Risk factor: Poor academic performance / learning difficulties

Reading Difficulties

Reading difficulties can appear as slow and inaccurate reading or trouble understanding the content.

Effective support strategies for improving student understanding and remembering of information involve a combination of **technological tools**, **simplified content presentation**, and **individualized accommodations**.

Guides for action

1) **Use Lingdys+ or embedded functions in Word:** Lingdys+ is software tool designed to support students with reading and writing difficulties. It offers features like text-to-speech, which reads text aloud while students follow along. It also helps with word prediction and spelling. The embedded functions in Word offer tools, such as text-to-speech (Read Aloud), spelling and grammar checks, and translation.

2) **Use simplified text:** break down longer text into shorter paragraphs with simpler vocabulary. This makes it easier for students to read and understand.
3) **Highlight key words or phrases using colour:** emphasize important terms or concepts with colours to make them stand out. In this way, students focus on the most important information.
4) **Give brief summaries of the text:** make brief overviews of the main ideas to ensure students understand the most important points, even if the full text is difficult.
5) **Use images, timelines, or diagrams:** this helps students visualize and better understand concepts.
6) **Allow frequent breaks and provide extra time for reading.** Give students the opportunity to pause for a while and process information. This gives them enough time to fully understand the material.
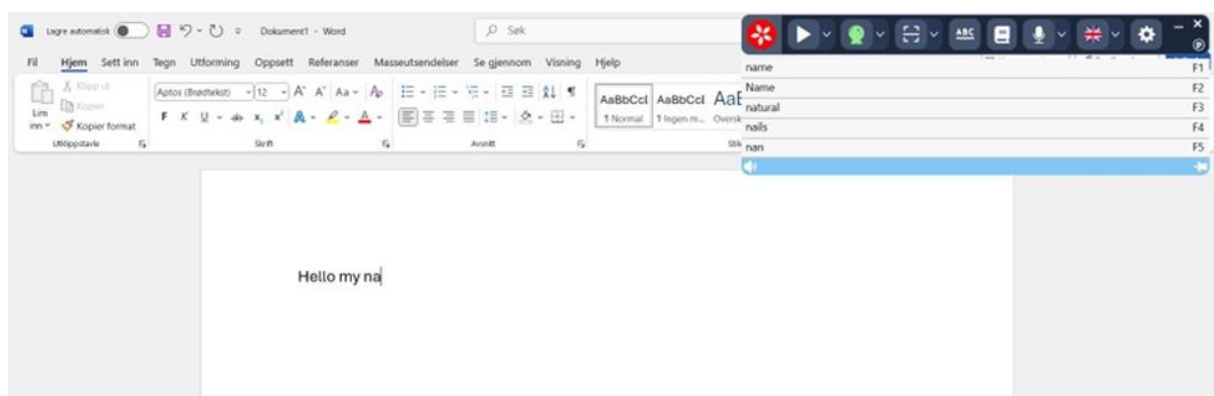
Risk factor: Writing Difficulties

Writing difficulties can manifest as problems starting a written assignment, organizing thoughts into a coherent text, and spelling.

Guides for action:

1) **Use writing support tools:** encourage students to use software like Lingdys+ or built-in features in Word to assist with spelling, word prediction, and other writing tasks.
2) **Give clear instructions:** make sure the instructions are clear, simple and short. Step-by-step instructions help students understand what to do throughout the writing process.
3) **Offer templates and/or examples:**

> ➤ Provide templates that include key words, phrases and sentence openers to help students get started.
> ➤ Show students writing models or examples of well-organized writing to illustrate what good writing looks like.

4) Use checklists
> ➤ Create easy to follow checklists to guide students through their assignments.
> ➤ Include questions such as: *Have I organized my ideas into paragraphs?* or *Have I included an introduction?*

5) Give regular feedback
> ➤ Give ongoing feedback throughout the writing process.
> ➤ Point out areas for improvement and praise students for what they have done well.

6) Limit distractions
> ➤ Create a quiet workspace where students can focus on their writing.
> ➤ Some students block out distractions by listening to music.

7) Encourage oral presentations and posters
> ➤ Allow students to write down just key words or phrases and discuss their written work orally.
> ➤ Let students show their understanding through oral presentations, without worrying about writing.
> ➤ For students with severe dyslexia, suggest creating posters with pictures, key words or phrases. The students can then talk about the poster they made.

8) Offer extra time: give students additional time or extended deadlines to complete their assignments.

<p align="center">Lingdys looks like this for students</p>

Listening and Processing Difficulties

Listening and processing difficulties may manifest as challenges in following and understanding spoken instructions, which can affect classroom participation.

Guides for action:

1) Repeat and rephrase instructions to ensure clarity.

2) Check for understanding by asking students to explain the task in their own words.

3) **Use visual aids** such as charts, images, or key words on slides to clarify concepts.
4) **Write instructions** on the board or on slides in addition to providing verbal explanations.
5) **Allow processing time** by giving students extra time to respond to questions and complete tasks.

Learning Difficulties in general

Learning difficulties in general can affect students across a wide spectrum, impacting areas such as reading, writing, comprehension, and problem-solving skills.

Guides for action

1) **Use different mapping assessments** in areas like languages (but not limited to that). These assessments identify strengths and weaknesses in reading comprehension, writing skills, listening skills, and vocabulary knowledge. They help teachers choose strategies and create individual support plans.
2) **Allow students to use Lingdys and Lingdys+** to support reading and writing. Features include text-to-speech (which reads texts aloud), word prediction, and grammar/style checking to aid student learning.
3) **Make sure school laptops are equipped** with all necessary programs and platforms for students' learning needs.
4) **Collaborate with assistant teachers and special pedagogues** to provide one-on-one support both inside and outside the classroom. Ensure that students receive personalized attention based on their individual needs.
5) **Use shorter work sessions** to support varying attention spans. This approach helps students maintain focus, process information effectively, and stay engaged in the learning process.
6) **f. Break tasks into smaller portions** to make assignments more manageable. This allows students to work step-by-step, reducing stress and helping them feel more in control of their workload.
7) **g. Establish contact with the Educational-Psychological Service** or other support services to ensure students have access to appropriate help and resources.