

SUPPORTS FOR STUDENTS WITH LEARNING DISABILITIES

Comprehension-Knowledge (Gc)



Students may struggle with understanding and retaining information

AREA	ACCOMMODATIONS / SUPPORTS
READING	● Audio versions of texts or textbooks ● Graphic organizers to help identify key information ● Simplified reading materials or summaries of content
WRITING	● Access to word processing software with spell-check and grammar tools ● Reduced writing requirements or extended time for written assignments ● Opportunities to dictate responses rather than handwriting ● Provide writing templates or sentence starters ● Grade for content rather than mechanics when appropriate
MATH	● Access to calculators, formula sheets, or multiplication tables ● Simplified math problems or fewer problems per assignment ● Extended time on math tests and quizzes ● Read math problems aloud
TECHNOLOGY	● Provide access to text-to-speech, speech-to-text, word prediction ● Allow typed assignments instead of handwritten ● Use multimedia instruction with visuals and audio ● Opportunities to demonstrate understanding through multimedia presentations
TESTS	● Extended time ● Separate, distraction-free testing area ● Read aloud instructions and test items ● Allow use of notes, word banks, or formula sheets ● Reduced number of test items ● Alternate formats like multiple choice instead of essay
PRESENTATIONS	● Allow use of notes, outlines, or visual aids ● Permit recordings instead of live presentations ● Provide opportunities to practice beforehand

SUPPORTS FOR STUDENTS WITH LEARNING DISABILITIES

Fluid Reasoning (Gf)

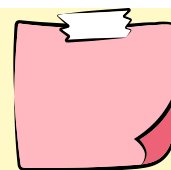


Students may struggle to think abstractly, solve novel problems, and discern patterns and relationships

AREA	ACCOMMODATIONS / SUPPORTS
READING	● Audiobooks or text-to-speech software to support reading comprehension ● Simplified or shortened reading passages ● Allowing extra time for reading assignments ● Pre-teach key vocabulary and concepts
WRITING	● Speech-to-text software to reduce the demand on written expression ● Graphic organizers or templates to structure written work ● Allowing extra time for writing tasks
MATH	● Access to calculators or math fact tables ● Breaking down multi-step problems into smaller, more manageable steps ● Providing visual aids or concrete manipulatives
TECHNOLOGY	● Access to word processing software with spell check and grammar tools ● Ability to record lectures or access digital notes ● Assistive technology like text-to-speech or speech-to-text ● Allow use of calculators or math aids
TESTS	● Offer extended time ● Read test items aloud ● Allow for breaks during testing ● Reduced-distraction testing environment ● Allowing the use of a calculator, formula sheet, or other aids
PRESENTATIONS	● Opportunities to present in alternative formats (e.g., video, audio recording) ● Visual aids and outlines to structure the presentation ● Flexibility in length or format requirements

SUPPORTS FOR STUDENTS WITH LEARNING DISABILITIES

Short-term working memory (Gwm)

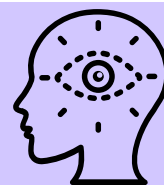


Students with working memory deficits may struggle with tasks that require them to keep information in mind while also processing or acting on it.

AREA	ACCOMMODATIONS / SUPPORTS
READING	● Providing text-to-speech software or audiobooks to reduce the demand on working memory ● Allowing extended time for reading assignments ● Breaking down longer reading passages into smaller ● Use visual aids like graphic organizers or picture cues
WRITING	● Provide writing templates or outlines ● Offer frequent breaks during writing tasks ● Speech-to-text software to reduce the demands of transcription ● Graphic organizers or templates to help structure written assignments ● Extended time for in-class writing tasks
MATH	● Use manipulatives or visual representations ● Break down multi-step problems into smaller steps ● Provide formula charts or references ● Allowing the use of a calculator or other math aids ● Providing step-by-step instructions or checklists for multi-step problems ● Offering extra time for math assignments and tests
TECHNOLOGY	● Utilize educational software with interactive visuals ● Allow the use of calculators or math aids ● Access to laptops or tablets for note-taking and assignment completion ● Assistive technology like text-to-speech or speech-to-text ● Access to word processing software with spell check and grammar tools ● Audiobooks
TESTS	● Offer extended time ● Read test items aloud ● Allow for breaks during testing ● Access to graphic organizers or other memory aids ● Reduced-distraction testing environments
PRESENTATIONS	● Allow alternative formats (e.g., recorded presentations) ● Offer opportunities for rehearsal and feedback ● Use visual aids like slides or handouts to offload information ● Receive advance notice and preparation time for presentations

SUPPORTS FOR STUDENTS WITH LEARNING DISABILITIES

Visual Processing (Gv)



Students may struggle with visual discrimination, figure-ground, spatial relationships, memory, sequential memory, and closure.

AREA	ACCOMMODATIONS / SUPPORTS
READING	● Provide audiobooks or text-to-speech software or human reader ● Use larger print or increase spacing between lines ● Highlight or colour-code important information ● - Break longer reading passages into shorter, more manageable sections
WRITING	● Allow the use of speech-to-text software or scribe ● Provide writing templates or graphic organizers ● Offer extra time for writing assignments ● Provide access to word prediction or autocomplete tools ● Graph paper to keep letter and word spacing
MATH	● Break down multi-step problems into smaller steps ● Provide formula charts or references ● Permit use of a calculator, math manipulatives, or number lines ● Provide extra time for math computations and problem solving ● Graph paper to keep numbers and formulas lined up
TECHNOLOGY	● Utilize educational software with audio support ● Incorporate multimedia presentations with clear visuals ● Allow the use of screen readers or magnifiers ● Ability to submit digital assignments rather than handwritten
TESTS	● Offer extended time ● Read test items aloud ● Allow for breaks during testing ● Provide large-print or audio versions of tests ● Reduced-distraction testing environment ● Access to a reader, scribe, or assistive technology for tests
PRESENTATIONS	● Provide clear, uncluttered visual aids ● Allow alternative formats (e.g., recorded presentations) ● Offer opportunities for rehearsal and feedback ● Provide copies of presentation slides or notes in advance ● Allow for verbal responses or use of assistive technology ● Seat the student close to the front for better visibility

SUPPORTS FOR STUDENTS WITH LEARNING DISABILITIES

Long-Term Retrieval (Glr)



Students may struggle to remember previously learned material, follow multi-step instructions or procedures, recall information during tests or assessments (even if they studied the material), retrieve and transfer information, rely heavily on prompts, cues or reminders to assist with the retrieval of information and with the retention and application of information over extended periods.

AREA	ACCOMMODATIONS / SUPPORTS
READING	● Provide audiobooks or text-to-speech software or reader ● Use graphic organizers or visual aids to activate prior knowledge ● Pre-teach key vocabulary and concepts ● Allow extended time for reading assignments and tests
WRITING	● Allow the use of speech-to-text software ● Offer opportunities for pre-writing activities (e.g., brainstorming) ● Provide extra time for writing tasks ● Permit the use of graphic organizers, writing templates, outlines or outlines to plan and structure writing
MATH	● Use manipulatives, visual representations, formula charts or references ● Offer opportunities for review and practice ● Allow the use of a calculator, multiplication charts, or other math aids ● Provide extra time for math assignments and tests ● Break down multi-step math problems into smaller, manageable steps
TECHNOLOGY	● Allow the use of calculators or math aids ● Permit the use of laptops, tablets, or other assistive technology for note-taking and assignments ● Provide digital resources: online references or interactive math tools ● Allow the use of spell-check and grammar-check software
TESTS	● Offer extended time ● Allow for breaks during testing ● Provide access to notes or references ● Allow the student to take tests in a quiet, distraction-free environment
PRESENTATIONS	● Allow the student to deliver presentations using visual aids, such as slides or handouts ● Provide extra time for the student to prepare and practice presentations ● Permit the use of note cards or an outline ● Offer opportunities for rehearsal and feedback

SUPPORTS FOR STUDENTS WITH LEARNING DISABILITIES

Auditory Processing (Ga)



Students may struggle learning to read, spell, and recognize words, trouble rhyming or identifying words that start with the same sound, an inability to break words into individual sounds, struggles with manipulating sounds, poor phonological memory for verbal information, and slow, laboured progress in connecting sounds to letters.

AREA	ACCOMMODATIONS / SUPPORTS
READING	● Provide audiobooks or text-to-speech software ● Use multisensory reading instruction (e.g., Orton-Gillingham) ● Highlight or colour-code sound patterns in words ● Allow extra time for reading assignments and tests
WRITING	● Allow the use of speech-to-text software ● Provide word banks or sentence starters ● Offer extra time for writing assignments ● Provide graphic organizers or templates to structure written responses
MATH	● Use manipulatives or visual representations ● Minimize the need for verbal problem-solving ● Provide formula charts or references ● Allow use of calculators, math fact sheets, or multiplication tables ● Break down multi-step math problems into smaller, manageable steps ● Provide copies of class notes or instructional materials
TECHNOLOGY	● Utilize educational software with audio support ● Incorporate multimedia presentations with clear visuals ● Allow the use of speech recognition software ● Permit use of noise-cancelling headphones or earplugs during instruction ● Provide training on assistive technology like text-to-speech
TESTS	● Offer extended time ● Read test items aloud ● Allow for breaks during testing ● Allow tests to be administered in a quiet, distraction-reduced environment ● Permit use of a reader or scribe to assist with test questions
PRESENTATIONS	● Provide visual aids or templates ● Allow alternative formats (e.g., recorded presentations) ● Offer opportunities for rehearsal and feedback ● Provide copies of presentation slides or notes in advance ● Allow the student to record lectures or presentations ● Seat the student in the front of the classroom for better auditory access

SUPPORTS FOR STUDENTS WITH LEARNING DISABILITIES

Cognitive Processing Speed (Gs)



Students often struggle with taking longer on assignments, keeping up with instructions, delayed responses, timed tasks, and information processing.

AREA	ACCOMMODATIONS / SUPPORTS
READING	● Use graphic organizers or visual aids ● Pre-teach key vocabulary and concepts ● Provide extended time for reading assignments and tests ● Allow the use of text-to-speech software or audiobooks ● Break longer reading passages into smaller, more manageable sections
WRITING	● Allow the use of speech-to-text software ● Provide writing templates or outlines ● Offer opportunities for pre-writing activities (e.g., brainstorming) ● Provide extended time for writing assignments and tests ● Reduce the length of writing assignments ● Provide access to word prediction or autocorrect tools
MATH	● Use manipulatives or visual representations ● Provide formula charts or references ● Provide extended time for math assignments and tests ● Allow the use of a calculator or other math aids ● Break down multi-step math problems into smaller, manageable steps
TECHNOLOGY	● Utilize educational software with interactive visuals ● Allow the use of calculators or math aids ● Allow the use of assistive technology like text-to-speech, speech-to-text, or word prediction software ● Ensure the student has access to a quiet, distraction-free environment when using technology
TESTS	● Offer extended time ● Read test items aloud ● Allow for breaks during testing ● Provide access to notes or references ● Allow the student to take tests in a quiet, distraction-free environment ● Break longer tests into smaller, more manageable sections
PRESENTATIONS	● Offer opportunities for rehearsal and feedback ● Provide extended time for in-class presentations ● Allow the use of visual aids, notes, or outlines to support the presentation ● Provide the option to present in a small group or one-on-one setting