

STUDENTS WITH LEARNING DIFFICULTIES

GUIDELINES FOR TEACHER

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Introduction

These guidelines for teachers aim to supply specific actions in order to identify students' needs and effective techniques to deal with their learning difficulties. These guidelines are expected to eliminate early school dropout because of learning difficulties.

Teachers are the key contributors in eliminating the problems resulting from students' learning difficulties, because in most cases teachers are the people who recognize and identify the students that have learning difficulties first. These guidelines include a route for teachers in dealing with students' learning difficulties by identifying the needs of the students and developing a strategy for a better education with drop out recovery.

Welcoming

- Examine the student's in-class performance.
- Investigate the difference between the student's ability and his success. Because, students may not be able to show their actual performance for various reasons.
- Look into the student's written examinations and his/her scores. These figures can be objective measures to analyze the real situation.
- Compare the student's performance with his/her peers.
- Compare the student's academic success with others'.

Websites

- [How to support the young people with school dropout problems or school difficulties?](#)
4-days-training for teachers and PMS' agents with activities based on a dynamic mixture of theories, practical applications and case studies in order to establish the training into professional reality and to arouse the confrontation of points of view between the participants.
- [Training Initiatives](#)
List of training initiatives for teachers on the prevention of early school leaving available from the School Inclusion Net Portal.
- ["Student's induction" - Guide for teachers and trainers](#)
The guide is very useful for headmasters and teachers, providing the tools needed for the process of students' induction, accompanied by explanations on how to apply it.
- [Re-schooling and school dropout: work in partnership](#)
2-days training based on the exchange of experiences and of participant's representations, in order to develop an efficient partnership network in which youth are considered as partners, actors of their own learning and of their future project.

Observation

- Observe the student's social behaviors in classrooms and during the breaks to understand their situations.
- Cooperate with parents for observation at home.
- Talk to other teachers about his performance in other courses.
- Talk to the psychological consultant or the school psychologist to get informed on his/her behaviors.
- Talk to his classmates to understand his social relations.
- Examine the student's relations with his friends and observe his behaviors.

Websites

- [School Safety Net Success Stories](#)
A collection of success stories on the prevention of early school leaving. The success stories present the perspectives of all of the main actors involved like school headmasters, teachers, students and parents.
- [Re-schooling and school dropout: work in partnership](#)
2-days training based on the exchange of experiences and of participant's representations, in order to develop an efficient partnership network in which youth are considered as partners, actors of their own learning and of their future project.

Identification of Needs

- Apply written or oral tests to the student under supervision of school psychologist.
- Talk to the student face to face.
- Talk to other course teachers and prepare a detailed report.
- Talk to the student's parents and determine his needs.
- Direct the student to Guidance Research Center to determine the student's interest, skills and needs.

Websites

- [School Safety Net Success Stories](#)
A collection of success stories on the prevention of early school leaving. The success stories present the perspectives of all of the main actors involved like school headmasters, teachers, students and parents.
- [Learning Disabilities: Cognitive Approaches](#)
A manual on the scientific research of learning functions that includes also special references on evolutionary disorder of speech, cognitive approaches of learning functions and key issues of dyslexia.
- [Case Studies](#)
Stories of young students who abandoned school before completing compulsory education are available on the School Including Net Portal.

Individual Education Plan

- Suggest an individual plan to attain concrete results.
- Prepare an individual plan in cooperation with the guidance counselor or the school psychologist.
- Update the plan in accordance with the student's wishes and needs by talking to the students in cooperation with the guidance counsellor.
- Talk to the student's parents about the plan and learn the parent's priorities and goals.
- Take the student's family, environment and social life into consideration while preparing the plan.

The phases for Preparing Individual Education Plan would be the following:

1. Forming the team who will prepare individualized education program.
2. Determining the student's level in educational performance.
3. Determining appropriate educational environments and the support programs which will be applied in these environments.
4. Preparing individualized educational programs.
5. Setting long and short term aims.
6. Determining appropriate teaching materials and teaching methods.
7. Preparing a timetable and deciding on its way of assessing by determining responsibilities for carrying out Individual Education Plan, observing it and deciding on its way of assessing.

Websites

- [The Guide for differentiating between learning and teaching](#)
This guide contains an introduction to student-centered differentiated and inclusive learning.
- [The dramatization as a teaching method in modern school](#)
It is a practical guide for the implementation of educational drama for teachers of both general and special education (special educators and special education staff).

Evaluation of the Education Plan

- Discuss whether the individual plan takes into account student's weaknesses and strengths and examine if the guidance with the counsellor and the parents are valued in the phase of applying it.
- Determine the responsibilities of the parents, school administration and teacher in this issue.
- Arrange and improve essential physical and psychological conditions so that the plan can be conducted properly.
- Inform the student and the teacher about the obstructions which can occur during carrying out the plan.

Websites

- [Educational teamwork for young person's school \(re\)integration](#)
Review of a training initiative aiming at promoting a better understanding of the complex phenomenon of drop-out and be able to professionally address this issue.
- [How Are You Smart? What Students with Learning Disabilities are Teaching Us](#)
Link from the School Inclusion Net Portal to a YouTube video where students with difficulties present their own case.
- [I Think My Child has a Learning Disability. What Should I Do?](#)
This video gives a brief advice about suspected learning disabilities on children.

Monitoring

- Observe the student's improvement with conducted individual education programs in accordance with the aims which are thought to be achieved by the students.
- Operate the individual plan together with the guidance counsellor.
- Inform the family about the individual plan and give duties and responsibilities to the parents in relevance.
- Give information and feedback to the related people in concern when it is essential.

Websites

- [Educational products for teachers](#)
The Stay@School project portal propose a number of educational products for teachers interested in preventing early school leaving.
- [School Safety Net Success Stories](#)
A collection of success stories on the prevention of early school leaving. The success stories present the perspectives of all of the main actors involved like school headmasters, teachers, students and parents.
- [Open Seminar for Learning Disabilities](#)
A link to a YouTube video about an open seminar in learning disabilities held in Athens is available on the School Safety Net Portal.

Feedback on Individual Education Plan

- Revise the individual education plan based on the studies in the phase of observing.
- Be aware of interests and needs which can be changed.
- Create or update the plan according to the student level.

Websites

- [School Safety Net Success Stories](#)
A collection of success stories on the prevention of early school leaving. The success stories present the perspectives of all of the main actors involved like school headmasters, teachers, students and parents.
- [Supporting Students with Learning Disabilities](#)
A book that is an excellent tool for working with children with learning difficulties caused by different disabilities.

Increasing Classroom Performance

- Determine what can be done in relation with the issue of how to improve student performance.
- Arrange the student's location in the classroom well so that he can participate in class tasks with full attention and make the best communication with his/her friends.
- Try to arrange learning environment in class so that it can fit into the student's level, needs and interests.
- Charge the student with duties which he can show achievement with his individual performance and encourage him, as well.
- Support your in-class activities with the out-class charges.
- Avoid comparing the student with one another.

Websites

- [Down & Up: The Journey of a Child with Learning Disabilities](#)
A link to a video, which shows in a well turned out visual animation the daily struggles of a student who suffers learning disabilities, is available on the School Safety Net Portal.
- [Teaching the prince of Denmark](#)
This book suggests that school has to immerse in the live context, based on the relationship with the students.

Evaluation of the Strategy

- Apply a self-evaluation test to the student in cooperation with the guidance counsellor to evaluate concretely the works conducted.
- While the students with difficulty in writing and other special learning problems are evaluated orally, the students with difficulty in expressing themselves orally are evaluated in a written way. The individuals with inefficiency in written and oral expression are evaluated by observing their behaviors.
- Apply “Sociometer” and “who am I?” tests in order to understand the communication network between his social and family environment.
- Talk to the student’s parents or the guidance counsellor about the results of evaluations done.

Websites

- [School Safety Net Success Stories](#)
A collection of success stories on the prevention of early school leaving. The success stories present the perspectives of all of the main actors involved like school headmasters, teachers, students and parents.
- [Educational Product for Teachers](#)
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Results of the Strategy

- The extent to which the problem solving strategy is effective is discussed and their effective-ineffective sides are examined with careful attention.
- Evaluate the improvement in student’s academic success and social adaptation in accordance with the goals in the individual education plan.
- Present one sample of the strategy to the school administration.
- Talk to the parents about the strategy results and the measures to be taken.
- Give feedback to the authorized individuals about whether or not the plan is successful.
- Prepare a new report about the possible reasons for failure and the activities which can be done in new situations if the plan goes unsuccessful.

Reports

[Developing a Strategy for Crisis Intervention](#)

This report explores how other organizations respond to young people in crisis, and outlines a variety of different crisis intervention models and good practices in working with young people at risk.

[IndexforInclusion. A guide to the evaluation and improvement of inclusive education](#)

This article presents the translation and adaptation to the Spanish educative system of the "Indexforinclusion", an essential work to promote the processes of change towards a greater educative inclusion in schools.