

Islamic School – Guidelines for Students with Disabilities

	What you might see	General Strategies
Learning Disability	<ul style="list-style-type: none">- Difficulty “keeping up” with the class- Poor quality of work (there may be a trade-off between speed and quality of work)- Presents with a blank look on face or often caught “daydreaming”- Asks a lot of questions or interrupts frequently- Unsure about instructions (therefore, may notice him/her talking with peers frequently)- Difficulty following directions with multiple steps (e.g., has a hard time sequencing tasks and therefore unable to follow directions like “put away your notebook, take out a blank sheet of paper and put your name on the top”)	<ul style="list-style-type: none">- Seat the child at the front of the class and reinforce listening skills by increasing eye contact and asking questions only when directly in front of the student ** some students with learning disabilities are afraid of being asked to answer a question they do not know and therefore speak out of turn more frequently**- Provide written and oral instructions- Always give instructions one step at a time- Pair the class into a buddy system whereby every student gets a helper if needed. This will prevent any self-esteem issues from developing- Allot more time for the student to complete his/her work or decrease expectations on the student. If the class is required to answer 10 questions in a workbook – quietly ask him/her to complete 5

Visual perception deficits

- Difficulty recognizing, recalling, discriminating and attributing meaning to what he/she sees (e.g., may have a lot of difficulty memorizing Arabic alphabet)
- Difficulty with letter formation
- Seat the child near the front of the classroom away from a window or door
- A self-contained and structured environment would be best
- Help the child organize material before starting a task – highlight important tasks
- Use strengths in auditory skills - oral directions
- Minimize blackboard copying – the child might benefit from a photocopy of the notes
- Reading: Cover all lines in a text except the one the child is reading. You can cut a window out of a yellow piece of construction paper
- Keep a “cheat sheet” with the Arabic letters nearby to assist as the child progresses

Sensory processing issues (e.g., Autism, Asperger's, Attention Deficit Hyperactivity Disorder)

- This will present differently in every child and strategies work best if they are directly targeted to a child
- Difficulty paying attention
- A lot of excessive movement: standing up, approaching the teacher, walking around the class, constantly requesting a bathroom break
- Difficulty transitioning between subjects – may seem stuck on a topic and have a hard time “moving on”
- Poor response to change (e.g., if there is a new teacher)
- Attention: it is best to incorporate movement into the day (e.g., the student hands out paper, fills in a blank on the chalkboard, is encouraged to go get a drink or take a note to another teacher, allowed to stand as he/she writes)
- Allow the child to chew gum in class (if possible; establish rules with the student). Gum has been shown to increase attention and on-task behaviour.
- Always discuss transitions and changes well in advance (e.g., “five more minutes, then we move on to Seerah”; “in two weeks a new teacher will be teaching for one class”)