as carers who will invite them to join in games or sit next to them at lunch.

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- Make sure your instructions are clear and check understanding by providing the pupil with checklists.
- Back up oral instructions with writing or drawing.
- Cut down on unnecessary distractions.
- Build on the pupil's strengths and interests.
- Talk about others' thoughts and feelings.
- Warn and explain to them any change in routines.
- Organise resources to ensure skills are learned in context. Autistic pupils have difficulty in generalising learning.

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Speech and Language Difficulties

The problems experienced by pupils in this area are wide ranging. Some experience difficulties with speech, language or communication or all three. Their problems may be mild, or complex and severe. These pupils include those who demonstrate features within the autistic spectrum.

Pupils with speech and language difficulties experience a wide range of problems, from relatively minor speech impairments to specific complex disorders. Problems may involve his/her receptive vocabulary and his/her ability to understand what other people are saying, such as instructions. He/she may fail to understand the meaning of words or the meaning behind the words - leading to difficulty with sarcasm, social expectations, disapproval and humour. Others have expressive language difficulties; he/she will have a problem with making other people understand what he/she is saying. He/she may not speak clearly or he/she may lack the ability to produce words or express his/her thoughts, and he/she may have a problem with sequencing thoughts into words to form sentences. Pupils with speech problems may not be able to articulate certain words.

	Speech and language difficulties checklist	Yes	No
1.	Has difficulty with the production of speech and functions at a level below that of the peer group.		
2.	Has a problem finding words and being able to put them together in order to produce language others can understand.		
3.	Has difficulty participating in group discussions and question-and-answer sessions.		
4.	Becomes frustrated or upset at his/her lack of ability to communicate, with consequent behavioural difficulties.		
5.	Fails to respond appropriately to the verbal input of others, so often has difficulty building relationships with other pupils.		
6.	Unable to express thoughts and feelings adequately, so needs often go unmet.		
7.	Has trouble communicating through speech, with a consequent impact on literacy skills; may be able to make progress in other areas of the curriculum		

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	which areas of the curriculum which are not dependent on language.		
8.	May be thought to be ill-mannered because of inability to use appropriate social language.		

Strategies for teachers

- Remind pupils to listen at regular intervals.
- Keep instructions precise and clear.
- Check that the pupil has understood through questioning and discussion.
- Check understanding by asking the pupil what he/she has learnt from the instruction that has been given.
- Give the pupil extra time to listen and respond.
- Use repetition and demonstration.
- Produce word lists showing the meaning of words.
- Explain the meaning of new words.
- Make eye contact and use non-verbal cues to emphasise important points.

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General Learning Difficulties

Pupils with general learning difficulties can usually be recognised by his/her inability to meet the desired standards in school. He/she may also have problems in acquiring literacy or numeracy skills, or both, and experience difficulty with the acquisition of abstract ideas and in generalising from experience.

	General learning difficulties checklist	Yes	No
1.	Has failed to reach the desired age-appropriate performance within the National Curriculum.		
2.	Is unable to achieve the level of work expected from the objectives set within literacy and numeracy frameworks.		
3.	Attainment in literacy and numeracy interferes with access to the rest of the curriculum.		
4.	Assessments for cognitive ability, which may have been carried out by the school, result in a low score.		
5.	Fails to reach set targets felt to be appropriate.		
6.	Quality and presentation of the pupil's work fails to reflect the general standard of the class.		
7.	Displays confusion in areas that most of the peer group understand.		
8.	Needs extra time to complete work.		

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Strategies for teachers

- Simplify language, repeat words, clarify meaning.
- Be aware of the pupil's preferred learning style and differentiate all work accordingly. It may be helpful to assess the learning styles of all your pupils to ensure that he/she has appropriate access to the curriculum. Encourage the pupil to respond to set work in ways appropriate to his/her preferred learning style- drawing a picture, using the computer, making models, participating in role play and so on.
- Teach the same concept in a variety of ways using a multi-sensory approach. Ensure that resources are available to work with visual learners (books, diagrams, videos), auditory learners (create opportunities for discussion and listening to audio tapes) and kinaesthetic learners (who learn best through 'feeling and doing'). These pupils will benefit from practical activities such as playing games or role-play, and will need regular opportunities to move around in order to keep them on task.
- Introduce resources which are appropriate and will provide access to learning.
- Make sure strategies are in place for raising self-esteem - ensure that there are areas in which the pupil can succeed. Work targets need to be realistic and achievable.
- Ensure that lesson plans include suitably differentiated work.
- Differentiate the questions in question-and-answer sessions.

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Behavioural, Emotional and Social Difficulties

This area identified in the Code of Practice relates to pupils with problems in their behaviour and/or emotional and social development. These pupils demonstrate a wide variety of symptoms ranging from withdrawn and isolated behaviour to disruptive hyperactivity.

The types of behaviour that characterise emotional and behavioural difficulties:

- Personal level: through low self-image, anxiety, depression or withdrawal, or through resentment, vindictiveness or defiance.
- Verbal level: the pupil may be silent or threaten or swear a great deal.
- Non-verbal level: clinging, truancy, failure to observe rules, disruptiveness, destructiveness, aggression or violence.
- Work/skills level: an inability or unwillingness to work without direct supervision, to concentrate in order to complete tasks, or to follow instructions.

	Behavioural/Emotional/Social difficulties checklist	**Yes**	**No**
1.	Demonstrates a limited concentration span.		
2.	Often talks out of turn.		
3.	Leaves seat without permission.		
4.	Persistently breaks the school rules (e.g. chewing in class, not wearing the correct school uniform)		
5.	Frequently deliberately disturbs other pupils.		
6.	Leaves the class without permission.		
7.	Often shouts out in class.		
8.	Has destroyed school property, or that of other pupils.		
9.	Has physically abused other pupils/teacher/teaching assistant.		
10.	Has abused other pupils/teacher/teaching assistant verbally.		
11.	Often makes unnecessary non-verbal noise in class.		
12.	Is persistently late for school/lessons.		
13.	Will refuse to do work/homework.		
14.	Refuses to leave the room when asked.		
15.	Frequently loses temper.		

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ADHD

Attention Deficit Hyperactivity Disorder is the term used to describe certain behavioural problems in pupils. Pupils affected often have an unusually short attention span and become easily distracted (attention deficit), plus, he/she is overactive and restless (hyperactive).

Progress at school and the development of social skills may be slowed by ADHD. It can, however, be treated with behaviour modification or medication or a combination of both.

Strategies for teachers

- Focus on the positive - catch them being good.
- Intentional ignoring - ignore minor misdemeanours.
- Positive cueing - thank the pupil who is on task and clarify the behaviour that pleases you.
- Use positive directions - say what behaviour you want, not what you don't want.
- Rule reminders - keep clarifying what the rule is for a pupil who keeps on breaking it, and why it is important to keep the rule. For example, if you run down the corridor you are likely to hurt someone.
- Refocusing with questions - ask casual questions to refocus the pupil instead of making too much of the inappropriate behaviour.
- "When….then" - establishes the promise of a reward in exchange for a task that is completed: 'Rachel, when you have finished your maths, and you have ten sums to complete, then you may go on the computer.'
- Acknowledge and redirect - 'I understand you want to talk to your friends and I want you to…..'
- Either/or language - use language of choice. 'You can choose to work quietly or you can choose to stay behind.' It is important to provide choice since you are inviting the pupil to take on the responsibility that accompanies the decision.
- Follow through with an agreed consequence – if you have named a consequence for poor behaviour, you must stick to it.

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Sensory and/or Physical Needs

Some pupils with physical and sensory needs have no problems within school - he/she does not have a SEND. However, for some pupils his/her condition will have an impact on his/her access to the School curriculum, and as a result he/she may need extra support.

Hearing Impairment

Hearing loss experienced by a pupil will be conductive or permanent. Conductive hearing loss is intermittent, and may be due to excessive ear wax, a heavy cold or a respiratory infection, which causes fluid to build up in the middle ear. Pupils with permanent hearing problems may be experiencing anything from a profound loss to a mild one. The impairment may be deteriorating, fluctuating or stable. Most pupils with profound hearing loss will have been identified before school age is reached and hopefully will be benefiting from the provision of appropriate resources to aid hearing. However, some pupils' difficulties may develop at a later stage and we need to watch out for the warning signs.

	Hearing impairment checklist	Yes	No
1.	Needs to concentrate on the teacher's mouth to understand language.		
2.	Shows an unusually high level of frustration.		
3.	Displays an inability to understand what the teacher is saying.		
4.	Fails to understand verbal instructions.		
5.	Demonstrates tonal changes in speech.		
6.	Fails to respond to verbal cues.		
7.	Experiences persistent discharge from the ears.		
8.	Tilts head to maximise aural input.		
9.	Shows an increased reliance on peers for understanding or responding to instructions.		
10.	Exhibits emotional or behavioural problems not previously observed.		

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Strategies for teachers

- Make sure that the room is bright enough for the pupil to see clearly any visual cues or posters, boards, charts and so on that are on view.
- Do not accentuate speech or speak more slowly - most pupils will lip read well as long as you maintain a normal pace and your speech is clear.
- Make sure that the pupil is looking at the teacher or TA before instructions are given.
- Do not talk when your back is turned to the pupil (for instance to write on the board). Make sure your face is visible at all times.
- Try to avoid a noisy classroom - ensure that pupils speak one at a time during discussions or question-and-answer time.
- Use gestures to aid understanding.
- Do not interrupt a conversation to correct a pupil's speech.
- Allow the pupil to turn off his/her hearing aid when conditions around are particularly noisy.

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Visual Impairment

Pupils with visual impairment may experience difficulties in different ways. A pupil has a visual impairment if his/her vision cannot be corrected to normal by using some means of optical correction. The pupil may have difficulty with scanning or with visual fixation. He/she may have problems in maintaining and changing focus both at long and short distances; or what he/she sees may be grossly distorted. His/her visual field may be restricted, he/she may suffer from visual fatigue, or he/she may have a problem in recognising different colours.

	Visual impairment check list	Yes	No
1.	Reading may be slow or hesitant.		
2.	Often becomes irritable or inattentive through frustration.		
3.	Squints or closes one eye when reading.		
4.	Narrows eyes and blinks a lot.		
5.	Often rubs eyes.		
6.	Moves the book when reading.		
7.	Often loses place or omits lines or words when reading.		
8.	Has problems with columns or numbers.		
9.	Works too close to books for long periods.		
10.	Has a rigid body posture when viewing a distant object.		
11.	Complains frequently of headaches or eyestrain.		
12.	Finds copying from the board difficult.		
13.	Has difficulty trying to scan a page/follow a worksheet that contains a lot of writing		
15.	Shows anxiety about certain physical activities or about being in the playground.		

Strategies for teachers

- Use a sloping desk.
- Use additional lighting to help, for example, an angle poise lamp.
- A laptop computer with a facility for enlarged print may be useful.
- Encourage the use of thick black felt tip pens and wide lined paper.
- Make use of a hand-held voice recorder for taking notes and doing homework.
- Check on the position of the pupil in the classroom.
- Explore the use of coloured paper.

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- Check whether the pupil needs help when walking around the school.
- Allow more time for the completion of work.
- Ensure the pupil participates fully in school life, making certain that he/she has a friend at break times.
- Use brightly coloured balls and games equipment to help participation in physical education and games.

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Working Memory Difficulties

It is important to bear in mind that composing written work is burdensome on working memory, which in turn, slows down his/her writing.

I would recommend that the pupil's parents and teachers read this excellent book:
https://www.amazon.co.uk/Understanding-Working-Memory-Packiam-Alloway/dp/1446274217/ref=sr_1_3?dchild=1&keywords=alloway+memory&qid=1595332690&sr=8-3

In order to support the pupil's memory difficulties in the classroom and for doing homework, it is important to recognise different classroom activities that involve memory.

Difficulties with working memory may affect different aspects of classroom life, in particular anything that involves multi-tasking, such as:

- Writing something down while the teacher is speaking.
- Writing a story and using correct spellings at the same time.
- Doing any written work and checking punctuation at the same time.
- Holding number facts in his/her head while working out sums.

When teaching the pupil, please bear in mind he/she finds it hard to hold information in his/her mind. It means he/she needs tasks broken down into *small* manageable steps, with *lots* of repetition at every step, to help him/her learn.

Here are some examples of adaptations to make that would help him/her:

- Plan out a story first.
- Use writing frames, partially completed worksheets and sentence starters.
- Give lots of opportunities to practise new learning before moving onto something else.
- Break down all verbal instructions into small phrases, pause, wait for him/her to do it, then continue.
- Support verbal instructions with visual cues (such as writing the page number of the textbook on the board).
- In maths, give lots of opportunities to practise the method before applying it. Don't have different types of question on the same page.

Other suggestions to support the pupil include:

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- Remembering series of three or more numbers or unrelated words: *write them down for him/her.*
- Remembering and successfully following lengthy instructions: *give him/her one instruction at a time.*
- Retelling in chronological order: *use visual cues as much as possible.*
- Use books, worksheets and other materials which set out the work in small steps, in pictures.
- Try to avoid asking him/her direct questions in class, as he/she may have forgotten what you have just said.
- Try to avoid asking him/her questions while he/she is doing something else. Wait for him/her to finish first.
- Varying teaching methods (written and spoken words; images and sounds) can help promote understanding.
- When helping the pupil, make sure he/she has understood and can complete the tasks independently before moving on to another pupil.
- Reiterate new, key vocabulary before using it in a sentence or question.
- Get him/her into the habit of planning all written work so that when he/she does a task independently, he/she knows how to plan it first.
- Don't expect him/her to check his/her spelling, grammar and punctuation as he/she writes. Ask him/her to get his/her thoughts onto paper first. These other elements should be checked separately, later.
- When teaching a new topic or concept, build up the basic skills gradually, with lots of repetition, before going onto something new.

Be mindful of the following:

- how much information are you delivering at one time?
- what senses are you engaging when delivering and reinforcing information?
- how often are you repeating key ideas?

Chunk information into smaller parts for mental storage. Only introduce one or two concepts at a time and pause strategically when talking.

Allow for success by teaching, modelling and practising (and practising some more!). Practise skills in different contexts to reinforce.

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Processing Speed

Slow processing speed can affect pupils in the classroom, at home and during activities like sports. The pupil might have trouble with:

- Finishing tests in the allotted time.
- Finishing homework in the expected time frame.
- Listening or taking notes when a teacher is speaking.
- Reading and taking notes.
- Completing multi-step Maths problems in the allotted time.
- Doing written projects that require details and complex thoughts.
- Keeping up with conversations.

The pupil's family and teachers may notice that the pupil:

- Becomes overwhelmed by too much information at once.
- Needs more time to make decisions or give answers.
- Misses nuances in conversation.
- Has trouble executing instructions if asked to multi-task.
- Finds it hard to switch between activities
- Finds it hard to show in his/her writing his/her true knowledge.

Supporting the Pupil's Processing Speed

- Encourage participation by giving the pupil extra time to respond.
- Accompany verbal instructions with visual cues to help him/her remember.
- Sit him/her with a supportive 'buddy' to help reiterate important information.
- Provide simple written directions and speak slowly when giving directions.
- Use graphs and other visual aids and explain out loud what they mean.
- Create daily routines and stick to them.
- Establish clear starting points for tasks.
- Find ways to engage his/her interests to help motivate the pupil to start a task.
- Encourage use of laptop. Teach him/her how to touch type.
- Shorten repetitive assignments.
- Use lots of praise for words sounded out correctly.
- Reduce the demands of the task or differentiate the work so that he/she can complete what he/she needs to do within the lesson time.
- Explain new activities very carefully.

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- Pause before key words and between each important phrase for a few seconds while you are speaking to allow him/her time to catch up.
- Re-iterate verbal information frequently and use a visual cue (such as a note on the board) to help him/her remember what to do.
- Give him/her key vocabulary to refer to so he/she doesn't have to remember it. Encourage him/her to use an electronic thesaurus to help relieve the burden of trying to retrieve words from long-term memory.
- Give very explicit instructions on exactly what you require for homework.

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