

Methods for supporting students with special needs



Mawella VTC
Moshi RTVSC



Subcontractor:



Four quadrants of RUORI



Resources

- Interest in and motivation to plan a career path
- Coping and energy levels
- Stress management
- Self-confidence
- Self-image



Learning and working capabilities

- Reading and writing
- Doing basic calculations
- Learning new things
- Health prerequisites of learning and working
- Manual skills
- Measuring and conceptualisation
- Concentration
- Completing tasks



Co-operation skills

- Behaviour and expressing emotions
- Working in a group
- Social interaction skills
- Following instructions, rules and schedules



Everyday living skills

- Taking care of oneself
- Daily rhythm
- Doing chores
- Taking care of business and using money
- Getting from one place to another
- Hobbies and other meaningful leisure activities

The RUORI assessment method, which is based on the international ICF classification, is designed to identify and clarify a student's support needs.

In the RUORI approach, support areas are categorised into four groups, with each group covering topics that are discussed jointly with the student.

Pedagogical strategies have been developed for each support category to assist students in their learning process.

For further details about the RUORI assessment, please visit:

[RUORI Assessment Tool - Ammattiopisto Luovi](#)



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Mawella VTC
Moshi RVTSC

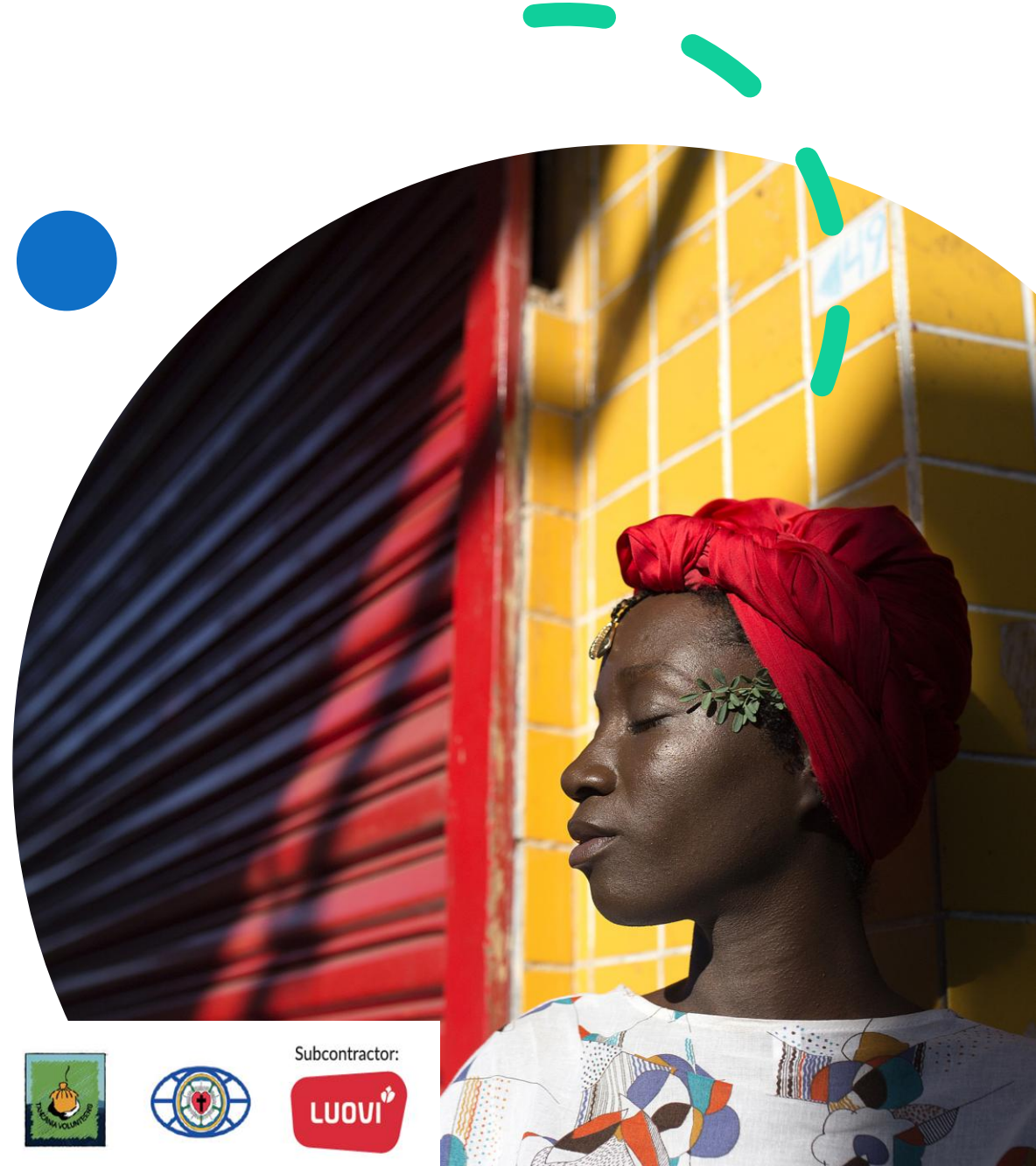


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1. Resources

1. Students with special needs have unique learning needs. Supporting motivation and working life skills through versatile learning environments
2. It's important to evaluate a student's current progress compared to their previous performance and make their progress visible to them.
3. When giving feedback, avoid generic praise like "perfect," "great," and "awesome." Instead, provide specific information about what the student did well, so they can replicate it in future tasks.
4. Helping the student recognize their stress level and learning ways of regulating their stress
5. Make the goals challenging and specific enough to allow for monitoring progress with the student. Also, agree on an appropriate reward system for when the goals are achieved.



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Mawella VTC
Moshi RVTS



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1. Resources

- Give the student small, structured goals and responsibilities
- Recognize the student's strengths, set realistic expectations, and praise the effort
- Encourage the student to identify and verbalize both his strengths and weaknesses
- Give the student appropriate tasks and responsibilities in the classroom. Remember to be careful of overloading.
- Encourage the student to make friends and cooperate with fellow students.
- Make sure all staff are aware of the student's sensitivity and encourage positive comments
- Think positively and be resource-oriented about each student, look for the best, so that they can become aware of their good sides
- Provide opportunities for students to support each other. Invest in strengthening the sense of community

2. Learning and working capabilities



Break a lesson down into small steps



Ensure that written text and spoken language is appropriately differentiated to take into account the students learning difficulties



Base teaching on everyday experiences that the students will readily understand



Ensure that key concepts and vocabulary are revisited and reused



Encourage students to present information in a variety of ways



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2. Learning and working capabilities



If students have fine motor problems, encourage them to use the computer or other digital tools.



Understand that effort does not reflect results. The work may often be unfinished, or when it is finished, it may be the result of considerable extra time and effort by the student



To avoid unfinished work, help the student complete the core elements of the work



Give the student more time and speak more slowly so that he/she can store things in his memory.



Use techniques that require more interaction with the text and create a narrative image of what you are learning.



Make clear written notes about the homework and the equipment needed for the next lesson.



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2 . Learning and working capabilities



Encourage the use of planning activities before writing, e.g. concept maps, keywords, flowcharts, and writing frames.



Highlights how indexes, chapter headings, bolded words, pictures, and diagrams can provide quick ways to identify the required information from the text



try to access as many different memories as possible (visual, auditory, kinesthetic - see, hear, write or draw it) to give the student maximum opportunity to learn new vocabulary



make sure there are regular opportunities to review key concepts and vocabulary to help to compensate for poor memory



Make sure you have extra pencils, erasers, etc. that you can borrow



Using models, examples, and observation tools to support measuring and conceptualization skills.



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3. Co-operation skills

- Encourage students to work collaboratively and allow time for group activities
- Establish clear classroom rules so students understand expectations and are ready to remind them regularly.
- Show genuine interest in each student as an individual.
- Incorporate humor to foster a positive and welcoming classroom environment.
- Avoid confrontations, refraining from embarrassing students or using sarcasm during lessons.
- Using methods that support working in a group: social games, working in pairs, and small groups.
- Concentrate on addressing behavior rather than criticizing the student's character.
- Collaborate with teachers and staff to discuss issues and establish consistent approaches.
- Respecting everyone's right to privacy and integrity.
- Consider carefully before applying penalties, as they are often ineffective and may cause harm.
- Learn how to give and receive feedback respectfully.
- Practice respectful conversation and sharing your own views.



4. Everyday living skills

Encourage students to develop their skills by guiding them rather than doing things for them.

Forming routines to do everyday chores.

Promoting well-being and healthy lifestyles (exercise, nutrition and rest). Guidance on healthy eating habits.

Practicing responsibility in using money and managing one's own affairs. Different means of payment. Planning a weekly and monthly budget.

Guidance to responsible and safe activities in social media
