

Strategies for Learning and Teaching



- Provide support with additional recording mechanisms where appropriate (e.g. charts, diagrams, dictaphones, models, voice recognition software and word processors).
- Minimise the amount of writing a student is required to do.
- Encourage oral responses.
- Use paper with lines that are raised; this will act as a sensory guide to help the student to stay within the lines.
- Try different pens and pencils to find one that the student is most comfortable working with.
- Explore concepts such as mindmapping®, spider diagrams and concept maps as a means of exploring topics or demonstrating learning.
- Adapt written activities and worksheets (e.g. instead of expecting a student to write full sentence answers, either encourage the student to fill in the missing word or circle the correct response).
- Use workbooks where appropriate to reduce the need to copy material from books.
- When organising written work, particularly projects, create a list of keywords.
- Use assistive technologies, such as voice-activated software, if the mechanical aspects of writing remain a major hurdle.
- Experiment with a variety of writing utensils (e.g. thick/fine-tip marker, use of grips on pencils, etc).
- Break tasks into small steps and allow adequate time for completion.
- Select and highlight most important errors not all errors – focus on the nature of the errors (quality) rather than the number of errors (quantity).
- Give regular constructive praise and encouragement and maintain high expectations.
- Limit copying from the board.
- Acknowledge that extra time is needed by students in order to complete written tasks.
- Explicitly teach organisational skills, for example POWER for essay writing:
 - PLANNING
 - ORGANISING
 - WRITING
 - EDITING
 - REVISING

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