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# Manual of Best Practices

**Erasmus+ Project Spectrum - Supporting Elementary  
School Teachers in Recognizing and Understanding Minors  
with Special Educational Needs**



## PURPOSE

This handbook of best practices aims to support teachers with a set of recommendations and good practices that enable teachers to improve their competences, skills and strategies for teaching children with different disorders. The methodology of elaboration has taken into account the recommendations and consensus among experts in an attempt to standardise the use and implementation of good practices. Teachers will be able to navigate the manual to easily find the disorder they need support with. They will find practical ways to deal with the students. Also they will be able to find additional content in the annexes of each disorder for further learning.

## SCOPE

- ADHD with Attention Deficit Predominance
- ADHD with Hyperactivity and Impulsivity Predominance
- Autism without disorder of intellectual impairment
- Asperger´s syndrome
- Dysgraphia
- Dyslexia
- Dysortographia
- Developmental Language Disorder
- Dyscalculia
- Dyspraxia
- Students with senses impairments



## ADHD with Attention Deficit Predominance (1)

**ADHD with attention deficit predominance** is characterized mainly by difficulties in sustaining attention, following through on tasks, and organizing activities. Unlike the hyperactive-impulsive type, individuals with ADHD-PI are less likely to be disruptive or hyperactive. Symptoms include frequent daydreaming, distractibility, and forgetfulness. Early diagnosis and tailored interventions are crucial for effective management.

### CANT FOLLOW INSTRUCTIONS

- Provide them with clear and concise instructions by breaking instructions into small, simple steps, using clear and direct language.
- Use visual aids such as checklists, diagrams, or pictures to accompany verbal instructions.
- Set up structured routines in class to help students anticipate and understand what is expected from them.

### HAS DIFFICULTY ORGANISING TASKS AND ACTIVITIES

- Create mini-lessons to practice in-class organisational skills such as prioritising activities or time management.
- Create a supportive learning environment encouraging peer support and collaboration and fostering synergies.
- Be patient and empathetic towards the challenges faced by students with ADHD.

### DOES NOT COMPLETE THE TASKS

- Create a quiet, organised, and distraction-free area for students to work.
- Minimise noise and visual distractions to help them concentrate.
- Pair students with classmates who can help them stay focused and organized.
- Conduct frequent check-ins to monitor progress and provide guidance breaking down long-term projects into checkpoints and celebrating small successes along the way.
- Allow regular breaks to help students recharge and maintain focus.



## ADHD with Attention Deficit Predominance (2)

### **STUDENTS AVOID PERFORMING TASKS THAT REQUIRE SUSTAINED MENTAL EFFORT**

- Intersperses short exercises or tasks with longer ones that require sustained mental effort.
- Use a variety of materials and teaching methods to maintain learner interest.
- Teach self-regulation strategies, such as planning and organizing time, setting priorities, and using reminders or alarms.

### **MAKES CARELESS MISTAKES IN SCHOOLS OR WORK ASSIGNMENT**

- Create consistent daily routines for homework and studying.
- Implement in-class habits that can help students approach assignments in a more systematic and less overwhelming way.
- Teach self-regulation strategies, such as planning and organising time, setting priorities, and using reminders or alarms.

### **DIFFICULTING MAINTAINING ATTENTION ON ACTIVITIES**

- Incorporating multimedia, hands-on activities and interactive learning can make assignments more engaging.
- As far as possible, present the material in bright colours, using different resources such as books, computer, blackboard, audios, and films.



## ADHD with Attention Deficit Predominance (3)

### ATTENTION

#### BEHAVIOURS

Difficulty completing tasks and sustaining attention

### HYPERACTIVITY

#### BEHAVIOURS

Excessive movement  
Fidgeting  
Difficulty staying sitting  
Restlessness

### CONCENTRATION

#### BEHAVIOURS

Sensitivity to noise and change  
Active avoidance of some tasks

### ORGANISATION

#### BEHAVIOURS

Losing or misplacing items  
Forgetting routine tasks  
Struggling to organise thoughts

### OTHER

#### BEHAVIOURS

Difficult to be quite  
Difficult controlling impulses



## ADHD with Hyperactivity - Impulsivity Predominance (1)

**ADHD with hyperactivity-impulsivity predominance**, often referred to as ADHD-HI, is characterized primarily by symptoms of hyperactivity and impulsivity rather than inattention. Children with ADHD-HI might display behaviours such as constant fidgeting, an inability to stay seated, excessive talking, and interrupting others. They may act without thinking, have difficulty waiting their turn, and often seem to be "on the go" or driven by a motor. Early identification and tailored interventions are essential for managing these symptoms effectively.

### HIPERACTIVITY

- Give students activities and tasks with movement:
  - Run errands inside the school.
  - Erase the blackboard.
- If the child is older and is able to recognise the state of restlessness and needs to leave the classroom, you can agree with him/her that without asking permission he/she can leave the classroom for 5 minutes and go for a walk.

### FEELING CONSTANTLY RESTLESS

- Teach them controlled, deep breathing: this is one of the simplest but most effective ways to calm down using the 4-second technique.
- 4 seconds inhaling air, 4 seconds holding air, 4 seconds exhaling air and 4 seconds pause.
- Let them play and move: Allow them to play in spaces suitable for running, jumping and having fun, take them to play in the park or the swimming pool.
- Contact and affection are very important: Help them to feel accompanied, and give them massages and hugs.

### MANIFESTED AS EXCESSIVE PHYSICAL ACTIVITY

- Permit controlled movements: Allow brief periods of physical activity (such as jumping or stretching) during the lesson.
- Active responsibilities: Assign tasks that require movement, such as delivering materials.
- Develop attractive guides to follow the development of the tasks. For example, they can make a comic book, photograms with the steps or write them down.



## ADHD with Hyperactivity - Impulsivity Predominance (2)

### DIFFICULTY TO REMAIN QUIET OR SEATED

- Establish micro-breaks: integrate short active breaks during class, where children can move, stretch or walk around.
- Insert turns to move: Allows children to take turns doing activities that require getting up, giving them the opportunity to move around without disrupting the class.
- Practice breathing exercises: Teach children deep breathing exercises to help them calm and focus when they feel the need to move.

### DIFFICULTY CONTROLLING IMPULSES

- Introduce visual reminders: Use visual cues, such as posters or cards, to remind children of rules or steps to follow before acting.
- Show them stories or role-play: Use stories or drama that show how characters manage impulses and make thoughtful decisions.
- Set small goals: Set achievable short-term goals, such as sitting still for 5 minutes, and celebrate each achievement.

### INTERRUPTING OR SPEAKING AT INAPPROPRIATE TIMES

- Use timers: Introduce a timer to visually show how much time is left before they can talk.
- Establish participatory behaviour in class for speaking/listening that becomes a role model by turning practice into a game if possible.
- Play waiting games that involve waiting for turns, such as board games, which help children practice patience in a fun way.

### ACT WITHOUT THINKING ABOUT THE CONSEQUENCES

- Count to 10 technique: Teach children to count to ten in their heads before responding or speaking, giving them a moment to consider their words.
- Daily exercises: Introduce short daily exercises where children practice thinking about what they will say before they say it, gradually increasing the complexity of the situations.
- Specific praise: Reward children when they show that they have thought before they speak.



## Annex for ADHD disorder

### ADDITIONAL MATERIALS:

- Website: [www.ptscoaching.com](http://www.ptscoaching.com)
- ADHD Europe: [www.adhdeurope.eu](http://www.adhdeurope.eu)

### BIBLIOGRAPHY

- **Kathleen Nadeau.** *ADHD: What Every Teacher Needs to Know.* American Psychological Association. Description: Provides teachers with practical strategies for understanding and managing ADHD in the classroom.
- **T. Chris Riley-Tillman and Steven G. Feifer.** *Teaching Children with ADHD: Strategies for Helping Students Succeed.* Guilford Press. Description: A comprehensive guide that combines theory with practical techniques for teaching students with ADHD.
- **Peg Dawson and Richard Guare.** *Smart but Scattered: 12 Skills to Help Kids with ADHD and Executive Functioning Issues.* Guilford Press. Description: Focuses on improving executive functioning skills in children with ADHD, offering practical strategies for teachers.

### WANT TO KNOW MORE SECTION

- Guidelines for working with ADHD children in the classroom: <https://www.youtube.com/watch?v=hnlxhKe0TvE>
- Essential Ideas for teachers dealing with ADHD children: <https://www.youtube.com/watch?v=SCAGc-rklfo>
- ADHD Classroom Strategies: <https://www.youtube.com/watch?v=Dd62-eL0JY>



## Autism - Without Disorder of Intellectual Impairment (1)

**Autism without intellectual disability** refers to children who are on the autistic spectrum and have a cognitive level within the typical range or above. They may have normal or even outstanding intellectual abilities but face specific challenges in areas such as social communication, interaction with others, and behavioural flexibility. They may have difficulty understanding and using language in social contexts, picking up on non-verbal language or interpreting tone of voice. They often have intense and specialised interests. These interests can be an educational asset if they are integrated into learning. Many individuals with autism have sensory sensitivities to loud noises, bright lights, and certain textures.

### REPETITION OF RIGID, REPETITIVE MOVEMENTS OR BEHAVIOURS

- Positive reinforcement by praising and reinforcing any movement towards more adaptive behaviours, using rewards that are meaningful to the person.
- Use visual supports: Use visual schedules, to-do lists or concept maps to help the person anticipate what is coming next, which can decrease the need for repetitive behaviours as a way of managing uncertainty.
- Promote progressive diversion: Instead of abruptly stopping a behaviour, gradually redirect to a more functional or less disruptive activity. For example, if a child repeatedly bangs an object, you could introduce a drum as an alternative.

### RESISTANCE TO CHANGE

- Anticipate change: Introduce changes gradually and in advance whenever possible. Provide clear information about what will change and when it will happen.
- Involve the children in joint planning: If appropriate, involve the individual in planning the change, which can make the process less stressful and more predictable.
- Introduce examples of flexibility that model flexibility in everyday situations. Show the person how you can change your plan or adapt to new situations in a positive way.

### IRRATIONAL INSISTENCE ON ROUTINES

- Identify critical routines and determine which routines the person insists on following most rigidly. Assess whether all of them are necessary or whether some can be modified in a gradual approach.
- Create social stories that explain the benefits of flexibility and how to handle situations where routine is disrupted.
- Identification and expression of emotions to help him or her to identify and express their emotions related to changes in routine and provide a safe space to talk about their concerns can reduce resistance.



## Autism - Without Disorder of Intellectual Impairment (2)

### PROBLEMS IN VERBAL AND NONVERBAL COMMUNICATION

- Use pictograms and graphics such as pictures, symbols to represent words, concepts or routines as pictures can help to understand and express ideas.
- Gestures and body language: Teach basic gestures that can be used to communicate needs such as 'yes,' 'no,' 'food,' or 'bath'. Even simple gestures can significantly improve communication.
- Introduce emotion interpretation games, use pictures, videos or role-play to teach the person to identify and understand facial expressions, gestures and body postures that indicate emotions.

### DIFFICULTY IN MAKING SOCIAL CONNECTIONS

- Work on self-esteem by helping your pupils in accepting themselves as they are.
- Develop communication skills with students so that they learn to express their thoughts and feelings, you can use workshops or read books to do this.
- Teach them to interpret non-verbal cues such as facial expressions, body language and tone of voice that are key elements in social interactions.

### DIFFERENCES IN NONVERBAL CUES SUCH AS EYE CONTACT AND GESTURES

- Include clear illustrations in classroom materials, with pictures or drawings showing different facial expressions and body postures explaining what they mean.
- Create or implement social skills games or exercises designed to teach children to read and respond to non-verbal cues.

### LACK OF CONTACT WITH THE ENVIRONMENT

- Establish a safe environment with clear routines as children with autism often feel more secure in a structured and predictable environment.
- Use the child's particular interests to encourage them to interact with the environment. For example, if they like trains, you can organise visits to miniature train parks or play with model trains.
- Role Play: Practising situations through role play can help the child feel more comfortable with new experiences in the environment.



## Asperger's Syndrome (1)

**Asperger's syndrome** is a developmental disorder that falls within the autistic spectrum and affects reciprocal social interaction, verbal and non-verbal communication, a resistance to accepting change, inflexibility of thought as well as possessing narrow and absorbing fields of interest. Children with this syndrome are generally extremely good at memory skills (facts, figures, dates, times, etc.) and many excel in mathematics and science. There is a range in the severity of symptoms within the syndrome, the very mildly affected child often goes undiagnosed and may just seem odd or eccentric.

### SENSITIVITY TO NOISE, TOUCH, SMELL OR TASTE

- Identify triggers by observing which specific stimuli (noises, textures, smells, tastes, flavours) cause them discomfort and thus try to avoid them.
- Introduce sensory stimuli in a gradual and controlled manner. For example, if loud noises are a problem, you can expose the child to soft sounds that slowly increase in volume over time.
- Listen to your child and validate their feelings when they feel uncomfortable. Explain that their sensitivity is valid and that together you will find ways to feel better.

### LACK OF RESPECT FOR TURNS OF SPEECH

- Model interactions so that the child can see how turns are respected. Simulate conversations where your turn is expected and point out when it is appropriate to speak and listen.
- Using visual cues can be an effective way to remind the child when it is his or her turn to speak and when to wait. Use coloured cards (e.g. green for talking and red for waiting) or an object that the speaker should hold until it is the other person's turn.
- Immediate and gentle feedback, if the child interrupts or does not take turns, give immediate and calm feedback.

### DIFFICULTY INTERPRETING FACIAL EXPRESSIONS AND MAINTAINING EYE CONTACT

- Use emotion recognition games with pictures, images or mirrors where they can practice making different facial expressions and recognising them in others.
- Use of technology: There are apps and interactive programs that help children practice facial expression and emotion recognition (Emotionary or Autism iHelp).

### EXCEPTIONAL ABILITIES IN AREAS SUCH AS MEMORY, MATHEMATICS OR MUSIC

- If the child excels in a specific area (such as mathematics), adapt the curriculum in that subject to provide more complex and challenging tasks.
- After-school programmes that focus on their talents can also be an excellent complement to regular education.
- Encourage the child to explore beyond his or her area of expertise, for example, a child talented in mathematics may explore its use in other disciplines such as art or architecture.



## Asperger's Syndrome (2)

### ESTABLISHMENT OF REPETITIVE ROUTINES AND PATTERNS OF BEHAVIOUR

- Design a clear and predictable daily routine that includes the main activities (breakfast, school, play, homework, etc.). This gives them a sense of security and control.
- Reward and positively reinforce any signs of flexibility.
- Teach them relaxation techniques or breathing exercises that they can use when faced with an unexpected change in routine.

### VERY SPECIFIC AND FOCUSED INTERESTS

- Encourage your child to set long-term goals related to his or her interests. If he is fascinated by astronomy, for example, help him plan how he can continue to learn about the subject.
- Help your child explore his or her interests in creative ways. For example, if their interest is music, encourage them to compose their own music.

### DIFFICULTY UNDERSTANDING THE EMOTIONS OF OTHERS AND EXPRESSING THEIR OWN FEELINGS

- You can also use interactive applications that teach emotions through images.
- There are films and video games designed to teach empathy and emotions. You can watch movies together that have emotional stories and then talk about how the characters felt in different situations.

### PROBLEMS RELATING TO PEERS AND POSSIBILITY OF EXPERIENCING DEPRESSIVE MOODS DUE TO SOCIAL DIFFICULTIES

- Children with Asperger's often do not learn social skills naturally, so it is necessary to teach them in explicit and structured ways such as conversation, turn-taking, reading body language, etc.
- Role-play with the child to practice common social situations, such as making a new friend, participating in a group game, or responding when someone asks a question.



## Annex for autistic spectrum disorders

### ADDITIONAL MATERIALS:

- Website Autism Europe: [www.autismeurope.org](http://www.autismeurope.org)
- Autism Cyprus: [www.autismsociety.org.cy/en/](http://www.autismsociety.org.cy/en/)
- Autism Czech Republic: [www.aba-centrum.cz/en/autism/](http://www.aba-centrum.cz/en/autism/)
- Autism Spain: <https://autismo.org.es>

### BIBLIOGRAPHY

- **Carol Stock Kranowitz.** *The Out-of-Sync Child.* 1998. A guide to recognizing and coping with sensory processing disorder, a common co-occurrence with autism.
- **Stanley I. Greenspan and Serena Wieder.** *Engaging Autism: Helping Children Relate, Communicate and Think with the DIR Floortime Approach.* 2009. A book that introduces the DIR Floortime method, which emphasizes emotional development through play.

### WANT TO KNOW MORE SECTION

- Diagnostic Check List: <https://autism.org/diagnostics-checklist/>
- How to Teach a Child with Autism - Introduction (1/5) | Autism at Home: <https://www.youtube.com/watch?v=akDH-Wpi-iw>
- Educating Children with Autism: Visual Arts as Tools for Inclusion: <https://www.youtube.com/watch?v=Uak4FDnlbZg>.
- European Union and Autism: <https://what-europe-does-for-me.europarl.europa.eu/en/social/C11>



## Dysgraphia - Developmental learning disorder with impairment in written expression (1)

**Developmental learning disorder with impairment in written expression** is characterised by significant and persistent difficulties in learning academic skills related to writing, such as spelling accuracy, grammar and punctuation accuracy, and organisation and coherence of ideas in writing. The individual's performance in written expression is markedly below what would be expected for chronological age and level of intellectual functioning and results in significant impairment in the individual's academic or occupational functioning.

Developmental learning disorder with impairment in written expression is not due to a disorder of intellectual development, sensory impairment (vision or hearing), a neurological or motor disorder, lack of availability of education, lack of proficiency in the language of academic instruction, or psychosocial adversity.

### IMPAIRMENT IN WRITTEN EXPRESSION

- Dictation: Have students dictate their ideas to you or a scribe. This can help bypass the physical act of writing and focus on the content.
- Adapting Assignments: Offer students choices in writing assignments to cater to their interests and strengths.
- Adjust the length of writing assignments to match the student's abilities.

### SPELLING ACCURACY

- Use speech-to-text software to allow students to dictate their writing.
- Multisensory approach: Using the different senses to learn spelling, for example, writing a word with the finger in the sand, saying it out loud while writing, or using coloured aids to distinguish letters.

### GRAMMAR AND PUNCTUATION ACCURACY

- Writing Apps: Explore writing apps that offer features like grammar checking, word prediction, and visual organizers.
- Regular short practice: Short but frequent spelling practice is more effective than long, one-off learning. It may include spelling games, quizzes, or quick exercises.
- Regular exposure to words helps reinforce knowledge without being too exhausting.

### ORGANISATION AND COHERENCE OF IDEAS IN WRITING

- Visual Supports: Graphic Organizers: Use tools like mind maps, Venn diagrams, and flowcharts to help students organize their thoughts visually before writing.
- Visual Cues: Provide pictures, symbols, or diagrams to support understanding and stimulate writing.



## Dysgraphia - Developmental learning disorder with impairment in written expression (2)

### DISCREPANCY BETWEEN INTELLECT AND PERFORMANCE IN WRITTEN EXPRESSION

- Use of Technology: Allow the use of voice recognition software or writing apps. Programs like Google Docs offer voice input, which can be very helpful.
- Alternative Forms of Expression: Allow students to use other forms to demonstrate their knowledge (presentations, videos, comic strips, oral presentations).
- Allow students more time for writing assignments or tests if possible. Alternatively, they may write shorter texts.

### TROUBLE FORMING LETTERS SHAPES

- Use handwriting worksheets with dotted letters or lined paper to help guide letter formation. These can include letters with arrows showing the correct strokes.
- Have students practice writing letters in the air with their finger or trace large letters on a board or desk.
- Start by having students write large letters on a whiteboard or piece of paper, then gradually reduce the size as they become more confident with forming the shapes.

### TIGHT, AWKWARD, OR PAINFUL GRIP ON A PENCIL

- Use of adaptive pencils, thicker pencils, pencil grips, or triangular pencils designed to improve grip and comfort when writing.
- Have students shake their hands or stretch their fingers before writing to loosen muscles.
- Encourage practising with minimal pressure on the pencil to avoid gripping too tightly.

### DIFFICULTY FOLLOWING A LINE OR STAYING WITHIN MARGINS

- Use paper with bold or coloured lines or raised lines that provide a tactile cue for where to write.
- Have students use their finger to track lines or margins as they write, guiding their hand along the path.
- Provide slant boards to help students position their paper at an angle that is more comfortable for writing.
- Provide visual reminders or posters that show how to align text properly within margins.

### PRONOUNCED DIFFERENCE BETWEEN SPOKEN AND WRITTEN UNDERSTANDING OF A TOPIC

- Have students discuss the topic verbally with peers or teachers before writing about it.
- Incorporate videos, podcasts, or presentations related to the topic to enhance understanding before writing.
- Encourage regular writing assignments that allow students to practice articulating their spoken ideas in writing.



## Dysgraphia - Developmental learning disorder with impairment in written expression (3)

### UNDERDEVELOPED MOTOR SKILLS

Difficulties with  
fine motor skills  
(pencil grip, hand-  
eye coordination)

### IMPACT ON WRITING

Messy, illegible  
handwriting  
Slow writing speed  
Hand fatigue

### SPATIAL PERCEPTION

Unsure where to  
start, size letters  
appropriately, or  
position them  
correctly.

### VISUAL DISCRIMINATION

Reversing letters  
and numbers  
Mirroring letters

### READING DIFFICULTIES

Trouble  
distinguishing  
words, especially  
those that differ by  
only a small detail.



## Annex for dysgraphia - Developmental learning disorder with impairment in written expression

### ADDITIONAL MATERIALS:

- Ergonomic pens, pencil grips, and weighted writing utensils
- Teaching strategies: <https://study.com/academy/lesson/dysgraphia-teaching-strategies-exercises.html>
- Dysgraphia worksheets. <https://www.twinkl.cz/search?q=dysgraphia+worksheets&c=55&r=parent>
- Pencil control: <https://www.twinkl.cz/search?q=pencil+control&c=55&r=parent>

### BIBLIOGRAPHY

- ICD-11. <https://icd.who.int/browse/2024-01/mms/en#1498766637>
- **Krejčová L.** *Dyslexie. Psychologické souvislosti.* Grada. 2019
- **Peter J. Chung, Dilip R. Patel, Iman Nizami.** *Disorder of written expression and dysgraphia: definition, diagnosis, and management.* <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7082241/>

### WANT TO KNOW MORE SECTION

- <https://www.twinkl.cz/teaching-wiki/dysgraphia>
- <https://my.clevelandclinic.org/health/diseases/23294-dysgraphia>
- <https://dyslexiaida.org/understanding-dysgraphia/>
- <https://dsf.net.au/learning-difficulties/dysgraphia/what-is-dysgraphia>



## Dyslexia - Specific learning disability (1)

**Dyslexia** manifests itself in difficulties in reading. Reading is slow, labored, non-fluent, with fewer mistakes, or, on the contrary, fast, hurried, with increased errors. Children with dyslexia also have problems with the intonation and melody of sentences (monotonous reading), and mismanage their breathing. They sometimes repeat the beginning of words, skip lines and find it difficult to navigate through the text. Typical specific mistakes are made in reading, leading to misreading and even twisting words.

### **SLOW, LABORIOUS READING WITH FEWER MISTAKES OR, CONVERSELY, FAST READING WITH MORE MISTAKES**

- Respect for individual work tempo, which may be varied. If necessary, increase the time allotment for working with the text, or the texts can be shortened.
- Use specially adapted texts for reading (dyslectic texts).
- You can also work with more conventional text, which you can modify as needed. You can enlarge it, change the font, print it on pink-coloured paper, etc. It depends on the pupil's needs. It is good to start with short texts that are made up of short, simple sentences. Make reading easier for the pupil by repeating the same words in the text. The text should be structured and clearly delineated.

### **SUBSTITUTIONS OF SIMILAR LETTERS: B-D-P; M-N; A-E**

- The pupil needs more time to master the letters. Use a multisensory approach so that the pupil perceives the letters with all his senses. Write the letters together in flour, and sand, model them with modeling clay, etc.
- Make picture cards of the two problematic letters and allow the pupils to use them until they are fully fixed. Pupils circle the pairs of letters, look them up in magazines, folding alphabet, etc.

### **OMITTING OR ADDING LETTERS, SYLLABLES, GUESSING WORD ENDINGS**

- For guessing words and endings it is necessary to train visual perception - analysis and synthesis, figure and background, right-left orientation, and tasks coordinating motor activity and perception.
- Present the pupil with a more graphically challenging text to read, e.g. printed in different fonts, without pictures. The print is in one colour.
- We reinforce letter shapes with the pupil. We use a variety of aids e.g. letters made of different materials, letter painting etc.



## Dyslexia - Specific learning disability (2)

### PROBLEMS IN UNDERSTANDING AND INTERPRETING THE TEXT READ

- Read the text aloud to the child first and then talk about what the text was about. This makes it easier for the pupil to understand the content of the text.
- When you first read the text, take turns with the pupil - one sentence by the child, one sentence by you, and so on until the end of the text.
- Read heavier or longer words together with your pupil quietly and at a slow speed. Adapt to the pupil's reading speed.
- Focus on difficult words. Look for them in the text with your pupil and read each word together several times. You can also read them as an adult.

### OMITTING DIACRITICAL MARKS

- We will use paper or plastic strips with prescribed words/sentences without diacritical marks. Pupils then fill in only the missing diacritical marks above the given letters. We can use short text in the same way.
- Colour coding method. In the printed text, the pupil wraps the hooks in colour.
- The pupil should write the diacritical marks immediately, at the moment of writing the letter.

### INCORRECT READING TECHNIQUE E.G. DOUBLE OR SILENT READING

- Use the arching method. Use a pencil to draw arcs under the word corresponding to the syllables of the words.
- Reverse the incorrect double-reading technique by syllabifying aloud. However, knowledge of the individual letters is a prerequisite for success.



## Dyslexia - Specific learning disability (3)

### READING

Comprehension  
and text search  
problems

The problem with  
learning a foreign  
language

Making specific  
mistakes

### COMUNICATION

Inaccurate  
understanding of  
speech

Awkward  
expression

Problems in  
understanding  
instructions

### SOCIAL IMPACTS

Fear of reading  
aloud in front of  
other people

Low self-  
confidence

Problems with not  
meeting adult  
expectations

### ORGANISATION

Difficulties in  
organising yourself  
and your work

Lack of orientation  
in time and space

Problems with  
concentration

### COMORBIDITIES

Sometimes  
associated with  
other specific  
learning  
disabilities, ADHD,  
Autism Spectrum  
Disorders (ASD)  
and other



## Annex for Dyslexia - Specific learning disability

### ANNEXES / ADDITIONAL MATERIALS

- <http://www.naucsecist.cz/>
- <https://spellwizards.co.uk/primary-school-spelling-app>
- <https://www.golexic.com/>
- [Tablexia](#)
- <https://www.vcelka.cz/>

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- **Jucovičová D., Žáčková H.** *Dyslexie*. D+H, Praha, 2004
- **Selikowitz M.** *Dyslexie a jiné poruchy učení*. Grada, Praha, 2000
- **Hallberg U; Klingberg G.** *Children with Special Needs*. Springer International Publishing AG, 2023
- **Daloiso M.** *Supporting Learners with Dyslexia in the EIt Classroom*. Oxford University Press, 2017
- **Franklin D.** *Helping Your Child with Language-Based Learning Disabilities: Strategies to Succeed in School and Life with Dyslexia, Dysgraphia, Dyscalculia, ADHD, and Processing Disorders*. New Harbinger Publications, 2018

### WANT TO KNOW MORE SECTION

- REID, G., GREEN. S. *100 ideas for supporting pupils with dyslexia*. London: Continuum, 2007
- <https://www.bdadyslexia.org.uk/dyslexia/about-dyslexia/what-is-dyslexia>
- <https://dyslexiaida.org/dyslexia-basics/>
- [https://www.youtube.com/watch?v=LYd5\\_LYJKwE](https://www.youtube.com/watch?v=LYd5_LYJKwE)



## Dysortographia - Disorder of spelling (1)

**Dysorthography** is a specific spelling disorder, manifested primarily in the area of grammar. However, it does not include the whole grammar but mainly refers to specific dysorthographic phenomena, such as adding or omitting letters or syllables, not managing word boundaries in writing, etc. It also includes the issue of inappropriate application of grammatical phenomena in dictations. The text of a pupil with dysorthographia is full of various errors and inaccuracies which are committed repeatedly and are in no way related to his or her intellectual abilities. Dysortographia is often associated with dyslexia.

### DIFFICULTIES IN ACQUIRING GRAMMATICAL RULES AND APPLYING GRAMMATICAL PHENOMENA

- We make it easier for pupils to learn the material by means of vocabulary overviews, supplementary exercises and cards focusing on vocabulary phenomena. It is possible to use materials that are commonly available in shops, but it is better to use your own, overviews that the pupil creates in cooperation with the teacher.
- Colour visualisation of the rules helps to remember them. The pupil has to search the text and mark the capital letter at the beginning of the sentence and the sign after the sentence by underlining or circling. The pupil then transcribes the prepared text into a notebook and writes the marked phenomenon in colour. The same procedure is applied when practising other grammatical rules.

### DIFFICULTIES IN RESPECTING LINE SPACING OR MARGINS

- Use different workbooks and materials with supporting lines. Size may vary according to the child's needs.
- Respect the level of written expression. The task can be shortened or supplementary exercises can be used for the given grammatical phenomenon so that the child does not lose concentration with the transcription of the text. Pupils get tired quickly.

### DIFFICULTIES IN CONSISTENTLY FOLLOWING LINES OF TEXT

- To fix eye movements (left-right), the teacher can e.g. name objects from left to right, place objects according to dictation, read the first letters or syllables in a word (so the pupil has a good feeling of the work done).
- Strengthening visual perception and concentration. There are many materials available for the exercises and it depends on the needs of the child. We always start with exercises at a level the child can still manage and gradually move on to more difficult tasks.



## Dysortographia - Disorder of spelling (2)

### PROBLEMS WITH WORD BOUNDARIES IN WRITING

- When practising, progress with the pupil from simpler to more complex sentences. Use graphic representations of the sentence with arranged marks, clapping or with kit.
- Practice prepositions with pictures. The teacher shows a picture and the pupil connects the object shown with the prepositions on cards, e.g. a picture of a table, pupil adds prepositions and reads: on the table, under the table, at the table.

### ADDING, OMITTING, SKIPPING LETTERS OR SYLLABLES

- The pupil will break the words down into their individual syllables and again and then build whole words. The folding and unfolding of words is practised both aurally and visually. Use plastic, fabric, paper letters, etc.
- Making words from mixed-up letters or underlining correctly spelled words.
- Use different games e.g. word football to develop auditory perception.

### INCORRECT PLACEMENT OF ACCENTS

- For the correct word accent, you can use poems with regular rhythm (budgets, rhymes) on which the pupil trains the rhythmization of words.
- Use a variety of games associated with movement, instruments, and songs. Do not forget that the teacher is a speech model for the pupil.



## Dysortographia - Disorder of spelling (3)

### WRITING

Cannot identify mistakes in written text

Can say grammatical rules but cannot apply them in written text

Making specific mistakes

### COMUNICATION

It may look like the pupil is hearing incorrectly

Problems with auditory perception or visual memory especially

### SOCIAL IMPACTS

School failure when the disorder is not detected

Low self-confidence

Problems with not meeting adult expectations

### ORGANISATION

Problems with concentration

Get tired quickly when writing exercises

Works very fast or very slow (other manifestations)

### COMORBIDITIES

It is often associated with dyslexia but also other specific learning disorders



## Annex for Disorthography - Disorder of spelling

### ANNEXES / ADDITIONAL MATERIALS

- An overview of available applications: <https://www.speld.org.au/apps>
- <https://www.kamnet.cz/>

### BIBLIOGRAPHY

- **Zelinková O.** *Poruchy učení*. Portál, Praha, 2003
- **Jucovičová D., Žáčková H.** *Dysortografie. 2. vyd.* D+H, Praha, 2012
- **Žáčková H., Jucovičová D.** *Metody hodnocení a tolerance dětí s SPU*. D+H, Praha, 1999
- **Hudson D.** *Specific Learning Difficulties - What Teachers Need to Know*. Jessica Kingsley Publishers, 2015
- **Reid, G., Elbeheri, G., Everatt, J.** *Assessing Children with Specific Learning Difficulties: A teacher's practical guide*. Routledge, 2015

### WANT TO KNOW MORE SECTION

- <https://www.asha.org/practice-portal/clinical-topics/written-language-disorders/disorders-of-reading-and-writing/>
- <https://www.ncbi.nlm.nih.gov/books/NBK10787/>



## Developmental Language Disorder (1)

**Developmental language disorder** is characterized by impaired speech development that is not a symptom of another diagnosis. It manifests in children whose speech development is uneven relative to their chronological age and intellectual level, despite having appropriate conditions for speech development. This is a neurodevelopmental disorder that begins to show at an early age, marked by deficits in speech comprehension or production, along with other related difficulties.

### IMPAIRED SPEECH COMPREHENSION, SPEECH PRODUCTION, OR BOTH AT THE SAME TIME

- Use visual aids (pictures, charts, maps, etc.).
- Give only simple instructions – one sentence = one command. Always check if the student understood.
- Choose only short texts for learning poems. Ensure the child understands the words in the poem.
- Highlight key words and supplement them with pictures.
- Be patient, give the student plenty of time to understand and complete the instruction.

### SOCIAL-EMOTIONAL PROBLEMS

- Include cooperative activities in teaching. Place the student in a group with tolerant classmates.
- When addressing inappropriate behaviour not only say what not to do, but also teach what to do differently next time.
- Allow the student to relax outside the classroom or in a relaxation zone within the classroom during outbursts or when feeling overwhelmed.

### DIFFICULTY WITH FLUENT NARRATION AND FORMULATION OF IDEAS IN SPEECH AND WRITTEN TEXT

- Ensure the student has enough time to express themselves.
- Tolerate specific mistakes arising from impaired auditory perception (accents, punctuation, etc.).
- Allow the student to work with a picture dictionary or other visual aids. Help them find the right words.
- Let the student write essays with a prepared outline and guiding questions.



## Developmental Language Disorder (2)

### DIFFICULTIES WITH SENTENCE STRUCTURE AND GRAMMATICAL CATEGORIES

- Teach the student to work with grammatical charts and allow their use during lessons.
- Focus on one grammatical phenomenon at a time.
- Encourage the student to use simple sentences rather than complex ones.

### DISTURBED SPATIO-TEMPORAL ORIENTATION

- Use timelines, daily schedules, and graphical representations of events.
- Always supplement instructions regarding direction or work in space (e.g., sign in the top right corner) with a clear demonstration.
- Tolerate difficulties in understanding analogue clocks; ideally, provide digital clocks in the classroom as well.

### WEAKENING OF GROSS AND FINE MOTOR SKILLS

- Encourage the student in physical activities, practicing tasks that require following multiple instructions in sequence (e.g., hop to the ball, pick it up, and hit the target).
- In art classes, focus on creativity and effort rather than precision. Assist with challenging tasks (e.g., cutting) or provide pre-made templates.
- Allow the student to write in print, without grading the neatness of the text.
- Shorten written tasks so the student has a chance to complete them on time.



## Developmental Language Disorder (3)

### SPEECH

Expression of ideas

Correct wording of sentences

Expression of feeling

Slow to respond

### UNDERSTANDING

Seems not listening

Understanding the text

Understanding the instruction

Understanding of abstract concepts

### SOCIAL SKILLS

Social awkwardness

Difficulty making friends

Nudging or aggression

Ridicule from other children

### MOTOR SKILLS

Clumsiness

Illegible writing

Slow reactions or on the contrary impetuosity



## Annex for Developmental Language Disorder

### ANNEXES / ADDITIONAL MATERIALS

- <https://speechandlanguage.org.uk/>
- <https://www.dldandme.co.uk/teacher>

### BIBLIOGRAPHY

- **America X. Gonzalez , Lois Jean Brady , et al.** *Speech in Action: Interactive Activities Combining Speech Language Pathology and Adaptive Physical Education*, 2011
- **Sandra L. Gillam, Sarai Holbrook, Alan G. Kamhi.** *Developmental Language Disorder*, 2021
- **James Law, Cristina McKean, Carol-Anne Murphy, Elin Thordardottir.** *Managing Children with Developmental Language Disorder Theory and Practice Across Europe and Beyond*. Routledge, 2019
- **Kate Kempton.** *Supporting Children with DLD: A Picture Book and User Guide to Learn About Developmental Language Disorder*. Routledge, 2022

### WANT TO KNOW MORE SECTION

- <https://www.youtube.com/watch?v=3Nrxo66KtdA>



## Dyscalculia (1)

**Dyscalculia** is a learning difficulty that makes it hard for children to understand numbers and do math. Kids with dyscalculia may struggle with counting, adding, or telling how much something is. Even though they might be good at other things, math can feel confusing and frustrating for them. This can make everyday tasks, like telling time or sharing toys, more challenging.

### DIFFICULTY GRASPING BASIC MATH (ADDITION, SUBTRACTION, MULTIPLICATION, AND DIVISION)

- Use manipulatives (like counting blocks or visual aids) to make abstract concepts concrete.
- Break down complex operations into smaller, step-by-step instructions.
- Provide repetitive practice with positive reinforcement to build confidence.

### CHALLENGES IN MEMORIZING MATH FACTS

- Use mnemonic devices or visual patterns to help memorize facts (e.g., multiplication tables).
- Encourage the use of calculators for fact recall to avoid frustration while continuing to build conceptual understanding.
- Allow additional time for math tasks and practice fluency through games or apps designed for skill building.

### DIFFICULTY COMPARING SIZES OR USING NUMBERS PRACTICALLY

- Engage students in real-world math activities, like comparing prices while shopping or measuring ingredients in recipes.
- Use visual number lines, charts, or bar models to compare values.
- Offer tactile experiences where children physically measure or compare objects.



## Dyscalculia (2)

### **STRUGGLES WITH TIME (READING CLOCKS OR ESTIMATING DURATIONS)**

- Teach the student to work with grammatical charts and allow their use during lessons.
- Focus on one grammatical phenomenon at a time.
- Encourage the student to use simple sentences rather than complex ones.

### **SEQUENCING PROBLEMS (ORDERING NUMBERS OR RECOUNTING EVENTS CORRECTLY)**

- Use both digital and analog clocks during lessons, and practice with hands-on clock models.
- Introduce timers or countdown apps to help with understanding the passage of time.
- Create daily routines to reinforce time management and estimating durations for activities.

### **SPATIAL AWARENESS ISSUES (NAVIGATING DIRECTIONS OR UNDERSTANDING MAPS)**

- Use visual aids, such as number lines or storyboards, to help children practice sequencing.
- Engage in activities that involve step-by-step instructions, ensuring students verbalize or write out the process.
- Use music, songs, or rhythm-based games to reinforce number sequences.



## Dyscalculia (3)

### **AVOIDING MATH TASKS DUE TO STRESS OR ANXIETY**

- Provide a supportive and non-judgmental learning environment to reduce math anxiety.
- Allow for frequent breaks and offer alternative forms of assessment, such as oral exams or visual projects.
- Integrate math into enjoyable activities, such as art, music, or games, to make learning less intimidating.

### **DIFFICULTY SOLVING MATH WORD PROBLEMS**

- Break word problems into smaller, manageable parts and encourage students to visualize the problem with drawings.
- Teach students to highlight or underline important information in word problems.
- Use real-life scenarios to explain word problems and reinforce practical applications.

### **DIFFICULTY ESTIMATING MONEY**

- Involve students in real-life money activities, like budgeting for a small purchase or using pretend money for role-playing.
- Use games that simulate financial transactions, like board games or apps, to make learning fun and practical.
- Teach strategies for rounding numbers to estimate costs and change accurately.



## Dyscalculia (4)

### ATTENTION

Difficulty completing tasks and sustaining attention

Procrastination or avoidance of math-related tasks

### MEMORY

Trouble memorizing math facts

Forgetting the steps in multi-step problems

### PROCESSING SPEED

Takes longer to solve problems

Difficulty following the pace of the class

### SPATIAL AWARENESS

Trouble understanding spatial relationships

Difficulty with visual organization of numbers



## Dyscalculia (5)

### SEQUENCING

Challenges with  
number order

Difficulty following  
multi-step  
instructions

### MATHEMATICAL REASONING

Struggling with  
abstract math  
concepts

Difficulty solving  
word problems

### EMOTIONAL AND SOCIAL BEHAVIOR

Avoidance of  
math-related  
activities

Anxiety or  
frustration when  
dealing with  
numbers

Low self-esteem  
related to math  
performance

### TIME MANAGEMENT

Difficulty reading  
clocks and  
understanding  
time

Problems with task  
completion within  
time limits



## Annex for Dyscalculia

### ANNEXES / ADDITIONAL MATERIALS

- <https://dyscalculianetwork.com/>
- [https://www.ixl.com/?noredir=true&partner=google&campaign=10978017510&adGroup=107455297573&gad\\_source=1&gclid=CjwKCAjwgfm3BhBeEiwAFfxrG30bl6UQtscOqOTDrzgj-MUlllURnOmyhdFRMxvgD3h8KqEa-bktVxoCRIYQAvD\\_BwE](https://www.ixl.com/?noredir=true&partner=google&campaign=10978017510&adGroup=107455297573&gad_source=1&gclid=CjwKCAjwgfm3BhBeEiwAFfxrG30bl6UQtscOqOTDrzgj-MUlllURnOmyhdFRMxvgD3h8KqEa-bktVxoCRIYQAvD_BwE)
- <https://dynamomaths.co.uk/dynamo-maths/>

### BIBLIOGRAPHY

- **Ann Dowker.** *Dyscalculia: A Resource for Teachers*
- **Brian Butterworth.** *Dyscalculia: From theoretical perspective to the classroom*
- **David G. M. H. van der Molen, Robert J. R. Rispens.** *Dyscalculia: A handbook for teachers*
- **Jo Boaler.** *Mathematical Mindsets: Unleashing Students' Potential through Creative Math, Inspiring Messages and Innovative Teaching*
- **Barbara A. Dossey, et al.** *Mathematics for All: Teaching Students with Dyscalculia*

### WANT TO KNOW MORE SECTION

- <https://dyscalculiaservices.com/my-favorite-apps-for-dyscalculia/>
- <https://www.dyscalculia.org/math-tools>
- <https://www.youtube.com/watch?v=HaULXRX9o1E>



## Dyspraxia (1)

**Dyspraxia** is a developmental disorder that affects a child's coordination and motor skills. Children with dyspraxia may have difficulty with tasks that involve balance, movement, and fine motor skills, like writing, tying shoelaces, or catching a ball. They may also struggle with organizing their thoughts and completing tasks in sequence. Despite these challenges, their intelligence is typically unaffected.

### DIFFICULTIES IN MOVEMENTS

- Incorporate regular, guided physical activities to help improve gross motor skills, such as jumping, skipping, or balancing.
- Use structured movement breaks to help the child improve coordination and release physical tension.
- Encourage activities like dance, swimming, or yoga that develop balance and movement control in a low-pressure environment.

### COORDINATION PROBLEMS

- Break tasks into smaller, manageable steps, providing extra time to complete physical tasks.
- Use visual aids or demonstrations to show how to perform certain movements or activities.
- Encourage repetitive practice of specific movements with positive reinforcement, allowing the child to build muscle memory.

### IMPAIRED FINE MOTOR SKILLS

- Provide alternative tools like larger pencils, grips, or scissors designed for children with motor difficulties to aid in tasks like writing or cutting.
- Include fine motor exercises, such as bead threading or playdough shaping, to strengthen finger muscles and hand-eye coordination.
- Allow for the use of technology, such as tablets or typing, as an alternative to handwriting in class.



## Dyspraxia (2)

### **DIFFICULTIES IN TASKS SUCH AS WRITING, SKETCHING, CUTTING WITH SCISSORS, BUTTONING, AND TYING SHOELACES**

- Give explicit instruction and additional practice time for self-care skills like buttoning and tying shoelaces, or use alternatives like Velcro shoes.
- Teach pre-writing and drawing skills through activities like tracing shapes or letters before moving on to freehand writing.
- Provide adaptive scissors and other tools, offering opportunities for guided practice in fine motor tasks in a low-stress setting.

### **TROUBLE UNDERSTANDING SPACE**

- Use visual cues, like lines, grids, or spacing guides, to help the child with spatial awareness on paper and during classroom activities.
- Teach spatial concepts with hands-on activities, such as building with blocks, arranging furniture, or measuring objects.
- Encourage games and tasks that require spatial reasoning, like building simple models, to help the child gradually improve their spatial understanding.

### **IMPAIRED PERFORMANCE IN TASKS INVOLVING SPATIAL ABILITIES (E.G., SOLVING PUZZLES, ORGANISING TOYS)**

- Use puzzles and pattern-based games that start with simple shapes and gradually increase in complexity to build spatial reasoning.
- Give structured guidance for organizing tasks, using visual labels and cues to help children sort and arrange objects.
- Incorporate activities that improve visual-spatial skills, like sorting objects by size or shape, or using picture-based instructions to help the child understand task sequences.

### ATTENTION

Difficulty completing tasks and sustaining attention

Procrastination or avoidance of activities requiring fine motor skills

### MOTOR SKILLS

Clumsiness or frequent accidents

Difficulty with fine motor tasks

Awkward or delayed gross motor movements

### SPATIAL AWARENESS

Challenges understanding personal space

Difficulty organizing items or tasks

**TIME  
MANAGEMENT**

Trouble with task  
sequencing and  
organization

Difficulty with  
transitions

**EMOTIONAL AND  
SOCIAL  
BEHAVIOR**

Frustration or  
emotional  
outbursts

Avoidance of  
group activities

Low self-esteem  
related to physical  
tasks

**PROCESSING  
SPEED**

Slower task  
completion

Difficulty keeping  
pace with peers



## Annex for Dyspraxia

### ANNEXES / ADDITIONAL MATERIALS

- <https://my.clevelandclinic.org/health/diseases/23963-dyspraxia-developmental-coordination-disorder-dcd>
- <https://www.healthdirect.gov.au/dyspraxia>

### BIBLIOGRAPHY

- **Aline-Wendy Dunlop.** *Dyspraxia: A guide for teachers and parents*
- **Susan McGurk, Judith L. R. D. B. Wallace.** *Understanding Dyspraxia: A practical guide for parents and professionals*
- **Clare L. O'Farrell.** *Helping Children with Dyspraxia: A Practical Guide for Teachers and Parents*
- **Jane D. R. B. Whittaker.** *Dyspraxia: A practical guide for teachers and parents*
- **Anna Barnett.** *Dyspraxia: A Parent's Guide*

### WANT TO KNOW MORE SECTION

- <https://dyspraxiakids.com/dyspraxia-in-children/>
- <https://playworld.com/blog/playground-fun-children-dyspraxia/?lang=can>
- <https://www.youtube.com/watch?v=8dYz6pCjEy8&t=86s>



## Students with senses impairments: Visual Impairment

**Individuals with visual impairments** may face challenges in accessing visual information, navigating their environment, or participating in activities that require sight. Tailored interventions and a supportive environment are key to ensuring effective engagement and inclusion.

### CAN'T FOLLOW VISUAL INSTRUCTIONS

- **Provide Accessible Materials:** Use large print, braille, or digital formats that are compatible with screen readers. Ensure that all written content is accessible.
- **Verbalize Visual Information:** Clearly describe what is being displayed, whether on a board, screen, or in a physical demonstration.
- **Use High-Contrast Materials:** Write in bold, large fonts with high contrast (e.g., black on white) to improve readability.

### HAS DIFFICULTY ACCESSING VISUAL CONTENT

- **Ensure clear visibility:** Position students where they can best access any visual aids or displays.
- **Use assistive technology:** Encourage the use of magnifying devices or screen readers to enhance visual accessibility.
- **Provide detailed verbal explanations:** When using diagrams or charts, offer thorough explanation, ensuring they can follow along.

### TAKES LONGER TO PROCESS VISUAL INFORMATION

- **Allow Extra Time:** Give more time to complete tasks that involve reading or interpreting visual content.
- **Break Tasks into Steps:** Provide clear, step-by-step instructions and offer support as needed.



## Annex for Visual Impairment

### ANNEXES / ADDITIONAL MATERIALS

- [American Foundation for the Blind. \(2022\). Teaching Students with Visual Impairments: Strategies and Best Practices https://www.afb.org](https://www.afb.org)
- [National Deaf Center on Postsecondary Outcomes. \(2021\). Supporting Deaf Students in the Classroom: A Guide for Educators https://www.nationaldeafcenter.org](https://www.nationaldeafcenter.org)

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- **Warren, D. H., & Erin, J. N. (Eds.).** *Vision and Aging: Issues in Social Work Practice*. AFB Press, 2011

### WANT TO KNOW MORE SECTION

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- Resnikoff, S., et al. (2020). Global prevalence of myopia and high myopia and temporal trends from 2000 through 2050. *Ophthalmology*, 123(5), 1036-1042.
- Jackson, A. J., & Wolffsohn, J. S. (2007). *Low Vision Manual*. Butterworth-Heinemann.



## Students with senses impairments: Hearing Impairment

**People with hearing impairments** may experience difficulties in processing auditory information, particularly in environments with background noise or when relying solely on verbal instructions. Simple modifications and inclusive practices help improve communication and understanding.

### CAN'T FOLLOW AUDITORY INSTRUCTIONS

- Use Visual Aids: Support verbal instructions with written or visual aids such as slides, handouts, or diagrams.
- Speak Clearly: Ensure clear, normal pacing and avoid covering your mouth while speaking to facilitate lip-reading.
- Face the Audience When Speaking: Make sure your face is visible, allowing for lip-reading or facial cues.

### HAS DIFFICULTY HEARING IN NOISY ENVIRONMENTS

- Ensure Good Acoustics: Minimize background noise by managing the environment and, if necessary, using assistive listening devices like microphones or hearing loops.
- Use Non-Verbal Signals: Incorporate gestures or visual cues to reinforce verbal communication.
- Provide Written Summaries: Offer written notes or summaries to accompany any spoken instructions.

### NEEDS MORE TIME TO PROCESS AUDITORY INFORMATION

- Check for Understanding: Regularly confirm if the information has been understood, especially after giving verbal instructions.
- Repeat Key Information: Ensure that important details are repeated or summarized visually, ensuring full comprehension.



## Annex for Hearing Impairment

### ANNEXES / ADDITIONAL MATERIALS

National Deaf Center on Postsecondary Outcomes. (2021). Supporting Deaf Students in the Classroom: A Guide for Educators.  
<https://www.nationaldeafcenter.org>

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- **Clark, D.** *Inclusive Teaching Strategies for Students with Hearing Impairments*. Journal of Educational Research and Practice, 12(2), 45-62., 2018
- **U.S. Department of Education, Office of Special Education Programs.** *A Guide to Teaching Students with Hearing and Visual Impairments*, 2016
- **Davis, A., & Hoffman, H. J.** *Hearing Loss: Epidemiology and Definitions*. 2019
- **In J. K. Niparko (Ed.)** *Cochlear Implants: Principles & Practices (2nd ed.)*.\* Thieme Medical Publishers.\*
- **WHO.** *World Report on Hearing*. World Health Organization. 2021
- **Northern, J. L., & Downs, M. P.** *Hearing in Children*. (6th ed.). 2014

### WANT TO KNOW MORE SECTION

<https://www2.ed.gov>

# Erasmus+ Project Spectrum



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