



# METHODOLOGY

## FOR TEACHING SPECIAL NEEDS STUDENTS IN PRIMARY SCHOOL

### Handbook for mainstream primary school teachers

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# Partners

- Prosveta-Sofia Foundation
- Agrupamento de Escolas Cidade do Entroncamento (Portugal)
- National Association of Resource Teachers (Bulgaria)
- Instituto Politécnico de Santarém (Portugal)
- Antalya İl Milli Eğitim Müdürlüğü (Turkey)

# Specific objectives of the handbook

- Improved understanding of students with Specific Learning Difficulties (SpLD), Autism Spectrum Disorders (ASD) and Attention Deficit/Hyperactivity Disorders (AD/HD).
- Improved planning skills to support all students in their learning and personal development.
- Improved skills to set short-term goals for students with SpLD, ASD and AD/HD.
- Improved skills to assess students' development.

These methodological guidelines for adapting learning content are targeted at primary school teachers teaching students with SEN.

# The Manual provides teachers with:

- academic knowledge necessary to identify students' learning difficulties in mainstream school education at primary level,
- practical tips and guidance on how to carry out activities in the classroom and develop teachers' skills to assess target group students' development.

The Manual contains a wide range of examples that teachers and educators could use to make the teaching and learning process in Mathematics and Nature Studies at primary school level correspond to the needs of the students with specific learning difficulties (SpLD), students with Autism Spectrum Disorders (ASD) and students with Attention Deficit/Hyperactivity Disorder (AD/HD).

# Important

It should be borne in mind that there is no such thing as one general methodology for working with students with SEN. The approach to each child depends on the particularities in their development, individual and even momentary status and capability level. In this regard, it should not be expected that the present methodological guide will give ready-made solutions and "recipes" for each child, but it can enrich the knowledge of teachers and to lead them along the way to overcoming some difficulties in their everyday work.

# Structure of the SENPOWER methodology

- **Module A.** Descriptions of the learning difficulties (LD) of students with Dyslexia, ASD and AD/HD for better understanding of students' needs.
- **Module B.** Strategies and approaches for organizing the teaching and learning process.
- **Module C.** Mapping the personal progress of SEN students.

# Module A

- Enables teachers to understand more deeply the specific manifestations of LD in the learning process.
- Mainstream teachers are provided with theoretical knowledge and practical tips how to identify the LD of children with dyslexia and AD/HD.
- They are presented with detailed descriptions of specific manifestations of children with mild ASD.

# Modul A.

- A. Specific Learning difficulties – Dyslexia and Dyscalculia
- B. Hyperactivity - Attention Deficit
- C. Autism Spectrum Disorders



# Module B. Strategies and approaches for organizing the teaching and learning process.

- Provides a broad framework of strategies and approaches to support children with SEN. It offers teachers specific, step-by-step instructions for organizing the teaching and learning process of the target group children.
- There are models for planning and organizing lesson units for teaching Mathematics and Nature Studies to students with different LD.
- Guides the teachers how to create plans for individual work with the particular child.
- The recommended approaches place the child's LD within the broader opportunities and skills that should be developed in the learning process. Particular attention is paid to the multiple intelligence and resilience approach, drawing attention to all the child's resources that may be involved and developed in the learning process.

# Strategies for developing social skills

1. Teaching and developing social skills in an appropriate environment.
2. Peer education.
3. Role games.
4. Apps and PC.

# Behavioral Strategies

- Exposure and response prevention (ERP) interventions
- Electronic devices - computers, laptops, tablets, smartphones
- Sensory diet

# Academic Strategies

1. Individual study plan and programs
2. Adapted lessons
3. Shared reading
4. Learning in small steps
5. Establishing structured learning environments
6. Computers in the teaching and learning process for students with ASD
7. Complementary Augmentative and Alternative Communication (AAC)

# Module C.

## Mapping the personal progress of SEN students

- Section C provides assessment tools which are meant to support teachers to set clear, measurable and achievable short-term goals that can be measured by specific and easily applicable tools or tags.
- It provides models to help teachers design a system for mapping the ways students deal with the different cases, and suggest different approaches and revision of plans.
- The module suggests also tools for personal professional reflection related to the strategies used by the teacher.

# Module C.

- Country specifics
- Some tips to support SEN students during testing and the assessment process
- Basic principles