

TRAINING FOR TEACHERS IN CRISIS CONTEXTS

SUPPORTING LEARNERS WITH LEARNING DISABILITIES

FACILITATOR'S GUIDE

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Introduction

An estimated eight to 10 percent of school-age children have learning disabilities, making it highly likely that a teacher will have at least one learner with a learning disability in her class.¹ These learners are often below grade level and are falsely labeled as unmotivated, lazy, or unteachable, which puts them at heightened risk of developing low self-esteem, being bullied or bullying others, or dropping out of school. These risks are particularly high in crisis contexts, where teachers, often undertrained, grapple with large class sizes and limited resources. However, many teacher training programs either do not address the needs of learners with learning disabilities or assume human and material resources that are rarely available in crisis contexts.

The *Supporting Learners with Learning Disabilities in Crisis Contexts* training pack aims to fill this gap in teacher professional development material by providing teachers with practical strategies for identifying learning disabilities; adapting curricular and pedagogical practices to meet learners' needs; and, advocating for equitable treatment of learners with learning disabilities in their schools and communities.

The training pack complements the TiCC training pack by adding content specific to inclusive education for learners with learning disabilities in general education classes. Following the TiCC, the training is organized into five sessions representing teacher core competencies: Child Protection and Well-Being, Curriculum and Planning, Pedagogy, Teacher's Role and Well-Being, and, one additional session on identifying learning disabilities.

What are learning disabilities?

According to the Learning Disabilities Association of America, learning disabilities are defined as "difficulty (1) processing information, which may affect reading, spelling, writing, and understanding or using language, (2) prioritizing, organizing, doing mathematics, and following instructions, (3) storing or retrieving short or long term memory, (4) using spoken language, and (5) with handwriting. Learning disabilities are not emotional disturbances, intellectual disabilities, or sensory impairments. They are not caused by inadequate parenting, language

¹ Child Trends. (2016). *Learning Disabilities: Indicators of Youth and Child Well-Being*. Retrieved from https://www.childtrends.org/wp-content/uploads/2014/08/65_Learning_Disabilities.pdf

differences, or lack of educational opportunity.”² Learning disabilities present in a variety of ways and the severity and symptoms can vary from person to person. They are lifelong impairments that may affect all aspects of a person’s life, from school, to social interactions, to employability.

The *Supporting Learners with Learning Disabilities* training pack will focus on two specific learning disabilities - dyslexia and dyscalculia - and one related disorder - Attention Deficit Hyperactivity Disorder (ADHD). Dyslexia and dyscalculia were chosen as they are the commonly diagnosed learning disabilities and because they overlap with the two main areas of focus - literacy and numeracy - of education in crisis contexts.

While ADHD is not categorized as a learning disorder, it is included in this training pack due to its relative prevalence (3-5% of children have ADHD) and relatively rates of overlap with learning disabilities.³ An estimated 20-30% of children with ADHD also have a learning disability.⁴

Why is it important to support learners with learning disabilities?

Learners with learning disabilities receive a lower quality education than their peers without disabilities, as their teachers are not trained to meet their specific learning needs.⁵ As a result of this disparity in quality, learners with learning disabilities in crisis contexts are often left without basic literacy and numeracy skills, which has serious implications for their quality of life and future employment options.⁶

² Learning Disabilities Association of America. (n.d.). What Are Learning Disabilities? Retrieved from <https://ldaamerica.org/advocacy/lda-position-papers/what-are-learning-disabilities/>

³ Learning Disabilities Association of America. (n.d.). ADHD. Retrieved from <https://ldaamerica.org/types-of-learning-disabilities/adhd/>

⁴ National Institute of Mental Health. (n.d.). Attention Deficit Hyperactivity Disorder. Retrieved from https://www.nimh.nih.gov/health/topics/attention-deficit-hyperactivity-disorder-adhd/index.shtml#part_145447

⁵ Plan International. (2013). *Include us! - A Study of disability among Plan International's sponsored Children* (Rep.). Retrieved from <https://plan-international.org/publications/include-us>

⁶ Male, C. & Wodon, Q. T. (2017). Disability gaps in educational attainment and literacy (English). *The Price of Exclusion: Disability and Education Notes Series*. Washington, DC: The World Bank. Retrieved from <http://documents.worldbank.org/curated/en/396291511988894028/Disability-gaps-in-educational-attainment-and-literacy>

Learners with learning disabilities are also two to three times more likely to experience mental health issues than their peers⁷ and have higher rates of school related stress, anxiety, depression, and suicidal ideation.⁸ For learners with learning disabilities in crisis contexts, the stress of school is compounded by the trauma of conflict and displacement. As a result of repeated failure in school, learners with learning disabilities sometimes develop oppositional coping strategies, which can be disruptive to their own learning and the learning of others.⁹

These issues can be mitigated if teachers and school leaders are appropriately trained to identify learners with learning disabilities and help them develop constructive strategies to manage their learning disabilities.¹⁰ Training teachers to address the specific needs of learners with learning disabilities will equip teachers to help their learners develop the same basic competencies and self worth as their classmates.¹¹ Only by ensuring that all learners have access to quality education that accounts for their specific learning needs and prepares them to be lifelong learners will we be able to make steps towards meeting the fourth Sustainable Development Goal of “inclusive and equitable quality education and lifelong learning opportunities for all.”¹²

Who is this training for?

As this training will focus on the inclusion of learners with learning disabilities into General Education classes in crisis contexts, the intended participants of this teacher training program are General Education teachers who have already completed a basic teacher training program. As this training was designed to supplement the TiCC training pack, it is preferable that participants have completed the TiCC training prior to this training. Participants who have completed a different teacher training program are still welcome to participate, but may benefit from a brief refresher on learner-centered pedagogy, (see TiCC Day 3: Pedagogy,

⁷ Wilson, A., Armstrong, C., Furrie, A., & Walcot, E. (2009). The Mental Health of Canadians With Self-Reported Learning Disabilities. *Journal of Learning Disabilities*, 42 (1), 24-40

⁸ Child Development Institute. (2016). LDMH: A Handbook on Learning Disabilities And Mental Health. Ontario, Canada: Child Development Institute.

⁹ Child Development Institute. (2016). LDMH: A Handbook on Learning Disabilities And Mental Health. Ontario, Canada: Child Development Institute.

¹⁰ INEE. (2010). INEE Pocket Guide to Supporting Learners with Disabilities. Geneva, Switzerland: INEE. Retrieved from

https://toolkit.ineesite.org/resources/ineecms/uploads/1138/INEE_Pocket_Guide_Learners_w_Disabilities.pdf

¹¹ INEE. (2015). Where It's Needed Most: Quality Professional Development for All Teachers. New York: INEE.

Retrieved from http://toolkit.ineesite.org/toolkit/INEEcms/uploads/1162/Teacher_Professional_Development_v1.0_LowRes.pdf

¹² United Nations (2018). Sustainable Development Goals Report 2018. Retrieved from <https://unstats.un.org/sdgs/files/report/2018/thesustainabledevelopmentgoalsreport2018.pdf>

Session 1: Active and Engaging Instruction), differentiation and inclusion, (See TiCC Day 3: Pedagogy, Session 3: Inclusion and Differentiation), and social emotional learning (see TiCC Day 2: Child Protection, Session 2: Safe Spaces).¹³

How does *Supporting Learners with Learning Disabilities* fit with the *Primary School Teachers in Crisis Contexts (TiCC)* training pack?

Supporting Learners with Learning Disabilities builds upon the material presented in the TiCC training pack and the TiCC Peer Coaching pack. Limited time is given to general “best practices” in teaching as it does not seek to duplicate either resource. However, many of the strategies presented in this curriculum could also be effective for teachers who do not teach learners with learning disabilities (ex: creating classroom routines, behavior management strategies...etc.).

Supporting Learners with Learning Disabilities is a supplementary training for teachers who have already completed the TiCC. This training does not cover general best practices in teaching, as it does not wish to duplicate the TiCC’s efforts. This training pack is designed to complement the TiCC training pack by adding content specific to inclusive education for learners with learning disabilities in general education classes. Following the TiCC, the training is organized into five sessions representing teacher core competencies: Child Protection and Well-Being, Curriculum and Planning, Pedagogy, Teacher’s Role and Well-Being, and, one additional session on identifying learning disabilities.

¹³ INEE. (2016). Introductory Training Pack for Primary School Teachers in Crisis Contexts. Retrieved from <http://www.ineesite.org/en/ticc-training-pack>

Guide to Using the Pack

Scope and Sequence

Session	Time	Activities	Next Steps
Session 1: Child Protection, Well-Being & Inclusion	3 hours	Activity 1: Introduction (20 minutes) Activity 2: Dyslexia Simulation (20 minutes) Activity 3: Simulation Debrief (30 minutes) Activity 4: Encouraging Self Acceptance (50 minutes) Activity 5: Expressing Negative Emotions (40 minutes) Activity 6: Reflection (20 minutes)	Next Steps 1: Making Mistakes
Session 2: Identifying Learning Disabilities	3 hours	Activity 1: What is a learning disability? (30 minutes) Activity 2: Identifying learning disabilities (40 minutes) Activity 3: Adaptations and Modifications (50 minutes) Activity 3: Strategies for support (40 minutes) Activity 4: Reflection (20 minutes)	Next Steps 2: Getting to know your learners
Session 3: Curriculum & Planning	3 hours	Activity 1: Review (20 minutes) Activity 2: Creating Consistency (30 minutes) Activity 3: Keeping Learners on Task (50 minutes) Activity 4: Organizing New Information (30 minutes) Activity 5: Differentiating Assessments (30 minutes) Activity 6: Reflection (20 minutes)	Next Steps 3: Peer Observation

Session 4: Pedagogy	3 hours	Activity 1: Review (15 minutes) Activity 2: Identifying Distractions (15 minutes) Activity 3: Giving Clear Instructions (35 minutes) Activity 4: Managing Unwanted Behavior (30 minutes) Activity 5: Giving Clear Feedback (45 minutes) Activity 6: Using Available Resources (20 minutes) Activity 7: Reflection (20 minutes)	Next Steps 4: Setting Goals
Session 5: Teacher's Role & Well-Being	2 hours & 40 minutes	Activity 1: Support systems (20 minutes) Activity 2: Engaging Caregivers (60 minutes) Activity 3: Action Plan (40 minutes) Activity 4: Reflection (20 minutes)	Next Steps 5: Take Action!

Menu

Commentato [LB1]: Note: Session 5-Teacher's Role & Well-Being has been reduced from 3 hours to 2 hours 20 min, as one activity (originally #3) was eliminated

Menu 1: Part-time training

Duration: One session per week, spread out over five weeks (15 hours)

This training option gives participants more time to process the information and skills presented in the trainings and to relate the workshop content to their own classes using the *Next Steps* activities.

Week 1:	Week 2:	Week 3:	Week 4:	Week 5:
Child Protection, Well-Being & Inclusion Time: 3 hours	Identifying Learning Disabilities Time: 3 hours	Curriculum & Planning Time: 3 hours	Pedagogy Time: 3 hours	Teacher's Role & Well-Being Time: 3 hours
Next Steps 1	Next Steps 2	Next Steps 3	Next Steps 4	Next Steps 5

Menu 2: Intensive training

Duration: Two full days and one half day, 1-2 sessions per day (15 hours)

This training option is for organizations that have limited time to implement this training. The *Next Steps* activities should be used as continuing professional development (CPD), preferably in existing Teacher Learning Circles (TLCs).

Day 1:	Day 2:	Day 3:	CPD:
Child Protection, Well-Being & Inclusion Time: 3 hours	Curriculum & Planning Time: 3 hours	Teacher's Role & Well-Being Time: 3 hours	Next Steps 1
Identifying Learning Disabilities Time: 3 hours	Pedagogy Time: 3 hours		Next Steps 2
			Next Steps 3
			Next Steps 4
			Next Steps 5

Next Steps

Next Steps are a series of activities and handouts that are designed to encourage participants continue exploring the concepts introduced in the trainings and to guide them in implementing their new skills with their learners. There is one *Next Steps* activity corresponding to each session, building off of the information or skills introduced in that session and relating them directly to participants' ongoing teaching practice. These activities are designed to be used by participants who are actively teaching, as they are a combination of self reflections, peer observations, and goal setting activities.

The *Next Steps* activities can be used in two ways, depending on the options selected in the Menu above:

Option 1: Part-time training

Next Steps activities can be used as "homework" in between weekly sessions. This option gives participants time to process the information and skills they have learned in each session, before learning additional information. The *Next Steps* activities provide suggestions and structure for further exploration and practice before the next session.

Facilitators choosing this option should set aside 20-30 minutes at the beginning of Sessions 2-6 to give participants time to share their experiences with the *Next Steps* activities and answer any questions that may have arisen during the week.

Option 2: Intensive training

Next Steps activities can be used to guide peer-to-peer learning in Teacher Learning Circles (TLCs) post-training. The activities can be used to reinforce or revisit information and skills addressed in the training, and to structure TLCs or engage teachers that may not have been able to participate in the training.

Objectives

Training:

By the end of this training, participants will be able to:

- Identify learners with learning disabilities and assess their specific strengths and needs;
- Demonstrate empathy when responding to learners with learning disabilities;
- Adapt their curricular practices to meet the needs of learners with learning disabilities in mixed-ability General Education classrooms;
- Adapt their pedagogical practices to meet the needs of learners with learning disabilities in mixed-ability General Education classrooms;
- Identify additional sources of support for themselves and their learners with learning disabilities,
- Employ strategies to engage caretakers and community members supporting learners with learning disabilities,

Session 1: Child Protection, Well-Being & Inclusion

By the end of this session, participants will be able to:

- Demonstrate empathy when responding to the needs of learners with learning disabilities;
- Explain how teachers' attitudes and the classroom environment affects the motivation and performance of learners with learning disabilities;
- Describe strategies for creating positive classroom environments;
- Demonstrate how to productively express negative emotions by using a frustration chart.

Session 2: Identifying Learning Disabilities

By the end of this session, participants will be able to:

- Explain the difference between a learning style/preference and a learning disability
- Identify learners with dyslexia, dyscalculia, and ADHD;
- Describe the learning needs of learners with dyslexia, dyscalculia, and ADHD;
- Explain why some learners need adaptations and modifications and give examples of both;
- Develop strategies to support the learning of learners with dyslexia, dyscalculia, and ADHD.

Session 3: Curriculum & Planning

By the end of this session, participants will be able to:

- Explain the importance of maintaining a consistent classroom environment for learners with learning disabilities;
- Establish and stick to class rules and routines;
- Implement strategies for keeping learners with learning disabilities engaged and on task;
- Develop lesson plans that use a variety of activity types;
- Provide examples of graphic organizers and mnemonic devices
- Create differentiated assessments for learners with learning disabilities.

Session 4: Pedagogy

By the end of this session, participants will be able to:

- Identify elements of their classrooms that could be distracting to learners with learning disabilities;
- Give clear, concise instructions;
- Describe strategies for managing unwanted behavior;
- Give constructive feedback on learners' behavior and academic progress;
- Identify items in their classrooms that can be used to modify instruction for learners with learning disabilities.

Session 5: Teachers' Role & Well-Being

By the end of this session, participants will be able to:

- Identify sources of support for themselves both in and outside of school;
- Plan for and conduct a Caregiver-Teacher Conference (CTC);
- Explain why it is important for learners with learning disabilities to have access to quality, differentiated instruction and assessment;
- Respond confidently to questions about the merit and means of educating learners with disabilities;
- Develop an action plan for engaging families and community members in addressing challenges that may arise from supporting learners with learning disabilities.

Contextualization and Adaptation Guidance

- Review the script in the training module and adapt or modify it as needed to make it relevant for context and participants.
- Review PowerPoint slides and contextualize as appropriate. Please note that if PowerPoint is not available, the PowerPoint slides for the session should be written on flipchart paper instead.
- If available use materials and templates used by the Ministry of Education or relevant education authority.

Commentato [LB2]: Suggestion: Refer to this section during preparation for the training. National staff and technical advisors can complete the required contextualization and adaptation prior to the training, then the first round of teachers could give feedback on further contextualization and adaptation before the second training is conducted.

Session 1: Child Protection, Well-Being, & Inclusion

- Work with local teachers and education officers to adapt and contextualize the session to reflect the norms and challenges of the local context, in particular:
 - Handout 1.1 - Adapt the reading task in this handout to reflect a local story or folktale.

Session 2: Identifying Learning Disabilities

- Work with local teachers and education officers to adapt and contextualize the session to reflect the norms and challenges of the local context, in particular:
 - Handout 2.3 - Adapt the learner profiles to reflect the types of learners (names, ages, genders) that participants will have in their classes. Make sure that the learner profiles are relevant to their contexts and reflect the struggles and support that their learners are likely to experience.
 - Handout 2.4 and Appendix 2A- Adapt the adaptations and modifications so that they are appropriate and feasible in the participants' context.

Commentato [LB3]: Adaptation is In-Progress--
Pending feedback from Grace & national staff

Session 3: Curriculum & Planning

- Work with local teachers and education officers to adapt and contextualize the session to reflect the norms and challenges of the local context, in particular:
 - This session refers the learner profiles from Handout 2.3. Make sure that any changes to the learner profiles on Handout 2.3 are also reflected in this session.
 - Handout 3.4 is adapted from The IRC Guide to Supporting Youth Owned Enterprises "Learn to Earn" Curriculum - Session 1.3 "Self Esteem." While this handout provides an opportunity to connect back to the themes of self-awareness and self-esteem, if you have access to examples from textbooks or materials that participants use in class, it may be more helpful for participants if they can use those materials instead.

Session 4: Pedagogy

- Work with local teachers and education officers to adapt and contextualize the session to reflect the norms and challenges of the local context, in particular:
 - This session refers the learner profiles from [Handout 2.3](#). Make sure that any changes to the learner profiles on [Handout 2.3](#) are also reflected in this session.
 - [Handout 4.1](#) and [Appendix 4A](#) show a generic classroom map. If the structure of a classroom in the participants' context is very different, you may need to adapt the classroom map in [Handout 4.1](#) and [Appendix 4A](#).
 - [Handout 4.4](#), [Handout 4.5](#), [Handout 4.6](#) are handouts that participants may use in their own classrooms after the training. These handouts are formatted to be appealing to younger learners. If participants teach older learners, these handouts should be reformatted to be more appropriate to the age and maturity level of their learners.
 - [Appendix 4B](#) - Adapt the scenario and roles to reflect the types of learners (names, ages, genders) that participants will have in their classes. Make sure that the scenarios and roles are relevant to their contexts and reflect challenges that their learners are likely to experience.
 - [Appendix 4C](#) - Adapt the learner profile to reflect the types of learners (names, ages, genders) that participants will have in their classes.

Session 5: Teachers' Role & Well-Being

- Work with local teachers and education officers to adapt and contextualize the session to reflect the norms and challenges of the local context, in particular:
 - [Handout 2.3](#) - Adapt the names and ages of the learners in the learner profiles so that they are appropriate for the context in which participants are teaching
 - [Handout 5.2](#) - Make sure to address any issues that could potentially come up as a result of engaging caregivers. It may be necessary to add a section on encouraging caregivers to use positive discipline.
 - [Handout 5.3](#) - If participants' also teach secondary school or overage learners, provide an alternate, less childish version of this handout.
 - [Appendix 5B](#) - Adapt the "challenges" in Appendix so that they are relevant to participants' classroom and school experiences.
- Work with local teachers and education officers to identify additional sources of support for teachers of learners with learning disabilities locally, such as Special Education teachers and specialists, occupational therapists, psychologists, disability rights advocates and nonprofits, tutoring programs, and continuing professional development opportunities.

Focus Strategies

It is up to facilitators to introduce the focus strategies at different points in the training sessions, especially while transitioning from small group or partner activities to whole group discussions. Explain to participants that strategies will also work in their classrooms, particularly with large class sizes.

Options for Focus Strategies

- Clap and repeat:
 - Clap a beat.
 - Have the class imitate it.
 - Repeat until everyone is participating and no one is talking.
- If you hear me:
 - Say to the class “If you hear me clap once...” - The class should clap once.
 - Continue and say “If you hear me clap twice...” - The class should clap twice.
 - Continue on until the entire class is clapping and paying attention.
- Arms up:
 - Tell the class that when they see your arm up, they should raise their arm and be quiet.
 - Raise your arm.
 - Wait until everyone in the class has their arm up and is quiet.

Key Words

Adaptation: Adaptations are changes that remove barriers and provide learners with equal access to learning. Adaptations change *how* a learner is learning, not change *what* they are learning. For example, a learner with dyslexia using an audiobook rather than a print book in history class, to learn the same information as other learners.

Attention Deficit Hyperactivity Disorder (ADHD): ADHD is a learning disability in which people have difficulty paying attention to one task for long periods of time. People with ADHD have very high energy (hyperactivity) and have difficulty controlling impulses (ex: blurting out answers in class).

Assessment: A way to check what students understand or do not understand and is used to inform your instruction, evaluate students, and give grade.

Caregiver: A caregiver is any adult who is familiar with the learner and invested in their well-being (a parent, guardian, grandparent, aunt, uncle, older sibling, cousin, or close family friend).

Caregiver-Teacher Conference (CTC): A CTC is a short meeting between a teacher, a learner, and their caregiver, with the purpose of working together to support the learner and hold them accountable to their goals.

Child protection: Freedom from all forms of abuse, exploitation, neglect, and violence, including bullying; sexual exploitation; violence from peers, teachers, or other education personnel; natural hazards; arms and ammunition; landmines and unexploded ordnance; armed personnel; crossfire locations; political and military threats; and recruitment into armed forces or armed groups.

Classroom management: Classroom management refers to the wide variety of skills and techniques that teachers use to keep learners organized, orderly, focused, attentive, on task, and academically productive during a class. Essentially, everything that teachers may do to facilitate or improve student learning, which would include such factors as behavior, environment, materials, or activities, is part of their classroom management.

Constructive feedback: Providing information to help someone understand their actions and make improvements in an instructive, supportive way.

Curriculum: A guide for teachers and schools on what to teach their students. Curriculum can come in various forms, but it is often a document from the Ministry of Education or another organization. Curriculum is an organization of learning standards (knowledge and skills) and a plan for how (methods) and when (sequence) to teach them. The curriculum should be a resource for teachers to use as they plan lessons throughout the school year. The lessons should match the given curriculum. Usually delivered to classrooms in the form of textbooks and teacher guides.

Differentiation: Ensuring all teaching practices account for different abilities and needs.

Dyscalculia: Dyscalculia is a learning disability in which people have difficulty doing math, making calculations, and remembering numbers.

Dyslexia: Dyslexia is a learning disability in which people have difficulty with reading, reading comprehension, word recognition, and spelling.

Graphic organizer: A graphic organizer is a visual aid that demonstrates the relationship between concepts. Examples of graphic organizers include Venn diagrams and mind maps.

Instruction Checking Question: Instruction checking questions are short, closed questions that you can use to check whether learners have understood instructions before they start an activity. Instruction checking questions reinforce instructions for learners who may not have been paying attention or who have difficulty processing instructions.

Learning disability: Learning disabilities are defined as difficulty: (1) processing information, which may affect reading, spelling, writing, and understanding or using language, (2) prioritizing, organizing, doing mathematics, and following instructions, (3) storing or retrieving short or long term memory, (4) using spoken language, and (5) with handwriting. Learning disabilities vary from person to person and may present in a variety of ways. Learning disabilities are not emotional disturbances, intellectual disabilities, or sensory impairments. They are not caused by inadequate parenting, language differences, or lack of educational opportunity.

Learning style: Learning styles are the different ways learners prefer to learn new material (ex: visual, auditory, kinesthetic). Learning styles are different from learning disabilities because learning styles refer to the best way each learners learns, rather than the only way they can learn.

Commentato [LB4]: Suggestion: Post this definition in the training room for easy reference throughout the training. Consider making a visual to depict this definition and use it throughout training materials, as a visual reminder.

Mixed ability class: A General Education class into which learners with learning disabilities or other special needs have been integrated. An inclusive class.

Mnemonic device: A mnemonic device is a learning technique a person can use to improve their ability to remember important information. Mnemonic devices chunk information together by creating new words or sentences that represent the information you want to remember.

Modification: Modifications are changes to *what* learners taught or expected to do in school. For example, a learner with dyscalculia being asked to do simpler or fewer math problems than other learners.

Pedagogy: Pedagogy refers to the strategies or styles of instruction and learning processes; the study of being a teacher. Pedagogy is the observable act of teaching and modeling values and attitudes that embodies educational theories, values, evidence, and justifications.

Protective factors: Conditions or attributes (skills, strengths, resources, supports or coping strategies) in individuals, families, communities or the larger society that help people deal more effectively with stressful events and mitigate or eliminate risk.

Risk factors: Threats to physical or psychological well-being.

Teacher professional development: The process of learning and implementing new skills, strategies and knowledge to improve teaching practice and further support student learning.

Well-being: Condition of holistic health and the process of achieving this condition. It refers to physical, emotional, social, and cognitive health. Well-being includes what is good for a person: participating in a meaningful social role; feeling happy and hopeful; living according to good values, as locally defined; having positive social relations and a supportive environment; coping with challenges through the use of positive life skills; and having security, protection and access to quality services.

Key Icons



This icon shows a tip or suggestion to help you along with the activity.



This icon points to questions you should ask your participants.



This icon provides example answers to the questions posed to the participants.



This icon provides a script for what you can say to make connections across activities.



This icon points to continuous professional development opportunities for participants

**SUPPORTING LEARNERS WITH
LEARNING DISABILITIES**

FACILITATOR'S GUIDE

CPD

Supporting Learners with Learning Disabilities

Training summary | Duration: 14 hours & 20 minutes

This training will provide practical strategies for identifying and supporting learners with learning disabilities, differentiating instruction and assessment, facilitating inclusion of learners with learning disabilities in mixed-ability classes, and engaging caretakers and community members to support learning outside of the classroom.

Commentato [LB5]: Note: was originally 15 hours, reduced since Session 5-Activity 3 was cut

Training Objectives

By the end of the training, participants will be able to:

- Identify learners with learning disabilities and assess their specific strengths and needs
- Demonstrate empathy when responding to learners with learning disabilities
- Employ differentiation strategies to ensure that the needs of learners with learning disabilities are being met in mixed-ability General Education classrooms
- Identify additional sources of support for learners with learning disabilities
- Employ strategies to engage caretakers and community members supporting learners with learning disabilities

Training Overview

Session 1.	Introduction	3 hours
Session 2.	Identifying Learning Disabilities	3 hours
Session 3.	Curriculum & Planning	3 hours
Session 4.	Pedagogy	3 hours
Session 5.	Teacher’s Role & Well-Being	2 hours & 40 minutes

**SUPPORTING LEARNERS WITH
LEARNING DISABILITIES**

CHILD PROTECTION, WELL-BEING & INCLUSION

SESSION 1

Session 1: Child Protection, Well-Being & Inclusion

Training session summary | Duration: 3 hours

In this session, participants are given a training overview and introduced to learning disabilities. Participants complete a reading activity designed to simulate the feeling of reading with dyslexia and debrief with a discussion on the effects of classroom environment on learners' motivation and academic performance. Finally, participants practice strategies for creating positive classroom environments and teaching learners to productively expressing stress and frustration.

Session Objectives

By the end of the session, participants will be able to:

- Demonstrate empathy when responding to the needs of learners with learning disabilities;
- Explain how teachers' attitudes and the classroom environment affects the motivation and performance of learners with learning disabilities;
- Describe strategies for creating positive classroom environments;
- Demonstrate how to productively express negative emotions by using a frustration chart.

Session Outline

Activity 1: Introduction

20

Activity 2: Dyslexia Simulation

20

Activity 3: Simulation Debrief

30

Activity 4: Encouraging Self Acceptance

50

Activity 5: Expressing Frustration

40

Activity 6: Reflection

20

Pre-work for facilitator

- Prepare PowerPoint presentation or copy information to flip chart paper
- Prepare Participant Handbook.
- Prepare Appendix 1A - Cut out the question slips. Make sure that there is at least one question slip for each participant in the training.
- Prepare Appendix 1B - Write one sentence at the top of each flipchart paper. Hang the flipchart papers on the walls around the classroom.

Materials

- Whiteboard & markers or blackboard & chalk
- Flip chart paper
- PowerPoint presentation & projector
- Green, yellow, and red squares of paper (one of each per participant)
- Appendix 1A - Discussion slips
- Appendix 1B - Discovering strengths
- Key words (2 pages)
- Handout 1.1 - Reading Task
- Handout 1.2 - Positive and Negative Messages
- Handout 1.3 - Encouraging Self Acceptance
- Handout 1.4 - Expressing Frustration
- Handout 1.5 - Reflection
- (Next Steps) Handout A - Making mistakes (2 pages)

Slides

- 1-12

Activity 1: Introduction

Time: 20 minutes | Grouping: Whole class

Slides: 1-9

Materials: Participant Handbook, flipchart paper and markers

Activity Summary: This activity is the opening activity of the Supporting Learners with Learning Disabilities training. The main purpose of this activity is to welcome participants to the Supporting Learners with Learning Disabilities training and connect this training to the Training for Primary School Teachers in Crisis Contexts (TiCC). It is important to briefly review the four main competency areas from the TiCC because this training builds off of the material presented in the TiCC, and aims to provide additional, specialized support for teachers as they continue to develop these competencies post-training. Several “housekeeping” activities will also take place (i.e. distributing the participant handbooks, pointing out the keywords of the day, reviewing the training schedule...etc.).

Steps:

- **Welcome** participants to the training. (Slide 1)
- **Show slide 2 and give them a few moment to think about the quote**
- **Provide** background information on the Relevant Recommendations from Afghanistan Situational Disability Assessment (Slide 3)
- Mention the suggested prerequisite - Training for Primary School Teachers in Crisis Contexts.
 - 4 core competency areas: 1) Teacher’s Role and Well-being; 2) Child Protection, Well-being and Inclusion; 3) Pedagogy; and 4) Curriculum and Planning (Slide 4)
- **Review** the training agenda and objectives (Slide 5-6)
- **Review** the overall training objectives (Slide 7)
- **Introduce** Session 1 (Slide 8) - Child Protection, Well-Being & Inclusion (Slide 8)
- **Review** Session 1 Objectives (Slide 9)
 - Demonstrate empathy when responding to the needs of learners with learning disabilities;
 - Explain how teachers’ attitudes and the classroom environment affects the motivation and performance of learners with learning disabilities;
 - Describe strategies for creating positive classroom environments;

- Demonstrate how to productively express negative emotions by using a frustration chart.
- **Distribute** participant handbook.
- **Call** participants' attention to Handout 0: Key Words and **explain** that we'll review these keywords throughout the training.
- As a whole class, **brainstorm** some rules/expectations for the training.
- **Write down** the expectations or rules that the participants chose on a piece of flipchart paper, then **post** them in a visible place for the duration of the training. Make sure that all participants agree on the rules before beginning the training.



Example Answers:

- Be on time to all sessions and respect the length of breaks
- Silence cell phones for the duration of the training sessions
- Raise your hand to speak
- Ask questions
- Participate in group discussions and activities
- Be open to new ideas and opinions
- Provide support to other participants and facilitators

Activity 2: Dyslexia Simulation

Time: 20 minutes | Grouping: Whole class

Slides: None

Materials: [Handout 1.1](#)

Activity Summary: In this activity, participants will complete a short reading task designed to slow down reading speed to simulate the feeling of reading with dyslexia. The purpose of this activity is to put participants in the shoes of learners with learning disabilities, so that they can experience firsthand the frustration felt by learners with learning disabilities.

Steps:

- **Call** learners attention to [Handout 1.1](#).
- **Explain** that participants have 10 minutes to read the text and answer the comprehension questions individually.
- **Give** participants 10 minutes to complete [Handout 1.1](#).



Facilitator Note: The purpose of this activity is to simulate the feelings of frustration and inadequacy that are often felt by learners with learning disabilities in unsupportive classroom environments. The facilitator should model an unsupportive teacher by reminding participants that the reading activity is easy, telling them to hurry up, and being generally impatient.

- When 10 minutes have passed, regardless of whether participants have completed the activity, quickly **call on** individual participants to answer the questions in [Handout 1.1](#).

Activity 3: Simulation Debrief

Time: 30 minutes | Grouping: Mingling

Slides: 10

Materials: Pre-prepared question slips from [Appendix 1A](#)

Activity Summary: In this activity, participants will reflect on and discuss their experience of the dyslexia simulation. The purpose of this activity is to develop empathy with learners with learning disabilities, and to encourage participants to think critically about how their teaching practices affect learners motivation and ability to learn.

Steps:

- **Explain** to participants that they will now discuss their reactions to/feelings about the reading activity they have just completed.
- **Give** each participant 1 question slip from [Appendix 1A](#).
- **Explain** to participants that they will stand up, find a partner (preferably with a different question) and discuss the questions for 3 minutes. When time is up, the facilitator will clap their hands to indicate that time is up. Participants should exchange question slips with their partner and then find a new partner with whom to discuss the new questions.
- **Model** the activity in front of the class with a confident participant.
- **Clap** your hands every 3 minutes to indicate to participants that it is time to switch papers and find a new partner.
- **Repeat** until participants have talked to 6 different people, then ask participants to return to their seats.
- **Display** [Slide 10](#).



Questions from [Slide 10/Appendix 1A](#):

1. How did the reading activity make you feel?
2. How did the facilitator make you feel?
3. What was the most frustrating part of the reading activity?
4. Why do you think we did this activity?
5. What could the facilitator do to make the reading activity less stressful?

- **Encourage** participants to share their reflections.

- While participants are sharing their reflections, **write** their responses on the blackboard



Example Answers:

If participants do not give these answers, bring them up yourself.

- Frustrated, angry, sad, anxious, nervous, stupid...etc.
- Frustrated, angry, sad, anxious, nervous, stupid...etc.
- Answers will vary
- We did this activity so that participants could experience how it feels to be a learner with LDs in a classroom setting; So that participants could think critically about how their teaching practice/attitude affects learners with LDs
- The teacher could: not call the activity easy, when it may not be easy for everyone; Give learners more time to finish; Be more patient; Allow learners to check their answers in pairs before sharing their answers with the whole class



**Connect to the TiCC: Day 2 Child Protection, Well-being, and Inclusion, Session 2
Safe Spaces - SEL**

“As you experienced, it is really important to maintain a welcoming environment in which all learners feel valued and supported. The attitude of the teacher has a huge impact on the classroom environment, so it is important to notice how you are react to learners who may be struggling in your classes.”

Activity 4: Encouraging Self Acceptance¹⁴

Time: 50 minutes | Grouping: Individual, small group

Slides: 11

Materials: [Handout 1.2](#), [Handout 1.3](#), [Appendix 1B](#)

Activity Summary: In this activity, participants will brainstorm the positive and negative messages that they have heard about themselves and think about how those messages have impacted how they think about themselves. Participants will work in small groups to identify the messages learners with learning disabilities hear about themselves, how those messages affect their sense of self and their actions, and how participants can change those negative messages to encourage learners to focus on their strengths and accept their weaknesses. Participants will then model a mingling activity in which learners share their strengths with their classmates.

Steps:



Facilitator Note: Before beginning this activity, make sure to prepare the flipchart papers from [Appendix 1B](#) and hang them up on the walls around the classroom.

- Call participants' attention to [Handout 1.2](#).



Ask participants:

- Who are some people who have (positively or negatively) influenced you or how you see yourself?



Example Answers:

- Family members
- Friends, peers
- Teachers, school staff

¹⁴ Adapted from Burns, J. H. (n.d.). Great Anti Bullying Activities And Lesson Plans. Retrieved from <https://bullyproofclassroom.com/great-anti-bullying-activities>

- Neighbors, community members
- Media
- Politicians, government...etc.

- **Tell** participants to take 2 minutes and complete the mindmap in Part 1 of Handout 1.2, individually.
- When time is up, **ask** participants to share their answers with a partner, and then the whole class.
- While participants are sharing, **write** down the answers on the blackboard.



Ask participants: Handout 1.2

- What are some **positive** messages about yourself that you have heard from people in your life?
- What are some **negative** messages about yourself that you have heard from people in your life?
- Which of these messages do you still believe? How have they affected your actions or how you think about yourself?



Facilitator Note: It may help participants answer the questions above if you give a personal example. For example:

“When I was in primary school, I liked math but I found it very difficult. When I struggled in class, my teacher would get frustrated and say that I was bad at math and I would probably never understand how to do math problems. When my parents got my grades they would say the same things - I was bad at math and I should focus on other things. Eventually, I internalized the messages they were giving me. I decided that I was bad at math and I would never understand, so I stopped trying. I stopped going to math class and I avoided other subjects that required math skills. Even now, many years later I start to feel anxious every time I have to do simple math, like calculating change, because I tell myself that I am bad at math and that I will probably make a stupid mistake.”

- **Tell** participants to take 5-7 minutes to answer the questions in parts 2-3 of Handout 1.2 individually.
- When time is up, **ask** participants if anyone would like to share their answers with the class. **Do not force anyone to answer if they do not feel comfortable doing so.**
- **Tell** participants to form groups of 4-5.

- **Explain** that participants will have 15 minutes to answer the questions on part 4 of Handout 1.2. **Encourage** participants to give examples. When time is up, each group will have 2 minutes to present their answers to the class.



Ask participants: Questions from Handout 1.2

1. What messages do you think learners with learning disabilities hear about themselves in school or at home?
2. How do you think those messages affect how they see themselves?
3. How do you think those messages affect their actions?
4. How can you change the messages that your learners are hearing about themselves?



Example Answers:

1. **Positive messages:** People may tell learners that they are creative, are excited for classes that they like, good leadership skills...etc. **Negative messages:** People may tell learners that they are slow, stupid, unmotivated, unteachable, badly behaved, not trying hard enough...etc.
2. Learners can internalize these messages and begin to think that they are stupid or unteachable, which can cause them to lose motivation in school, develop low self-esteem, and be at higher risk for bullying or being bullied.
3. Learners may give up on learning, miss classes or drop out of school. They may also develop behavioral issues or be disruptive in class.
4. Focus on the positive! Give learners positive messages to internalize. Encourage learners' parents and classmates to send positive messages and step in when they are being negative. Remind learners to focus on their strengths rather than their weaknesses.

- When time is up, **encourage** participants to give brief presentations of their discussions.
- **Say:** "The reason learners with learning disabilities are bullied or hear negative messages about themselves is not because there is anything wrong with them; it is because of someone else's attitude towards the way they learn. The only thing that needs to be changed is other people's attitudes, not the learners. It is really important that learners with learning disabilities hear consistent messages of support so that they can develop self acceptance and positive self worth. It is also really important that you intervene when you hear other teachers, families, or classmates sending negative messages to learners with learning disabilities."

- **Call** participants' **attention** to [Handout 1.3](#).
- **Ask** a participant to read the paragraph explaining "What is self acceptance?" **Ask** a different participant to read the paragraph explaining "How can learners build self acceptance?"
- **Call** participants' **attention** to the flipchart papers from [Appendix 1B](#) on the walls.
- **Tell** participants to read the unfinished sentences on the flipcharts and choose 1-2 to finish with a personal answer. Participants should stand up and write their answers on 1-2 of the flipchart papers on the walls. When participants have finished writing, they should walk around the room and read other participants' answers.
- **Distribute** markers.
- Once every participants has written at least one answer, **tell** participants to sit down.
- **Display** [Slide 11](#)



Ask participants: [Slide 11](#)

1. How did it feel to share some of your strengths?
2. How do you think doing this activity would help your learners develop self acceptance?
3. Are there any other sentences you would add?



Example Answers:

1. Answers will vary.
2. The activity helps learners focus on their strengths rather than their weaknesses. It promotes positive self worth and self acceptance and can also let learners know which of their peers they can go to for help in different situations.
3. Answers will vary.



Facilitator Note: If possible, leave these flipchart papers up for the rest of the session, so that participants have something positive to refer back to as they learn new information.

- **Tell** participants that the questions from the flipchart papers are on [Handout 1.3](#), if they would like to refer back to this activity with their learners.

Activity 5: Expressing Frustration

Time: 40 minutes | Grouping: Pairs, Whole class

Slides: None

Materials: [Handout 1.4](#), squares of colored paper (red, yellow, green)

Activity Summary: In this activity, participants will examine the effect of stress on a person's motivation and ability to learn. Participants will practice using a frustration chart to identify and express their levels of stress in different situations, and discuss how a frustration chart can be used by their learners.

Steps:

- **Remind** participants about the reading activity in Activity 1.



Ask Participants:

- Would the reading activity have been easy if I had been nicer or more supportive?
- Would you still have been frustrated by the activity?



Example Answers:

- Participants might have felt less frustrated if the facilitator was nicer or more supported, but the activity would still have been difficult and frustrating.

- **Explain** that even if their classrooms environments are supportive and they make sure that learners with learning difficulties are hearing positive messages about themselves, those learners will still struggle with some tasks and will sometimes still feel frustrated and stressed in class.



Ask Participants: (Pairs)

- Is it easy to learn when you are frustrated, stressed or upset?
- Can you think of a time when your stress level made it difficult to learn a skill or accomplish a task?

- **Explain** that when people are stressed, frustrated or upset it is very difficult for them to focus on a task or remember new information. In particular, learners with learning disabilities, may be constantly stressed and frustrated because it may seem to them that no matter how hard they try to complete a task or learn a skill they may still get poor grades or be labeled “stupid” or “lazy.” This continual stress and frustration they feel at school makes it even more difficult for them to learn new skills and information, which puts them at higher risk of developing low self esteem, being bullied or bullying others, or dropping out of school. As a result, it is really important that participants are aware of how their learners are feeling at any given time.



Ask Participants:

- What are some ways you can tell if your learners are stressed or frustrated?



Example Answers:

- Learners may tell you that they are feeling happy, sad, frustrated...etc.
- Learners may tell their friends how they are feeling
- Learners may tell the teacher how their friends are doing, particularly if they are worried
- You can observe your learners’ body language (example: hunching, frowning, a monotone voice might mean that your learner is sad)
- You can give a writing assignment asking them to describe how they are feeling in school, in their community, or in response to an event

- Call participants attention to [Handout 1.4. \(Slide 12\)](#)

Chart in Handout 1.4

GREEN:

Green means “go!”

If you are in the green zone, you are happy and feel comfortable with the activity you are doing. This is the ideal place to be!

YELLOW:

Yellow means “slow down!”

If you are in the yellow zone, you are moderately frustrated or stressed. You should ask for help to avoid going into the red zone.

RED:

Red means “stop!”

If you are in the red zone, you are very frustrated or stressed. You should take a break and come back to the activity later with a clear head.

- **Explain** that sometimes learners may be embarrassed to explain their feelings in front of their peers or they may have difficulty explaining how they are feeling. Often, learners will act out if they are frustrated but don't know how to express that frustration productively. A visual aid, like the chart on Handout 1.4, can be helpful for learners trying to communicate their feelings effectively and productively.
- **Distribute** one green, yellow, and red square of paper to each participant.
- **Explain** that participants will answer the following question by holding up the square of colored paper that represents how they felt. (Green = good. Yellow = moderately stressed. Red = very stressed.)



Ask participants to use the chart on Handout 1.4 to answer the following question:

- How did you feel when you were doing the reading exercise in Activity 2?

Participants should choose the color that corresponds the most accurately to their level of stress or frustration.

- **Call** participants to attention to the questions on Handout 1.4. Ask them to take 3 minutes read the questions and use the chart to answer them.
- Once time is up, **read** the questions aloud and **ask** participants to answer the questions by holding up the square of colored paper that represents how they felt. (Green = good. Yellow = moderately stressed. Red = very stressed.)



Ask participants to share their answers to the questions on Handout 1.4, pausing for participants to raise their hands to answer.

- How did you feel on your first day of teaching?
- How do you feel at the end of a long day?
- How do you feel on your birthday?
- How do you feel when a learner is struggling to understand a lesson?
- How do you feel right now?

- **Explain** that participants can teach learners to use the chart on Handout 1.4 to self-assess their emotions and communicate how they are feeling in class.

**Ask participants:**

- Why is it useful for learners to be able to assess and express how they are feeling?

**Example answers:**

- Learning how to assess how they are feeling develops self-awareness, which is an important life skill
- Learning how to express how they are feeling may help learners develop more positive relationships with their friends, teachers, families
- A learner who can tell the teacher when they are frustrated may get more positive attention and support from their teacher
- A learner who can express how they are feeling verbally may be less likely to express themselves by acting out in class

**Ask participants:**

- Would you use this chart in your class? Why or why not?
- How would you use this chart in your class?
- Would you adapt it to better fit your learners? How?

- **Explain** that it can be helpful for participants to work with learners to develop a plan to manage their stress levels. For example, if learners communicate that they are in the yellow zone, they should ask a classmate for help. If they are in the red zone, they should take a short break or switch to a different activity.

**Connect to the TiCC: Day 2 Child Protection, Well-being, and Inclusion, Session 2 Safe Spaces - SEL.**

“Teaching learners how to use a strategy like a frustration chart can be a great way for them to practice social-emotional skills like self awareness and emotional regulation. Learners who are unable to identify or express their feelings or frustrations in a productive way are more likely to express themselves through disruptive behavior, which negatively affects both their learning experience and the learning experience of their classmates. These learners are at a high risk of dropping out or being expelled from school. Learners who are able to identify and express their feelings in a productive way are more likely to receive positive attention and help from their teachers, leading to a more positive association with school and a lower dropout rates.”



Ask participants:

- Can you use this color system for anything else in your classroom?



Example answers:

- Yes. You can use the green, yellow, red system as a behavior management tool. Much like in football, you can give learners a “yellow card” as a warning to improve their behavior or a “red card” if they need to take a time out. A “green card” can be a sign that you see that their behavior has improved or a certain number of “green cards” can be turned in for a reward.

Activity 6: Reflection

Time: 20 minutes | Grouping: Individual, Whole class

Slides: None

Materials: [Handout 1.5](#)

Activity Summary: In this activity, participants will reflect on what they have learned in the session using [Handout 1.5](#).

Steps:

- **Thank** participants for participating in the session.
- **Direct** participants' attention to [Handout 1.5](#).
- **Encourage** participants to take 10 minutes to fill out [Handout 1.5](#) with 3 things they learned, 2 questions they still have, and 1 thing that they will try to implement in their classroom.
- To conclude, **ask** participants if they would like to share their questions from [Handout 1.5](#).
- **Respond** to any questions the participants may have. Be sure to leave enough time to answer all lingering questions and concerns.



Next Steps: Making Mistakes

Activity Summary: This activity gives participants the opportunity to reflect on what they have experienced and discussed in this session, and encourages them to continue exploring how their classroom environment affects their learners. This activity builds off of the SEL material in Session 1 and focuses specifically on making mistakes in the classroom. Participants are encouraged to reflect critically on their attitudes and reactions towards making mistakes in the classroom, and how that affects their learners' motivation and performance.

Steps

- **Call** participants' attention to [Handout A](#).
- **Ask** participants to read the questions on [Handout A](#).

- **Explain** that these questions are reflective and participants should use them to observe their own teaching practice and reactions towards making mistakes in their classrooms. Participants should answer the questions on Handout A.
- **Explain** that participants will share their answers with the class at the beginning of the next training session.

**SUPPORTING LEARNERS WITH
LEARNING DISABILITIES**

IDENTIFYING LEARNING DISABILITIES

SESSION 2

Session 2: Identifying Learning Disabilities

Training session summary | Duration: 3 hours

In this session, participants learn to recognize the symptoms of dyslexia, dyscalculia, and attention-deficit hyperactivity disorder (ADHD). Participants are introduced to adaptations and modifications and begin to develop strategies for supporting learners with learning disabilities.

Session Objectives

By the end of the session, participants will be able to:

- Explain the difference between a learning style/preference and a learning disability
- Identify learners with dyslexia, dyscalculia, and ADHD;
- Describe the learning needs of learners with dyslexia, dyscalculia, and ADHD;
- Explain why some learners need adaptations and modifications and give examples of both;
- Describe strategies to support the learning of learners with dyslexia, dyscalculia, and ADHD.

Session Outline

Activity 1: What is a learning disability?

30

Activity 2: Identifying learning disabilities

40

Activity 3: Adaptations and modifications

50

Activity 4: Strategies for support

40

Activity 5: Reflection

20

Pre-work for facilitator

- Prepare PowerPoint presentation or copy information to flip chart paper.
- Prepare Participant Handbook.
- Prepare [Appendix 2A](#) - Cut out the adaptations and modifications slips.

Materials

- Whiteboard & markers or blackboard & chalk
- Powerpoint and projector
- Flip chart paper
- PowerPoint presentation & projector
- Tape or sticky tack
- [Appendix 2A](#) - Adaptations and modifications
- [Handout 2.1](#) - Compare and contrast
- [Handout 2.2](#) - What is a learning disability? (2 pages)
- [Handout 2.3](#) - Learner profiles (2 pages)
- [Handout 2.4](#) - Adaptations and modifications
- [Handout 2.5](#) - Reflection
- [\(Next Steps\) Handout B](#) - Getting to know your learners (2 pages)

Slides

- 13-19

Activity 1: What is a learning disability?

Time: 30 minutes | Grouping: Small Groups

Slides: 13

Materials: Blackboard, chalk, [Handout 2.1](#)

Summary of Activity: The purpose of this activity is to assess what participants already know about learning disabilities. In this activity, participants will discuss the similarities and differences between learning styles and learning disabilities through a brainstorming and “Venn diagram” activity. This activity also introduces graphic organizers as a useful tool in organizing information for learners with LDs.

Steps:



Facilitator Note: Before beginning the session, draw the following chart on the blackboard:



In this activity, participants will brainstorm their existing knowledge about learning styles and learning disabilities on the blackboard, so make sure there is enough space for them to write.

- **Welcome** participants back to the training. (Slide 13)
- **Review** Session 2 objectives ([Slide 14](#)):
 - Explain the difference between a learning style/preference and a learning disability
 - Identify learners with dyslexia, dyscalculia, and ADHD;
 - Describe the learning needs of learners with dyslexia, dyscalculia, and ADHD;
 - Explain why some learners need adaptations and modifications and give examples of both;
 - Develop strategies to support the learning of learners with dyslexia, dyscalculia, and ADHD.



Ask participants to raise their hands if they know what a learning style is.

Ask participants to raise their hands if they know what a learning disability is.

- **Explain** to participants that they will have 10 minutes to do a silent brainstorm on the blackboard about learning styles and learning disabilities.
 - **Tell** participants that during this activity, they are not allowed to speak to each other, only write on the blackboard.
 - **Ask** participants to stand up and write 2-3 ideas on the blackboard about learning styles or learning disabilities. They can be assumptions, types, strategies, examples, similarities, differences...etc., anything that is related to learning styles or learning disabilities.
 - **Distribute** chalk to several participants, tell them to write their ideas on the blackboard and then give the chalk to someone who has not yet written their ideas.



Facilitator Note: Encourage participants to stand up and write their answers, even if they are unsure or their ideas have already been written. If participants do not have any ideas of their own, encourage them to add on to what other participants have written or to draw links between similar ideas on the blackboard.

- When participants have finished writing, **draw** links between related ideas on the board, and **clarify** any unclear answers.



Example answers

Answers will vary, but it is important to clarify that:

- **Learning styles:** Learners prefer to learn this way but can learn other ways
- **Learning disabilities:** Learners can only learn in certain ways and may require additional support

- **Call** participants' attention to Handout 2.1. **Tell** participants that the chart on Handout 2.1 is called a "Venn diagram." A Venn diagram is a kind of graphic organizer that you can use to show how two or more things are similar and different. It can be a useful tool for learners who need help organizing or understanding new information, like some learners with learning disabilities."

- **Tell** participants to work in groups of 3-4 to fill out Handout 2.1 with the ways in which learning styles and learning disabilities are similar and different. **Encourage** participants to refer to ideas on the blackboard and to discuss new ideas in their groups. (10 minutes)



Example Answers

- **Learning styles:** learners prefer to learn this way but can learn other ways; auditory; visual; kinesthetic; games; competitions; music; art
- **Learning disabilities:** learners can only learn in certain ways; learners require support; learners may feel frustrated/anxious/embarrassed; stigma; dyslexia; dyscalculia; ADHD
- **Both:** Involve teaching and learning; can affect learners' participation, motivation, and achievement; reading; writing; maths; teachers can adapt lessons/differentiate to accommodate both.

Activity 2: Identifying Learning Disabilities

Time: 40 minutes | Grouping: Small Groups

Slides: 15-17

Materials: [Handout 2.2](#), [Handout 2.3](#)

Summary of Activity: In this activity, participants will learn the symptoms of dyslexia, dyscalculia, and Attention Deficit Hyperactivity Disorder (ADHD), so that they can identify learners with these learning disabilities. Participants will practice identifying learning disabilities using learner profiles in [Handout 2.3](#).

Steps:

- **Explain** that participants are going to learn about the 3 most common learning disabilities: dyslexia, dyscalculia, and ADHD.
- **Ask** a volunteer to read out loud about dyslexia on [Slide 15](#).

[Slide 15](#)

"Learners with dyslexia may:

- Read slowly and quickly become tired when reading;
- Have difficulty with reading aloud, reading comprehension, spelling, writing, handwriting, remembering words;
- Switch the order of letters (ex: dog → god) when writing or reading aloud;
- Substitute one small word for another (ex: he, she, the, there...etc.) when writing or reading aloud;
- Be much better at listening comprehension than reading comprehension."

- **Give** examples to relate these symptoms to participants' context.
- **Answer** any clarifying questions participants may have



Ask participants if they can think of any examples of learners, friends, or family members who have these symptoms. Encourage them to share examples without sharing the person's name.

- **Ask** a volunteer to read out loud about dyscalculia on Slide 16.

Slide 16

“Learners with dyscalculia may have difficulty:

- Understanding math concepts (counting, quantity, positive and negative value, fractions...etc.) and doing math problems;
- Doing mental math (may still use fingers to count);
- Recognizing patterns (ex: smallest to largest);
- Organizing problems on the page, keeping numbers lined up, following steps involved in math operations;
- Understanding concepts related to time, or putting information or events in a sequence;
- Making change and handling money.
- Understanding directions (left/right)”

- **Give** examples to relate these symptoms to participants’ context.
- **Answer** any clarifying questions participants may have



Ask participants if they can think of any examples of learners, friends, or family members who have these symptoms. Encourage them to share examples without sharing the person’s name.

- **Ask** a volunteer to read out loud about ADHD on Slide 17.

Slide 17

“Learners with ADHD may:

- Be easily distracted and often make careless mistakes in schoolwork because they have not paid attention to details;
- Often forget to do daily activities (like chores or homework) or lose important items (toys, pencils, school assignments);
- Have difficulty following through on instructions and fail to finish schoolwork or chores;
- Have difficulty staying seated or still, often fidget or move around;

- Have difficulty waiting for their turn;
- Often interrupt conversations, games, or activities”

- **Give** examples to relate these symptoms to participants’ context.
- **Answer** any clarifying questions participants may have.



Ask participants if they can think of any examples of learners, friends, or family members who have these symptoms. Encourage them to share examples without sharing the person’s name.

- **Explain** that participants will practice identifying learning disabilities in small groups.
- **Call** participants’ attention to [Handout 2.3](#).
- **Ask** for a volunteer to read the first learner profile on [Handout 2.3](#).



Ask participants: (pairs)

- What learning disability does Abdul have?
- How do you know?

Once participants have discussed the questions in their pairs, ask participants to raise their hands if they think Abdul has dyslexia. Then ask participants who raised their hands to explain why they think the learner has dyslexia. Repeat for dyscalculia and ADHD (raise hands, give examples).



Example answers:

Abdul has dyscalculia. He has difficulty understanding basic math concepts, word problems. He has to use his fingers to count. He has difficulty understanding time, directions, handling money.

- **Tell** participants to take 10 minutes to read the next 2 learner profiles on [Handout 2.3](#), and in groups of 3-4 discuss the following questions:



Ask participants: (small groups)

- What learning disability does each learner have?
- How do you know?

Once participants have discussed the questions in their pairs, ask participants to raise their hands if they think the learner has dyslexia. Then ask participants who raised their hands to explain why they think the learner has dyslexia.

Repeat for dyscalculia and ADHD (raise hands, give examples).



Example answers:

- **Bataar** has ADHD. He has difficulty focusing, listening, and staying still both at school and at home. He often interrupts and has difficulty controlling his impulses
- **Chichima** has dyslexia. She has difficulty reading and writing. She switches the order of letters when she is reading or writing. She has poor reading comprehension but very good listening comprehension.

Activity 3: Adaptations and Modifications

Time: 50 minutes | Grouping: Small groups

Slides: 18-19

Materials: [Handout 2.4](#), [Appendix 2A](#), bandages/plasters, tape or sticky tack

Summary of Activity: In this activity, participants do a short roleplay to demonstrate the need for differentiated learning objectives or tasks for learners with learning disabilities. Then, participants learn about adaptations and modifications, and complete a matching activity on the board.

Steps:

- **Explain** that participants are going to do a short roleplay.
- **Tell** participants to stand up and move around the room, pretending that they are injured. Encourage participants to pretend to be injured in different ways than their classmates.



Ask **one** participant where they are injured.

- **Put** a bandage where the participant says they are injured. For example, if the participant says that their finger is injured, put the bandage on their finger.



Ask a **different** participant where they are injured. Make sure to choose a participant with a different injury than the first.

- No matter where the participant says they are injured, **put** a bandage in the same place as the first participant. For example, if you put a bandage on first participant's finger, put a bandage on the finger of the second participant as well.
- **Repeat** for each participant.
- When all of the participants have bandages in the same spot, **ask** participants to sit down.

**Ask participants:**

1. Did the bandages help all of your injuries? Why or why not?
2. Would it be fair to treat each of your individual injuries instead?
3. How do you think this activity relates to learners with learning disabilities?

**Example answers:**

1. No. The bandages only helped the first participant. They did not address the needs of the other participants.
2. Yes, it would be fair.
3. Learners with learning disabilities have different needs than other learners, so they may need different interventions (different assignments, standards, additional time...etc.).

- **Explain** that because learners with learning disabilities have different educational needs, they sometimes need different learning objectives and strategies, just like different participants needed bandages in different places. Explain that participants can do the bandages activity with their own learners. This activity can help learners understand why some learners may do different assignments or are held to different standards. It can help learners understand the concept of “fairness” not as treating everyone the same, but as making sure that learners’ different needs are met appropriately and sometimes differently.
- **Explain** that there are two different ways that teachers can adapt a learners’ school experience in order to meet their learning needs: adaptations and modifications.
- **Display** [Slide 18](#).

Slide 18

Accommodations and modifications are two ways of adapting a learner’s experience in school to meet their learning needs.

Example: Chichima has dyslexia. In a Social Studies class, she may listen to a recording or have another learner read the textbook aloud, rather than read the textbook herself, but she would still be expected to learn the same information as other learners.

Example: Abdul has dyscalculia. In a math class, he may be asked to do simpler or fewer math problems than other learners.

How are accommodations and modifications different?

- **Ask** a participant to read the examples of adaptations and modifications on Slide 16 aloud.



Ask participants: (pairs)

- How are adaptations and modifications different?

- **Give** participants a minute to discuss the question in pairs, then **ask** volunteers to answer.



Example answers:

- **Adaptations** are changes that help learners learn the same material and meet the same expectations as their classmates. Adaptations change how a learner is learning, not what they are learning.
- **Modifications** are changes to what learners are taught or expected to do in school.

- **Display** Slide 19.

Slide 19

Example: Chichima has dyslexia. In a Social Studies class, she may listen to a recording or have another learner read the textbook aloud, rather than read the textbook herself, but she would still be expected to learn the same information as other learners.

Accommodations are changes that help learners learn the same material and meet the same expectations as their classmates. Accommodations they change how a learner is learning, not what they are learning.

Example: Abdul has dyscalculia. In a math class, he may be asked to do simpler or fewer math problems than other learners.

Modifications are changes to what learners are taught or expected to do in school.

- **Clarify** the difference between adaptations and modifications. **Answer** any questions participants may have.



Facilitator Note: Draw the following chart on the blackboard or flipchart:

Adaptations	Modifications

- **Hold up** a prepared slip from [Appendix 2A](#). **Read** aloud what is written on the slip.



Ask participants: (pairs)

- Is this an adaptation or a modification?

- **Stick** the slip from [Appendix 2A](#) on the chart on the board/flipchart in the appropriate column.
- **Distribute** at least one slip from [Appendix 2A](#) to each group of 2-3 participants.
- **Tell** participants to discuss with their group whether the activity on their slip is an adaptation or a modification. **Encourage** them to stand and stick the slip in the appropriate column on the chart on the board/flipchart once they have decided.
- Once all the slips are on the chart, **encourage** participants to explain their choices and move any that they think are in the wrong place.



Example answers:

Adaptations:

- Listen to audio recordings or another learner reading aloud instead of reading text.
- Complete assignments in different ways (ex: written, drawn, spoken...etc.).
- Use tools to help them focus (ex: a ball or toy that they can fidget with to quietly get their energy out).
- Have extra time to complete tasks or process information.
- Complete an assessment in a separate area where there are fewer distractions.
- Complete an assessment in different ways (ex: written, spoken...etc.)
- Have extra time to complete an assessment.
- Take breaks during assessments.
- Complete an assessment over several sessions or days.

Modifications:

- Complete fewer or different problems than their classmates
 - Learn different material than their classmates (ex: continuing to work on addition while classmates move on to subtraction).
 - Complete a shorter or different assessment than their classmates.
 - Be assessed using a different standard than their classmates.
 - Be excused from certain standardized assessments.
-
- **Call** participants' attention to Handout 2.4.
 - **Explain** that this Handout 2.4 has a list of the correct answers.

Activity 4: Strategies for Support

Time: 40 minutes | Grouping: Small Groups

Slides: None

Materials: Flipchart paper, markers, [Handout 2.2](#), [Handout 2.3](#), [Handout 2.4](#)

Summary of Activity: The purpose of this activity is to get participants starting to think about how to support learners with learning disabilities in their classes. In this activity, participants will be assigned one of the learners in Handout 2.3, and will have 15 minutes to brainstorm ways to motivate or support that learner, given their learning disability.

Steps:

- **Give** each group (same groups as the previous activity) a flipchart paper and markers.
- **Assign** each group a learner from [Handout 2.3](#).
- **Explain** to participants that they will have 15 minutes to brainstorm on the flipchart paper ways to motivate or support their learner. Ways to support learners can include:
 - Addressing specific symptoms of their learning disabilities
 - Adapting lessons
 - Changing the classroom environment...etc.
- **Model** one example:



Ask participants:

- Abdul has difficulty doing math in his head. What can you do to help him?



Example Answer:

- Let him use his fingers to count
 - Give some small objects (pencils, rocks, little pieces of paper) that he can use to count
 - Let him write down the problem
-
- **Encourage** participants to use the adaptations and modifications on [Handout 2.4](#) as inspiration.

- When 15 minutes are up, **tell** participants that they have 10 minutes to stand up and take Handout 2.2 with them as they walk around the room and look at other groups' flipchart papers. Participants should choose 2-3 ideas that they think are the best from each group and write them in the "suggestions" boxes on Handout 2.2.
- When 10 minutes are up or participants have visited all of the posters, **ask** participants to sit back down in their same groups.



Ask participants:

- Which of these suggestions did you think was most helpful for each learner?
- Would you use these suggestions? Why or why not?
- How would you adapt these suggestions to your own classroom?
- Choose 1 suggestion to try in class this week.

Activity 5: Reflection

Time: 20 minutes | Grouping: Individual

Slides: None

Materials: Handout 2.4

Activity Summary: In this activity, participants will reflect on what they have learned in the session using [Handout 2.4](#).

Steps:

- **Thank** participants for participating in the session.
- **Direct** participants' attention to [Handout 2.4](#).
- **Encourage** participants to take 10 minutes to fill out [Handout 2.4](#) with 3 things they learned, 2 questions they still have, and 1 thing that they will try to implement in their classroom.
- To conclude, **ask** participants if they would like to share their questions from [Handout 2.4](#). Be sure to leave enough time to answer lingering questions.



Next Steps: Getting to Know Your Learners

Activity Summary: This activity encourages participants to observe learners in their classrooms over a period of 1-2 weeks, in order to assess whether any of their learners have learning disabilities. Participants will also be asked to choose one learner to observe more closely, and record their strengths, challenges

The purpose of this activity is to give participants a structured opportunity to practice identifying symptoms of learning disabilities and to help participants think critically about how their curricular and pedagogical choices affect their learners.

Steps:

- **Call** participants' attention to [Handout B](#)
- **Ask** participants to read the questions on [Handout B](#).

- **Explain** that participants should use these questions to guide their observation of their learners. First, participants should observe their learners for any signs of learning disabilities (referring to Handout 2.2 for symptoms), keeping notes in Part 1 of Handout B. Then, participants should choose one learner to observe more in depth, answering the more specific questions in Part 2 of Handout B.
- **Explain** that participants will share their answers with the class at the beginning of the next training session.

**SUPPORTING LEARNERS WITH
LEARNING DISABILITIES**

CURRICULUM & PLANNING

SESSION 3

Session 3: Curriculum & Planning

Training session summary | Duration: 3 hours

In this session, participants learn and practice strategies for adapting their curriculum and planning practices to meet the needs of learners with learning disabilities. Strategies include: Setting class rules and routines, using varied activity types and giving breaks, using graphic organizers and mnemonic devices, differentiating in-class assessments.

Session Objectives

By the end of the session, participants will be able to:

- Explain the importance of maintaining a consistent classroom environment for learners with learning disabilities;
- Establish and stick to class rules and routines;
- Implement strategies for keeping learners with learning disabilities engaged and on task;
- Develop lesson plans that use a variety of activity types;
- Provide examples of graphic organizers and mnemonic devices
- Create differentiated assessments for learners with learning disabilities.

Session Outline

Activity 1: Review

15

Activity 2: Creating Consistency

40

Activity 3: Keeping Learners on Task

50

Activity 4: Organizing New Information

30

Activity 5: Differentiating Assessments

30

Activity 6: Reflection

15

Pre-work for facilitator

- Prepare PowerPoint presentation or copy information to flip chart paper.
- Prepare Participant Handbook.
- Collect examples of reading comprehension activities and math activities from local textbooks or materials for participants to adapt in Activity 5.

Materials

- Whiteboard & markers or blackboard & chalk
- Flip chart paper
- PowerPoint presentation & projector
- Markers
- Flyswatters (2)
- Post-it notes/sticky notes
- Class rules and expectations flipchart
- Examples of reading comprehension activities and math activities from local textbooks or materials
- [Handout 3.1](#) - Set a Routine
- [Handout 3.2](#) - Organize Your Board
- [Handout 3.3](#) - Give your learners a break! (2 pages)
- [Handout 3.4](#) - Lesson Plan
- [Handout 3.5](#) - Classroom Activity Checklist
- [Handout 3.6](#) – Graphic Organizers
- [Handout 3.7](#) - Mnemonic Devices
- [Handout 3.8](#) - Differentiating Assessments
- [Handout 3.9](#) - Reflection
- [\(Next Steps\) Handout C](#) - Peer Observation (4 pages)

Slides

- 20-29

Activity 1: Review

Time: 15 minutes | **Grouping:** Two large groups

Slides: 20-21

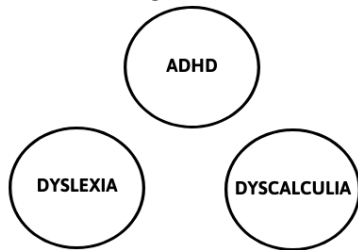
Materials: Flyswatters (2), sticky notes (Post-it notes)

Activity Summary: In this activity, participants will review the symptoms of dyslexia, dyscalculia, and ADHD by playing a “board slap” competition game at the board.

Steps:



Facilitator Note: Before starting the session, draw the following on the board:



- **Welcome** participants back to the training. (Slide 20)
- **Review** Session 3 objectives ([Slide 21](#)):
 - Explain the importance of maintaining a consistent classroom environment for learners with learning disabilities;
 - Establish and stick to class rules and routines;
 - Implement strategies for keeping learners with learning disabilities engaged and on task;
 - Develop lesson plans that use a variety of activity types;
 - Provide examples of graphic organizers and mnemonic devices
 - Create differentiated assessments for learners with learning disabilities.
- **Divide** the class into two teams, and tell participants to stand in 2 lines facing the board.
- **Give** the person the closest to the board in each team a fly swatter. The people with the fly swatters are the initial team representatives.

- **Explain** that participants are going to play a review game. **Tell** participants that you are going to read a symptom of a learning disability and they will guess which learning disability that symptom belongs to. The first person to touch their fly swatter to the correct answer on the board will win one point for their team. After each turn, the people in the front will go to the back of the line and the next person in line will get a turn.
- While participants are competing, **keep track** of the points on a piece of paper.



Ask participants: (Answers are in brackets)

1. Learners struggle to understand math concepts and do math problems (dyscalculia)
2. Learners are easily distracted and often make careless mistakes in schoolwork (ADHD)
3. Learners read slowly and quickly become tired when reading (dyslexia)
4. Learners often forget to do daily activities (like chores or homework) or lose important items (ADHD)
5. Learners have difficulty doing mental math (dyscalculia)
6. Learners have difficulty remembering words (dyslexia)
7. Learners have difficulty following through on instructions and finishing school work or chores (ADHD)
8. Learners switch the order of letters when reading aloud (dyslexia)
9. Learners have difficulty telling time (dyscalculia)
10. Learners have difficulty staying seated or still, often fidget or move around (ADHD)
11. Learners have difficulty waiting for their turn (ADHD)
12. Learners have difficulty with spelling (dyslexia)
13. Learners often interrupt conversations, games, or activities (ADHD)
14. Learners have difficulty making change and handling money (dyscalculia)

- **Declare** a winning team. **Ask** participants to be seated.



Facilitator Note: If you do not have access to fly swatters, participants can use a board marker or rolled up paper. In order to avoid injuries or damage to the board,, participants should not use their hands to touch the correct word on the board.

Activity 2: Creating Consistency

Time: 40 minutes | Grouping: Small Groups

Slides: 22

Materials: [Handout 3.1](#), [Handout 3.2](#) blackboard and chalk, Class rules/expectations flipchart (from Session 1)

Activity Summary: In this activity, participants will learn strategies for creating consistent classroom environments. Participants will practice setting class rules and routines and organizing their blackboards.

Steps:

- **Explain** that a consistent classroom environment is really important for learners with learning disabilities. When learners with learning disabilities can predict what will happen and what is expected of them in each step of the class, the classroom environment becomes less stressful for them.



Ask participants:

- What are some ways teachers can provide consistency in their classes?



Example answers: (Example answers can be found on p. 2 of [Handout 3.3](#))

- Setting and sticking to class rules
 - Setting and sticking to routines
 - Always responding to behaviors in the same way
 - Creating a reward system for positive behaviors
 - Collaborate with other teachers to create cross-classroom rules and expectations for behavior
 - Setting up your classroom and board in the same way every class
- **Call** participants' **attention** to the flip chart paper with the Class Rules & Expectations that participants created at the beginning of the training (Session 1, Activity 1).
 - **Explain** that once the rules and consequences for breaking the rules have been set, it is important that participants remind learners of the rules regularly and enforce the rules

consistently. Participants must always respond to the rules in the same way (positive rewards, negative consequences) in order for the rules to be effective.

- **Explain** that another way of keeping a consistent classroom environment is to set and stick to a class routine - a list of activities that you complete in the same order every class.
- **Distribute** pieces of chalk to participants.
- **Encourage** each participant to stand and write 1-2 answers to the following question on the board.



Ask participants:

- What are some things that you do in most classes? (For example: a warm-up activity, checking homework...etc.)



Example answers:

- A warm-up activity
- A review activity
- Handing in/giving back/checking homework
- A game or competition
- A group activity
- Set the class agenda
- A quiz
- Handing out/taking back materials
- A song...etc.

- **Call** participants' **attention** to Handout 3.1.
- **Encourage** participants to write down the activities brainstormed on the board in Part 1 of Handout 3.1.
- **Assign** participants groups of 3-4. If possible, group participants who teach the same subject(s).
- **Tell** participants that they will have 10 minutes, in groups of 3-4, to create a classroom routine using some of the activities on the board.
- Once time is up, **tell** participants to share their routines with another group. Participants should be able to explain the reasons behind their choices.
- While participants are sharing, **encourage** participants to give constructive feedback.

**Ask participants:**

- How was your class routine different from other groups' class routines?

- **Explain** that it is ok if class doesn't always go according to plan or if participants sometimes have to adapt parts of their routines. Adapting your lessons according to the your learners' needs is normal! The important thing is that participants stick to the routine most of the time, so that learners can know what to expect and what is expected of them at each step of the class.

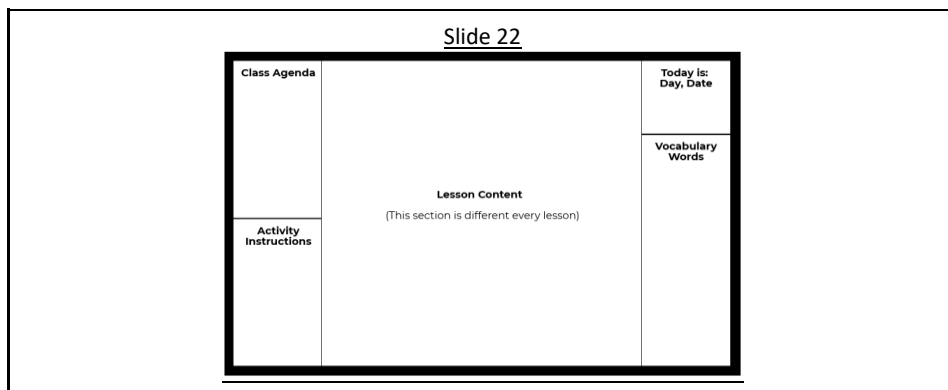
**Ask participants:**

- How can we make the class routine clear for learners?


**Example answers:**

- Sticking to the routine
- Writing the routine on the board
- Asking learners to refer to the routine on the board
- Checking off the completed steps of the routine on the board

- **Explain** that it is also important to make sure that the physical set up of the class is consistent. One way participants can do this is by setting up their blackboard in the same way each class. This can be particularly helpful for learners with reading or processing difficulties, because it cuts down on the amount of time they have to search for the information they need on the board. If new vocabulary (for example) is always in the same place on the board, they automatically know where to look to find it and don't have to decode everything else on the board before finding what they were looking for.
- **Display** Slide 22.



- **Explain** that Slide 22 is an example blackboard plan. Different teachers may organize their blackboards differently (there is no right way to use the blackboard), but it is important that they are set up the same way consistently. Creating sections on the blackboard with consistent categories (such as the agenda, vocabulary words...etc), lets learners know where to look to find information and can help them stay on task.
- **Call** participants' **attention** to Handout 3.2.
- **Tell** participants to take 5 minutes to use Handout 3.2 to create a template for their own blackboards.

 **Facilitator Note:** If there is time, encourage participants to work together in same subject groups, to create a template blackboard plan for their classes on Handout 3.2. This activity can also be done on flipchart papers and then presented to the class. If there is not enough time, participants can complete Handout 3.2 at home.

Activity 3: Keeping Learners on Task

Time: 50 minutes | Grouping: Small groups

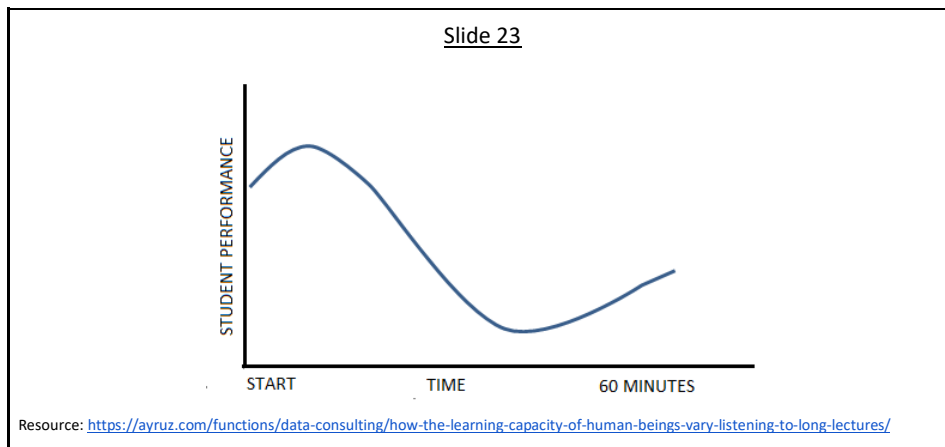
Slides: 23-26

Materials: [Handout 3.3](#), [Handout 3.4¹⁵](#), [Handout 3.5](#), flipchart papers, markers, sticky notes

Activity Summary: In this activity, participants will learn how to adapt their teaching strategies to keep learners with learning disabilities on task. Participants will learn how to break activities up into manageable chunks and will practice these skills by creating a mini lesson plan. Then, they will practice creating checklists for completing class activities and brainstorm how to engage learners during periods of transition.

Steps:

- Display [Slide 23](#)

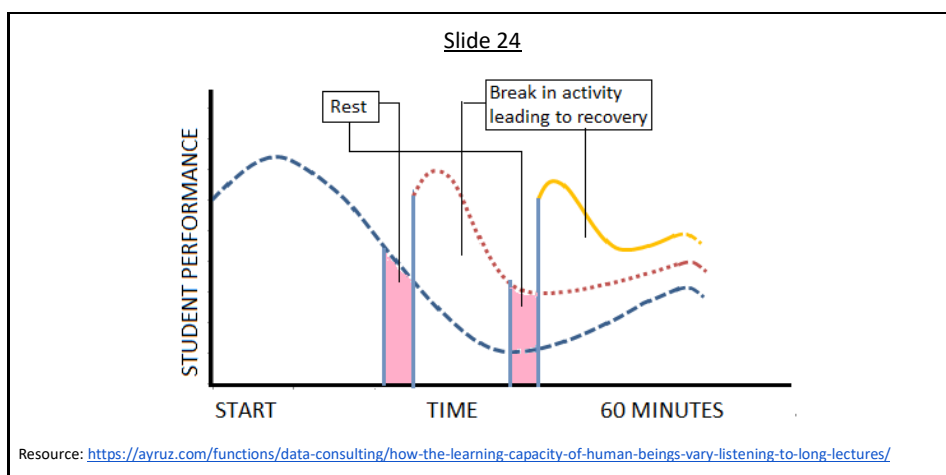


- **Tell** participants that most learners (with or without learning disabilities) can only concentrate for a fixed amount of time on a lecture. Youths tend to be able to focus for 10 minutes on average before getting distracted, but this number can vary greatly between individual students based on their learning styles, past experience in school,

¹⁵ Adapted from International Rescue Committee. (2014). LEARN TO EARN. The IRC Guide to Supporting Youth Owned Enterprises. New York, NY: IRC.

age, etc. Over the duration of an hour long lecture, learners' performance starts to suffer as they lose focus.

- **Explain** that the graph on Slide 21 shows how one learner's attention decreases throughout a 60-minute lecture.
- **Display** Slide 24



- **Explain** that if the teacher changes activities periodically or includes short interactive activities to break up a lecture, the learner's attention recovers and they perform at a higher rate overall. Planning varied activities and short breaks is particularly important for learners with learning disabilities because concentrating on a task they find challenging (such as reading a passage or completing math problems) for a long period of time may be frustrating and demoralizing. If forced to continue struggling for a long period of time, learners will lose focus and may act out. Varied activities and short breaks give learners a chance to relax so that they can focus for a longer overall period.
- **Display** Slide 25



Ask participants to brainstorm in small groups (Slide 25)

1. What kinds of activities can you include in your lessons to help your learners stay focused?
2. How can you break up a long class into smaller activities?

- Once participants have finished brainstorming, **indicate** that in order to choose who will share their answers, you will throw a ball. The participant who catches the ball must give an answer to one of the questions. Then they will throw the ball to the next participant, who will give another answer.
- **Throw** the ball to the first participant.
- **Listen** to their answer and give constructive feedback.
- **Encourage** the participants to throw the ball to the next participant.



Facilitator Note In order to ensure inclusion, encourage participants to throw the ball not only to their friends, but to members of different groups in different parts of the room. Allow participants to “pass” if they don’t have an answer or are uncomfortable giving an answer in front of the class.

- **Explain** that this “ball toss” activity can be used to keep learners engaged, and break up longer activities. If participants do not have a ball, they can use a plush toy or a crumpled piece of paper instead.
- **Call** participants’ attention to Handout 3.3.
- **Explain** that this handout has strategies for interactive ways to check learners’ understanding or to break up activities into smaller parts to help learners stay more engaged in class.



Facilitator Note: If you have access to a textbook from the participants’ context, and you feel it would benefit participants to practice lesson planning using their own materials, feel free to substitute a page or activity from that textbook for Handout 3.4. The activity on Handout 3.4 was chosen to connect back to Session One’s focus on learner self-esteem.

- **Call** participants’ attention to Handout 3.4.
- **Explain** that in groups of 3-4, participants will have 20 minutes to write a mini-lesson plan for the activity on Handout 3.4. Participants should plan as if they have a learner with ADHD in their classroom. Make sure to use a variety of types of activities and break up long activities with short, interactive activities or breaks. Encourage participants to use activities from Handout 3.3 or activities from their own teaching experience.
- **Hand out** flipchart papers to each group. Tell participants to write or illustrate their lesson plans on the flipchart paper.
- Once time is up, **tell** participants to hang their flipcharts on the wall.

- **Display** Slide 26

Slide 26:

Write your answers on sticky notes:

1. What did they do well?
2. How could they improve their lesson plan?

- **Tell** participants that they will have 5 minutes to stand up, walk around the room, and look at the different lesson plans. While they are looking at the lesson plans, they should think about what the group did well and how they could improve their lesson plan, and write their feedback on the sticky notes. Participants should stick positive feedback on the right side of the flipchart, and suggestions for improvement on the left side of the flipchart.
- **Distribute** sticky notes (3-4 per participant).
- Once participants have seen most lesson plans, **encourage** them to return to their lesson plan to read and discuss the feedback given by their peers.
- **Explain** that even if participants use short, varied activities and give their learners breaks, learners with learning disabilities may still become frustrated or have difficulty staying on task. Participants should try not to become discouraged if this happens. It does not mean that they have failed as teachers, just that that learner may require different strategies to manage their learning disabilities.



Ask participants: Pairs

- What are some other ways that we can keep learners with learning disabilities engaged and on task?

Give participants 2 minutes to brainstorm in pairs.



Example answers: If participants do not bring up these answers, bring them up yourself.

- Giving clear, step by step instructions
- Establishing a consistent routine, so learners know what to expect in each stage of the class
- Writing the instructions or routine on the board where learners can see and refer back to it

- Using different sizes and types of groups for activities
- Monitoring learners and giving verbal warnings when they are off-task
- Creating a checklist or having learners create checklists for completing activities
- Giving learners additional classroom responsibilities

- **Explain** that in this activity, participants will practice using checklists to keep learners on task.



Ask participants

- Why might checklists be helpful for learners with learning disabilities?



Example answers:

- Checklists help break up long tasks into smaller tasks
- Checklists provide something tangible for learners to refer back to if they have forgotten the teacher's instructions
- Ticking off an item on a checklist can give learners a sense of accomplishment

- **Call** participants' **attention** to [Handout 3.5](#).
- **Explain** that on [Handout 3.5](#) is an example of a checklist that a learner can use to get ready at the beginning of class.



Ask participants

1. What kinds of activities are on the checklist? Are they long and complicated?
2. What kind of language is used in the checklist?



Example answers:

1. The activities are short, clear, and easily achievable. They break down getting ready for class into clear steps.
2. The language is simple and clear.

- **Tell** participants to create a short checklist on [Handout 3.5](#) for a part of the lesson plan that you created on [Handout 3.4](#). Participants will have 5 minutes to complete the checklist and should do so in the same groups as in Activity 3.
- Once time is up, **ask** 1-2 groups to read their checklists.
- **Encourage** participants to give constructive feedback.



Connect Back: Initially, you (the teacher) will have to write the checklists for your learners. However, in order to develop long-term learning strategies (and the self-esteem that comes with them), learners with ADHD will have to learn how to listen carefully to your instructions and write their own checklists. This will help ensure that learners with ADHD are paying attention while you give instructions, as they will need to listen to the instructions in order to write their checklists.

- **Explain** that learners with ADHD are most likely to lose focus during periods of transition, such as the beginning or end of class, recess, or activities. One way to engage them and make sure that they stay on task is to give them additional classroom responsibilities during periods of transition.



Ask participants

- What kinds of responsibilities can you give them?



Example answers:

- Help you set up the classroom (ex: move around desks)
- Write on the board (ex: daily agenda)
- Give out materials to other students
- Collect materials, homework, or test papers from other students
- Clean the board...etc.

Activity 4: Organizing New Information

Time: 30 minutes | Grouping: Small Groups

Slides: 27-29

Materials: [Handout 3.6](#), [Handout 3.7](#)

Activity Summary: In this activity, participants will learn two ways of helping learners with learning disabilities organize information. This session will focus on graphic organizers and mnemonic devices.

Steps:

- **Explain** that learners with learning disabilities often have difficulty processing specific kinds of information (ex: written information for learners with dyslexia, math concepts for learners with dyscalculia). For this reason, it is important that participants help their learners organize new information in ways that make sense for their learners.
- **Assign** groups of .
- **Call** participants' **attention** to [Handout 3.6](#).



Ask participants

- How does the chart on [Handout 3.6](#) organize information?
- How might organizing information in this way be helpful for learners with learning disabilities?



Example answers:

- [Handout 3.6](#) is a graphic organizer, which organizes information visually. Graphic organizers break down the information into smaller chunks; Graphic organizers visually represent the relationship of each piece of information to each other.
- Learners with learning disabilities often benefit from processing information in multiple ways, for example: listening to the teacher or an audio recording, reading a passage, and visually representing the information using a graphic organizer.

- **Display** Slide 27.
- **Explain** that a graphic organizer is a visual aid that demonstrates the relationship between concepts. Graphic organizers can help learners with learning disabilities understand or remember class content. It is important to remember that all learners are different, so effective graphic organizers may look different for each learner (or they may not be helpful at all).



Ask participants

- What are some other graphic organizers in the Participant Handbook?
- How do they organize information?



Example answers:

- Handout 2.1 shows similarity and difference
- Handout 4.5 shows order of actions
- Handout 4.6 and 5.3 show causality
- Handout 5.1 shows additional detail

- **Explain** another method for organizing information is a mnemonic device. A mnemonic device is a learning technique a person can use to improve their ability to remember important information. Mnemonic devices chunk information together by creating new words or sentences that represent the information you want to remember. For example:
- **Display** Slide 28.

Slide 28

CREATE A WORD:

"PEMDAS" to remember order of operations in math:

- P - Parenthesis
- E - Exponent
- M - Multiplication
- D - Division
- A - Addition
- S - Subtraction

CREATE A SENTENCE:

"Please excuse my dear Aunt Sally" to remember order of operations in math:

- P - Please
- E - Excuse
- M - My
- D - Dear
- A - Aunt
- S - Sally



Ask participants

- Why might mnemonic devices be helpful for learners with learning disabilities?



Example answers:

- Mnemonic devices simplify information - It is easier to remember a word or phrase than a complex set of information (ex: a name to remember the colors in the rainbow, a sentence to remember the planets in the solar system)
- Mnemonic devices can help learners remember the order of steps in an activity (ex: steps in solving a math problem)
- Mnemonic devices can help learners remember rules (ex: spelling rules)
- Mnemonic devices reinforce information - They are easy to repeat or to say aloud, which can be helpful for learners who process auditory information better than visual information.

- Call participants' attention to Handout 3.7.
- Tell participants that in groups of 3-4, they will have 10 minutes to create a mnemonic device for 2 of the topics on Handout 3.7. Assign topics to each group.



Facilitator Note: If some groups finish much earlier than others, assign early-finishers an additional topic on Handout 3.7 or have them create another topic and mnemonic device for content that they teach in their classrooms.

- When time is up, encourage each group to share at least one of their mnemonic devices with the class.



Connect Back: "Mnemonic devices are another strategy that learners with learning disabilities can use to take charge of their learning and become lifelong learners.

Initially, teachers should create mnemonic devices for their learners, but in order for the strategy to be sustainable, learners must learn how to make their own mnemonic devices. Creating their own mnemonic devices will help learners organize information, improve their memories, take control of their learning and develop self-esteem."

Commentato [LB6]: Possible section to cut – awaiting feedback from Grace (national staff)

Activity 5: Differentiating Assessments

Time: 30 minutes | Grouping: Small Groups

Slides: 29

Materials: [Handout 2.3](#), [Handout 2.4](#), [Handout 3.8](#), a reading comprehension activity and a math activity from local textbooks/materials

Activity Summary: In this activity, participants will practice creating adaptations and modifications for in-class assessments. Then, participants will discuss how those adaptations and modifications may be different for standardized assessments.

Steps:



Facilitator Note: Before beginning this activity, make sure to have collected examples of reading comprehension activities and math activities from local textbooks or materials for participants to adapt using [Handout 3.7](#).



Connect Back: Adaptations and Modifications were introduced in Session 2. If participants have difficulty remembering the definitions or giving examples, refer them to [Handout 2.4](#).

- Display [Slide 29](#).



Ask participants: [Slide 29](#)

- Can anyone remember the difference between adaptations and modifications?
- Can you give me an example of each?



Example answers:

- **Accommodations** are changes that help learners learn the same material and meet the same expectations as their classmates. Accommodations change how a learner is learning, not what they are learning.

- **Modifications** are changes to what learners are taught or expected to do in school.
- See Handout 2.4 for examples of adaptations and modifications.

- **Assign** groups of 3-4.
- **Distribute** either a reading comprehension or math activity collected from local textbooks/materials to each group.
- **Call** participants' **attention** to Handout 3.8.
- **Explain** that groups will use Handout 3.8 to explain how to adapt their assessment to their learner. Groups with reading comprehension assignments will adapt their assessment for Chichima (our learner with dyslexia); groups with math assignments will adapt their assessment for Abdul (our learner with dyscalculia). Participants will have 15 minutes to create some adaptations and modifications for the learners completing these tasks. Once time is up, participants will present their adaptation and modification plans to another group. **Encourage** participants to mark up their assigned activities as they might for the learner in class (ex: circle the questions they want the learner to answer, draw a box around the reading section they should focus on...etc.).



Facilitator Note: It may be helpful for participants to refer to the learner profiles on Handout 2.3 or the list of adaptations and modifications on Handout 2.4 in order to complete this activity.

- Once time is up, **tell** participants to join with a group that worked on a different assessment. Groups will have 2-3 minutes to present their ideas to the other groups.
- **Encourage** participants to ask questions and give constructive feedback.



Example answers:

Assessment A - Reading Comprehension Assignment for Chichima

- **Adaptations:** Have another learner read the text to her or allow her to listen to a recording of the text; Accept spoken rather than written answers; Give extra time to complete the assignment; Mark important parts of the text with highlighter to help her focus; Take breaks; Allow her to take the assignment home to continue working on it...etc.
- **Modifications:** Complete a shorter or different assessment (ex: only read half the text or simplified version of the text, only answer odd questions or simpler questions); Be assessed using a different standard than her classmates (ex:

number of questions completed rather than number of questions correct)...etc.

Assessment B - Math Assignment for Abdul

- **Adaptations:** Allow him to use a calculator or a cheat sheet; Accept spoken rather than written answers; Give extra time to complete the assignment; Mark important parts of the problem with highlighter; Take breaks; Allow him to take the assignment home to continue working on it...etc.
- **Modifications:** Complete a shorter or different assessment than his classmates (ex: only solve odd questions or solve simpler or different problems); Be assessed using a different standard than his classmates (ex: number of problems attempted or number of problems using the correct method rather than number of correct answers)...etc.



Ask participants

- How might the adaptations and modifications you came up with be different for standardized assessments like national exams?



Example answers:

- Teachers have less control over the content or administration of standardized assessments, as they are generally controlled by the Ministry of Education.
- In order to create adaptations or modifications, participants may have to get permission from school leaders or education officials.

Activity 6: Reflection

Time: 15 minutes | Grouping: Individual

Slides: None

Materials: [Handout 3.9](#)

Activity Summary: In this activity, participants will reflect on what they have learned in the session using [Handout 3.9](#).

Steps:

- **Thank** participants for participating in the session.
- **Direct** participants' attention to [Handout 3.9](#).
- **Encourage** participants to take 10 minutes to fill out [Handout 3.9](#) with 3 things they learned, 2 questions they still have, and 1 thing that they will try to implement in their classroom.
- To conclude, **ask** participants if they would like to share their questions from [Handout 3.9](#). Be sure to leave enough time to answer lingering questions.



Next Steps: Peer Observation

Activity Summary: This activity encourages participants to apply the strategies they learned in this session to planning for and teaching their own classes. In this activity, participants set up a peer observation with another participant. Participants (both observers and observees) complete classroom observation forms and meet to compare notes after the observation.

Steps:

- **Call** participants' attention to [Handout C](#).
- **Ask** participants to read the classroom observation forms on [Handout C](#).
- **Tell** participants to find another participant that can observe a part of one of their classes sometime during the week. Encourage participants to work with participants that teach at the same school or teach similar subjects. **Encourage** participants to decide on a date and time for the peer observations before leaving class.

- **Explain** this handout has 2 parts, the “Teacher Copy” and “Observer Copy.” Observers should fill out the “Observer Copy” during and after the lesson. Teachers should fill out the “Teacher Copy” to reflect on their lesson after the class. Both parties should meet within a week after the observed lesson to compare notes.

**SUPPORTING LEARNERS WITH
LEARNING DISABILITIES**

PEDAGOGY

SESSION 4

Session 4: Pedagogy

Training session summary | Duration: 3 hours

In this session, participants learn and practice strategies for adapting their pedagogical practices to meet the needs of learners with learning disabilities. Strategies include: Anticipating distractions, giving clear instructions, developing behavior management plans, giving feedback on behavior and academic progress, and adapting available resources.

Session Objectives

By the end of the session, participants will be able to:

- Identify elements of their classrooms that could be distracting to learners with learning disabilities;
- Give clear, concise activity instructions;
- Implement strategies for managing unwanted behavior;
- Give constructive feedback on learners' behavioral and academic progress;
- Identify items in their classrooms that can be used to modify instruction for learners with learning disabilities.

Session Outline

Activity 1: Review

15

Activity 2: Identifying Distractions

15

Activity 3: Giving Clear Instructions

35

Activity 4: Managing Unwanted Behavior

30

Activity 5: Giving Clear Feedback

45

Activity 6: Using Available Resources

20

Activity 7: Reflection

20

Pre-work for facilitator

- Prepare PowerPoint presentation or copy information to flip chart paper.
- Prepare Participant Handbook.
- Prepare Appendices:
 - [Appendix 4A](#) - Copy classroom map onto a flipchart.
 - [Appendix 4B](#) - Cut up roleplay slips. Make sure there is one roleplay card (either Roleplay 1 or Roleplay 2) for each group.
 - [Appendix 4C](#) - Cut up learner-assistant profile slips. Make sure there is one for each group.

Materials

- Whiteboard & markers or blackboard & chalk
- Flip chart paper
- PowerPoint presentation & projector
- True/false category labels for Activity 1 (Stand and declare)
- Lined A4 papers
- Post-it notes/sticky notes
- Small ball or plush toy
- Stick (~1 meter long) divided into three equal sections with one color in each section (green, yellow, red)
- Clothespins
- [Appendix 4A](#) - Classroom Map
- [Appendix 4B](#) - Behavior Management Roleplay
- [Appendix 4C](#) - Learner-Assistant Profile
- [Handout 4.1](#) - Identifying Distractions
- [Handout 4.2](#) - Giving Clear Instructions
- [Handout 4.3](#) - Instruction Checking Questions
- [Handout 4.4](#) - Behavior Management Strategies
- [Handout 4.5](#) - Give Me Five!
- [Handout 4.6](#) - Behavior chart
- [Handout 4.7](#) - Giving Feedback (2 pages)
- [Handout 4.8](#) - Using Available Resources
- [Handout 4.9](#) - Reflection
- [\(Next Steps\) Handout D](#) - Setting goals (2 pages)

Slides

- 30-40

Activity 1: Review

Time: 15 minutes | **Grouping:** Individual, large groups

Slides: 30-32

Materials: blackboard and chalk, True/False labels

Activity Summary: In this activity, participants will review the material presented in Session 2 and 3 by doing an activity called “Stand and Declare.”

Steps:



Facilitator Note: Before beginning this activity, make True/False labels for “Stand and Declare.” Write “True” on one paper and “False” on another. Hang these labels on the walls of opposite sides of the classroom.

- **Welcome** participants back to the training. (Slide 30)
- **Review** Session 4 objectives ([Slide 31](#)):
 - Identify elements of their classrooms that could be distracting to learners with learning disabilities;
 - Give clear, concise activity instructions;
 - Implement strategies for managing unwanted behavior;
 - Give constructive feedback on learners’ behavioral and academic progress;
 - Identify items in their classrooms that can be used to modify instruction for learners with learning disabilities.
- **Give** each participant a sticky note. **Ask** them to put it on the corner of their desk.
- **Display** [Slide 32](#).



Ask participants: [Slide 32](#)

- What is one behavior that you want to work on? For example, I know that I interrupt people. I would like to stop doing that.

- **Give** participants a minute to think and discuss with a partner.



Ask participants: Slide 32

- What is a positive behavior or strategy that you could use to improve the behavior you identified? For example, I would make an effort to wait my turn instead of interrupting.

- **Tell** participants to write that positive behavior on the top of their sticky note.
- **Ask** participants to try to use that positive behavior throughout this session. Every time they notice themselves using that behavior, they should put a mark on the sticky note.
- **Tell** participants that you will do the activity with them, and that they will check in on their sticky notes later in the session.



Facilitator Note: This sticky note activity demonstrates a behavior management strategy that participants will discuss later in the session in Activity 5.

- **Ask** participants to stand up and move to the center of the classroom. Note: you will need to adapt this activity if any participants have a physical impairment making it difficult for them to stand and move.
- **Call** participants' **attention** to the True/False labels on the walls.
- **Explain** that participants are going to play a review game called "Stand and Declare." You will read statements about learners with learning disabilities, some are true and some are false. Participants should walk towards to side of the room that they feel is correct (walk towards "true" if they feel the statement is true and towards "false" if the statement is false).
- Read the statements below:



Facilitator Note: Encourage participants to explain why false statements are false, and, if possible, to correct the statements.



Stand and declare statements:

1. Learners with learning disabilities are stupid (**False** - Learners with learning disabilities are not stupid, they just learn differently than other learners).

2. It is important to follow a classroom routine, so that learners with learning disabilities know what to expect during the lesson **(True)**.
3. Learning disabilities only affect learners at school, not at home. **(False** - learning disabilities affect all parts of a learner's life).
4. Learners with ADHD have difficulty with math **(False** - learners with dyscalculia have difficulty with math).
5. Learners with ADHD have difficulty staying seated or still, often fidget or move around **(True)**.
6. Learners with dyslexia have difficulty with reading **(True)**.
7. Giving learners with learning disabilities adaptations or modifications is not fair to other learners **(False** - Adaptations and modifications try to put learners with learning disabilities on an even playing field with their classmates. It would be unfair to hold them to the same standards because they do not learn in the same way).
8. Learners with ADHD have difficulty waiting for their turn and often interrupt conversations, games, or activities **(True)**.
9. Learners cannot have more than one learning disability **(False** - Learners can have more than one learning disability, in fact, many learners with ADHD also have dyslexia or dyscalculia).
10. There is nothing teachers can do to help learners with learning disabilities **(False** - there are lots of strategies teachers can use to adapt their teaching to support learners with ADHD).

Activity 2: Identifying Distractions

Time: 15 minutes | Grouping: Small Groups

Slides: None

Materials: [Handout 4.1](#), flipchart of [Appendix 4A](#)

Activity Summary: In this activity, participants will identify potential classroom distractions that could disrupt the learning of a learner with ADHD and devise a seating chart to help minimize those distractions.

Steps:



Ask participants:

- What are some things in your classrooms that might be distracting to learners with learning disabilities (in particular, learners with ADHD)?



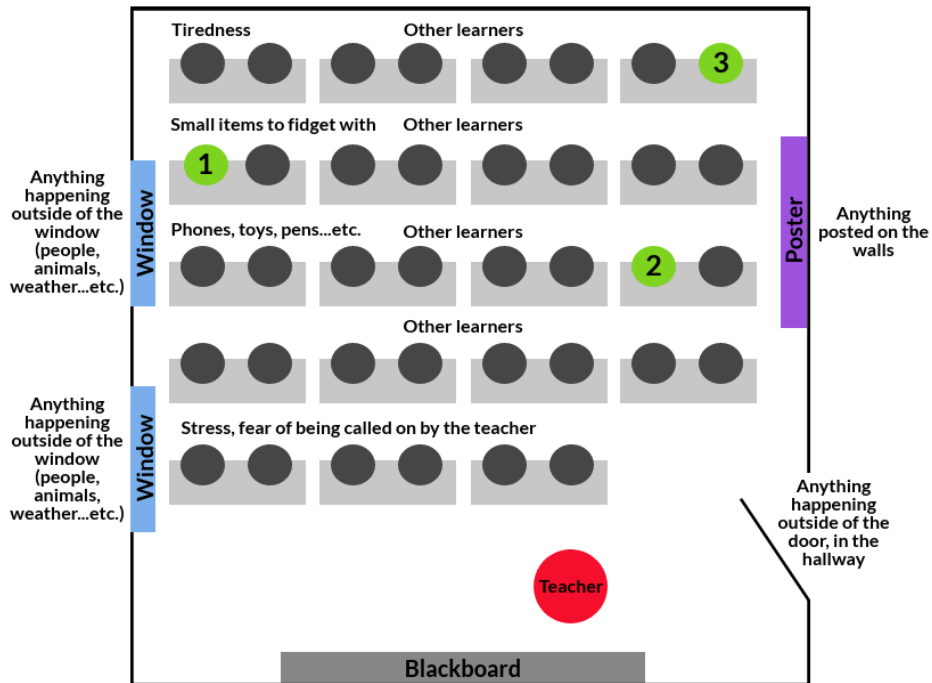
Example answers:

1. Other learners
2. Windows
3. People walking by in the hallways

- **Call** participants' attention to [Handout 4.1](#).
- **Explain** that in groups of 3-4, participants will have 5 minutes to locate all of the potential distractions on the classroom map on [Handout 4.1](#) (Part 1). Participants should write the distractions on the classroom map where they would occur.
- While participants are working, **hang** the flip chart of [Appendix 4A](#) at the front of the class.
- When time is up, **encourage** participants to come to the front and write their distractions on the flipchart.



Example answers: Handout 4.1 / Appendix 4A



Ask participants:

- Bataar, our learner with ADHD, is sitting here [point to his #1 location on the flipchart]. What might distract him if he continues to sit here?



Example answers:

- Other learners
- Anything happening outside the window
- Any small items that he can fidget with (phone, pens, toys, papers...etc.)

- **Tell** participants to find all of the potential distractions for locations 2 and 3 on [Handout 4.1](#) (Part 2).



Example answers:

- Location 2: Other learners, anything happening outside the door or in the hallway, small items he can fidget with, posters on the wall...etc.
- Location 3: Other learners, small items he can fidget with, posters on the wall, tiredness...etc.



Ask participants:

- Given the distractions in the classroom, where is the best place for Bataar to sit so that he is able to focus?

- **Tell** participants to circle the best place for Bataar to sit in the classroom on [Handout 4.1](#) (Part 3).
- **Encourage** them to explain their choice.



Example answers:

Bataar should sit away from as many distractions as possible: Near the front, away from windows or doors, close to the teacher.

Explain that seating Bataar (or any learner with ADHD) close to the teacher and away from other distractions will help him focus on classroom activities. It will also make it easier for the teacher to monitor his attention level and behavior and prompt him if he is getting distracted or distracting other learners.

Activity 3: Giving Clear Instructions

Time: 35 minutes | Grouping: Small Groups

Slides: 33-34

Materials: Two pieces of paper for each participant, [Handout 3.4](#), [Handout 4.2](#), [Handout 4.3](#)

Activity Summary: In this activity, participants will practice creating clear, concise instructions for classroom activities in order to keep learners with learning disabilities on task. Participants will also be introduced to instruction checking questions, which can be used to check that learners have understood instructions before they begin activities.

Steps:



Connect to the TiCC: Day 3 Pedagogy, Session 1 Active and Engaging Instruction - Tying a Bowline Knot

This activity is similar to the “Tying a Bowline Knot” activity which, in the TiCC, was used to model different learning styles. If participants have recently completed the TiCC training, it may be helpful to refer back to that activity and briefly discuss how active and engaging instruction applies to teaching learners with learning disabilities.



Facilitator Note: In this activity, you will give participants two different sets of instructions to complete the same task: making a paper airplane. The first set of instructions will be vague and unclear. The second set will be clear, concise, and employ instruction checking questions. The purpose of this activity is for participants to experience the difference between clear and unclear instructions.

- **Tell** participants that they are going to do a short activity two times. Each time you will give them a different set of instructions.
- **Distribute** one piece of paper to each participant.
- **Say:** “So, we’re going to make paper into airplanes. I guess you’re going to fold the paper so that it looks like an airplane and then you’re going to write your name on it.
- **Give** participants 2 minutes to make their paper airplanes. Stop them when time is up.



Facilitator Note: While you give the following instructions, demonstrate the steps in front of the class.

- **Distribute** one piece of paper to each participant.
- **Say:** “Now we are going to make paper airplanes”
 - First, fold your paper in half along the long side, then open the paper back up
 - Fold the top corners down towards the center fold to make a triangle;
 - Fold the paper in half on the long side;
 - Fold the wings down on each side;
 - Write your name on the right wing.
 - You have 2 minutes to make your paper airplanes.
 - Work individually.”



Ask Participants: Answers are in parentheses next to the questions.

1. What will do you first? (fold the paper in half)
2. Along the long side or the short side? (long side)
3. What will you do next? (fold the top corners down)
4. How will you make the wings? (fold the paper down on each side)
5. Where will you write your name? (the right wing)
6. How long do you have? (2 minutes)
7. Are you working individually or in groups? (individually)

- **Give** participants 2 minutes to make their paper airplanes. Stop them when time is up.



Ask Participants

- What is the difference between the two sets of instructions I gave? Which was easier to follow?
- How would each way of giving instructions affect learners with learning disabilities?



Example Answers

- The second set of instructions was more clear and concise than the first. It broke down the information into explicit steps. It also used instruction checking questions to check whether participants understood the instructions

and to reinforce them.

- Learners with learning disabilities (especially ADHD) might find it difficult to follow the first set of instructions. The second set of instructions is easier to follow and provides simple steps that learners can remember and potentially make into a checklist.

- **Display** [Slide 33](#)
- **Explain** the tips for giving clear instructions on [Slide 33](#).

[Slide 33](#)

1. Be clear and specific

- a. Start instructions with a verb
- b. Break instructions down into clear chronological steps
- c. Give important details (Which questions should they do? Should they work in groups or individually? ...etc.)

2. Give a time frame

- a. Tell learners how much time they have to complete the activity
- b. Give time reminders half way through and near the end of the activity

3. Get clarification

- a. Check that learners have understood your instructions
- b. Clarify any misunderstandings

- **Call** participants' **attention** to [Handout 4.2](#).
- **Tell** participants to read the instructions on [Handout 4.2](#) and rewrite them so that they are clearer. Participants should work in pairs and follow the tips for giving clear instructions. They will have 5 minutes to complete the activity.
- When time is up, **encourage** participants to share their improved instructions.



Ask Participants

- How else can we make giving instructions more inclusive of learners with learning disabilities?



Example Answers

- Write instructions on the board so learners have something to refer back to without having to ask the teacher.

- Model the activity as a class so learners can experience the activity as a class before doing the activity on their own.



Facilitator Note: If you have time, encourage participants to have a paper airplane competition. See whose airplane can fly the farthest. Give the winner a small prize.

- **Remind** participants of the questions you asked in the second set of instructions for making a paper airplane.
- **Display** [Slide 34](#).
- **Explain** that these questions are called instruction checking questions. Instruction checking questions are a strategy that participants can use to reinforce their instructions and to check that learners have understood instructions before starting an activity. Instruction checking questions are particularly useful for learners who have difficulty focusing or processing new information.



Ask Participants: [Slide 34](#)

1. Are instruction checking questions long questions or short questions?
2. Are instruction checking questions open or closed questions?
3. Why might instruction checking questions be helpful for learners with learning disabilities?



Example Answers

1. Short, simple questions.
2. Closed questions - there is a right or wrong answer.
3. Instruction checking questions repeat and reinforce instructions for learners who may not have been paying attention or who have difficulty processing new information; answering simple questions builds learners' confidence, they can be helpful for learners to create their checklists; they save teachers time repeating instructions to individual learners and give teachers more time to monitor the classroom.

- **Call** participants' **attention** to [Handout 4.3](#).
- **Tell** participants to refer back to their lesson plans from Activity 3 in Session 3. In the same groups as before, they will have 10 minutes to write clear instructions, with

instruction checking questions for one activity in their lesson plan. Participants should write their instructions on [Handout 4.3](#).



Ask Participants: Answers are in parentheses next to the questions.

1. Are you working individually or in groups? (Groups)
2. New groups? (No. The same groups as before)
3. What will do you with your lesson plan? (Write instructions)
4. For the whole plan or part of the plan? (Part of the plan)
5. Will you include instruction checking questions? (Yes)
6. How long do you have? (10 minutes)

- When time is up, **ask** participants to stand and find a new partner.
- **Explain** that participants will roleplay giving instructions with their new partner. One participant will be the “teacher.” One participant will be the “learner.” The teacher should give their instructions and the learner will respond. Once participants have finished, they should switch roles and start again.



Facilitator Note: While participants are practicing their roleplays, privately ask 1-2 participants if they would be comfortable performing their roleplays (in the role of teacher) in front of the class. If participants are not comfortable performing, do not force them to do so.

- When participants have finished roleplaying, **invite** 1-2 participants to the front of the class to perform their roleplays. The volunteers will play the teacher role, the rest of the class will be the learners.



Ask Participants:

- What did they do well?
- What could they do better next time?

Activity 4: Managing Inappropriate Behavior

Time: 30 minutes | Grouping: Small Groups

Slides: 35-40

Materials: [Handout 4.4](#), [Handout 4.5](#), [Handout 4.6](#), [Appendix 4B](#)

Activity Summary: In this activity, participants will learn how to adapt their teaching strategies to manage the behavior of learners with ADHD. This activity will introduce strategies like “Give me 5” and behavior charts, and give participants a chance to practice giving learners verbal cues to encourage positive behavior.

Steps:

- Call participants’ attention to [Handout 4.4](#).
- Explain that [Handout 4.4](#) has a list of strategies for promoting good behavior and helping learners with learning disabilities get the most out of their classes.



Ask participants: (Small groups)

1. Which of these strategies have we already discussed? Can you give any examples?
2. Have you used any of these strategies in your own classrooms?

- Explain that participants will now learn some strategies for helping learners with learning disabilities stay focused and manage their behavior. They will start with a classroom management strategy called “Give me 5.”
- Display [Slide 35](#).

Slide 35

Give me 5!



- **Hold up** your hand.
- **Explain** that there are 5 parts to “Give me 5,” just like there are 5 fingers on your hand. Each finger represents one thing that learners must do to be ready to learn:
 - Indicate your thumb - Say “Eyes to the front.”
 - Indicate your pointer finger- Say “Mouth closed.”
 - Indicate your middle finger- Say “Ears listening.”
 - Indicate your ring finger - Say “Hands to myself.”
 - Indicate your little finger - Say “Body still.”
- **Tell** participants that when you raise your hand and say “Give me 5,” everyone in the classroom will know that you want them to look to the front, close their mouths (stop talking), listen, keep their hands to themselves, and stay still.
- **Quiz** participants on the meanings of each finger by pointing to a finger and asking “What does this mean?” (Example: Point to your thumb. “What does this mean?” A. “Eyes to the front.”)
- **Display** [Slide 36](#).



Ask participants: (Small groups) [Slide 36](#)

1. How can you use “Give me 5” to manage your class?
2. How can you use “Give me 5” to help learners with ADHD manage their behavior?
3. Would you use “Give me 5” in your classroom? Why or why not?
4. How would you adapt “Give me 5” for your learners?

**Example answers:**

1. You can use “Give me 5” to get your learners’ attention when they may not be able to hear you.
2. You can use “Give me 5” to give learners with ADHD behavior reminders or warnings without having to tell them verbally and potentially embarrass them in front of the class (example: making eye contact with the learner and tapping your “Mouth closed” finger when they are talking out of turn)
3. Answers will vary.
4. Answers will vary.

- **Hold up** your hand and say “Give me 5!” Wait for participants to stop talking. If some participants are still talking, point to your “Mouth closed” finger and ask them what it stands for.
- **Encourage** participants to share their answers.
- **Tell** participants that with practice, learners will remember “Give me 5,” but it is also helpful to have a poster with the meanings in your class, like on [Slide 35](#).
- **Call** participants’ **attention** to [Handout 4.5](#).
- **Explain** that participants can use [Handout 4.5](#) as a template for a larger poster in their classrooms.
- **Explain** that another way of helping learners with ADHD manage their behavior is to use a behavior chart or visual way of representing each learner’s behavior.
- **Demonstrate** stick with three colors painted or colored on (green, yellow, red) and clothespins with each student’s name. [Slide 37](#)
- **Explain** that a behavior management stick can be a portable, visual way of showing the behavior of all students in the class.
 - The teacher and learners should agree if clothespins can be moved in only 1 direction (from green to yellow) or both directions (from green to yellow and from yellow back to green)
 - The teacher and learners should agree on a reward system for learners whose clothespins stay on green for the whole session/day/week, etc. (for example, free play/game for learners in green)
- **Call** participants’ **attention** to [Handout 4.6](#).
- **Display** [Slide 38](#).
- **Explain** that [Handout 4.6](#) is a behavior chart - a graphic organizer that teachers can use to track a learner’s behavior and set up a reward system for good behavior. A behavior chart provides a visual representation of the learners behavior throughout the week,

which can help the learner see how they are progressing and understand the correlation between their behavior and consequences, especially positive behavior and rewards.

- The teacher and learner should agree on some positive behaviors that they would like the learner to work on, and write those in the actions column.
- The learner should then set a goal and a reward. *Example: If I get 15 stars, I will get 10 minutes of free time.*
- When the learner does those behaviors in class, the teacher should put a star or a sticker in the corresponding column.
- When the learner is not doing those positive behaviors, the teacher should put an 'X' in the corresponding column. *Example: If the learner is being disruptive by speaking out of turn, put an 'X' in the "raise your hand column.*
- When the learner reaches their goal, the teacher must give them the promised reward. If the learner doesn't get the reward, the behavior system won't work.
- At the end of the week, the behavior plan should go home with the learner, so that their caregiver(s) can see how the learner is progressing. This strategy is most effective when learners get some kind of reward for reaching their goals at home as well.



Ask participants: (Pairs)

- Which technique would work best in your classroom: a behavior management stick for all learners or a behavior chart for select learners?
- What are some positive behaviors we could put on Baatar's (our learner with ADHD) behavior chart?



Example answers:

- Raising his hand to speak
- Waiting his turn to speak
- Keeping his hands to himself
- Sitting still in class
- Remembering his homework
- Remembering to bring all of his supplies to school



Connect to the TiCC: Day 2 Child Protection, Well-being, and Inclusion, Session 2 Safe Spaces - SEL (p. 56-57)

“Using this behavior management strategy is a good way for learners to practice social-emotional skills like self awareness and emotional regulation. Helping learners become aware of their own positive or unwanted behavior will make positive behavior change easier and more sustainable.”

- **Remind** participants about the sticky notes from Activity 1. The sticky notes should still be on their desks.
- **Display** [Slide 39](#).



Ask participants [Slide 39](#)

- Did marking the sticky note every time you did your chosen behavior make you more aware of your behavior?
- Did it change your behavior at all? If yes, how?



Example answers:

- Marking the sticky note every time participants do their chosen behavior should make them more aware of their behavior.
- Because participants are more aware of their behavior, they should see an increase over time of positive behaviors.

- **Explain** that this strategy is called self monitoring.¹⁶ Self monitoring is a strategy that you can use to make learners more aware of their behavior and get them involved in changing unwanted behaviors. As learners record how often they are doing a desired behavior (such as waiting their turn, raising their hand to speak, asking for help when they are confused...etc.) they become more aware of when they are not doing the desired behavior, and as a result, their behavior begins to change.
- **Display** [Slide 40](#).
- **Explain** how participants can use this self-monitoring activity with their learners.



Connect to the TiCC: Day 2 Child Protection, Well-being, and Inclusion, Session 2 Safe Spaces - SEL (p. 56-57)

¹⁶ Adapted from British Columbia Ministry of Education (1998). *Teaching students with attention-deficit/hyperactivity disorder: A resource guide for teachers*. p. 52. Victoria: British Columbia, Ministry of Education, Skills and Training.

“This is another strategy teachers can use to help learners develop social-emotional skills like self awareness and emotional regulation. Helping learners become aware of their own positive and unwanted behavior will make positive behavior change easier and more sustainable.”

Activity 5: Giving Clear Feedback

Time: 45 minutes | Grouping: Small Groups

Slides: 41

Materials: [Handout 4.7](#), [Appendix 4B](#)

Activity Summary: In this activity, participants will learn strategies for giving effective feedback on learners' behavioral and academic progress. Through a role play activity, participants will practice identifying learners' strengths, setting goals for improvement, and giving learners strategies for reaching their goals.

Steps:

- **Remind** participants that learners with learning disabilities (particularly ADHD) need immediate feedback on their positive or unwanted behavior. When learners display positive behaviors, teachers must immediately acknowledge the behavior and reward the learner. Rewards should be established in advance when creating a learner's behavior chart. The same is true for negative behavior and negative consequences, which can include time out, removal of privileges and removing the learner from the situation.
- **Explain** that it is important to emphasize the things that learners do right. Focusing on the positive, rather than the negative, is more effective for a learner with a learning disability because it helps them build confidence in their abilities.



Connect to the TiCC: Day 2 - Child Protection, Well-being, and Inclusion, Session 3 Positive Discipline

"Shaming a learner for their difficulties in class or their unwanted behaviors negatively affects their motivation and ability to learn. Using corporal punishment, in particular, is damaging because:

- It causes stress.
- It aggravates trauma.
- It causes injury.

- It humiliates.
- It reduces interest in school.
- It diminishes the trust in the teacher/role model.
- It models aggressive behavior.
- It leads to dropout.”

- **Call** participants’ **attention** to Handout 4.7.
- **Encourage** participants to read through these strategies for giving verbal cues to encourage positive behavior and discuss the following questions in groups of 3-4.



Ask participants

- Have you used any of these strategies before? Give examples.
- Which of these strategies do you think would work best for your learners?
- Would it be challenging to use any of these strategies with your learners?

- **Encourage** participants to share their answers.
- **Distribute** roleplay roles from Appendix 5B to each group.
- **Tell** participants that they will have 5 minutes to roleplay the scenarios on the cards. Participants with “teacher” roles should make sure to use at least one of the strategies on Handout 4.7. When the roleplay is over, participants with “learner” roles should guess which strategies the “teacher” used.



Facilitator Note: While participants are roleplaying, privately ask 1-2 groups if they would be comfortable roleplaying in front of the class. Do not force anyone to perform if they do not feel comfortable.

- **Encourage** one group with each roleplay to perform in front of the class.



Ask participants

- Which strategies did they use?
- What did they do well?
- What could they do better next time?

- **Explain** that in addition to providing feedback on behavior, it is also important to give learners constructive feedback on their academic progress.



Ask Participants

- What are some ways that learners with learning disabilities know how well they are performing in class?



Example Answers

1. In-class activities
2. Grades/test scores
3. Comparing themselves to other learners
4. Reviewing their progress charts
5. Feedback from the teacher

- **Explain** that often learners with learning disabilities are below grade level, so they may have poor grades or test scores and may feel that they are behind compared to other learners in their classes. If grades and test scores are the only way they can measure their academic progress, they may become demotivated, develop low self-esteem, or even drop out. Personalized feedback is an effective way of letting learners with learning disabilities know what they are doing well and what they need to work on academically, while focusing on the positive. It is also a strategy for differentiating learning objectives and in-class assessment.
- **Display** [Slide 41](#). **Explain** the 3 steps of giving constructive feedback.

Slide 41

The 3 steps of giving constructive feedback are:

1. Making learners aware of their strengths
2. Setting a goal for improvement
3. Giving learners strategies for reaching that goal

- **Call** participants' attention to [Handout 4.7](#) (Part 2 - Giving Feedback on Academic Progress).
- **Encourage** participants to read the text in Part 1 together.

**Ask Participants (whole group)**

1. What is the learner doing well?
2. What goal did the teacher set for the learner?
3. How can the learner reach this goal?

**Example Answers**

1. The learner followed the right steps to solve the problem
2. Try again using the correct numbers
3. Circle the important parts of the problem to help him carry over the correct numbers and symbols.

- **Assign** pairs, and assign each pair one scenario in Part 2 of [Handout 4.7](#).
- **Tell** participants to read their scenario and decide what feedback they would give their assigned learners. **Remind** participants to follow the 3 steps of giving good feedback.
- When time is up, **ask** two volunteers to read their feedback.

**Ask participants**

- What did the teachers in these scenarios do well?
- What could they have done differently?

Activity 6: Using Available Resources

Time: 20 minutes | Grouping: Small Groups

Slides: None

Materials: [Handout 4.8](#), one of the following for each group: pen, piece of lined paper, a small ball or soft toy, the learner profile in [Appendix 4C](#)

Activity Summary: In this activity, participants will explore how to use resources that they have on hand in their classrooms to support learners with learning disabilities.

Steps:



Facilitator Note: Before beginning this activity, draw the following table (from [Handout 4.8](#)) on the board:

PEN	LINED PAPER
SMALL BALL OR TOY	ANOTHER LEARNER

- **Explain** that often, learners with learning disabilities learn to cope by using assistive technology (such as a tablet or recording device) or meeting with specialists. However, if they do not have access to these resources, participants can still help learners with learning disabilities using the resources available in their classrooms.



Facilitator Note: When assigning groups for this activity make sure that groups have a range of teaching experience and subject knowledge. Groups of participants with little teaching experience may struggle to complete this activity.

- **Tell** participants that they are going to play a game. In small groups, they will receive some resources that are often available to teachers. They will have 10 minutes to brainstorm all the ways they can use those resources to modify instruction or support learners with learning disabilities.
- **Call** participants' **attention** to Handout 4.8. Participants should brainstorm ideas on this handout.
- **Distribute** materials - one pen, one piece of lined paper, one small ball or soft toy, the learner profile in Appendix 4C - to each group.
- When time is up, **encourage** participants to share their ideas.
- While participants are sharing, **write** their answers on the table on the board.



Example answers:

- **Pen:** Highlight important instructions or information; Distinguish which problems a learner should do or skip; Distinguish where a learner should start and stop; Give feedback or praise; As a fidget (something to play with to get rid of nervous or excess energy); To draw lines under text (to help learners track lines of text)...etc.
- **Lined paper:** As a ruler, to draw lines under text (to help learners track lines of text); To block off text or assignments (block off subsequent lines to help learners track lines of text or to stop them from becoming overwhelmed by the amount of work); To encourage learners to write in straight lines and with consistent line heights; (Flipped vertically) To help learners do math problems (tracking numbers vertically)...etc.
- **Small ball or toy:** As a fidget (something to play with to get rid of nervous or excess energy); As a reward for good behavior or for trying; To check answers (ball toss) ...etc.
- **Other learners:** Read materials aloud for a learner with dyslexia; As an assigned study buddy; Work on homework or assignments in pairs; Ask questions for other learners when they are embarrassed to ask; Tell the teacher if the learner is being bullied; Be a friend/support system; Help the learner integrate into friend groups...etc.

**Ask Participants:**

- What other resources do you have in your classroom?
- How could you use those resources to modify instruction or support learners with learning disabilities?

- **Encourage** participants to write their answers to the questions above on Handout 4.8 (part 2).

**Example answers:**

- **Blackboard:** Write instructions and/or the classroom routine; Write graphic organizers; Keep vocabulary lists or how to guides on or near the board
- **Phone:** To create an audiobook (record yourself or another learner reading the textbook); To look up tips or activities for learners with learning disabilities
- ...etc.

Activity 7: Reflection

Time: 20 minutes | Grouping: Individual

Slides: None

Materials: [Handout 4.9](#)

Activity Summary: In this activity, participants will reflect on what they have learned in the session using [Handout 4.9](#).

Steps:

- **Thank** participants for participating in the session.
- **Direct** participants' attention to [Handout 4.9](#).
- **Encourage** participants to take 10 minutes to fill out [Handout 4.9](#) with 3 things they learned, 2 questions they still have, and 1 thing that they will try to implement in their classroom.
- To conclude, **ask** participants if they would like to share their questions from [Handout 4.9](#). Be sure to leave enough time to answer lingering questions.



Next Steps: Setting Goals

Activity Summary: This activity encourages participants to apply the strategies they learned in this session to setting goals for their learners. In this activity, participants identify a learner's strengths and challenges and then work with learners to set academic or behavioral goals and develop strategies for meeting those goals. Participants are encouraged to check in regularly with their learner and to log any progress or challenges.

Steps:

- **Call** participants' attention to [Handout D](#).
- **Ask** participants to read the questions on [Handout D](#).
- **Explain** that this handout helps participants working their learners to set goals. Participants should first identify a learner's strengths and challenges and then work with learners to set academic or behavioral goals and develop strategies for meeting those goals.

- **Encourage** participants to use strategies and tools introduced in the training (such as the behavior charts, behavior management strategies, reward systems, feedback strategies...etc.)
- **Encourage** participants to check in regularly with their learner and to log any progress or challenges. **Remind** participants that change takes time and their learners may not show immediate improvement or may not fully meet their goals. **Encourage** participants to track their progress and challenges over several weeks or months.

**SUPPORTING LEARNERS WITH
LEARNING DISABILITIES**

TEACHER'S ROLE & WELL-BEING

SESSION 4

Session 5: Teacher's Role & Well-Being

Training session summary | Duration: 2 hours and 20 minutes

In this session, participants will identify sources of support for themselves both in and outside of school, and practice strategies for engaging caregivers and school leaders in creating a supportive school environment.

Session Objectives

By the end of the session, participants will be able to:

- Identify sources of support for themselves both in and outside of school;
- Plan for and conduct a parent-teacher conference;
- Explain why it is important for learners with learning disabilities to have access to quality, differentiated instruction and assessment;
- Respond confidently to questions about the merit and means of educating learners with disabilities;
- Develop an action plan for engaging families and community members in addressing challenges that may arise from supporting learners with learning disabilities.

Session Outline

Activity 1: Support Systems

20

Activity 2: Engaging Caregivers

60

Activity 3: Action Plan

40

Activity 4: Reflection

20

Pre-work for facilitator

- Prepare PowerPoint presentation or copy information to flip chart paper
- Prepare Participant Handbook

- Prepare Appendices
 - [Appendix 5A](#) - Copy the chart onto the board or a flipchart paper
 - [Appendix 5B](#) - Cut out the challenges slips. Make sure you have at least one challenges slip for each group.
- Work with local teachers and education officers to identify additional sources of support for teachers of learners with learning disabilities locally, such as Special Education teachers and specialists, occupational therapists, psychologists, disability rights advocates and nonprofits, tutoring programs, and continuing professional development opportunities.

Materials

- Whiteboard & markers or blackboard & chalk
- Flip chart paper
- PowerPoint presentation & projector
- [Appendix 5A](#) - Support systems
- [Appendix 5B](#) - Challenges
- [Handout 2.3](#) - Learner Profiles
- [Handout 5.1](#) - Support Systems
- [Handout 5.2](#) - Parent-Teacher Conference Checklist
- [Handout 5.3](#) - Goal Tracking Worksheet
- [Handout 5.4](#) - Action Plan
- [Handout 5.5](#) - Reflection
- [\(Next Steps\) Handout F](#) - Take action!

Slides

- 42-52

Activity 1: Support Systems

Time: 20 minutes | Grouping: Individual

Slides: 42-45

Materials: [Handout 5.1](#), [Appendix 5A](#), flipchart paper and markers or blackboard and chalk

Activity summary: In this activity, participants will identify the resources available to support them as they teach learners with learning disabilities. Participants will create a mind map of people who can support them, when to draw on each person's support, and what kind of support each person can provide.

Steps:



Facilitator Note: Before starting the session, draw the chart in [Appendix 5A](#) on the board or a flipchart paper.

- **Welcome** participants back to the training. (Slide 42)
- **Explain** that while in previous sessions we have learned a lot about the challenges and stressors learners with learning disabilities face, this session will focus on identifying sources of support for teachers.
- **Review** Session 5 objectives ([Slide 43](#)):
 - Identify sources of support for themselves both in and outside of school;
 - Plan for and conduct a parent-teacher conference;
 - Explain why it is important for learners with learning disabilities to have access to quality, differentiated instruction and assessment;
 - Respond confidently to questions about the merit and means of educating learners with disabilities;
 - Develop an action plan for engaging families, community members, and school leaders in addressing challenges that may arise from supporting learners with learning disabilities.



Ask participants: ([Slide 44](#))

- What are some challenges or stressors that may affect you as teachers of learners with learning disabilities?



Example Answers:

- You may feel frustrated or inadequate when learners with learning disabilities continue to struggle despite your best efforts
- You may feel frustrated if other teachers refuse to change their teaching practices to support learners with learning disabilities
- You may feel frustrated if school policies do not provide adaptations or modifications for learners with learning disabilities
- Other learners may feel frustrated or act out because they feel that they are not getting as much attention as the learners with learning disabilities
- The parents or caretakers of learners with learning disabilities may be angry at you for telling them that their child may have a learning disability or feel that you are stigmatizing their child

- **Explain** that in order to be the best teachers possible, it is really important that participants practice self-care and draw on support systems of their own.



Connect to the TiCC: Teacher's Role & Well-Being, Session 3 - Teacher Well-Being.

For participants who have not recently completed the TiCC training, this may be a good time to remind them of the self-care strategies introduced in the TiCC. Participants can refer back to these strategies in the "reminder" on page 2 of [Handout 5.1](#).

- **Call** participants attention to [Handout 5.1](#).
- **Explain** that participants will use [Handout 5.1](#) to create a mind map of resources to draw on for support through the challenges of teaching learners with learning disabilities.



Ask participants: ([Slide 45](#))

- **Who** are some people who can support you personally or professionally?

- **Tell** participants to fill in the circles on [Handout 5.1](#) with examples of people that they think could support them personally or professionally, through the potential stress of teaching learners with learning disabilities.



Ask participants: ([Slide 45](#))

- **When** can each person support you?

- **Tell** participants to fill in the triangles on [Handout 5.1](#) with times when each person could support them.



Ask participants: ([Slide 45](#))

- **How** can each person support you? What resources, skills, or strategies can they offer?

- **Tell** participants to fill in the squares on [Handout 5.1](#) with specific skills, strategies, or resources each person could use to support them.
- When participants have completed their individual mind maps, **encourage** participants to share their answers (if they feel comfortable).
- **Invite** a few volunteers to fill in the mind map from [Appendix 5A](#) on the flip chart or board.
- **Emphasize** that their mind maps can help participants to think of specific plans for when and how they can draw on support for themselves when they are experiencing stress or frustration related to learners with learning disabilities.



Connect back: A “mind map” is type of graphic organizer which can help you organize information and make connections. Graphic organizers (like mind maps and Venn diagrams) can be helpful for learners who have difficulty processing or remembering information.

Activity 2: Engaging Caregivers

Commentary [LB7]: Suggestion: national staff can contextualize this activity, especially if caregiver-teacher conferences already occur

Time: 1 hour | **Grouping:** Small groups

Slides: 46-51

Materials: [Handout 5.2](#), [Handout 5.3](#), [Handout 5.4](#), [Handout 2.3](#)

Summary of Activity: In this activity, participants will discuss the importance of engaging parents and caregivers in order to ensure that learners with learning disabilities are hearing a consistent message of support at school and at home. This activity will cover how to give a Caregiver-Teacher conference, which is one way to get caregivers involved in the learning and support of learners with learning disabilities.

Steps:



Connect Back: In order for learners with learning disabilities to develop self-worth and become comfortable with learning in a mixed-ability classroom, it is really important that they hear consistent messages of support at school and at home. For this reason, it is vital to engage parents and caregivers in supporting learners with learning disabilities and overcoming any stigma associated with disability.

- **Explain** that in order for learners with learning disabilities to develop self-worth and become comfortable with learning in a mixed-ability classroom, it is really important that they hear consistent messages of support at school and at home. For this reason, it is vital to engage caregivers in supporting learners with learning disabilities and overcoming the stigma associated with disability. Engaging caregivers is also a great way to get support as a teacher. Caregivers can give you additional insight into a learner's strengths and needs, and can enforce the same rules and expectations at home as in school, making it easier to manage a learner's behavior in the classroom. One way to get caregivers involved in the learning and support of learners with learning disabilities is through a Caregiver-Teacher Conference (CTC).
- **Display** [Slide 46](#).
- **Explain** what a CTC is. **Answer** any questions participants may have.
- **Display** [Slide 47](#).
- **Explain** the four steps of a CTC. **Answer** any questions participants may have.

- **Call** participants' **attention** to Handout 5.2.
- **Tell** participants that Handout 5.2 has all of the information from the slides, as well as a checklist for how to plan and run a CTC.
- **Call** participants' **attention** to Handout 5.3.
- **Explain** that Handout 5.3 is a Goal Tracking worksheet that they can use in a CTC to help learners visualize their goals and strategies for reaching their goals and to monitor their progress. The second page can be used by caregivers and teachers to develop their own strategies for supporting the learner and measuring the learner's progress.
- **Call** participants' **attention** to Handout 5.4.
- **Tell** participants that, in groups of 3, they will have 10 minutes to plan for an example CTC. Encourage participants to address all 4 steps of a CTC.
- **Assign** a learner profile from Handout 2.3 to each group.
- **Display** Slide 48.

Slide 48

Directions:

- In groups of 3, you will roleplay a Caregiver-Teacher Conference (CTC). You will have 7 minutes to complete your roleplay.
- Make sure you cover all four steps of a CTC.

Roles:

- **Learner:** The learner from your group's learner profile
- **Caregiver:** Your learner's parent. They may be frustrated with the teacher or learner because they don't know what a learning disability is or because there is a stigma around disabilities, but they ultimately want to help.
- **Teacher:** A general education teacher who has noticed that the learner is struggling and needs support in accommodating that learner's needs.

- **Explain** that participants will have 7 minutes to roleplay a CTC. Participants should make sure that they address all four steps of a CTC.
- **Make sure** each group has a teacher, a learner, and a caregiver.
- When time is up, **display** Slide 49.

Slide 49

Directions:

- In groups of 3, you will roleplay a Caregiver-Teacher Conference (CTC). You will have 7 minutes to complete your roleplay.
- Make sure you cover all four steps of a CTC.

Roles:

- **Learner:** The learner from your group's learner profile. The learner does not want to admit that they are struggling with a learning disability and instead blames the teacher or caregiver for their difficulty in school.
- **Caregiver:** Your learner's parent. They may be frustrated with the teacher or learner at first, but they ultimately want to help.
- **Teacher:** A general education teacher who has noticed that the learner is struggling and needs support in accommodating that learner's needs.

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- **Tell** participants to switch roles and roleplay again. This time, the learner in the group will be angry. They will not want to admit that they are struggling with a learning disability and will instead blame the teacher or caregiver for their difficulty in school.
- When time is up, **display** Slide 50.

Slide 50

Directions:

- In groups of 3, you will roleplay a Caregiver-Teacher Conference (CTC). You will have 7 minutes to complete your roleplay.
- Make sure you cover all four steps of a CTC.
- Use the Goal Tracking Worksheet on Handout 6.3 to structure your CTC.

Roles:

- **Learner:** The learner from your group's learner profile.
- **Caregiver:** Your learner's parent. They may be frustrated with the teacher or learner at first, but they ultimately want to help.
- **Teacher:** A general education teacher who has noticed that the learner is struggling and needs support in accommodating that learner's needs.

- When time is up, **tell** participants to switch roles and roleplay again. This time, if participants should practice using Handout 5.3 to set goals and strategies during the roleplay CTC.



Facilitator Note: While participants are roleplaying, privately ask 1-2 groups whether they would be comfortable performing their roleplay in front of the class. Do not force anyone to perform if they are not comfortable doing so.

- When time is up, **ask** 1-2 groups to perform their roleplay in front of the class.



Ask Participants: (Slide 51)

1. What did they do well?
2. What could they do better next time?

- **Encourage** participants to give constructive feedback on the roleplays.
- **Call** participants' **attention** to Handout 5.5.
- **Explain** that Handout 5.5 has some suggestions for caregivers of learners with learning disabilities. Many of these suggestions are strategies that you have learned in this training. It may be helpful to give this handout to caregivers and talk them through the handout during their first CTC, so that caregivers have some ideas of how to manage their child's behavior and make sure that their child has consistent rules, rewards, and consequences at school and at home.

Activity 3: Action Plan

Time: 40 minutes | Grouping: Small Groups

Slides: None

Materials: [Handout 5.1](#), [Handout 5.7](#), [Appendix 5B](#)

Activity Summary: In this activity, participants will work in small groups to address an assigned issue related to supporting learners with learning disabilities. Participants will have 20 minutes to set goals for addressing the issues and identify the actions, people, resources, and time needed to accomplish the goal.

Steps:

- **Explain** to participants that they will wrap up the training by creating an Action Plan to put their new skills and knowledge into practice.
- **Call** participants' attention to [Handout 5.7](#).
- **Explain** that each group will be given an issue that could arise when trying to support learners with learning disabilities. In their groups, they will have 20 minutes to create an "Action Plan" to address the issue. Participants should use the questions on [Handout 5.7](#) guide their planning, and make sure to take advantage of the resources and support systems they identified in [Handout 5.1](#). When time is up, participants will share their plans with another group.
- **Distribute** 1 challenge from [Appendix 5B](#) to each group.
- When 15 minutes are up, **ask** each group to join another group.
- **Explain** that each group will have 3 minutes to present their Action Plans to the other group, and then 2 minutes to answer questions.
- **Encourage** participants to ask questions and give constructive feedback.



Facilitator Note: Encourage participants to ask questions and comment on parts of the Action Plans that are unrealistic or not fully fleshed out, but remind them to make sure their feedback is constructive. Encourage participants to help other groups find solutions for the gaps in their plans.

Activity 4: Reflection

Time: 20 minutes | Grouping: Individual

Slides: None

Materials: [Handout 5.8](#)

Activity Summary: In this activity, participants will reflect on what they have learned in the session using [Handout 5.8](#).

Steps:

- **Thank** participants for participating in the session and the training as a whole.
- **Direct** participants' attention to [Handout 5.8](#).
- **Encourage** participants to take 10 minutes to fill out [Handout 5.8](#) with 3 things they learned, 2 questions they still have, and 1 thing that they will try to implement in their classroom.
- To conclude, **ask** participants if they would like to share their questions from [Handout 5.8](#). Be sure to leave enough time to answer lingering questions.



Next Steps: Take action!

Activity Summary: Part 1 of this activity encourages participants to observe challenges of learners with learning disabilities and their teachers in their own schools. In Part 2, participants will then create an action plan to address that issue. In Part 3, participants will implement their action plan in their schools and reflect on what went well and what could be improved.

The purpose of this activity is to give participants an opportunity to implement their new knowledge and skills in their own classrooms and schools. It is strongly encouraged that participants complete this activity in pairs or school groups to form support systems, keep each other accountable and increase their impact.

Steps:

- **Call** participants' attention to [Handout E](#)
- **Ask** participants to read the questions on [Handout E](#).

- **Explain** that this handout walks participants through creating an action plan to address the challenges teachers and learners face in their schools.
- **Encourage** participants to form pairs or small groups with participants working in the same schools. **Explain** that by working in pairs or small groups, participants will be able to support each other, keep each other accountable, and increase the impact of their action plans.
- **Encourage** participants to meet regularly to brainstorm challenges, create their action plans, and follow up on any progress made or roadblocks.

**SUPPORTING LEARNERS WITH
LEARNING DISABILITIES**

APPENDICES

Appendices

Appendix 1A: Discussion Slips

Appendix 1B: Discovering Strengths

Appendix 2A: Accommodations and Modifications

Appendix 4A: Classroom Map

Appendix 4B: Behavior Management Roleplay

Appendix 4C: Learner Assistant Profile

Appendix 5A: Support Systems

Appendix 5B: Challenges

Appendix 6: Session 5-Activity 3 (cut from adapted training)

Appendix 1A: Discussion Slips

Instructions: Cut along the dotted lines.

How did the reading activity make you feel? Why?

How did the facilitator make you feel? Why?

What was the most frustrating part of the reading exercise?

Why do you think we did this activity?

What could the facilitator do to make the reading activity less stressful?

Appendix 1B: Discovering Strengths

Instructions: Copy one sentence onto the top of each flipchart paper. Make sure there is enough room for participants to finish the sentences with their own answers. Hang the flipchart papers on the walls around the classroom.

I am talented. Two things I am really good at are...

I am brave. An example of a time I was brave is...

I am a good friend. One time I was there for a friend was...

I am capable of making good decisions. One time I made a good decision was...

I am loved and cared about. People who care about me are...

Appendix 2A: Accommodations and Modifications

Instructions: Cut along the dotted lines.

Listen to audio recordings or another learner reading aloud instead of reading text.

Complete assignments in different ways (ex: written, drawn, spoken...etc.).

Use tools to help them focus (ex: a ball or toy that they can fidget with to quietly get their energy out).

Have extra time to complete tasks or process information.

Complete an assessment in a separate area where there are fewer distractions.

Complete an assessment in different ways (ex: written, spoken...etc.)

Have extra time to complete an assessment.

Take breaks during assessments.

Complete an assessment over several sessions or days.

Complete fewer or different problems than their classmates

Learn different material than their classmates (ex: continuing to work on addition while classmates move on to subtraction).

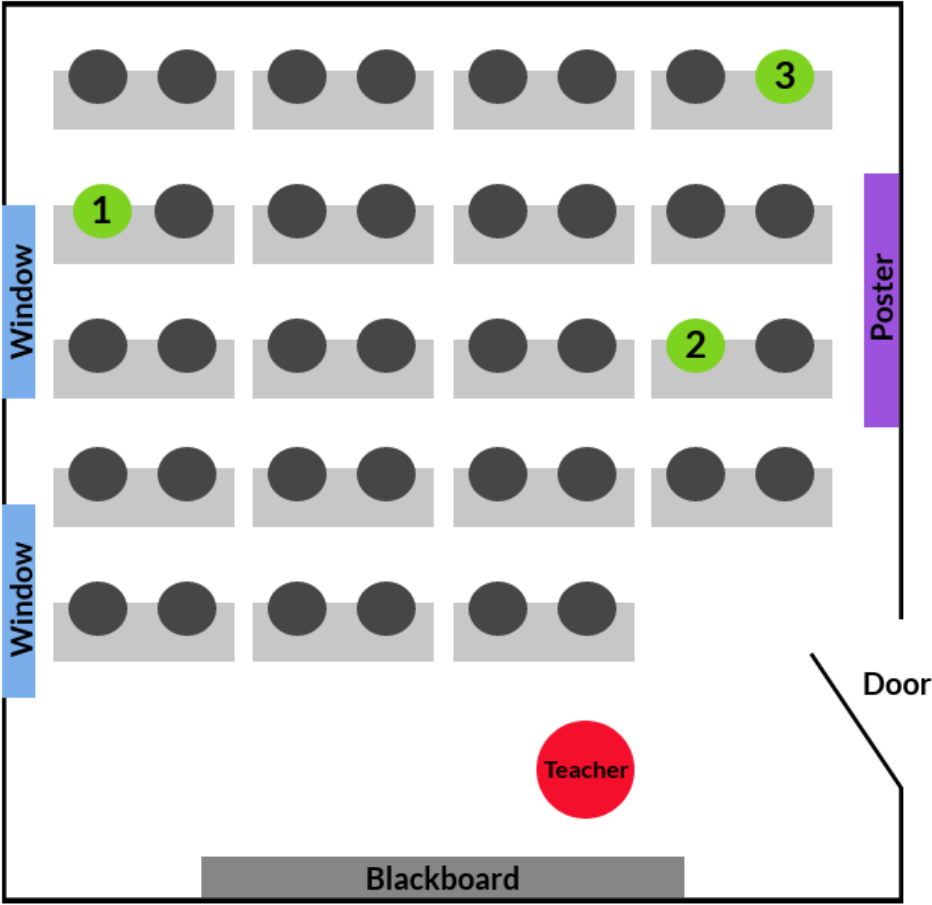
Complete a shorter or different assessment than their classmates.

Be assessed using a different standard than their classmates.

Be excused from certain standardized
assessments.

Appendix 4A: Classroom Map

Instructions: Draw this map on a flipchart or on the blackboard



Appendix 4B: Behavior Management Roleplay

Instructions: Cut out each box. Distribute the slips from Roleplay 1 or Roleplay 2 to each group.

Roleplay 1

You are a teacher. You are teaching a math class. One of your learners is interrupting other learners and forgetting to raise their hand before speaking. How do you help manage their behavior?

You are a learner. You are frustrated because another learner keeps interrupting you.

You are a learner with ADHD. You are excited because you know the answers to the teacher's questions. You are so excited that you keep interrupting other learners and forgetting to raise your hand.

Roleplay 2

You are a teacher. You are teaching a science class. Your learners are supposed to be reading quietly, but one keeps talking, touching, and trying to distract other learners. How do you help manage their behavior?

You are a learner. You are working quietly, like the teacher asked.

You are a learner with ADHD. You were not listening when the teacher gave the instructions so you are not sure what you are supposed to be doing. You don't want other learners to know that you're confused because you don't want them to think you are stupid. You are trying to distract other learners so that they don't realize that you are confused.

Appendix 4C: Learner-Assistant Profile

Instructions: Cut out each box. Distribute one learner profile to each group.

Khadija is a learner in your class. She is a strong reader and she enjoys doing math. She often finishes exercises and activities before other learners in the class. She is friendly and always excited to help others.

Khadija is a learner in your class. She is a strong reader and she enjoys doing math. She often finishes exercises and activities before other learners in the class. She is friendly and always excited to help others.

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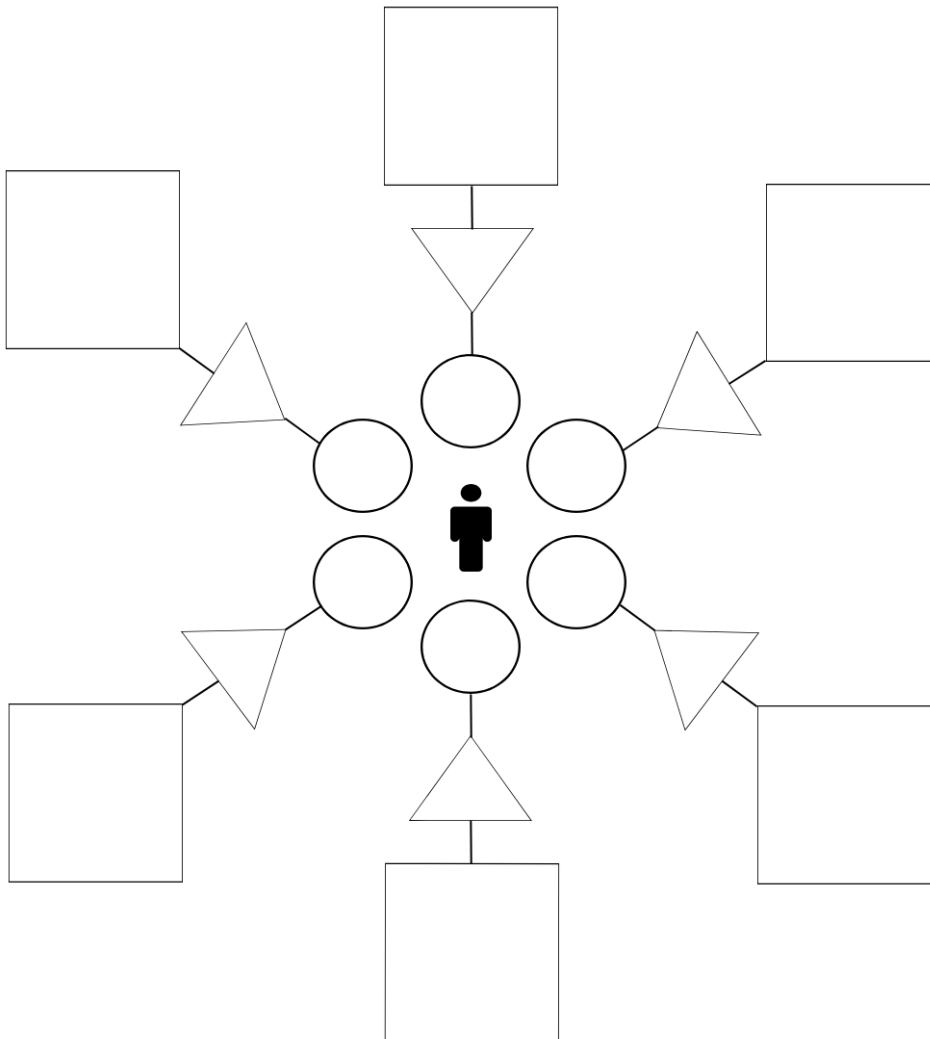
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Appendix 5A: Support Systems

Instructions: Draw this chart on a flipchart or on the blackboard



Appendix 5B: Challenges

Instructions: Cut out each box. Distribute one to each group.

1: Learners

Khadija is an avid reader and excellent at learning languages. She is also really struggling with basic maths concepts like telling time. In maths and science classes she has been very hesitant to participate as her friends tease her for giving wrong answers. She has started regularly missing those classes. Her poor attendance is making her fall farther and farther behind in maths and science classes.

2: Family

Amal is a bright learner who loves doing math and puzzles. She is also struggling to learn to read. Amal's family thinks that she is not learning anything and that it is a waste to keep her in school. Amal's family wants her to drop out of school so that she can get a job and support her family.

3: Community Members

The parents of learners who do not have learning disabilities think that it is unfair that their children do not get the "extra attention" that learners with learning disabilities get. They think that it is not fair that their children are being asked to accomplish more tasks or more difficult tasks for the same amount of credit.

4: School Leaders

You know that a few of your learners would benefit from additional time on tests or a quiet place to take tests separate from other learners. You have asked your head teacher if it would be possible to make these accommodations, but she thinks that there is no point in devoting resources to "stupid" or "slow" learners.

5: Class sizes

You have a class of 100 learners. You suspect that several of your learners have learning disabilities, but there are so many learners in your class that it is difficult to give any of them the attention that they need.

Appendix 6

Note: This activity was cut from Session 5 – Teacher Well-Being, due to the Afghanistan context.

Activity 3: Engaging School Leaders

Time: 40 minutes | Grouping: Small groups

Slides: 49-50

Materials: [Handout 5.6](#)

Activity Summary: Participants will prepare a short “pitch” on the benefits of supporting and differentiating for learners with learning disabilities.

Steps:

- **Explain** to participants that ensuring that learners with learning disabilities stay in school and are given adequate support is not only incredibly beneficial to those learners, but also positively impacts other learners in their classes and the atmosphere of the school as a whole.
- **Display** [Slide 49](#).



Ask Participants: ([Slide 49](#))

- How can supporting learners with learning disabilities benefit other learners in classes with them?
 - How can supporting learners with learning disabilities benefit the wider school community?
-
- **Tell** participants that they will have 5 minutes in small groups to brainstorm some benefits of supporting and educating learners with learning disabilities for classes and the school as a whole.
 - **Ask** for volunteers to share their answers.

**Example Answers:**

- Active teaching styles that benefit learners with learning disabilities also benefit learners who do not have learning disabilities; a more inclusive classroom environment benefits all learners; a more positive attitude towards struggling and making mistakes benefits all learners; learners with learning disabilities who feel supported may be less likely to act out and be disruptive to other learners...etc.
- Learners may be able to help tutor or support other learners with learning disabilities; there may be fewer instances of bullying; there may be fewer instances of absenteeism, drop out, or repeating grades; school test scores may improve...etc.

**Ask Participants: (Slide 49)**

- How can school leaders (head teachers, principals, school staff, child protection officers...etc.) support learners with learning disabilities?

- **Tell** participants that they will have 5 minutes in pairs to brainstorm some ways in which school leaders (head teachers, principals, school staff, child protection officers...etc.) can support learners with learning disabilities.
- **Give** participants 5 minutes to discuss the questions in small groups.
- **Ask** for volunteers to share their answers.

**Example Answers:**

- Implement anti-bullying policies
- Allow for adaptations like extra time for tests
- Allow for modifications like simplified curricula
- Help teachers with classroom management or content support by recruiting teaching assistants
- Recruit special education teachers or specialists
- Provide professional development opportunities related to teaching learners with learning disabilities

- **Call** participants' **attention** to Handout 5.6.
- **Explain** to participants that they will now do an activity called "short pitch." Participants will roleplay being teachers with learners with learning disabilities in their classes.

Participants will have 7 minutes, with a partner, to prepare a 1 minute “pitch” or speech to convince their school leaders of the benefits of supporting or accommodating learners with learning disabilities. Their pitch should answer the questions on [Handout 5.6](#).

- **Monitor** and answer clarifying questions.
- After participants have prepared their pitches, **ask** them to take 3 minutes to think of some questions that resistant school leaders might ask about teaching learners with learning disabilities.
- **Tell** participants that they will now practice roleplaying their pitches. Each person should find a new partner. One participant will start as the teacher. They will have 1-2 minutes to give their pitch. The other participant will be a resistant school leader. After the teacher has given their pitch, the school leader will have 2 minutes to ask questions. The teacher must answer their questions positively and respectfully.
- When the time is up, participants will **switch** roles and repeat.



Facilitator Note: While participants are roleplaying, privately ask 1-2 confident groups whether they would be comfortable performing their roleplay in front of the class. Do not force anyone to perform if they are not comfortable doing so.

- When time is up, **ask** 1-2 groups to perform their roleplay in front of the class.



Ask Participants: ([Slide 50](#))

- What did they do well?
- What could they do better next time?

- **Encourage** participants to give constructive feedback on the roleplays.
- **Display** [Slide 51](#).



Ask Participants: ([Slide 51](#))

1. Could you use this technique to talk to other teachers?
2. How would you change your pitch if you were talking to another teacher? To other learners?



Example Answers:

1. Yes. You can use the “short pitch” technique with anyone you want to convince.
2. If you were talking to another teacher, you might focus on how teachers can change their teaching practices or classroom environment. If you were talking to a learner, you might focus on how they can make other learners feel more included in the classroom during play time...etc.

**SUPPORTING LEARNERS WITH
LEARNING DISABILITIES**

SLIDES

Slides

Commentato [LB8]: Note: These were the original slides, they have now been updated and adapted for Afghanistan context (see PowerPoint document "Adapted TiCC-Learning Disabilities")

Slide 1

Supporting Learners with Learning Disabilities

Lauren Gerken, Teachers College Columbia University

Slide 2

Teachers in Crisis Contexts Training

Slide 3

Teachers in Crisis Contexts Training

Child Protection, Well-Being & Inclusion Time: 3 hours Next Steps 1	Identifying Learning Disabilities Time: 3 hours Next Steps 2	Curriculum & Planning Time: 3 hours Next Steps 3	Pedagogy Time: 3 hours Next Steps 4	Teacher's Role & Well-Being Time: 3 hours Next Steps 5
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Slide 4

Training Agenda

- Session 1: Child Protection, Well-Being, & Inclusion
- Session 2: Identifying Learning Disabilities
- Session 3: Curriculum & Planning
- Session 4: Pedagogy
- Session 5: Teacher's Role & Well-Being

Slide 5

Training Objectives

By the end of the session, participants will be able to:

- Identify learners with learning disabilities and assess their specific strengths and needs
- Demonstrate empathy when responding to learners with learning disabilities
- Employ differentiation strategies to ensure that the needs of learners with learning disabilities are being met in mixed-ability General Education classrooms
- Identify additional sources of support for learners with learning disabilities
- Employ strategies to engage caretakers and community members supporting learners with learning disabilities

Slide 6

Session 1: Child Protection, Well-Being, & Inclusion

Supporting Learners with Learning Disabilities

Slide 7

Session Objectives

By the end of the session, participants will be able to:

- Demonstrate empathy when responding to the needs of learners with learning disabilities;
- Explain how teachers' attitudes and the classroom environment affects the motivation and performance of learners with learning disabilities;
- Describe strategies for creating positive classroom environments;
- Demonstrate how to productively express negative emotions by using a frustration chart.

Slide 8

Answer the questions

1. How did the reading activity make you feel?
2. How did the facilitator make you feel?
3. What was the most frustrating part of the reading activity?
4. Why do you think we did this activity?
5. What could the facilitator do to make the reading activity less stressful?

Slide 9

Answer the questions

1. How did it feel to share some of your strengths?
2. How do you think doing this activity would help your learners develop self acceptance?
3. Are there any other sentences you would add?

Slide 10

Expressing Frustration

<p>GREEN:</p> <p>Green means "go!"</p> <p>If you are in the green zone, you are happy and feel comfortable with the activity you are doing. This is the ideal place to be!</p>	<p>YELLOW:</p> <p>Yellow means "slow down!"</p> <p>If you are in the yellow zone, you are moderately frustrated or stressed. You should ask for help to avoid going into the red zone.</p>	<p>RED:</p> <p>Red means "stop!"</p> <p>If you are in the red zone, you are very frustrated or stressed. You should take a break and come back to the activity later with a clear head.</p>
---	---	--

How did you feel during the reading activity at the beginning of this session?

Slide 11

Session 2: Identifying Learning Disabilities

Supporting Learners with Learning Disabilities

Slide 12

Session Objectives

By the end of the session, participants will be able to:

- Explain the difference between a learning style and a learning disability;
- Describe the learning needs of learners with dyslexia, dyscalculia, attention-deficit hyperactivity disorder (ADHD);
- Identify learners with dyslexia, dyscalculia, and ADHD;
- Develop strategies to support the learning of learners with dyslexia, dyscalculia, and ADHD.

Slide 13

Dyslexia

Learners with dyslexia may:

- Read slowly and quickly become tired when reading;
- Have difficulty with reading aloud, reading comprehension, spelling, writing, handwriting, remembering words;
- Switch the order of letters (ex: dog → god) when writing or reading aloud;
- Substitute one small word for another (ex: he, she, the, there...etc.) when writing or reading aloud;
- Be much better at listening comprehension than reading comprehension.

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Slide 14

Dyscalculia

Learners with dyscalculia may have difficulty:

- Understanding math concepts (counting, quantity, positive and negative value, fractions...etc.) and doing math problems;
- Doing mental math (may still use fingers to count);
- Recognizing patterns (ex: smallest to largest);
- Organizing problems on the page, keeping numbers lined up, following steps involved in math operations;
- Understanding concepts related to time, or putting information or events in a sequence;
- Making change and handling money.
- Understanding directions (left/right)

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Slide 15

ADHD

Learners with ADHD may:

- Be easily distracted and often make careless mistakes in schoolwork because they have not paid attention to details;
- Often forget to do daily activities (like chores or homework) or lose important items (toys, pencils, school assignments);
- Have difficulty following through on instructions and fail to finish schoolwork or chores;
- Have difficulty staying seated or still, often fidget or move around;
- Have difficulty waiting for their turn;
- Often interrupt conversations, games, or activities

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Slide 16

Accommodations Modifications

Accommodations and modifications are two ways of adapting a learner's experience in school to meet their learning needs.

Example: Chichima has dyslexia. In a Social Studies class, she may listen to a recording or have another learner read the textbook aloud, rather than read the textbook herself, but she would still be expected to learn the same information as other learners.

Example: Abdul has dyscalculia. In a math class, he may be asked to do simpler or fewer math problems than other learners.

How are accommodations and modifications different?

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Slide 17

Accommodations Modifications

Example: Chichima has dyslexia. In a Social Studies class, she may listen to a recording or have another learner read the textbook aloud, rather than read the textbook herself, but she would still be expected to learn the same information as other learners.

Accommodations are changes that help learners learn the same material and meet the same expectations as their classmates. Accommodations they change how a learner is learning, not what they are learning.

Example: Abdul has dyscalculia. In a math class, he may be asked to do simpler or fewer math problems than other learners.

Modifications are changes to what learners are taught or expected to do in school.

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Slide 18

Session 3: Curriculum & Planning

Supporting Learners with Learning Disabilities

18

Slide 19

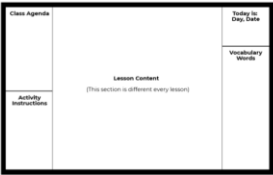
Session Objectives

By the end of the session, participants will be able to:

- Explain the importance of maintaining a consistent classroom environment for learners with learning disabilities;
- Establish and stick to class rules and routines;
- Implement strategies for keeping learners with learning disabilities engaged and on task;
- Develop lesson plans that use a variety of activity types;
- Provide examples of graphic organizers and mnemonic devices;
- Create differentiated assessments for learners with learning disabilities.

Slide 20

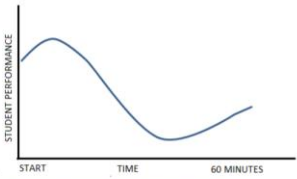
Blackboard Plan



There is no right way to use the blackboard, but it is important that blackboards are set up the same way consistently. Creating sections on the blackboard with consistent categories lets learners know where to look to find information and can help them stay on task.

Slide 21

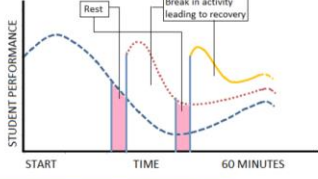
Attention Span



Source: https://www.researchgate.net/publication/304444444_The_Effect_of_Instructional_Strategies_on_Students'_Attention_Span

Slide 22

Attention Span



Source: https://www.researchgate.net/publication/304444444_The_Effect_of_Instructional_Strategies_on_Students'_Attention_Span

Slide 23

Discuss in small groups

1. What kinds of activities can you include in your lessons to help your learners stay focused?
2. How can you break up a long class into smaller activities?

Slide 24

Write your answers on sticky notes

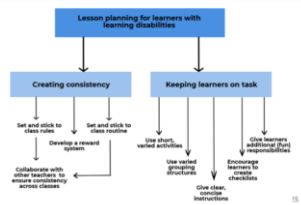
1. What did they do well?
2. How could they improve their lesson plan?

Slide 25

Slide 26

Graphic Organizers

Graphic organizers break down the information into smaller chunks. They visually show the relationship between pieces of information, such as similarity and difference, order of actions, or causality.



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Mnemonic Devices

To remember order of operations in math problems:

CREATE A WORD: "PEMDAS"

P - Parenthesis
E - Exponent
M - Multiplication
D - Division
A - Addition
S - Subtraction

CREATE A SENTENCE: "Please excuse my dear Aunt Sally"

Please - Parenthesis
Excuse - Exponent
My - Multiplication
Dear - Division
Aunt - Addition
Sally - Subtraction

26

Slide 27

Answer the question

- Can anyone remember the difference between accommodations and modifications?
- Can you give me an example of each?

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Slide 28

Session 4: Pedagogy

Supporting Learners with Learning Disabilities

28

Slide 29

Session Objectives

By the end of the session, participants will be able to:

- Identify elements of their classrooms that could be distracting to learners with learning disabilities;
- Give clear, concise activity instructions;
- Implement strategies for managing unwanted behavior;
- Give constructive feedback on learners' behavioral and academic progress;
- Identify items in their classrooms that can be used to modify instruction for learners with learning disabilities.

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Slide 30

Answer the questions with a partner

- What is one behavior that you want to work on?
For example, I know that I interrupt people. I would like to stop doing that.
- What is a positive behavior or strategy that you could use to improve the behavior you identified?
For example, I would make an effort to wait my turn instead of interrupting.

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Slide 31

Giving Clear Instructions

1. **Be clear and specific**
 - a. Start instructions with a verb
 - b. Break instructions down into clear chronological steps
 - c. Give important details (Which questions should they do? Should they work in groups or individually? ...etc.)
2. **Give a time frame**
 - a. Tell learners how much time they have to complete the activity
 - b. Give time reminders half way through and near the end of the activity
3. **Get clarification**
 - a. Check that learners have understood your instructions
 - b. Clarify any misunderstandings

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Slide 32

Instruction Checking Questions

Instruction checking questions are a strategy that participants can use to reinforce their instructions and to check that learners have understood instructions before starting an activity. Instruction checking questions are particularly useful for learners who have difficulty focusing or processing new information.

1. Are instruction checking questions long questions or short questions?
2. Are instruction checking questions open or closed questions?
3. Why might instruction checking questions be helpful for learners with learning disabilities?

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Slide 33

Give Me 5!



33

Slide 34

Give me 5!

1. How can you use "Give me 5" to manage your class?
2. How can you use "Give me 5" to help learners with ADHD manage their behavior?
3. Would you use "Give me 5" in your classroom? Why or why not?
4. How would you adapt "Give me 5" for your learners?

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Slide 35

Behavior Chart

- The teacher and learner should agree on some positive behaviors that they would like the learner to work on, and write those in the actions column.
- The learner should then set a goal and a reward.
- When the learner does those behaviors in class, the teacher should put a star or a sticker in the corresponding column.
- When the learner is not doing those positive behaviors, the teacher should put an "X" in the corresponding column.
- When the learner reaches their goal, the teacher must give them the promised reward. If the learner doesn't get the reward, the behavior system won't work.
- At the end of the week, the behavior plan should go home with the learner, so that their caregiver(s) can see how the learner is progressing.

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Slide 36

Behavior Management Strategy

- Did marking the sticky note every time do you did your chosen behavior make you more aware of your behavior?
- Did it change your behavior at all? If yes, how?

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Slide 37

Self Monitoring

- Neutrally **describe** a behavior that you want the learner to stop and provide a positive behavior that you would like them to replace it with.
- **Tell** the learner to put a mark on the paper whenever they have used the positive behavior.
- **Tell** the learner that you will also make a mark when you notice that they are doing the positive behavior. At the end of the lesson, you will compare notes to see if you agree on the number of times the positive behavior occurred. Accuracy is less important than the process of building awareness for the learner.

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Slide 38

Giving Feedback

The 3 steps of giving constructive feedback are:

1. Making learners aware of their strengths
2. Setting a goal for improvement
3. Giving learners strategies for reaching that goal

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Slide 39

Session 5: Teacher's Role & Well-Being

Supporting Learners with Learning Disabilities

39

Slide 40

Session Objectives

By the end of the session, participants will be able to:

- Identify sources of support for themselves both in and outside of school;
- Plan for and conduct a parent-teacher conference;
- Explain why it is important for learners with learning disabilities to have access to quality, differentiated instruction and assessment;
- Respond confidently to questions about the merit and means of educating learners with disabilities;
- Develop an action plan for engaging families, community members, and school leaders in addressing challenges that may arise from supporting learners with learning disabilities.

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Slide 41

Answer the question:

What are some challenges or stressors that may affect you as teachers of learners with learning disabilities?

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Slide 42

Handout 6.1 - Support Systems

- **Who** are some people who can support you personally or professionally?
- ▲ **When** can each person support you?
- **How** can each person support you? What resources, skills, or strategies can they offer?

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Slide 43

What is a Caregiver-Teacher Conference?

A **Caregiver-Teacher Conference (CTC)** is a short meeting between a teacher, a learner, and their caregiver. Ideally a caregiver is the learner's parent, but any other adult who is familiar with the learner and invested in their well-being (a guardian, grandparent, aunt, uncle, older sibling, cousin, or close family friend) may also appropriate.

The purpose of a CTC is to bring together learners, teachers, and caregivers so that they can work together to support the learner and hold them accountable to their goals.

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Slide 44

The 4 steps of a CTC:

- **Celebrate successes**
 - Start with examples of what the learner does well. Always share more successes than challenges.
- **Share challenges**
 - Ask the learner to share any challenges they experience with learning or the classroom environment. Encourage them to be open and honest, as they may consider you to be one of their challenges.
 - Ask the caregiver if they have noticed any academic or behavioral challenges in the home.
 - Show a piece of the learner's work as an example to help you explain the challenges that you have observed in the classroom.
- **Set or check in on goals**
 - Encourage learners to come up with their own goals. Learners are more likely to stick to goals that they have come up with themselves, rather than goals that they feel were forced upon them.
 - Use the Goal Tracking worksheet
- **Brainstorm strategies**
 - Encourage learners to come up with their own strategies for meeting their goals.
 - Offer constructive feedback to help learners come up with strategies.
 - Engage caregivers in coming up with and monitoring the use of strategies at home.

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Slide 45

Roleplay 1

Directions:

- In groups of 3, you will roleplay a Caregiver-Teacher Conference (CTC). You will have 7 minutes to complete your roleplay.
- Make sure you cover all four steps of a CTC.

Roles:

- **Learner:** The learner from your group's learner profile
- **Caregiver:** Your learner's parent. They may be frustrated with the teacher or learner because they don't know what a learning disability is or because there is a stigma around disabilities, but they ultimately want to help.
- **Teacher:** A general education teacher who has noticed that the learner is struggling and needs support in accommodating that learner's needs.

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Slide 46

Roleplay 2

Directions:

- In groups of 3, you will roleplay a Caregiver-Teacher Conference (CTC). You will have 7 minutes to complete your roleplay.
- Make sure you cover all four steps of a CTC.

Roles:

- **Learner:** The learner from your group's learner profile. The learner does not want to admit that they are struggling with a learning disability and instead blames the teacher or caregiver for their difficulty in school.
- **Caregiver:** Your learner's parent. They may be frustrated with the teacher or learner at first, but they ultimately want to help.
- **Teacher:** A general education teacher who has noticed that the learner is struggling and needs support in accommodating that learner's needs.

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Slide 47

Roleplay 3

Directions:

- In groups of 3, you will roleplay a Caregiver-Teacher Conference (CTC). You will have 7 minutes to complete your roleplay.
- Make sure you cover all four steps of a CTC.
- Use the [Goal Tracking Worksheet](#) on Handout 6.3 to structure your CTC.

Roles:

- **Learner:** The learner from your group's learner profile.
- **Caregiver:** Your learner's parent. They may be frustrated with the teacher or learner at first, but they ultimately want to help.
- **Teacher:** A general education teacher who has noticed that the learner is struggling and needs support in accommodating that learner's needs.

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Slide 48

Answer the questions:

1. What did they do well?
2. How could they do better next time?

48

Slide 49

Answer the questions in small groups:

1. How can supporting learners with learning disabilities benefit other learners in classes with them?
2. How can supporting learners with learning disabilities benefit the wider school community?
3. How can school leaders (head teachers, principals, school staff, child protection officers...etc.) support learners with learning disabilities?

49

Slide 50

Answer the questions:

1. What did they do well?
2. How could they do better next time?

50

Slide 51

Answer the questions:

1. Could you use this technique to talk to other teachers?
2. How would you change your pitch if you were talking to another teacher? To other learners?

51

Slide 52

Thank you!

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