

Some of the more common conditions associated with learning difficulties are:

ADHD

Stands for Attention Deficit Hyperactivity Disorder; people with ADHD are inattentive, easily distracted, impulsive and hyper active. These characteristics are usually combined to varying degrees in severity.

ADD

Attention Defecit Disorder without hyperactive and impulsive symptoms.

Autism

Difficulties in relating to and communicating with others resulting in social isolation. People with autism often live in a world of their own.

Asperger syndrome

Often referred to as 'high functioning autism'. People with Asperger syndrome frequently have one special interest to the exclusion of anything else and often become obsessively involved in it. They can function adequately on their own but may have difficulties in relating to and communicating with others.

DAMP

Deficit in Attention Motor control and Perception is the medical term; it may mean having some or all of the ADHD characteristics as well as having motoric difficulties and problems interpreting what you see and what you hear.

Predominately diagnosed by the co-existence of Dyspraxia (DCD) and ADHD.

Dyslexia

Specific difficulties with reading and writing. Associated difficulties Dysgraphia (poor handwriting) and Dyscalculia (difficulties with math).

Tourette syndrome

Involuntary movements or sounds which may come and go and vary in severity.

It is very common for these difficulties to co-exist in various combinations.

We would like to thank all of those people with learning difficulties who have helped us write these leaflets.

Royal Mail
Education Distribution
Service
Education House
Castle Road
Sittingbourne
Kent ME10 3RL
T 01795 426465
E info@edist.co.uk

Mindroom
P O Box 13684
Musselburgh EH21 1YL
Scotland
T 0131 653 6235
E moreinfo@mindroom.org
www.mindroom.org



mindroom
learning without boundaries

Meet David

He is reliable and practical

He is intelligent

He can bring a smile to your face

He can take initiatives

But he can't always control his own movements and sounds

Understanding Tourette syndrome

Tourette syndrome

Facts

Tourette syndrome

Tourette syndrome is a neuro-developmental condition, which means that it is part of the make-up of the brain.

This hereditary genetic condition is caused by specific chemicals not working properly in a small area of the brain

In certain circumstances, people with TS lose control over the movements and sounds they make; without warning, they may twitch, nod or jerk; these 'tics' can be accompanied by coughing, grunting or other noises – occasionally they may use rude words. All of this happens quite involuntarily.

Improved understanding of Tourette is resulting in an increase in the number of people diagnosed with this condition.

Only by understanding both strengths and weaknesses can we bring the very best out of others and ourselves

What can you do to help students like David?

How to help

Above all, a student with Tourette syndrome, needs to be seen as the human being he or she is – despite the involuntary tics.

- Try to ignore 'David's' tics – it helps to reduce them
- Talk together to agree the best classroom strategies
- Provide structure and reliable routines
- Break assignments down into manageable sections
- Try to ensure that 'David' is able to work in a familiar place with the same group of students
- Keep 'David' busy and focused – this may relieve the tics
- Build in opportunities for regular breaks
- Provide a 'Retreat' for occasional peace and quiet

So what can 'David' do for you?

Creating a mutual benefit

It's best to avoid tasks that involve changes of venue and personnel. Try to ensure that 'David' work in familiar surroundings, rely on regular routines, with teachers that he knows. Sudden changes and unforeseen situations may prove hard to handle.

Consult him about the most practical way to approach things and work together to plan and get things done. Put him in a position that capitalises on his reliability and energy; use his intelligence and constructive ideas; give him an environment where he can be focused and readily stay on task; see past the 'tics' to draw on his sense of responsibility and willingness to work hard.

The so called 'norm' would not 'norm'-ally include 'David', yet he has plenty to offer and a contribution to make. By working together to understand the strengths and weaknesses of students like him, we create the opportunity to bring the best out of them – and out of everyone they encounter.

We are all unique in our personal make-up and in the way we function. So these general guidelines are just that. Please interpret them and adapt them to suit each individual and each situation.