

## Students of Determination Teaching Guide

**Introduction:** As educators, it is our responsibility to ensure that all students, regardless of their individual needs and abilities, have the opportunity to succeed in the classroom. One group of students that requires special attention and support are those known as "students with Disabilities." Officially known in UAE "Students of Determination" This term encompasses a range of impairments and special needs, including physical, sensory, cognitive, and emotional impairments.

Teaching students of determination can be a unique challenge, but with the right strategies set by ADU experts, it is possible to create an inclusive and supportive learning environment for all. This guide is intended to provide faculty with practical tips and strategies for accommodating students of determination.

Whether you are an experienced educator or just starting out, this guide will help you to better understand the diverse needs of students of determination and develop the skills necessary to support their learning and success. By creating a classroom environment that is accessible, supportive, and inclusive, we can help students of determination reach their full potential and achieve their academic goals.

### Teaching strategies for students with Autism Spectrum Disorders:

#### Autism Spectrum Disorders Definition:

Autism spectrum disorder (ASD) is a developmental disability caused by differences in the brain. People with ASD often have problems with social communication and interaction, and restricted or repetitive behaviors or interests. People with ASD may also have different ways of learning, moving, or paying attention. (CDC).

1. **Visual aids:** Using visual aids such as pictures, diagrams, and videos can help to make information more concrete and easier for students with autism to understand.
2. **Structured schedule:** Providing a structured schedule for the student, including a daily routine, can help them to feel more secure and in control.
3. **Use of technology:** Utilizing technology such as communication devices or apps can help to support the student's communication and learning.
4. **Social stories:** Creating social stories, which are short narratives that describe a specific social situation, can help students with autism to understand and navigate social situations.
5. **Task Analysis:** Breaking down tasks and assignments into smaller, manageable steps can help to reduce anxiety and improve performance.
6. **Use of sensory strategies:** Using sensory strategies such as weighted vests, earplugs, or fidget toys can help to reduce stress and anxiety in the student.
7. **Provide clear instructions:** Provide clear and concise instructions, using simple language, and repeat them as necessary.
8. **Use of positive reinforcement:** Using positive reinforcement, such as rewards or praise, can help to increase positive behaviors and motivation in the student.

9. **Flexibility:** Being flexible and open to trying different strategies can help to find what works best for the individual student.
10. Allow students to sit in the front of the room to reduce distractions.
11. Consider alternative or supplementary assignments to evaluate a student's mastery of the course material.

### **Accommodations**

- clearly established and ordered routines
- warning and preparation when changes are anticipated
- planning and practicing communication strategies and social routines
- visual schedules and graphic organizers
- visual or written, rather than auditory, instructions
- computer use, especially word processing for writing
- note taker

For more suggestions and information, please visit:

<https://www.iup.edu/disabilitysupport/resources-faculty-and-staff/teaching-students-with-autism-spectrum-disorder.html>

## Teaching strategies for students with learning Disabilities:

### Learning Disabilities Definition:

Learning disabilities is a general term that refers to a heterogeneous group of disorders manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning, or mathematical skills. These disorders are intrinsic to the individual, presumed to be due to central nervous system dysfunction, and may occur across the lifespan. Problems in self-regulatory behaviors, social perception, and social interaction may exist with learning disabilities but do not, by themselves, constitute a learning disability. Although learning disabilities may occur concomitantly with other disabilities (e.g., sensory impairment, mental retardation, serious emotional disturbance), or with extrinsic influences (such as cultural differences, and insufficient or inappropriate instruction), they are not the result of those conditions or influences (NJCLD).

1. **Accommodations:** Provide accommodations such as extra time on tests, note-takers, or assistive technology to help level the playing field for students with learning disabilities.
2. **Multi-sensory instruction:** Use a variety of teaching methods, including visual, auditory, and kinesthetic, to reach students with different learning styles.
3. **Scaffolding:** Break down complex tasks into smaller, manageable steps, and provide support and guidance as needed.
4. **Active engagement:** Encourage active participation and engagement in class through the use of group work, hands-on activities, and real-world applications.
5. **Use of graphic organizers:** Use graphic organizers such as flow charts, timelines, or concept maps to help students organize and understand new information.
6. **Positive reinforcement:** Use positive reinforcement such as praise or rewards to encourage and motivate students.
7. **Flexibility:** Be flexible and open to trying different strategies and approaches to find what works best for the student.
8. Encourage the use of a study classmate to exchange information about class notes and reading
9. Allow students to sit in the front of the room to reduce distractions.
10. Don't penalize students for spelling, organizational, or handwriting errors on timed examinations.
11. Consider alternative or supplementary assignments to evaluate a student's mastery of the course material
12. **Use explicit instruction:** Explicit instruction is a purposeful way of overtly teaching students. Explicit in this case means a clear-cut and finite way of teaching that includes both instructional and delivery procedures. Torgesen (2004) described explicit instruction as "instruction that does not leave anything to chance and does not make assumptions about skills and knowledge that students will acquire on their own."

### Accommodations

- Priority registration

- Extended time to complete course
- Textbooks in an alternate format
- Scan/read equipment
- In-class note takers (use note takers notebook)
- Tape-recorded lectures
- Extended time to complete in-class written assignments
- Use of a basic, four-function calculator in class
- Extended time on exams

For more suggestions and information, please visit:

<https://www.ws.edu/student-services/disability/teaching/learning.shtm>

<https://www.washington.edu/doi/learning-disabilities>

<https://www.adcet.edu.au/oao/for-academics-and-teachers/teaching-strategies-for-students-with-a-specific-learning-disability>

[https://www.naset.org/fileadmin/user\\_upload/LD\\_Report/Issue\\_6\\_LD\\_Effective\\_Teach\\_Strategies.pdf](https://www.naset.org/fileadmin/user_upload/LD_Report/Issue_6_LD_Effective_Teach_Strategies.pdf)

### **Dyslexia, Dysgraphia, Dysorthographia, and Dyscalculia:**

**Dyslexia** is defined as a chronic neurological disorder causing inability or great difficulty in learning to read or spell, despite normal intelligence. It inhibits the recognition and processing of graphic symbols, particularly those pertaining to language

**Dysgraphia:** while dyslexia makes reading especially challenging for students, dysgraphia is a learning difference that makes writing more difficult, both on a physical and mental level. Students with dysgraphia find communicating ideas in a written form to be challenging

**Dysorthographia:** Individuals with this disorder have difficulties utilizing clues from several sources that aid in deciding on the correct spelling of a word. It is a specific learning disability that involves an inability or delay in learning to properly spell words from letters

**Dyscalculia:** while dyslexia and dysgraphia both affect reading and written communication, dyscalculia makes the processing of numbers, time, and space monumentally difficult. Moreover, simple math equations can be overwhelming for students with this learning difference. Additionally, like dyslexia and dysgraphia, language processing is also more challenging.

While these three learning disorders have distinct characteristics, it's important to note that they can also overlap and co-occur in individuals.

### **Teaching strategies for students with Dyslexia:**

1. Avoid obsessing with Spelling and grammar (SPAG) corrections
2. Provide lesson recordings
3. Allow extra time
4. Give clear instructions
5. Provide alternatives (reading lists)
6. Create bookmarks or take-home slips with homework assignments that include numbered step by step instructions.
7. Allow typed and printed assignments instead of handwritten. Using word processors on computers can eliminate spelling and grammar issues in essays, reports, stories, and poems.
8. Create an “oral” classroom with “thinking time” that allows for more spoken answers. Prompt answers from more than one student for each question to provide different linguistic and auditory inputs.
9. Explicitly teach how to break down assignments and tasks into their ordered, separate, sequential parts.
10. Provide copies of the text and highlighter markers when you are covering textbook material. Guide the student on what to highlight for future reference.

For more suggestions and information, please visit:

<https://www.affordablecollegesonline.org/college-resource-center/dyslexia-dysgraphia/>

<https://www.cambridgeenglish.org/Images/609743-supporting-young-learners-with-dyslexia-pre-a1-starters-a1-movers-and-a2-flyers-a-guide-for-teachers.pdf>

<https://www.positiveaction.net/blog/how-to-teach-students-with-dyslexia>

<https://teach.com/resources/support-students-with-dyslexia/>

### **Teaching strategies for students with Dysgraphia:**

1. Color code where to stop and start on paper or use colored paper.
2. Clarify or simplify written directions
3. Highlight essential information
4. Use step-by-step instruction
5. Use mnemonic instruction. Mnemonic devices can be used to help students remember key information or steps in a learning strategy.
6. Change response mode
7. Provide an outline of the lecture
8. Encourage use of graphic organizers. A graphic organizer involves organizing material into a visual format. To develop a graphic organizer, the student can use the following steps: (a) list the topic on the first line, (b) collect and divide information into major headings, (c) list all information relating to major headings on index cards, (d) organize information into major areas, (e) place information under appropriate subheadings, and (f) place information into the organizer format.

For more suggestions and information, please visit:

[https://www.wtamu.edu/academics/college-education-social-sciences/departments-education/special-programs/center-learning-disabilities/Resources/learning-disabilities-writing.html](https://www.wtamu.edu/academics/college-education-social-sciences/departments/education/special-programs/center-learning-disabilities/Resources/learning-disabilities-writing.html)

<https://www.ldonline.org/ld-topics/writing-spelling/strategies-dealing-dysgraphia>

<https://www.readingrockets.org/article/accommodating-students-dyslexia-all-classroom-settings>

### **Teaching strategies for students with Dyscalculia:**

1. Create distinct worksheets for word problems and numerical problems.
2. Identify crucial words and numbers in word problems by highlighting or circling them.
3. Allow extended time for exams.
4. Give step-by-step instructions and ask the student to repeat them.
5. Provide math facts or multiplication tables in chart form.
6. Use visual aids or manipulatives while solving problems.
7. Allow students to use calculators if the assessment isn't focused on computation.
8. Give a rubric that explains the various elements of an assignment.
9. Use an extra sheet of paper to cover up most of the math sheet or test, allowing for a more focused approach to one problem at a time.
10. Provide more space to write out problems and solutions.
11. Break up worksheets into sections.
12. Assist students in visualizing math problems by drawing.
13. Use visual and auditory examples.
14. Use real-life scenarios to make math problems applicable to everyday life.
15. Use graph paper to maintain number alignment while solving math problems.
16. Use uncluttered worksheets to minimize visual overload.
17. Use age-appropriate games to motivate students during practice.
18. Encourage students to monitor their progress.
19. Promote critical thinking by using problem-solving exercises with real problems.
20. Make use of manipulatives and technology such as tape recorders or calculators.

For more suggestions and information, please visit:

<https://www.understood.org/en/articles/at-a-glance-classroom-accommodations-for-dyscalculia>

<https://www.washington.edu/doi/what-are-strategies-teaching-student-math-related-learning-disability>

<https://files.eric.ed.gov/fulltext/EJ1166703.pdf>

<https://dyslexia.ie/info-hub/about-dyslexia/dyscalculia-and-maths-difficulties/>

<https://www.dyslexicadvantage.org/tips-for-supporting-a-student-with-dyscalculia-steve-chinn/>

## Teaching strategies for students with Emotional and Behavioral Disorders:

### Emotional and Behavioral Disorders Definition:

One or more of the following characteristics displayed over a long period of time and to a marked degree that adversely affects educational performance:

- An inability to learn which cannot be explained by intellectual, sensory, or health factors
- Inability to build or maintain satisfactory peer or teacher relationships
- Inappropriate feelings or behavior under normal conditions
- A general pervasive mood of unhappiness or depression
- A tendency to develop physical symptoms or fears associated with personal or school problems.
- Definition does not apply to children who are “socially maladjusted” unless they have an emotional disturbance. The definition includes schizophrenia. (IDEA)

1. **Positive behavior support:** Implement a positive behavior support plan that focuses on reinforcing positive behaviors and addressing negative behaviors in a constructive way.
2. **Clear expectations and rules:** Clearly define expectations and rules for behavior and consistently enforce them in a fair and consistent manner.
3. **Active engagement:** Encourage active participation and engagement in class through the use of group work, hands-on activities, and real-world applications.
4. **Use of positive reinforcement:** Use positive reinforcement such as praise or rewards to encourage and motivate students.
5. **Choice-making opportunities**
6. **Previewing:** Activate knowledge from the previous lesson by asking students reflective questions, then set intentions for your current lesson
7. **Self-regulation strategies:** Teach self-regulation strategies such as deep breathing, counting to 10, or taking a break to help students manage their emotions and behavior.
8. **Proactive strategies:** Implement proactive strategies such as a token economy or a point system that rewards positive behavior, it can be a good way to help students with behavioral issues.
9. **Communication:** Communicate effectively with students and encourage them to express their feelings in a healthy and appropriate way.
10. **Consistency:** Be consistent with your expectations, and consequences, and follow up with students to help them understand that the
11. **Mnemonic instruction:** Use this memory-enhancing tool to teach students how to link new information to prior knowledge so that they easily retain specific information. For instance, using the number of days in a week and weeks in a month helps students memorize the multiplication table for the number 7.
12. **Adjust task difficulty**
13. Consider alternative or supplementary assignments to evaluate a student’s mastery of the course material

## Accommodations

- Providing clear instructions
- Breaking down tasks into smaller steps
- Offer choices when able
- Give students extra time to complete assignments.
- Seat the student close to a positive role model
- provide additional personal space between desks
- partnering with a peer to encourage social skills.

For more suggestions and information, please visit:

<https://sites.duke.edu/fasd/chapter-6-the-fasd-student-and-behavioral-issues/effective-general-teaching-strategies-for-behavior-issues/>

<https://www.positiveaction.net/blog/teaching-strategies-for-emotional-and-behavioral-disorders>

<https://utahparentcenter.org/wp-content/uploads/2015/10/100-Effective-Accommodations-for-Students-with-Academic-or-Behavioral-Problems.pdf>

## Teaching strategies for Students with Blindness or Visually Impaired:

### Blindness or Visually Impaired Definition:

IDEA definitions of visual impairments emphasize the relationship between vision and learning.

- **Totally blind:** Receives no useful information through the sense of vision and uses tactile and auditory senses for all learning.
- **Functionally blind:** Learns primarily through the auditory and tactile senses.
- **Low vision:** Uses vision as a primary means of learning but supplements by using tactile and auditory input. (IDEA).

1. **Accessible materials:** Provide accessible materials such as audio textbooks, e-texts, or Braille materials to ensure that the student has equal access to the information.
2. **Use of technology:** Utilize technology such as screen readers, text-to-speech software, or refreshable Braille displays to support the student's learning.
3. **Tactile materials:** Use tactile materials such as raised line drawings or models to help the student understand concepts that are typically presented visually.
4. **Audio descriptions:** Provide audio descriptions of visual aids, diagrams, or videos to ensure that the student has the same level of understanding as their sighted peers.
5. **Active engagement:** Encourage active participation and engagement in class through the use of hands-on activities, and real-world applications.
6. **Self-advocacy:** Encourage and teach students with blindness how to advocate for themselves and their needs.
7. **Familiarization:** Provide the student with an opportunity to familiarize themselves with the classroom, campus, and other facilities before classes begin.
8. **Communication:** Communicate effectively with the student and keep them informed of any changes to the class schedule or materials that might affect their learning.
9. Provide a list of required textbooks and/or syllabi in advance to allow time for arrangements such as texts on tape, or enlarged print.
10. Permit lecture notes to be taped and/or provide enlarged copies of lecture notes where appropriate.
11. Make available large print copies of classroom materials by enlarging them on a photocopier.
12. Convey in spoken words whatever you write on the board.
13. Read aloud subtitles when using media resources.
14. Inform students who are blind if you rearrange classroom furniture.
15. Consider alternative or supplementary assignments to evaluate a student's mastery of the course material

### Accommodations

- Books and materials on tape or computer disk
- Large print materials
- Closed circuit TV
- Scanner and speech synthesizer

- Magnifier
- Tactile signage and maps
- Auditory signals
- Computer screen enhancement (ZoomText)
- Braille printer
- Notetaker or Braille
- Brailled materials
- Guide dog access
- Extended time for exams and in-class assignments
- Proctored exams (oral administration, transcriber, exam on disk for use with a speech equipped computer)
- Preferred seating for low vision students

For more suggestions and information, please visit:

<https://www.utsa.edu/disability/faculty-staff/tips-teaching-blind.html>

<https://mycampus.maine.edu/web/uc-faculty-portal/teaching-students-who-are-blind>

<https://www.nsta.org/visual-impairments>

## Teaching strategies for Students with deafness or hearing Impairment:

### Deafness and Hearing Impairment Definition:

Hearing impairment is defined by IDEA as "an impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance."

Deafness is defined as "a hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification."

Thus, deafness may be viewed as a condition that prevents an individual from receiving sound in all or most of its forms. In contrast, a child with hearing loss can generally respond to auditory stimuli, including speech. (IDEA).

1. **Sign language interpreters:** Provide sign language interpreters or real-time captioning to ensure that the student has equal access to the information.
2. **Use of technology:** Utilize technology such as captioning, video remote interpreting, or assistive listening devices to support the student's learning.
3. **Visual aids:** Use visual aids such as pictures, diagrams, and videos, and provide written material to supplement verbal instruction.
4. **Active engagement:** Encourage active participation and engagement in class through the use of group work, hands-on activities, and real-world applications.
5. **Collaboration:** Collaborate with specialists such as American Sign Language interpreters, or teachers of students with hearing impairments to ensure that the student's needs are being met.
6. **Communication:** Ensure that communication is clear and that the student has an opportunity to ask questions or provide feedback.
7. **Repetition:** Repeat important information and instructions to ensure that the student has had an opportunity to understand.
8. **Cultural sensitivity:** Be sensitive to the student's cultural background and respect their preferences in communication methods.
9. Encourage students with a hearing loss to seat themselves toward the front of the lecture theatre where they will have an unobstructed line of vision. This is particularly important if the student is using an interpreter, lip-reading, relying on visual clues or using a hearing aid which has a limited range. Be aware that some students may not be comfortable with this suggestion or have alternate strategies. Respect their choices.
10. Ensure that any background noise is minimized.
11. Do not speak when facing the blackboard. Be aware that mustaches, beards, hands, books, or microphones in front of your face can add to the difficulties of lip-readers. Students who lip-read cannot function in darkened rooms. You may need to adjust the lighting in your teaching environment. If a sign interpreter is employed, follow the hints for working with a sign interpreter
12. **Captions for video:** Use multimedia strategies for lessons to make sure you can engage effectively with students who are deaf or hard of hearing. Make sure any videos used in a lesson plan have captions so students can follow along, or a transcript for students to read and go back to.

13. **Basic instructional changes:** Make sure you have students' attention before speaking and face students directly while talking. Speak slowly and slightly louder (but not shouting) and use your hands and body language. Lastly, provide extra written and visual resources to back up verbal instruction.
14. Consider alternative or supplementary assignments to evaluate a student's mastery of the course material

**Accommodations:**

- Note takers to allow for full attention to the speaker or interpreter
- Use of an interpreter if appropriate
- Use of Real-time Reporting if appropriate
- Use of an amplification system if appropriate
- Front-row seating to maximize the intake of visual cues
- Appropriate lighting even during the use of visual aids so the faculty member or interpreter can be seen at all times
- Exams with extended time if a documented accommodation

For more suggestions and information, please visit:

<https://www.adcet.edu.au/inclusive-teaching/specific-disabilities/deaf-hearing-impaired>

<https://www.trinity.edu/sites/students-vision-hearing-loss/hl-teaching>

## Teaching strategies for students with Communication Disorders:

### Communication Disorders Definition:

A communication disorder is an impairment in the ability to receive, send, process, and comprehend concepts or verbal, nonverbal and graphic symbol systems. A communication disorder may be evident in the processes of hearing, language, and/or speech. A communication disorder may range in severity from mild to profound. It may be developmental or acquired. Individuals may demonstrate one or any combination of communication disorders. A communication disorder may result in a primary disability or it may be secondary to other disabilities. (ASHA).

1. **Simplify language:** Use short, simple sentences and avoid complex language structures.
2. **Visual aids:** Use pictures, diagrams, and videos to help convey information.
3. **Repeat and reinforce:** Repeat key information multiple times and reinforce learning through repetition and reinforcement activities.
4. **Use gestures and body language:** Encourage the use of gestures and body language to help convey meaning.
5. **Encourage interaction:** Encourage students to interact and participate in class through group activities and discussions.
6. **Modify assignments:** Modify assignments and assessments to better match the student's communication abilities.
7. **Foster independence:** Foster independence by teaching the student to express their needs and wants using their communication skills.
8. **Utilize technology:** Use technology such as speech-generating devices and communication apps to support the student's communication.
9. Permit students the time they require to express themselves, without unsolicited aid in filling the gaps in their speech
10. Be patient and take the time to communicate effectively. Ask students to repeat or clarify if you do not understand their speech
11. Permit students to be silent in class unless speech is a required course competency appropriate for particular students
12. Provide ample opportunities for communicating

### Accommodations:

- Rubrics - some educators use a rubric for evaluating public speeches, and it's quite common for them to include a section on fluency, timing, use of fillers, etc. In these cases, it is reasonable for people who stutter to ask the professor to strike that item from the rubric, or come up with another way to score the public speech in a way that does not put you at a disadvantage solely because of the presence of stuttering (or secondary behaviors related to stuttering).
- Allow the student to write answers instead of verbally answering
- Provide a private location for testing

- Allow the use of adaptive technologies
- Allow extended time for assignments and tests

For more suggestions and information, please visit:

<https://www.nsta.org/communication-disorders>

<https://accessiblecampus.ca/tools-resources/educators-tool-kit/teaching-tips/teaching-students-with-speech-related-disabilities/>

[https://do2learn.com/disabilities/CharacteristicsAndStrategies/SpeechLanguageImpairment\\_Strategies.html](https://do2learn.com/disabilities/CharacteristicsAndStrategies/SpeechLanguageImpairment_Strategies.html)

## Teaching strategies for Students with stuttering:

### Stuttering Definition:

People who stutter may have more disfluencies and different types of disfluencies. They may repeat parts of words (repetitions), stretch a sound out for a long time (prolongations), or have a hard time getting a word out (blocks).

Stuttering is more than just disfluencies. Stuttering also may include tension and negative feelings about talking. It may get in the way of how you talk to others. You may want to hide your stuttering. So, you may avoid certain words or situations. For example, you may not want to talk on the phone if that makes you stutter more.

Stuttering can change from day to day. You may have times when you are fluent and times when you stutter more. Stress or excitement can lead to more stuttering. (ASHA).

1. **Fluency shaping techniques:** Use fluency shaping techniques such as the "easy onset" and "stretch and breathe" to help the student reduce stuttering.
2. **Speak slowly:** Speak at a slower rate of speech and encourage the student to do the same.
3. **Give the student time:** Give the student enough time to speak without interrupting or finishing their sentences.
4. **Positive reinforcement:** Use positive reinforcement such as praise or rewards to encourage and motivate the student when they speak fluently.
5. **Collaboration:** Collaborate with speech therapists or other specialists to ensure that the student's needs are being met.
6. **Communication:** Communicate effectively with the student, and be aware of any nonverbal cues that may indicate that the student is about to stutter.
7. **Avoid negative comments:** Avoid negative comments or criticism when the student stutters, and instead, provide positive feedback and encouragement.
8. **In-class activities:** Incorporate activities that promote fluency in the class, such as oral presentations, debates, or discussions that allow the student to express themselves in a comfortable setting.
9. Make simple classroom accommodations when possible. For example, give the student ample time to practice a presentation. Start with just the teacher and then a friend before moving to in front of the entire class. Give the student a say in the order they want to be called on. Try to call on the student who stutters when they raise their hand. If they raise their hand, they are voluntarily communicating. Successful attempts at communication boost their communicative confidence.
10. Consider alternative or supplementary assignments to evaluate a student's mastery of the course material
11. **Random Calling:** Many students who stutter feel increased tension when waiting for their turn to talk, present or answer. One way of decreasing this "expectation" pressure is to utilize a random selection of students as opposed to "going down the row".
12. **Delay your Responses:** Students who stutter often feel a need to "rush" communication in order to avoid stuttering. However, speed often causes more dysfluencies! Therefore, delaying your response as the teacher will often facilitate a more relaxed pace in the classroom. When

you are answering a question, wait for 1-2 seconds before answering. This patterning will create a less rushed atmosphere in the classroom and facilitate more turn taking in communication interactions.

### **Accommodations:**

- Rubrics - some educators use a rubric for evaluating public speeches, and it's quite common for them to include a section on fluency, timing, use of fillers, etc. In these cases, it is reasonable for people who stutter to ask the professor to strike that item from the rubric, or come up with another way to score the public speech in a way that does not put you at a disadvantage solely because of the presence of stuttering (or secondary behaviors related to stuttering).
- Timing - it's common for public speaking assignments to have a time expectation. If a professor is expecting a speech to last 2 to 3 minutes, for example, you may benefit from asking the professor to loosen the requirement, especially if you feel your stuttering may cause your speech to run over.

For more suggestions and information, please visit:

<https://www.stutteringhelp.org/8-tips-teachers>

<https://www.marshall.edu/mu-speech-and-hearing-center/files/Information-for-Teachers.pdf>

<https://www.stuttering.co.nz/wp-content/uploads/2021/02/Teachers-Resource-for-Stuttering-print-version-compressed-compressed.pdf>

<https://www.stutteringtreatment.org/blog/classroom-accommodations>

<https://moody.utexas.edu/sites/default/files/Werle-Byrd-2021.pdf>

## Teaching strategies for students with intellectual disabilities:

### Intellectual Disabilities Definition:

Intellectual disability is a condition characterized by significant limitations in both intellectual functioning and adaptive behavior that originates before the age of 22. (AAIDD).

1. **Differentiated instruction:** Use differentiated instruction to meet the diverse needs of students with intellectual disabilities, by providing alternative methods of instruction and assessment.
2. **Use of visual aids:** Use visual aids such as pictures, diagrams, or videos to help students understand new concepts.
3. **Structured schedule:** Providing a structured schedule for the student, including a daily routine, can help them to feel more secure and in control.
4. **Use of technology:** Utilize technology such as assistive devices, or educational software to support the student's learning.
5. **Task Analysis:** Breaking down tasks and assignments into smaller, manageable steps can help to reduce anxiety and improve performance.
6. **Provide clear instructions:** Provide clear and concise instructions, using simple language, and repeat them as necessary.
7. **Use of positive reinforcement:** Use positive reinforcement such as praise or rewards to increase positive behaviors and motivation in the student.
8. Consider alternative or supplementary assignments to evaluate a student's mastery of the course material
9. **Multi-sensory instruction:** Use a variety of teaching methods, including visual, auditory, and kinesthetic, to reach students with different learning styles.
10. Provide an outline of what will be taught - highlight key concepts and provide opportunities to practise new skills and concepts.
11. Provide reading lists well before the start of a course so that reading can begin early.
12. Whenever you are introducing procedures or processes or giving directions, for example in a laboratory or computing exercise, ensure that stages or sequences are made clear and are explained in verbal as well as written form.
13. Because students with intellectual disability find it difficult to read multiple choice questions in a way that allows them to appreciate subtle changes in the arrangement of words, short answer questions will be a better test of their knowledge.

### Accommodations:

- Extra Time on Coursework and Exams
- Provide preferential seating
- Administer a test in private room
- Provide on-task/focusing prompts

For more suggestions and information, please visit:

<https://www.adcet.edu.au/inclusive-teaching/specific-disabilities/intellectual-disability>

<https://classful.com/students-with-an-intellectual-disability/>

<http://www.projectidealonline.org/v/intellectual-disabilities/>

<https://publications.ici.umn.edu/impact/23-3/preparing-students-with-intellectual-disabilities-for-college>

## Teaching strategies for Students with Attention deficit hyperactivity disorder (ADHD):

### Attention deficit hyperactivity disorder (ADHD) Definition:

ADHD is one of the most common *neurodevelopmental* disorders of childhood. It is usually first diagnosed in childhood and often lasts into adulthood. Children with ADHD may have trouble paying attention, controlling impulsive behaviors (may act without thinking about what the result will be), or be overly active. (CDC).

1. **Structure and routine:** Provide a structured and predictable routine to help students stay on task and focused.
2. **Active learning:** Incorporate active learning activities such as group discussions, hands-on projects, and physical activity to engage the student's attention.
3. **Break assignments into smaller tasks:** Breaking assignments into smaller tasks can help students stay focused and avoid feeling overwhelmed.
4. **Use technology:** Utilize technology such as apps to help students stay organized and manage their time effectively.
5. **Offer accommodations:** Offer accommodations such as extra time on exams, access to a quiet study space, and the option to take breaks during class.
6. **Provide clear expectations:** Provide clear and concise expectations for assignments and class participation to help the student stay on track.
7. **Offer positive reinforcement:** Reinforce positive behavior by praising the student's strengths and progress.
8. **Limit Distractions:** Students with ADHD are susceptible to distractions, so it can be beneficial to seat them away from sources of classroom disruption such as doors, windows, cubby areas, and pencil sharpeners. Try to limit other distractions in the room, like excessive noise or visual stimuli like clutter, as much as possible.
9. **Provide Frequent Feedback:** Students with and without ADHD benefit from frequent, immediate feedback about their behavior. When necessary, any consequences given for unwanted behaviors should also be swift.
10. **Organizational training:** teaches time management, planning skills, and ways to keep class materials organized in order to optimize student learning and reduce distractions.
11. Encourage students with ADHD to sit near the front of the classroom to minimise distractions
12. teach using a variety of formats – handouts, overheads, worksheets, films, flow charts and diagrams

### Accommodations

- Seating in front of class
- Minimizing of distractions by seating away from doors and windows
- Extended time to complete exams
- Administration of exams in a non-distracting environment
- Taped lectures
- In-class note taker

- Class scheduling assistance

For more suggestions and information, please visit:

<https://www.cdc.gov/ncbddd/adhd/facts.html>

[https://www.umassd.edu/dss/resources/faculty-staff/how-to-teach-and-accommodate/how-to-teach-](https://www.umassd.edu/dss/resources/faculty-staff/how-to-teach-and-accommodate/how-to-teach-adhd/#:~:text=Students%20with%20ADHD%20are%20often,ADHD%20students%20may%20miss%20them.)

[adhd/#:~:text=Students%20with%20ADHD%20are%20often,ADHD%20students%20may%20miss%20them.](https://www.umassd.edu/dss/resources/faculty-staff/how-to-teach-and-accommodate/how-to-teach-adhd/#:~:text=Students%20with%20ADHD%20are%20often,ADHD%20students%20may%20miss%20them.)

<https://www.cdc.gov/ncbddd/adhd/school-success.html>

<https://www.adcet.edu.au/inclusive-teaching/specific-disabilities/adhd>

## Teaching strategies for Students with Physical Disabilities:

### Physical Disabilities Definition:

Sever orthopaedic impairment adversely affects a child's educational performance. The term includes impairments caused by a congenital anomaly (e.g., clubfoot, absence of some member, etc.), impairments caused by disease (e.g., poliomyelitis, bone tuberculosis), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures). (IDEA)

### Accommodations

- Encourage independence.
- Remove obstacles so that the student can move freely from lesson to lesson.
- Encourage support for the student from classmates.
- Use computers and audio-visual aids in the student's learning and teaching programme.
- If writing is difficult consider using a tape recorder.
- Encourage communication to prevent isolation.
- Teach social skills if necessary.
- Allow students extra time to complete tasks.
- Students may have a low self-image; therefore, it is important to ensure that the student feels included and is encouraged and praised.
- As students tend to become distracted quite easily minimise distractions in the classroom environment.
- The board in the classroom may have to be lowered if the student is in a wheelchair.
- If possible, send your teaching material to the student electronically, or transfer it onto a USB flash drive for the student.
- Allow for preferential seating, either to facilitate better listening or to allow for proximity to an electrical outlet or the exit.
- Arrange to meet with the student to discuss specific learning needs, strategies for success, alternatives to course assignments, and methods of evaluation when the student provides his or her letter of accommodation.
- Allow for extensions on assignments and essays.
- Provide extended time for tests and exams.
- Allow for alternate scheduling of tests and exams.
- Provide a separate, distraction-free room for writing tests and/or exams.

For more suggestions and information, please visit:

<https://www.adcet.edu.au/inclusive-teaching/specific-disabilities/physical-disability>

<https://disability.tamu.edu/facultyguide/teaching/#Ortho>

<https://www.disability.admin.cam.ac.uk/staff-supporting-disabled-students/teaching-disabled-students/understanding-effects-impairments-6>