Additional Learning Needs & Inclusive Practice

Case Studies

Case Study 1

Tom is 16 and has
been diagnosed with depression.

How could this have an impact on his learning, and your teaching?

What strategies could you use to support them in the lesson?

What do you need consider when planning your lessons?

Impact on Learner

- Withdrawn from lessons or work
- Lack of engagement or focus when in class
- Can have an affect on the work being produced
- Not showing up to class
- Can be overwhelmed
- Isolating themselves from class/friends/support network
- Behavioural changes compared to their ‘usual’ self.
- Missing deadlines

Supporting Strategies

- Offering 1-2-1 support with learner - platform they can contact you on privately during the session
- Offer support services available to them - in college/school and externally (eg. mentoring, support groups, therapists)
- Gently encourage them to help themselves - staying physically active, eating a balanced diet and doing things that make them happy
- Being patient and a good listener for them to offload - always highlight to them to realise they need to look after themselves
- Using praise as a teaching technique
- Setting realistic goals to make them feel achievable

Impact on Teacher

- Have an affect on the class' engagement / class environment
- Impact on things like giving feedback to the learner to not have a negative impact
- Marking assignments/ work later than original deadline (requires organisation)
- Level of responsibility to check on Tom's well-being.

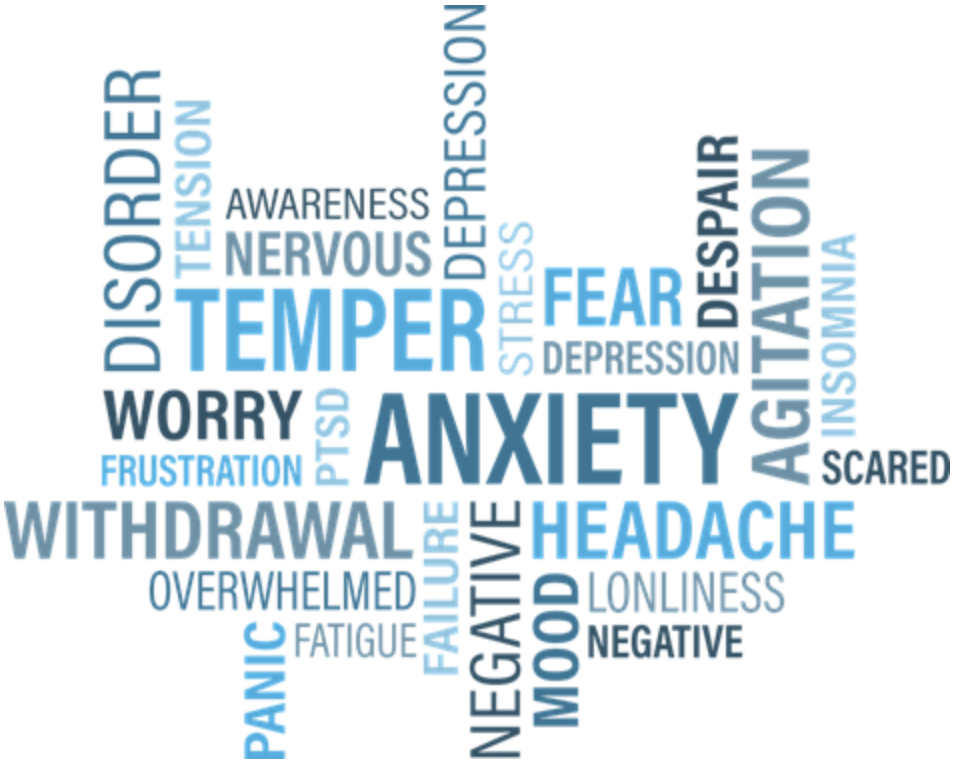
Things to consider when planning

- Small, manageable tasks
- If there are sensitive topics in the session that you know will affect them making them aware of this prior or setting them a task away from the classroom or allowing them to have headphones in if it’s an audible source
- Allow more time to complete tasks.
- Set tasks which allow goal setting, something to work towards
- If Tom takes medication, be mindful that it may affect him - sleeping, eating, fatigue, can become withdrawn or increase anxiety if medication hasn’t been taken.

Case study 2

- Charlie is 16 and has been diagnosed with anxiety.
- How could this have an impact on her learning, and your teaching?
- What strategies could you use to support them in the lesson?
- What do you need consider when planning your lessons?

- Trouble concentrating.
- An upset stomach.
- Sleeplessness.
- Anxiety can show up in a lot of ways
- Trust
- Panic attack
- Absenteeism
- Headaches
- Avoiding eye contact



How could this have an impact on her learning and your teaching?

- May be reluctant to contribute
- Can be unpredictable - a learner can’t always recognise when their anxiety will impact them
- Self - conscious, nervous and frustrated
- Might not necessarily know how to address their anxiety
- Can compromise their attendance and participation in class
- Inability to form sentences, stammer

What strategies could you use to support them in the lesson?

Allowing for breaks

Need to gain trust with the learner

Gratitude journal

One page profile

Pair them up with a friend or someone they work well with

Listen to her

Don’t pick on her without scaffolding first but don’t ignore her either unless she has said she doesn’t want to be singled out.

Where they sit in the classroom.

Introduce class exercises such as movement breaks, Breathing exercises

Know Charlie’s strengths - give her tasks to boost their confidence

- May be reluctant to contribute
- Can be unpredictable - a learner can’t always recognise when their anxiety will impact them
- Self - conscious, nervous and frustrated
- Might not necessarily know how to address their anxiety
- Can compromise their attendance and participation in class

What do you need consider when planning your lessons?

- A person-centred approach, use the information that is available to you, such as the student profile to make sure you are being inclusive.
- What activities are you going to use in your lesson? Will they provide the student with the opportunity to progress and achieve.
- What style of assessment will you use? For example, direct questioning could cause anxiety. However, if you were to use one method with the class and to take a different approach with Charlie would she feel single out? What can work well for the whole class?

Will your learner become overwhelmed with this task/ scenario?

How can you avoid escalation of anxiety?

Case Study 3

- Adam is 17 and has been diagnosed with ADHD.
- How could this have an impact on his learning, and your teaching?
- What strategies could you use to support them in the lesson?
- What do you need consider when planning your lessons?

Teaching and learning impacts

- Lack of concentration (means they miss parts of the lesson)
- Teaching needs to be in small sharp, bursts
- Disruption to the class
- Making sure learners reach their full potential
- Limited attention span , Squirrel
- May need more attention than other students
- Some ADHD learners need to be active/moving during parts of the lesson

Strategy

- 1:1 support in a classroom
- Offer 1:1 support at the end of a session
- Extra time
- Knowing when they learn around their medication
- What time of day best for them (bit mental after coffee)
- Allowing sensory toys/equipment that they identify as a strategy to keep them focused
- A range of different tasks so that learners are not doing the same thing all of the time
- Consistent structure
- Allowing learners to self-regulate

What to consider when planning

- All of the above
- Impact on the other learners in the classroom
- Creating relaxed teaching atmosphere
- Think of the classroom dynamics - separate the possible triggers
- Reduce possible triggers
- Identifying learners who work well with the individual (peer learning)
- Checking one page profiles.

Case study 4

- Natalie is 17 and is a young carer
- How could this have an impact on her learning, and your teaching?
- What strategies could you use to support them in the lesson?
- What do you need consider when planning your lessons?

Natalie – what are the challenges for her?

- She may need time off for medical appointments
- Time to complete work if it competes with care responsibilities
- Fairly constant pressure to help around the home in situations like helping to look after younger disabled siblings
- May have a legacy of low educational outcomes because of ongoing educational issues related to being a carer

- Social disadvantage due to not having time to play, hang out and socialise with people her own age.
- We need to consider Safeguarding issues, be aware and let her know that support is there if she needs it.

What can we do to help?

- Ask Natalie what works for her:
- Offering her face to face teaching to give her the space to learn
- Flexible deadlines and submission dates with negotiated learning targets plans etc
- Recorded lecture sessions
- Linking to social services to look at her needs including a carer assessment and student support
- Offering an ‘open door’ policy for her and frequent review
- Support regarding self-care, counsellors are available within the college and possibly mental health mentors/ champions

What can we do regarding our lesson planning to help?

- Realistic target and target setting in a person centred way
- Individual plan
- Consider how she will be when she studies
- Recording session
- Consider learning support to help her do the work if she cannot focus and concentrate
- More scaffolding, additional learning material
- Linking her with another student as a ‘study buddy’