

Supporting Students with Learning Disabilities

Learning disabilities are invisible and vary significantly from person to person. Learning disabilities are neurologically based and impact how an individual processes information.

Students' challenges may be complicated further by problems with social skills; these are sometimes characteristic of nonverbal learning disabilities and attention deficit disorders.

Students with Learning Disabilities (LD) may be limited by one or more of the following...

- Difficulties with relating sounds to their corresponding symbols. This may slow reading and writing, and make spelling difficult
- Challenges in mentally holding onto or attending to information while integrating it with other information (or otherwise transforming it). This can require additional time when reading and when organizing one's thoughts for written expression, problem solving and note-taking
- Challenges in working with part-whole relationships and visual information. This may be associated with problems with organization and with problem-solving in mathematics
- Reduced organizational skills
- Difficulties with spatial orientation, directions and wayfinding
- Learning disabilities often co-occur with attention deficit disorders, which are characterized by intermittent attention, difficulties persisting at a task, and sometimes impulsivity



Best Practices

In Your Classroom

- Adopt Universal Design for Learning (UDL) strategies. UDL benefits all students and promotes a respectful classroom climate with: clear expectations and feedback; a variety of ways to demonstrate knowledge; natural learning supports; multimodal teaching methods; and technology to enhance learning.
- Provide copies of presentation materials and course notes, or make them available through the **learning management system**.
- Allow taping of class.
- Use captioned video.
- Provide seating at the front of the classroom to reduce distractions.
- Ensure periodic breaks.
- Present your materials in a variety of delivery modes (oral, written, visual).

In Your Lab

- Provide seating at the front of the room to reduce distractions.
- Ensure periodic breaks.
- Demonstrate procedures and provide time for hands-on practice.
- Present your lab materials and instructions in a variety of modes (e.g., oral and written instructions, visual representation or demonstration).
- Permit students to use assistive technology (e.g., a scanning and speaking pen to read text)
- Arrange lab equipment so it is easily accessible.
- Allow extra time for the student to set up and complete lab work.

When Communicating

- Use plain language.
- Speak clearly; rephrase and repeat if the student does not understand.
- Reinforce words with pictures or graphics.
- Reinforce with demonstration of a process.
- Permit the student to record lectures or conversations for later use.
- Allow time for the student to express his thoughts.
- Ask the student to repeat what s/he says if you are having difficulty understanding.
- Read instructions out loud and explain the steps of a calculation process if requested.



Avoid

- Making assumptions about the limits of what someone might be able to do
- Exaggerating or speaking unnaturally slowly
- Finishing sentences or interrupting – you may misunderstand what the student is saying
- Drawing attention to the student and their challenges

Accommodations that may be arranged by CAL

In Class

- Course materials provided in advance for creation of alternate format

Exams

- Additional time
- Quiet, distraction free environment
- Assistive technology

- Recording of lectures
- Note-taker
- Computer with spell and grammar check