

Teaching strategies
and adaptations
shown to be effective
for teaching
individual...



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Introduction Learning disability is a problem related to brain disorder, which affects the learning skills of an individual. Learning disability occurs when the brain of a person is not able to control the hearing functions in a proper way. There are many forms of learning disabilities, such as, lack of focus, lack of concentration, perception disability, and many other forms. Learning-disabled people face difficulties in the processes of receiving and storing information. Many strategies exist for teaching learning-disabled children, which play a critical role in improving the learning processes of such children. In this paper, we will provide an overview of some strategies that may be helpful in teaching the students who have learning disabilities.

Teaching Strategies for Learning Disabled Students Teaching strategies play a critical role in improving the learning abilities of learning-disabled children. Those strategies assist the teachers not only in interacting with learning-disabled children but also in improving learning and comprehension abilities of the children. Some of the most appropriate teaching strategies include repeated reading intervention, evidence based reading strategy, computer based teaching strategy, and reading comprehension strategy for the learning-disabled students. In repeated learning reading intervention strategy, repeated reading practices are used to provide multiple exposures to same words to the disabled children. “ For students with or at risk for learning disabilities, developing fluency with reading connected texts remains a formidable challenge” (Chard, Ketterlin-Geller, Baker, Doabler, & Apichatabutra, 2009, p. 263-281). Evidence based and reading comprehension strategies are very effective in improving the literacy skills of the children. “ For students identified as having LD, wide reading or repeated reading by itself should never substitute for systematic, explicit instruction in <https://assignbuster.com/teaching-strategies-and-adaptations-shown-to-be-effective-for-teaching-individuals-with-learning-disabilities/>

word study and comprehension strategy use” (Roberts, Trogesen, Boardman, & Scammacca, 2008, p. 63-69). Therefore, evidence based strategy and other interactive teaching strategies are very effective in dealing with learning disabled students as compared to the use of traditional approaches towards teaching such children. Conclusion Summing it up, learning disability is a problem related to brain disorder, which makes a person unable to receive or store information properly. Traditional approaches towards teaching learning-disabled children are not very effective in dealing with disabled children. The flaws in traditional strategies provide a space for some new and interactive teaching strategies to deal with learning-disabled children. Researchers have introduced some new teaching strategies, which have really proven their worth in improving learning abilities of the disabled children. Summary of the Interview Teachers can play an effective role in improving learning abilities of learning-disabled children by using appropriate teaching strategies. Some of the most effective teaching strategies include repeated reading intervention for learning-disabled students, evidence based reading strategy, computer based teaching strategy, and reading comprehension strategies for learning disabled students. These interactive strategies not only improve learning abilities of the children but also create an interest among the students towards continuous learning. Traditional approaches towards teaching learning-disabled children are not very much successful due to some reasons, which include inability of the students to pick the information in normal students’ classrooms, inability to understand grammar properly, and inability to understand the expressions. Modern teaching strategies include such tools and techniques that are very effective in enhancing learning abilities of

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disabled children because they are developed specifically for the disabled children. References Chard, D., Ketterlin-Geller, L., Baker, S., Doabler, C., & Apichatabutra, C. (2009). Repeated Reading Intervention for Students with Learning Disabilities: Status of the Evidence. *Exceptional Children*, 75(3), 263-281. Roberts, G., Torgesen, J., Boardman, A., & Scammacca, N. (2008). Evidence-Based Strategies for Reading Instruction of Older Students with Learning Disabilities. *Learning Disabilities Research & Practice*, 23(2), 63-69.