

**NES INTERNATIONAL SCHOOL MUMBAI -IB  
CONTINUUM WORLD SCHOOL**

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**SCHOOL CODE: 003810**

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# SPECIAL EDUCATION NEEDS (SEN) / INCLUSION POLICY

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## **INCLUSION POLICY**

**School Statement** At NESISM Special educational provision means: educational provision which is additional

to, or otherwise different from, the educational provision made generally for children of their age in school. This policy ensures that curriculum planning and assessment for students

with special educational needs takes account of the type and extent of the difficulty experienced by the student.

At NESISM the IB philosophy and practices are particularly significant, especially with the

Difference and diversity of the students enrolled in IB programmes to ensure that they receive meaningful and equitable access to the curriculum. We use collaborative teaching

approaches to enhance the motivation to learn from multiple perspectives, which leads to

positive outcome for all students.

### **Aims**

To ensure that our students have a voice in this process

***Educational Inclusion*** In our school we aim to offer excellence and subject choice to all our students, based on

their ability or needs. We have high expectations from our students. We aim to achieve this

through the removal of barriers to learning and participation. We want all our students to

feel that they are a valued part of our school community. Through appropriate curricular

provision, we respect the fact that students:

- To create an environment that meets the special educational needs of each student

- To ensure that the special educational needs for student are identified, assessed and

- provide for

- To clarify the expectations of all partners in the process

- To identify the roles and responsibilities of staff in providing for student's special

- educational needs

- To enable all the students to have full access to all elements of the school curriculum

- To ensure that parents are able to play their part in supporting their ward's education

Need a range of different teaching approaches and experiences

***Access to the Curriculum*** All the students are entitled to a broad and balanced curriculum, which is differentiated to

enable them to:

Experience different levels of understandings and to achieve their personal potential

that makes them successful achievers.

Teachers use a range of strategies to meet student's special educational needs. Lessons have

clear differentiated learning objective and we use assessment to inform the next stage of

learning.

Individual student's education plans, which employ scaffold learning, feature significantly

in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that student's experience success.

We support students in a manner that acknowledges their entitlement to share the same

learning experiences that their peers enjoy through inquiry. Wherever possible, we do not

withdraw students from the classroom. There are times, though, when to maximize learning, we ask the students to work in small group, or in a one-to-one situation

outside  
the classroom.

***Nature of Learning Difficulties*** Children who come with documentation of their learning difficulties are interviewed by the

SEN personnel and two senior administrative staff to ensure that the student can fit into the

environment.

When there is a significant discrepancy in the ACER tests which is given to all students

prior to admission, an informal psycho- educational testing would be conducted by the

Learning Resources personnel to identify any learning issues. Students can also be referred

by the teachers or  
parents.

Have different educational and behavioral needs and aspiration;

Require different strategies for learning as they have different learning styles;

Acquire, assimilate and communicate information at different rates;

Understand the relevance and purpose of learning activities using technology

**Mild Difficulty** may be defined as learning problems in one area of academics, either language or Math. The problems exhibit themselves in the areas of comprehension, sequencing, auditory and visual processing at a mild level. These levels are close to the

normal range scores as compared to their peers.

**Moderate Difficulty** may be defined as learning problems in two areas of academics both in

Language and Math. The intensity of the problems is within a standard score range which is

in the lower average range when compared to their peers. It can also be exhibited as a problem in one academic domain and be co morbid with attention deficits or behavioral concern.

**Severe Difficulties** may be defined as learning problems in more than two areas of academic, communication and social skills. The intensity of the problems is within a standard score range which is in the lower average range when compared to their peers. It

can also be exhibited as a problem in academic domain and be co morbid with attention

deficits or behavioral concern

### ***How Students Are Identified For Assessments***

All the students who join us have already been in early education. In most cases students join with their needs already assessed. All students are assessed when they enter our school (see Admission policy, Assessment Policy), so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our students.

***Actions to be taken by class/subject teacher prior to involvement of the Inclusion***

***Coordinator***

Use existing information as a starting point.

Highlight areas of skills to support in class.



Use baseline assessment to identify what the student knows, understands and can do.

Ensure ongoing observation/assessment to provide feedback so that assessment forms

the basis of the next steps.

Involve the parents

Involve the student.

Use differentiation to scaffold learning.

Keep records of strategies used and their level of success. If these arrangements do not

result in sufficient progress, the Inclusion Coordinator will be consulted.

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***Teachers and their support staff respond to student's need by***

Providing support for students who need help with communication, language and

literacy;

Providing inclusive environment which is effective, friendly and welcoming, healthy

and protective, and gender-sensitive for all learners.

Planning to develop student's understanding through the use of all their senses.

Planning for student's full participation in learning, physical and practical activities.

Helping students to manage their behavior and to take part in learning effectively and

safely;

Helping students to manage their emotions, particularly trauma or stress.

Identifying the students preferred way of thinking after considering if an optimum

match is to occur at various times throughout their schooling.

Help learners extend their learning by combining high expectations with numerous

opportunities for learner-centered practice and interaction with cognitively rich

materials and experiences.

Help to extend their academic language and concepts by providing opportunities to

experience the enjoyment of reading, and be made aware of a wide range of genres for

writing, which are crucial to developing student learning.

Make use of assistive technology and software to enable learners with language issues

to access material they can engage with metacognitive.

### **Mild Difficulties Moderate Difficulties Severe Difficulties**

Psycho-Educational  
assessments

Remediation in the  
required skill  
Educational Reports

Psycho-Educational  
Assessments

Test accommodations  
Psy

Remediation in the required skills  
Educational Reports

Re

classrooms  
Para Educator in the classrooms

Exam accommodations

Class accommodations

Accomm

Test/Exam Modification

Psycho-Educational Assessments

Psycho-Educational Assessments

odations and Recommendations to be implemented by the subject teacher

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Remediation in the required skills  
Remediation in the required skills  
Educational Reports  
Educational Reports

Accommodations and Recommendations to be impl

Curriculum Modification

Curriculum Modification

Test/Exam Modification

Test/Exam Modification

Para Educator in the

***The role of the Inclusion Coordinator is to***

- Manage the day-to-day operation of the policy.
- Co-ordinate the provision for and manage the responses to student's special needs;
- Support and advise colleagues;
- Oversee the records of all students with special educational needs;
- Act as the link with parents;
- Act as the link with external agencies and other support agencies;
- Monitor and evaluate the special educational needs provision, and report to the governing body;
- Manage a range of resources, both human and material, to enable appropriate provision to be made for students with special educational needs;
- Contribute to the professional development of all staff;

A support assistant will take on both specific and general delegated responsibilities given

to them by the Inclusion Coordinator.

### ***Allocation of resources***

The Inclusion Coordinator is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for students with statements of special educational needs.

### ***Assessments***

We recognize that assessment allows for self-reflection and peer review, which enhances and supports all learners in gaining independence and becoming advocates for their own learning. The identification of a student's need can be made by a number of people. The purposes and outcomes of the assessment process are explicit to all. Elements of social interaction and personal growth should be part of the assessment process.

- Early identification is vital. The class teacher is responsible to inform parents at the earliest opportunity to alert them about the concerns and enlist their active help and participation. The class teacher and the Inclusion Coordinator assess and monitor the student progress in line with existing school practices. This is an ongoing process.
- The Inclusion Coordinator works closely with parents and teachers to plan an appropriate programme of support.

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- The assessment of student reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the Inclusion Coordinator can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.
- The school seeks a range of advice before making a formal statement. The needs of the student are considered to be of paramount importance.

### ***Monitoring and review:***

The Inclusion Coordinator monitors the movement of student within the SEN systems in school. The Inclusion Coordinator provides the HOS with regular summaries of the impact of the policy in the practice of the school.

The Inclusion Coordinator is involved in supporting teachers involved in drawing up Individual Education Plans for students. The Inclusion Coordinator and the HOS hold regular meetings to review the work of the school in this area. The Inclusion Coordinator and named governor with responsibility for special needs also hold term meetings.

The governing body reviews this policy annually and considers any arrangements in the light of the annual review findings. The Inclusion Coordinator reports the outcome of the review to the governing body.

### ***Special Provisions:***

The NESISM is committed to provide quality examinations for all candidates, including those with disabilities. We aim to ensure that all candidates have access to the examination process and are able to demonstrate their skills in the examination to the best of their ability.

Candidates with disabilities will be offered the same examining standards as those applied to all other candidates. No concessions are made regarding the assessment criteria used. However, we will make special provisions for candidates who provide medical documentations of their disabilities and the special assessment needs which these necessitate.

We must be informed of the candidate's special assessment needs in writing at the time of enrolment, or worsens after the closing date for enrolments. A request should be submitted

for each exam for which the candidate enrolls, as information about special needs will not

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be kept on our system beyond the series of exams concerned. The only exception to this rule is where the candidate's needs are not likely to change from one exam series to another.

***The registered psychiatrist psychometric reports of the student must be submitted to the Inclusion Coordinator who would then send it to the IB which in turn would notify the nature of accommodation/modification if needed, for the MYP E-Assessment and DP Examinations. However, in the school assessments/examinations the school may follow recommendation given in the registered psychiatrist psychometric report of the student.***

### ***The School Action Plan***

School Action Plan is when a student is identified as having failed to make adequate progress. All teachers should provide intervention that is additional to or different from that provided as part of the school's usual differentiated curriculum. This may be in conjunction with the Inclusion Department. Interventions may include morning reading scheme and lunch time spelling club as well as an appropriate teaching group which may contain some learning support.

School Action Plan is initiated when despite receiving an individual programme or extra support, a student makes little or no progress over a specified period of time. The school will then seek advice from external support services to provide specialist assessments, give advice on teaching strategies and materials or to provide short-term support or train the staff. Finally, if no progress has been made, a statement of Special Educational Needs will be applied for.

If our assessments show that a student may have a learning difficulty, we use a range of strategies that make full use of all available classroom and school resources. This level of

support is called School Action. The child's registration teacher will offer interventions that are different from or additional to those provided as part of the school's usual working practices. The registration teacher will keep parents informed and draw upon them for additional information. The Special Educational Needs Coordinator (Inclusion Coordinator), if not already involved, will become involved if the teacher and parents feel that the student would benefit from further support. The Inclusion Coordinator will then take the lead in further assessments of the student's need.

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We will record, an Individual Educational Plan (IEP), the strategies used to support the student. The IEP will show the short-term targets set for the student, and the teaching strategies to be used. It will also indicate the planned outcomes and the date for the plan to be reviewed. In most cases, this review will take place at least twice a year.

If the IEP review identifies that support is needed from outside services, we will inform parents prior to consulting any outside services. In most cases, students will be seen in school by external support services. This may lead to additional strategies or strategies that are different from those used in School Action. This information will be included in the student's new IEP. The new strategies in the IEP will, wherever possible, be implemented within the student's normal classroom setting.

If the student continues to demonstrate significant cause for concern, a request for statutory assessment will be made to the Coordinator. A range of written evidence about the student will support the request.

***A range of strategies and approaches may include***

Ensuring that the student's strengths are used to build confidence and self esteem

Using a multi-sensory approach to give students the opportunity to learn effectively in a way suited to their ability.

Helping students overcome learning difficulties by, for instance, supplying frequent

spoken instructions for students with reading difficulties.

Including work recorded in alternative formats, supported by Learning technologies.

Employing active learning strategies giving student firsthand experience.

Matching demands to level of attainment.

Providing a range of activities to ensure participation.

Providing similar work for a group but allowing different outcomes.

Using clearly defined step by step approach promoting gradual development of concepts and skills.

Using jargon free, unambiguous language starting from the student's own language, introducing words as needed.

Explaining new words regularly to ensure understanding and use.

Ensuring that the pace of the lesson takes account of the differences between students.

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## ***Early Intervention Strategies***

A child must develop certain essential skills in preparation for his formal education. The skills mentioned below are required for academic excellence.

### ***1. Visual Perception***

Auditory memory

## ***Curriculum for early intervention***



Cognitive activities like finding relationships, differences, sorting, compare and contrast and problem solving

**Remedial Intervention Strategies:** Only when instruction has failed does remediation take over. Difficulties of children in learning can be reduced and improved through appropriate cognitive stimulation. Children in a good remedial program are engaged as active learners and reflective learners.

In many instances, students perform poorly because they do not know —how to learn. Researches show that students can be taught how to learn by teaching those learning strategies. Learning strategies are techniques, principles or rules which enable the student to learn to solve problems and complete tasks independently. Learning strategy instruction focuses on both **how to learn and how to effectively use what has been learnt.**

Visual memory

## 2. **Auditory Perception**

Gross motor activities

Fine motor activities

Auditory activities and letter sound association

Visual activities

Language and communication activities

Cognitive and reasoning skill activities

Social skills – interpersonal relations

Self-concept and to take care of their personal needs

Visual sequencing

Visual categorization

Auditory sequencing

Auditory categorization

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***Multi-sensory Teaching:*** The Orton-Gillingham approach to reading and spelling was a pioneer in championing the use of multisensory methods of teaching. With this method the students see, hear, say and write what they are learning. Provide as much reinforcement as possible is provided. While giving instruction, ask yourself: —Am I talking a lot while my student listens? If the answer is yes, you need to redesign the program.

# ***Learning Strategies Curriculum, Study Skills, Thinking Skills Program***

## ***Strategies for reading***

Word Mapping Strategy

## ***Strategies for studying & remembering information***

Listening and Note-Taking

## ***Strategies for writing***

EDIT Strategy

**Stage 1 Stage 2 Stage 3**

Letter formation Sentence writing Error monitoring Fundamentals of sentence writing Paragraph writing

Word processing spellcheckers Phonics Theme writing Edit strategy Picture reading Report writing

basics Listening and note taking

Report writing - advanced

Word Identification Strategy

Self-Questioning Strategy

Visual Imagery Strategy

Inference Strategy

Fundamentals of Paraphrasing and Summarizing

Paraphrasing Strategy

FIRST-Letter Mnemonic Strategy

Paired Associates Strategy

Sentence Writing Strategy (Fundamentals)

Paragraph Writing Strategy

Theme Writing (Fundamentals)

Error Monitoring Strategy

Inspect Strategy (for word-processing spellcheckers)

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Essay Test-Taking Strategy

***Strategies for effectively interacting with others***

The Community Building Series

◦ Focusing Together ◦ Following Instructions Together ◦ Organizing Together ◦ Taking Notes

Talking Together ***Strategies for motivation***

Possible Selves

***Strategies for Math***

### Stage 1 Stage 2 Stage 3

Counting numbers

\*

Stu

dents are permitted to use calculators which are approved by IB and CIE

Number line, square root, cube root, HCF and LCM- with help of a calculator or tables book

Profit and loss

Writing numbers in figures and words

Simple interest, geometry Statistics

Addition, subtraction, mu

division Trigonometry

Interpreting decimal numerals

### ***Strategies for improving assignment & test performance***

Self-Advocacy Strategy

Assignment Completion Strategy

Test-Taking Strategy

SLANT - A Classroom Participation Strategy

Cooperative Thinking Strategies

◦ THINK Strategy (Problem Solving) ◦ LEARN Strategy (Learning Critical Information) ◦ BUIL

(Decision Making) ◦ SCORE Skills: Social Skills for Cooperative Groups ◦ Teamwork Strategy

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### ***Accommodations & Modifications for Students with Learning Difficulties***

In order to participate successfully in the general education program, accommodations are provided for students with documented learning disabilities. Accommodations allows a student to complete the same assignment or test as other students but with a change in the timing, formatting, setting, scheduling, response or presentation the accommodation should not alter in a significant way what the assignment in the test measures. A modification is used as an adjustment to an assignment or a test that alters the standard of what the test/assignment measures. Doing an alternate easily achievable test than the standard test is an example of modifications. The Inclusion Department aims are to meet the academic standards with the necessary accommodations and modifications as per the IEP (Individualized Education Plan). Team accommodations/modifications are based on the individual need of students. These are some of the accommodations that can be extended to students who have been diagnosed with learning difficulties:

#### **Classroom Accommodations Examination Accommodations**

- Appropriate seating
- Handouts and notes
- Encouragement and praise
- Work to be completed in stages
- Rubrics to help focus on assigned tasks

- Demonstrating examples of —goodll work
- Immediate feedback
- Group work
- Extended time for assignments and assessments
- Testing in the separate and special venue
- Additional Time during exams- 30 mins more for a 3-hour paper
- Reading out the question paper, if necessary
- Modified papers for assessment
- Accommodation for spelling, spacing and presentation errors

***Accommodations for language and other content areas:***

**Reading Deficits Writing Deficits Test**

**Text books:**

- Provide summaries of chapters
  - Provide two sets of texts one at home/one at school for students who are disorganized/ forgetful
- Reduce the impact that

Allow extra time to complete writing has on learning or

the tests - Allow a different expression knowledge

venue for testing - Allow take without substantially

home or open book tests - changing the process or

Allow the student to complete product:

an independent project as an **1. Change the demands of**

alternative test - Divide tests

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- Provide the student with a list of discussion questions before reading the materials. **the writing rate:** - Allow more time for written tasks
- Provide the student with a list of discussion questions for before reading the chapters.

**Curriculum:**

- Specify and list exactly what the student will need to learn to pass the examination. Review this frequently. including copying, note taking and tests. - Allow students to begin projects/assignments early - Encourage key boarding skills to increase speed and legibility of assignments. **2. Adjust the volume:** - Give partial notes so the student can fill in the
- Specify the outcomes in reading a chapter so the student will know what to look

details under major headings.  
- Remove neatness or spelling as grading criteria for some assignments while the student is working on remediation in these areas/ - Reduce copying aspects of work. Worksheets can be given instead. **3. Complexity:** Break writing into stages. Consider grading in stages and also on the final draft. The final draft could be just an edited draft rather than laborious copying. **4. Change the tools:** - Use cursive or manuscript – Allow students to use the line width of their choice. **5. Modifications:** **Volume** - Three written answers and part oral answers for acute written disability. - Reduce the length of the assignment. Stress quality over quantity.

partial grade based on individual progress - Use daily or frequent grading averaged into a grade for the quarter. - For revised test a passing grade is given - Permit the student to work on missed problems to better the grade. **Assistive Technology:** - Tape recorders to record the class lecture for students who have difficulty in auditory/visual processing - Laptop for note-taking. - Large print materials - Books on disc - Calculators. into small sections. **Time:** - Allow extra time to complete a task **Directions:** - Use both oral/printed directions - Repeated directions. - Have student repeat the directions of a task. **Grading:** - Provide a partial grade based on individual progress - Use daily or frequent grading averaged into a grade for the quarter. - For revised test a passing grade is given - Permit the student to work on missed problems to better the grade. **Assistive Technology:** - Tape recorders to record the class lecture for students who have difficulty in auditory/visual processing - Laptop for note-taking. - Large print materials - Books on disc - Calculators. into small sections. **Time:** - Allow extra time to complete a task **Directions:** - Use both

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## **EVALUATION**

Evaluation is conducted once a year to affirm the effectiveness of the special education program. Evaluation will be conducted to the following areas:

Special Education Teachers will be evaluated for constructive criticism to see if the IEP goals are implemented in their teaching.

## **SOCIAL NETWORKS**

### **Parental Involvement**

#### **Local School Network SEN- Library**

Parents will be informed when a student enrolled in the program, about their progress because we also have term boarders. School parents will



requested and not required to attend the meetings regarding the students. Parents are highly encouraged to share their observations and opinions and work with the staff in the SEN department to maximize their child's learning.

## **References**

- Learning diversity and inclusion in IB programmes
- IB guidelines for differentiation learning strategies: University of Kansas
- KIS SEN Policy
- SIS Inclusion Policy
- NESISM Language Policy

To promote awareness of academic problems/ exceptionalities in a school setting the local schools will be encouraged to keep in contact with the SEN department of Singapore International School for further professional development in this field.

The Library in the SEN department will be open to all the teachers and the administrators for access to current trends in the field of special education. SEN Staff work with enthusiasm and commitment and in collaboration with the other class room teachers to generate creative and diverse solutions to the needs of students with exceptionalities by caring for them and providing assistance to students to be better equipped to deal with their problems on an ongoing basis by prescribing a path of action.

Reviewing student files to make sure that necessary documents are filed.

Ensuring that IEP's adequately meet the needs of the students and the interventions documented are effective in the students learning process.

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- NESISM Assessment Policy
- NESISM Admission Policy
- <http://www.ku-crl.org/sim/strategies.shtml>
- DP Candidates with assessment access requirements

## INDIVIDUAL EDUCATIONAL PLAN (IEP)

**DATE:**

**NAME:**

**DATE OF BIRTH:**

**SEX:**

**GRADE:**

**AGE:**

**DATE OF REFERRAL:**

**DOCUMENTS AVAILABLE:**

**PSYCHOLOGICAL ASSESSMENT**

**MEDICAL REPORT**

**PAST ACADEMIC RECORDS**

**THERAPY REPORTS AND OTHERS (SPECIFY):**

**DIAGNOSIS MENTIONED IN MOST RECENT REPORTS:**

**STRENGTHS: AREAS TO BE DEVELOPED:**

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**AREA: COMPREHENSION LONG TERM OBJECTIVES**

**PERIOD SHORT TERM**

**GOALS  
PROGRESS  
PRACTICE NEEDS  
ACHIEVEMENT**

**AREA: WRITING SKILLS LONG TERM OBJECTIVES**

**PERIOD SHORT TERM**

**GOALS  
PROGRESS  
PRACTICE NEEDS  
ACHIEVEMENT**

**STRATEGY AND MATERIAL**

**AREA: STUDY SKILLS LONG TERM OBJECTIVES**

**PERIOD LONG TERM**

**GOALS  
PROGRESS  
PRACTICE NEEDS  
ACHIEVEMENT**

**STRATEGY AND MATERIAL**

**OTHER AREA IF ANY: LONG TERM OBJECTIVES:**

**PERIOD LONG TERM**

**GOALS**

**STRATEGY AND MATERIAL**

**STRATEGY AND  
PROGRESS  
MATERIAL  
PRACTICE NEEDS  
ACHIEVEMENT**

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**Given by IB Meeting student learning diversity in the classroom**

**Dyscalculia  
dyscalculia**

**Possible challenges**  
**strategies adopted**  
**ort students with**

**Resources**  
**Resources**

**Meeting student learning diversity in the classroom**

**Dyslexia**

**Possible challenges Teaching strategies Resources**

- Low self-esteem
- high stress
- underachievement
- atypical behavior
- slow speed of

processing: spoken and/or safe, affirming environment to

- written
- poor concentration
- difficulty in following instructions
- forgetful of words
- Provide a

confidence and self-  
m.

erative, knowledgeable,  
sible schools that  
me parents into the  
ng partnership are best  
d to support the students  
rcoming challenges and  
imize learning  
ences.

Studies from the National  
Institute of Child Health and  
Human Development (US  
Department of Health and  
Human Services) have  
shown that multi-sensory  
teaching methods and  
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effective approach to



h phonological aspects.

- Promote attention and listening
- teaching methods are characterized by:
- teaching methods are characterized by:
- visual, auditory, kinesthetic and tactile involvement
- visual, auditory, kinesthetic and tactile involvement
- visual, auditory, kinesthetic and tactile involvement
  - a sequential, step-by-step approach
  - a sequential, step-by-step approach
- cumulative progression with the previous steps providing a foundation for the next step
- cumulative progression with the previous steps providing a foundation for the next step
- cumulative progression with the previous steps providing a foundation for the next step
- over-learning—a series of repetitive activities to help the learner achieve mastery. Multi-sensory teaching methods include:
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- *Alpha to Omega Pack: Teacher's Handbook and Student's Book* by Hornsby, Shear and Pool
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- *The Bangor Dyslexia Teaching System* by Elaine Miles
- *The Bangor Dyslexia Teaching System* by Elaine Miles
- *The Bangor Dyslexia Teaching System* by Elaine Miles
- Develop spoken language
- Develop fine motor skills and handwriting, sequencing and directionality.
- Develop short- and long-memory skills.

- *The Hickey Multisensory Language Course* by Margaret Combley.