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Exercise 1

Specific Language Disorders

Recognising the strengths of such pupils
and building on them

Name of the Tool

Strength-Based Learning Plan for Students with Specific Language Disorders

Objectives of the Tool

This tool aims to help teachers recognize and leverage the **strengths** of students with Specific Language Disorders (SLD) to enhance their learning experiences. By identifying what these students excel at, educators can adapt their teaching methods to foster confidence and engagement.

The main objectives are:

- ✓ Identify individual strengths in students with SLD.
- ✓ Develop teaching strategies that integrate these strengths into daily learning.
- ✓ Encourage a positive learning environment where students feel valued and capable.



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Introduction of the Tool

Students with Specific Language Disorders often struggle with verbal communication, reading, and writing. However, many possess **strong visual, logical, or creative skills** that can be harnessed to improve their learning experience. This tool helps educators move away from a **deficit-focused** approach and shift towards **strength-based teaching**.

By recognizing these students' natural abilities, educators can:

- ✓ Reduce frustration and anxiety related to language difficulties.
- ✓ Enhance classroom participation and academic performance.
- ✓ Build self-confidence and social engagement among neurodiverse learners.

Applying of the Tool: Clear steps

Step 1: Identifying Strengths

- Observe students in different classroom activities (group work, problem-solving, hands-on tasks).
- Use informal interviews or simple worksheets asking: "What do you enjoy the most in school?"
- Consult parents and specialists about the student's abilities outside the classroom.

Step 2: Creating a Strength-Based Learning Plan

- Match students' strengths to suitable classroom strategies:
 - o Visual learners: Use diagrams, mind maps, and videos.
 - o Creative thinkers: Allow storytelling through art, music, or drama.
 - o Logical learners: Introduce structured routines and step-by-step tasks.
- Adapt assessments by offering multiple ways to demonstrate learning, such as oral responses, projects, or illustrations.



Step 3: Implementing and Monitoring Progress

- Apply strategies in the classroom and adjust based on student engagement.
- Provide positive reinforcement when students use their strengths successfully.
- Collect teacher reflections and student feedback to refine methods.

Timing

 Recommended time frame:

- **Initial observation and identification:** 2-3 weeks
- **Implementation of strategies:** Ongoing throughout the school year
- **Evaluation and adjustments:** Every 6-8 weeks

Extra materials for implementation

Student Strengths Survey – A worksheet to help students express their interests.

Teacher Observation Checklist – A guide for identifying strengths in classroom activities.

Example Video Resources – Tutorials on using visual aids and assistive technology in teaching students with SLD.

Recommended Video Resources for SLD:

1. **American Speech-Language-Hearing Association (ASHA)**

<https://www.youtube.com/user/ashaweb>

- Provides insights on speech and language disorders, teaching strategies, and therapy techniques.

2. **Understood.org** – <https://www.youtube.com/c/UnderstoodOrg>

- Offers expert advice and strategies for supporting students with learning and language difficulties.



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Exercise 2

Specific Language Disorders Identifying and Addressing Language Barriers in Students with Specific Language Disorders

Name of the Tool

Identifying and Addressing Language Barriers in Students with Specific Language Disorders

Objectives of the Tool: Clear steps

This tool is designed to help teachers **identify and address** the specific weaknesses of students with Specific Language Disorders (SLD). By understanding where students struggle, educators can implement **targeted support strategies** to improve their learning experience and communication skills.

The main objectives are:

- ✓ Recognize the specific difficulties faced by students with SLD in comprehension, expression, and communication.
- ✓ Develop structured intervention strategies that align with individual learning needs.
- ✓ Create an inclusive and adaptable classroom environment that minimizes barriers to language development



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Introduction of the Tool

Students with Specific Language Disorders often encounter **persistent challenges in verbal and written communication**. These difficulties can impact their **academic performance, social interactions, and self-esteem**. Recognizing these challenges early and applying effective interventions is crucial for their success.

This tool helps educators:

- ✓ **Identify language-based weaknesses** such as limited vocabulary, grammatical errors, and difficulty processing verbal information.
- ✓ **Implement evidence-based strategies** like visual aids, structured prompts, and assistive technology.
- ✓ **Monitor progress and adjust interventions** to ensure continuous student development.

Applying of the Tool: Clear steps

Step 1: Identifying Weaknesses

- Observe students in various classroom activities to detect recurring difficulties.
- Conduct informal assessments such as picture-naming tasks or sentence formation exercises.
- Use teacher and parent questionnaires to gather insights into the child's language struggles.
- Collaborate with speech therapists for professional evaluations.

Step 2: Developing Targeted Interventions

- For difficulties in verbal expression: Use sentence starters, visual aids, and structured storytelling activities.



- For comprehension challenges: Provide step-by-step instructions, simplified language, and repetition.
- For social communication struggles: Encourage peer-assisted learning and small-group discussions to build confidence.

Step 3: Implementing Classroom Adaptations

- Use multisensory learning techniques (e.g., combining speech with gestures and images).
- Reduce verbal pressure by allowing alternative response methods (e.g., written or digital communication).
- Create a structured and predictable classroom environment to minimize stress and confusion.

Step 4: Monitoring and Adjusting Strategies

- Regularly assess student progress using observation checklists.
- Provide consistent positive reinforcement to boost confidence.
- Adapt teaching approaches based on student feedback and performance outcomes.

Timing

Recommended time frame:

- **Initial identification:** 2-4 weeks of classroom observation.
- **Implementation of intervention strategies:** Ongoing throughout the school year.
- **Progress evaluation:** Every 8-12 weeks with strategy adjustments as needed.

Extra materials for implementation

 **SLD Observation Checklist** – A tool to help teachers systematically track language difficulties.

 **Teacher Reflection Journal** – A guided journal for recording successful strategies and necessary adjustments.

 **Visual Communication Cards** – Picture-based tools to support students with comprehension and verbal expression difficulties.

 **Video Demonstrations** – Tutorials on best practices for supporting students with SLD in inclusive classrooms. Some examples:

<https://www.youtube.com/watch?v=mUFoYJxzSAg>

<https://www.youtube.com/watch?v=PKegRIHFqH4>

<https://www.youtube.com/watch?v=3pel8dWW0qA>



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Exercise 3

Specific Language Disorders

Soft skills techniques for teachers to support these students in the classroom and at home

Name of the Tool

Developing Soft skills for Effective Support of Students with Specific Language Disorders

Objectives of the Tool: Clear steps

This tool aims to equip teachers with **essential soft skills** to effectively support students with Specific Language Disorders (SLD) in both the classroom and home environments. Soft skills such as **empathy, patience, adaptability, and active listening** play a crucial role in creating an inclusive, supportive, and confidence-building atmosphere for these students.

The main objectives are:

- ✓ Enhance teachers' ability to communicate effectively with students with SLD.
- ✓ Develop strategies that foster trust and a safe learning environment.
- ✓ Strengthen collaboration between teachers, parents, and speech-language professionals.



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Introduction of the Tool

Students with Specific Language Disorders require **not just academic support but also emotional and social encouragement**. Teachers who develop and apply **soft skills** can better:

- ✓ Create a **low-stress, high-support** classroom environment.
- ✓ Facilitate **positive interactions** between students and their peers.
- ✓ Build **effective partnerships with families** to reinforce learning strategies at home.

This tool provides **practical techniques** that teachers can use to foster an **inclusive and responsive** learning environment.

Applying of the Tool: Clear steps

Step 1: Developing Soft Skills for Effective Communication

- Active Listening: Show students you are fully engaged by making eye contact, nodding, and repeating key points.
- Patience & Encouragement: Allow extra time for responses and celebrate small achievements.
- Non-Verbal Communication: Use body language, gestures, and facial expressions to reinforce understanding.

Step 2: Creating a Safe and Inclusive Learning Space

- Establish Predictable Routines: Reduce anxiety by maintaining a clear structure in the classroom.



- Encourage Peer Support: Pair students with supportive classmates for collaborative learning.
- Use Visual Cues and Alternative Communication Methods: Incorporate written instructions, pictures, and assistive technology.

Step 3: Strengthening Collaboration with Families

- Empathy in Parent Communication: Actively listen to parents' concerns and involve them in decision-making.
- Share Practical Home Strategies: Provide families with activities like picture-based storytelling or structured conversation time.
- Regular Feedback & Updates: Use simple communication tools (emails, voice notes, or brief reports) to inform parents about progress.

Timing

Recommended time frame:

- **Initial soft skills training:** 2-4 sessions for teachers.
- **Implementation in the classroom:** Ongoing throughout the school year.
- **Evaluation and reflection:** Every 6-8 weeks through self-assessment and peer feedback.

Extra materials for implementation

-  **Soft Skills Self-Assessment Checklist** – A tool for teachers to reflect on their communication and empathy levels.
 -  **Classroom Observation Template** – A resource to track teacher-student interactions and identify areas for improvement.
 -  **Parent-Teacher Collaboration Guide** – Strategies for fostering home-school partnerships.
 -  **Video Demonstrations** – Real classroom examples of soft skills in action when working with students with SLD
- The Teacher Toolkit – [YouTube Channel](#)
- Harvard Education – [YouTube Channel](#)