



Centre Famille et Ressource

Bâtir le Succès de la Communauté, Une Famille à la Fois

Family Resource Center

Building Community Success One Family At A Time

Classroom Strategies

- Place student's desk in front of the teacher to avoid distractions
- Establish an informal cue system between the student and his/her teacher to bring the student back into focus (eg. tugging on one ear)
- Allow the student to become a helper in the classroom or other classrooms (eg. kindergarten) to raise his/her self-esteem
- Peer mentoring and tutoring might be a great tool
- Allow alternative activities when possible (eg. preparing a video instead of writing a report)
- Provide instructions orally and in writing (remember that most children with learning disabilities learn visually and kinetically!)
- Provide access to math tables when appropriate (instead of memorization)
- Use larger print and colour-coding when possible
- Using graphic paper for math keeps the numbers in line and easy to read
- Using carbon paper allows for an extra set of notes for dyslexic children
- Have a weekly lesson plan to be given in advance
- Assign the student a buddy to help with instructions and homework difficulties
- When possible, shorten assignments to meet the student's abilities
- Break down long or difficult tasks into shorter and easier units
- Teach the student self-talk and relaxation techniques
- Have the student repeat questions before answering them
- Allow the student to draw/doodle while listening to a lesson
- During testing, extend or waive time limits, and/or use oral testing
- Allow test instructions and questions to be read to the student, and rephrase test questions when possible to increase clarity
- Keep parents up-to-date on progress, on a weekly/daily basis, in the form of an agenda
- Colour-code work for organization purposes
- Use charting and role playing to demonstrate difficult situations and strategies
- Sequences and transitions are often difficult for children with learning disabilities—do one thing at a time
- Allow the use of computers and other useful tools (eg. kitchen timers, etc.)
- Allow the student to dictate reports to parents, siblings or tutors
- Use concrete visual aids and examples of how a finished project or assignment should look (be clear with expectations!)
- Use pencil grips
- Highlight margins (for dyslexic children)
- Write samples on an overhead projector, when possible
- Validate the student's feelings; they are often afraid to ask for help, and will not take risks

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