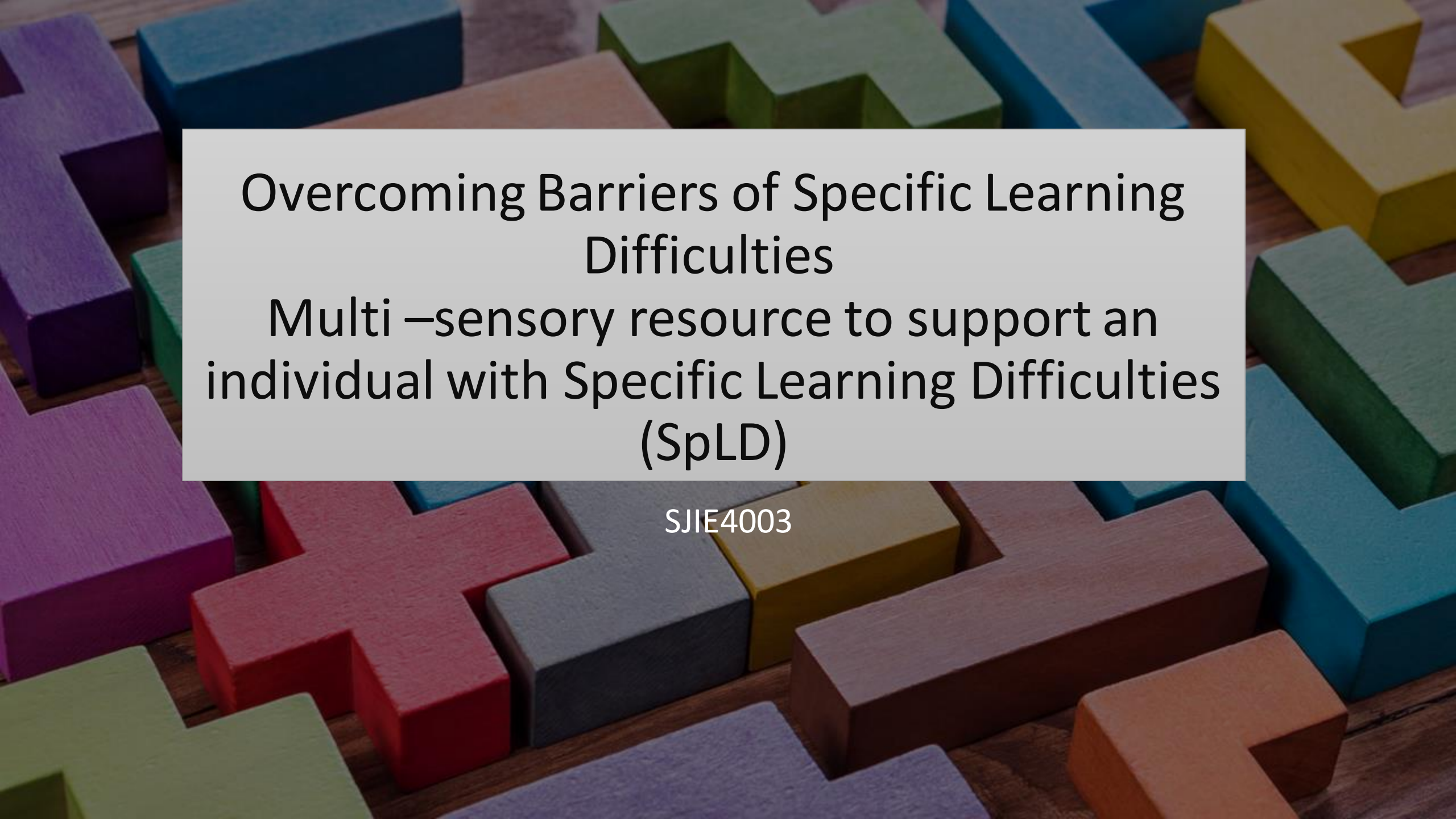


The background of the slide features a close-up, slightly blurred view of numerous colorful wooden blocks. These blocks are in various shapes, including rectangular prisms and T-shaped pieces, and are scattered across a light-colored wooden surface. The colors of the blocks include shades of purple, blue, green, yellow, red, pink, grey, brown, and orange. The lighting is soft, creating gentle shadows and highlighting the natural texture of the wood.

Overcoming Barriers of Specific Learning Difficulties

Multi –sensory resource to support an individual with Specific Learning Difficulties (SpLD)

SJIE4003

SUPPORTING PUPILS WITH SpLD s

SpLD is a term used to define a range of commonly co-occurring difficulties, most known as:



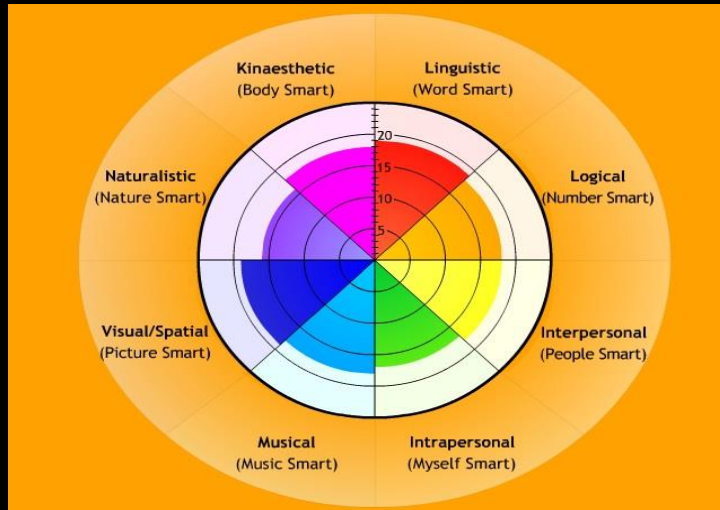
Specific Learning Difficulties (SpLDs) Specific Learning Difficulties affect the way information is learned and processed.

(The dyslexia association, 2021)



Gardner's Theory on Multiple Intelligence

- The theory of Multiple Intelligences suggests that we excel with different types of intelligence.



(Word press, Nd)



ADHD

Attention-deficit/hyperactivity disorder (ADHD) is the most commonly diagnosed childhood psychiatric disorder.

(Xia et al,2014)

- **Kishore** proposed the theory in 2009 that the visual aids help in collaboration and improvement in the cognitive sense and the learning process. The visual aids can help the teacher to make a better appearance and presence in the class than the traditional ways of learning.
(Pervez, 2018)

Attitudes towards ADHD

- Previous literature has acknowledged the significance of teachers' knowledge and attitudes towards ADHD (Greenway and Edwards , 2020)

The quality of the relationship between those providing support and those being supported is particularly important, as are the skills and experience that the person using support brings to the process
(NICE ,2020)

Each educator should use these strategies in a way that most successfully meets the particular needs of each student.
(Brooks,2009)



Visuals Support

A visual timetable in the classroom, provide structure, reassurance and routine.

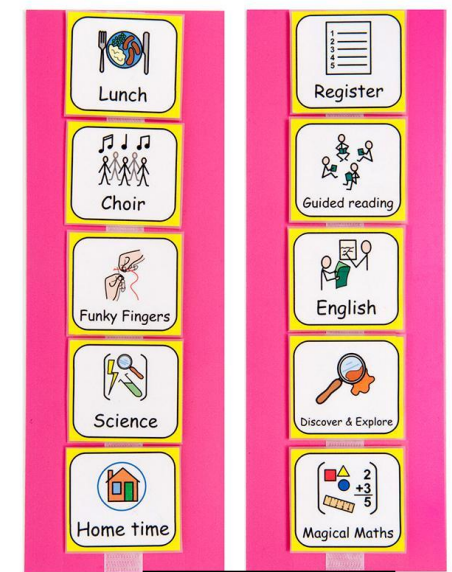
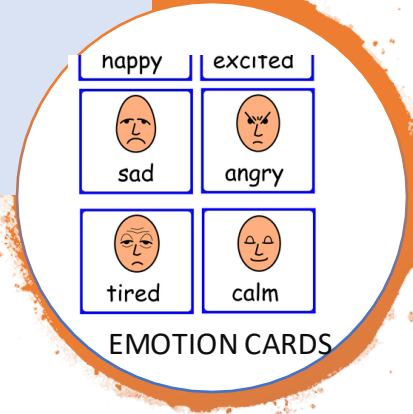
A simple way to add structure to their life is by creating and following a daily timeline.

Visual timetables enable children to be independent and can motivate children by making it clear what will be happening in the day.

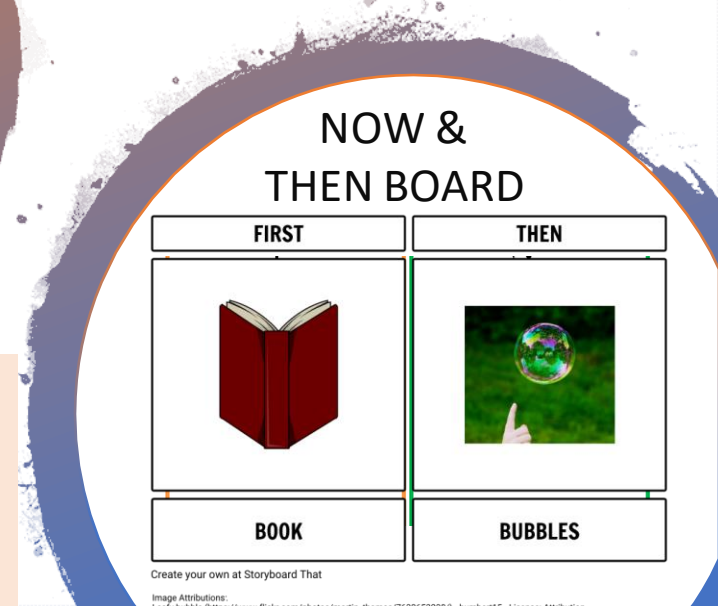
Not knowing “what’s next” is often a source of anxiety for children.

Education must develop every child’s personality, talents and abilities to the full. It must encourage the child’s respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

(UNICEF, nd)



TIMELINE



Further independence

- Visuals can be utilized outside of the school and help establish healthy, constructive habits – such as personal hygiene, and completing chores and homework daily.
- Provides stability – uncertainty causing stress. This could become apparent from not having a clear understanding of the world around them.
- Encourages independence because don't need to continually ask what to do.
- A visual schedule can be transferred to home to scaffold good habits.
- Helps with the development for instance time management.

Conclusion

Benefits

- Help Store Information Longer
- Enable quicker communication and help to break it down /simplify
- Support Comprehension
- Act As Stimulators for anxiety's and emotions

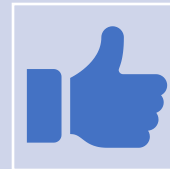
They are cost effective and easy to construct

Barriers



Unsuitable Visuals

Unhappy Learners



Need to be meaningful

Good quality/ high resolution

Time consuming

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