

STUDENTS WITH LEARNING DIFFICULTIES GUIDELINES FOR PARENT

Index

[Introduction](#)

1. [Observation](#)
2. [Identification of the difficult situation](#)
3. [Requesting an advice](#)
4. [Self Evaluation](#)
5. [The teacher's evaluation](#)
6. [Success on the learning experience](#)
7. [Improvement](#)
8. [Assessment of Improvement](#)
9. [Evaluation of the general strategy](#)
10. [Results](#)

Introduction

These guidelines for parents aim to plan a strategy for families to deal with needs of students who have learning difficulties. The guidelines are released to eliminate early school dropout because of learning difficulties.

These guidelines will help parents deal with their children's learning difficulties and also will develop a strategy for identifying the children's learning problems in order to eliminate them to a large extent. This strategy is supposed to eliminate early school dropout which results from learning difficulties.

Observation

- Observe your child's behavior. Learning difficulties, which are often seen in approximately 1 in 10 school age children, cannot be easily defined by families and teachers.
- Consult the school psychologist. While similar problems occur in identifying many psychological problems, distinguishing learning difficulties requires an evaluation which is more complex.
- First of all, you shouldn't worry immediately. Literacy skills difficulties are defined as specific learning difficulties especially for children who start a new school and this can create major concerns for both children and families.
- You should not think that every child who has difficulties in literacy is experiencing learning difficulties.
- Each child's learning skills are unique and may vary according to the situation. For example, family problems or negative experiences they have in classroom may negatively affect learning. Consider these issues while evaluating your child.

Websites

- [Steps Parents Should Take Once Their Child is Identified with a Learning Disability](#)
This web-site is mainly dedicated to parents but it would be really helpful also for teachers and students and it aims to provide parents with a few tips on how to handle the situation and how to guide their child to success in school and in life.
- [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](#)
A collection of teachers' experiences from the School Inclusion Portal. Teachers can take advantage of methodologies and strategies shared by their colleagues in order to prevent and tackle early school leaving.

Identification of the Difficult Situation

- These children's families naturally have different feelings. Evaluate your own feelings.
- Some parents see that extrinsic factors are the cause and they seek solutions by changing external elements such as the school or the teacher. Some feel guilty, others feel angry. This worrying situation leads to depression in parents. All these, in fact, are related to not accepting the problems. In this case, evaluate how you react to your child.
- The most appropriate approach for children and parents is that the parents accept the problem and they choose to help their children.
- Consult to the professional experts and institutions in order to apply oral and written tests to the students with learning difficulties.

Websites

- [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.
- [Identification of at risk students](#)
First module of a training course on the School Inclusion Net Portal. It aims to help teachers and other educational professionals to identify young people at risk of dropping out from school.
- [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.

Requesting Advice

- Be active in developing cooperation with your child's school community.
- Ensure that your child has self-esteem and motivation.
- Keep your expectations high, but be realistic.
- Do not do the things your child can do on their own.
- Learning disabilities are identified using various tests and implementing clinical observations conducted by experts in the field. Children's abilities are examined in parallel with their intelligence and skills.
- Strengths and weaknesses are identified as a result of the observations and evaluations which are performed by clinicians. The child's family is informed on the evaluation results.
- It is not easy for children to achieve regular curriculum learning. Children forced to learn in a regular curriculum cannot show the expected success, they can be accused of laziness, unwillingness and naughtiness. Over time, they can get away from school and their social environment by losing their self-confidence. So, do not give a lot of responsibilities to your children; instead, get expert help. School psychologists are among the first people who should be consulted in this regard.
- Collaborate with the classroom teacher too.

Websites

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

Self-Evaluation

- Speak with the teacher about the problem and ask for help.
- Ask the teacher to evaluate what your child do by oral evaluation techniques.
- Families have an important role in eliminating learning difficulties. Parents should definitely avoid blaming the child, criticizing them heavily and using long preachy and insulting way of speech. Please note that the child's learning difficulties are not the results of laziness, lack of intelligence or misbehavior.
- Being understand as well as showing patience for the child is the key to recovery.

Websites

- [Optimizing the Individual Learning Plan \(ILP\)](#)
A Belgian site on teachers' training.
- [Identification of at risk students](#)
First module of a training course on the School Inclusion Net Portal. It aims to help teachers and other educational professionals to identify young people at risk of dropping out from school.
- [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.

The Teacher's Evaluation

- This process can be very difficult for you to implement. Thus, do not be insistent on your children related expectations.
- Accept your child as they are; do not compare them with other students. It would be less stressful this way for you.
- Share the challenges you experience with the school administration and collaborate with teachers.
- Create a good home environment for fulfilment of assignments given by teachers.
- Consider the teacher's assessments so as to monitor your child's progress constantly.

Websites

- [Issues related Family influence on 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. The success stories present the perspectives of all of the main actors involved like school headmasters, teachers, students and parents.

Success on the Learning Experience

- Allow the children to reveal inner self and see their differences. Support them to do what they want and what they can do. Your support will motivate them more.
- Note the improvements occurring within the plan.
- Appreciate improvements, set realistic goals for today and tomorrow. Big targets may not be the best.
- Do not set great goals for yourself, either. Reasonable and achievable objectives are always the best for both the child and the parent.
- Other family members (i.e. sister, brother) are also involved in the process. Everyone needs to understand the problem and know how to help. Please inform other family members.

Websites

- [In class with a student with learning disorders](#)
A book that shows the problems of dyslexia, dyscalculia and dysorthography as specific disabilities attributable to an endogenous nature or to other factors related to the educational-relational aspects of the child.
- [Teachers Experience](#)
A collection of teachers' experiences from the School Inclusion Portal. Teachers can take advantage of methodologies and strategies shared by their colleagues in order to prevent and tackle early school leaving.

Improvement

- Hindrances in learning environment should be eliminated. Remove distractions from the area where children study.
- Do home exercises with your child to develop their study skills (e.g. participate in the daily preparation and clean).

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.

Assessment of Improvement

- Apply assessment tests to your child with the help of experts. Get help from the classroom teachers and the school psychologist.
- Please indicate your observations upon the improvements in your child's behavior.
- Evaluate the suggestions proposed in Step 6 and consider the issue of whether you apply them correctly.

Websites

- [Pupils with Special Educational Needs \(SEN\)](#)
The work analyzes 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 Strategy

- Evaluate the results of all steps and check whether a progression has been achieved.
- Are you satisfied with the results?
- Did cooperation with teachers help your child? Has your child adapted to school well?
- How is your child's relationship with other family members? Evaluate the strategy through considering your child's relationship with other family members.

Websites

- [School Safety Net Success Stories](#)
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Results

- Evaluate the contribution of the strategy to your life. Identify the key points of the applied strategy.
- It is important that preventive applications be used as informative assistance from the very beginning. Please share this strategy with the families of the children who have learning difficulties.

Websites

- [Identification of at risk students](#)
First module of a training course on the School Inclusion Net Portal. It aims to help teachers and other educational professionals to identify young people at risk of dropping out from school.