

## STUDENTS WITH LEARNING DIFFICULTIES

### GUIDELINES FOR HEADTEACHERS

#### Index

##### [Introduction](#)

1. [Defining the general situation](#)
2. [Communication with the stakeholders of the school community](#)
3. [Evaluation of the situation](#)
4. [Planning for action](#)
5. [Sharing views on the plan](#)
6. [Monitoring](#)
7. [Analysis and revision of the strategy](#)
8. [Participation of out-of-school partners](#)
9. [Evaluation of the general process and outcomes](#)
10. [Dissemination of the strategy and good practice](#)

#### Introduction

The guidelines for headteachers are aimed at providing a strategy for identifying the students' learning needs and effectively dealing with their learning difficulties. The guidelines are targeted at elimination of early-school-drop-outs because of learning difficulties, as well.

Headteachers are key communication agents to bring all stakeholders (teachers, parents, school psychologists etc.) together on the issue of the students with learning difficulties. Thus, the guidelines will also help headteachers establish an efficient strategy of dealing with the students who have learning difficulties. They will also help to identify students' needs and develop a better education strategy with dropout recovery.

## Defining the General Situation

- Communicate with the classroom teachers to obtain information about the students' academic and social situations
- Analyse the students' in-class and out-of-class behaviours
- Examine and evaluate the students' academic performance and calculate the average of the overall academic scores to identify the students who perform less well. Examining the students' scores and comparing the results with each other's will give you concrete information and statistical data about the situation.

### Websites

- [Helping children with learning disabilities](#)  
The site addresses the problematic of students with learning difficulties on a very open and broad basis, allowing parents to really be part of the solution that must be found within the triangle family-school-community.
- [Teachers' Experience Database](#)  
From the School Inclusion Portal, a collection of teachers' experiences related to the methodologies and strategies shared by their colleagues in order to prevent and tackle early school leaving.

## Communication with the Stakeholders of the School Community

- Observe the students' social behaviours at school and in the breaks.
- Organize meetings and have conversations with the classroom teachers in order to obtain and evaluate his/her observations.
- Talk with the school psychologist in order to obtain his/her observations of the students' behaviours.
- Establish a good working communication path with the students' family to get systematic information about their children.
- Establish a database to save all the collected data efficiently.

### Websites

- [Alliances in education to fight with early school leaving](#)  
This book proposes decompartmentalisation and partnership with professionals in areas such as youth aid, health, justice or economy as a solution to early school leaving.
- [A planned vision of recovery](#)  
This article proposes the identification of individualised recovery paths as a solution for 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.

## Evaluation of the Situation

- Evaluate the collected data with the classroom teachers and the school psychologist.
- In order to identify the general conditions of the students ask the school psychologist to apply several tests periodically. If necessary, a professional analysis of the results can be conducted in order to identify the learning requirements of individual students.

### Websites

- [Supporting Students with Learning Disabilities, a Guide for Teachers](#)  
This guide is intended as a starting point for teachers exploring what they might do to support students with learning disabilities.
- [Teachers' Experience Database](#)  
From the School Inclusion Portal, a collection of teachers' experiences related to the methodologies and strategies shared by their colleagues in order to prevent and tackle early school leaving.

## Planning for Action

- Based on the results of the analysis and the evaluation of the previous work, organize a meeting with the classroom teachers and the school psychologist about the learning requirements of the individual students.
- Ask the classroom teacher to prepare an individualized education plan with the help of the school psychologist through considering the results of the previous inventories and observations.
- Suggest to the school psychologist to have conversations with the classroom teachers and the students' families while preparing the plans for individuals. This policy states that besides students' in-school behaviours, their out-of-school behaviours must also be taken into consideration.
- In preparation of individualized education plans, a close relationship among the school psychologist, families and the classroom teacher should be established.

### Websites

- [Optimizing the Individual Learning Plan \(ILP\)](#)  
A Belgian website on teachers' training.
- [From special educational needs to teaching differentiations](#)  
A training initiative from the School Inclusion Net Portal that aims to facilitate the school integration of pupils with specific learning disorder and to facilitate a deeper acquisition of the knowledge and skills suggested.
- [Teaching Methods](#)  
Some collaborative teaching strategies that seem to be particularly fruitful in order to prevent the early school leaving are available from the School Inclusion Portal.

## Sharing Views on the Plan

- Examine and evaluate the prepared plan in terms of suitability and effectiveness; whether the plan is working well in order to see the students' strengths and weaknesses. This evaluation should be carried out in the presence and with cooperation of the school psychologist, the classroom teacher and the student's family, as well.
- It is very important to apply the plan in cooperation with the family. Therefore, a constantly kept communication with the family is needed.

### Websites

- [The Influence of Family Issues on the Student in School](#)  
A teacher's experience with a family in a difficult situation (Username: teacher; password: pixel).
- [School Safety Net Success Stories](#)  
A collection of success stories on the prevention of early school leaving that presents the perspectives of all of the main actors involved: school headmasters, teachers, students and parents.

## Monitoring

- Examine the efficiency of the plan applied. Constantly ask the school psychologist and the classroom teacher about the application status of the plan.
- Provide assistance to the classroom teacher and the school psychologist when necessary.
- Get help from professional people in problematic situations.
- It is important to see whether the plan has achieved its aims or not.

### Websites

- [Teachers' Experience Database](#)  
From the School Inclusion Portal, a collection of teachers' experiences related to the methodologies and strategies shared by their colleagues in order to prevent and tackle early school leaving.
- [Early Identification and Long Term Support Doesn't Always Lead to Success](#)  
A teacher's experience reporting about a partial success in preventing early school leaving.

## Analysis and Revision of the Strategy

- Evaluate the effectiveness of the applied strategy.
- Identify the strategy points that should be improved and remedied.

### Websites

- [In class with a student who has learning disorders](#)  
This document distinctly underlines the scientific nature of the biological cause of Dyslexia, and in parallel, highlights the widespread inadmissibility (as is inherent in the sphere of automation) as the main motive of non-recognition, and thus the non-acceptance on behalf of school operators.
- [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.

## Participation of Out-of-School Partners

- In order to increase the student's performance to the maximum level, besides the in-school partners, there should also be out-of-school participants.
- Investigate about the collaboration opportunities with professionals and institutions related to the individual needs of the students.

### Websites

- [Pupils with Special Educational Needs \(SEN\)](#)  
The work analyses the main concepts of the Directive and the Ministerial Circular, the "key" words referring to the working directions, the methodological approaches and the fundamental aspects of inclusive education.

## Evaluation of the General Process and Outcomes

- Suggest the school psychologist to apply a self-evaluation inventory to each student in order to get concrete information and do an effective evaluation.
- By doing this, it can be seen that how profitable the plan for the student is and how much progression is achieved.
- The results of the self-evaluation inventory should be discussed with the classroom teacher and the family, as well.

### Websites

- [Teachers' Experience Database](#)  
From the School Inclusion Portal, a collection of teachers' experiences related to the methodologies and strategies shared by their colleagues in order to prevent and tackle early school leaving.

## Dissemination of the Strategy and Good Practice

- Evaluate the results of the strategy.
- The stakeholders' points of views are taken into consideration and their testimonies are recorded.
- The results of the strategy in action are discussed to see whether it is profitable for the student or not. The student's academic success is also evaluated with regards to the objectives of the plan.
- A sample of the plan is shared with the other stakeholders of the school community.

### Websites

- [Teachers' guide regarding children with special needs in school](#)  
A guide that reports information about school, first aid centres, the role of coordinator for Children with Special Needs and the actions to be undertaken in order to support the students.
- [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.