



## INFORMATION SHEET

Age Group: **Children / Adolescents and Young Adults**

Sheet Title: **Teachers Aids**

### DIFFICULTY WITH LANGUAGE

- Tendency to make irrelevant comments
- Tendency to interrupt
- Tendency to talk on one topic and to talk over the speech of others
- Difficulty understanding complex language
- Difficulty following directions
- Difficulty understanding the intent of words with multiple meanings

### *CLASSROOM STRATEGY*

- Use *Comic Strip Conversations* to teach skills related to specific problems
- Teach appropriate opening comments
- Teach the student to seek assistance when confused
- Teach conversational skills in small group settings
- Use audio-taped and video-taped conversations
- Explain metaphors and words with double meanings



- Encourage the student to ask for an instruction to be repeated, simplified or written down if he/she does not understand
- Pause between instructions and check for understanding
- Limit oral questions to a number the student can manage
- Watch videos to identify non-verbal expressions and their meanings

## RESTRICTED RANGE OF INTERESTS

### *CLASSROOM STRATEGY*

- Limit discussions and questions that persevere too long
- Set firm expectations for the classroom, but also provide opportunities for the student to pursue his/her own interests
- Incorporate and expand on interest in activities

## IMPAIRMENT IN SOCIAL INTERACTION

- Has difficulty understanding the rules of social interaction
- May be naive
- Interprets literally what is said
- Has difficulty reading the emotions of others
- Lacks tact
- Has problems with social distance



- Has difficulty understanding “unwritten rules” and once learned, may apply them rigidly
- Lacks awareness of personal space

### *CLASSROOM STRATEGY*

- Provide clear expectations and rules for behaviour
- Teach (explicitly) the rules of social conduct
- Teach the student how to interact through social stories and role-playing
- Educate peers about how to respond to this disability in social interaction
- Use other children as cues to indicate what to do
- Encourage co-operative games
- Provide supervision and support for the student at breaks as required
- Use a buddy system to assist the student during non-structured times
- Teach the student how to start, maintain and end play
- Teach flexibility, co-operation and sharing
- Teach the students how to monitor their own behaviour
- Structure social groups to provide opportunities for direct instruction on specific skills and to practise actual events
- Teach relaxation techniques and have a quiet place to go to relax
- Model and practise appropriate personal space



## POOR CONCENTRATION

- Is often off task
- Is distractible
- May be disorganised
- Has difficulty sustaining attention

## *CLASSROOM STRATEGY*

- Provide frequent teacher feedback and re-direction
- Break down assignments
- Use visual organisers, semantic mapping and outlining
- Provide timed work sessions
- Reduce homework assignments
- Seat at the front of the classroom
- Use non-verbal cues to get attention

## INSISTENCE ON SAMENESS

## *CLASSROOM STRATEGY*

- Prepare the student for potential change as far in advance as possible
- Use pictures, schedules and social stories to indicate impending changes



## POOR MOTOR CO-ORDINATION

### *CLASSROOM STRATEGY*

- Involve the student in fitness activities; he/she may prefer fitness activities to competitive sports
- Take slower writing speed into account when giving assignments
- Provide extra time for tests
- Consider the use of a computer for written assignments, as students may be more skilled at using a keyboard

## ACADEMIC DIFFICULTIES

- Usually average to above-average intelligence
- Good recall of factual information
- Areas of difficulty include problem-solving, comprehension and abstract concepts
- Often strong in word recognition and may learn to read very early, but has difficulty with comprehension
- May do well at maths facts, but not problem solving

### *CLASSROOM STRATEGY*

- Do not assume that the student has understood what he/she has read – check for comprehension, supplement instructions and use visual supports
- Be as concrete as possible in presenting new concepts and abstract material
- Use activity-based learning where possible



- Use graphic organisers such as semantic maps or webs
- Break tasks down into smaller steps or present in another way
- Show visual examples of what is required
- Use visual outlines to help with taking notes and organisation
- Avoid verbal overload
- Capitalise on strengths (e.g. memory)

## POOR ORGANISATIONAL SKILLS

### *CLASSROOM STRATEGY*

- Use personal schedules and calendars
- Maintain lists of assignments
- Help the student to use “to do” lists and checklists
- Place pictures on containers, book bags and work-trays

## EMOTIONAL VULNERABILITY

- Difficulty coping with the social and emotional demands of school
- Easily stressed because of inflexibility
- Prone to anxiety
- Often have low self-esteem
- May have difficulty tolerating making mistakes



- May be targeted by bullies
- May be prone to depression
- May have rage reactions and temper outbursts

### *CLASSROOM STRATEGY*

- Provide positive praise and tell the student what he/she does right or well
- Teach the student to ask for help
- Teach techniques for coping with difficult situations and for dealing with stress
- Teach relaxation strategies
- Use rehearsal strategies
- Provide experiences in which the person can make choices
- Help the student to understand his/her behaviour and the reactions of others
- Educate the other students
- Use peer supports such as a buddy system and peer support network

### SENSORY SENSITIVITIES

- Most common sensitivities involve sound and touch, but may also include taste, light intensity, colours and aromas
- Types of noise that may be perceived as extremely intense are:
  - Sudden, unexpected noises such as a telephone ringing or a fire alarm



- High-pitched, continuous noise
- Confusing, complex or multiple sounds, such as in school hallways

## *CLASSROOM STRATEGY*

- Be aware that normal levels of auditory and visual input can be perceived by the student as too much or too little
- Keep the level of stimulation within the student's ability to cope
- Avoid sounds that are distressing, when possible
- Use music to camouflage certain sounds
- Minimise background noise
- Use ear-plugs if noise or reaction is very extreme
- Teach and model relaxation strategies and the use of diversions to reduce anxiety
- Provide opportunities and space for quiet time
- Arrange for independent work space that is free of sensory stimuli that bother the student