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| Potential barrier | Adaptive Teaching Strategies |
| Difficulty with attention | * Consider the layout of learning environment
* Consider structure of lesson
* Give learners a particular role to encourage active participation
* Encourage movement breaks when and if necessary.
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| Sensory needs | * Consider size of group – would learner benefit from a smaller group?
* Pupils may wish to listen away from main group
* Ear defenders may be used
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| Literacy difficulties | * Provide visual aids for vocabulary – dual coded to support.
* Use pictures to respond, graphic scores to represent composition.
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| Processing questions | * Give opportunity to discuss the answers to questions in pairs, before the teacher requests verbal answers
* Prewarned of question so that has time to think.
* Visual prompts
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| Working and long-term memory | * Begin each lesson with a recap of vocabulary learned already
* Reduce the amount of knowledge to be remembered, repeat and display important information
* Use of memory aids- posters, working wall, word banks
* Explanations of complex tasks and concepts are simplified
* Break tasks into manageable chunks and steps
* Now/next sequencing boards to structure thinking for learning and task
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