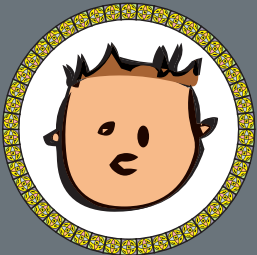
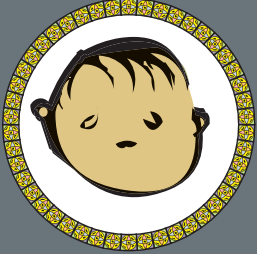
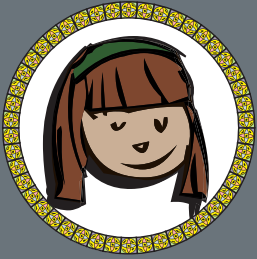


# Learning Strategies and LDs



Today's teachers deal with large groups of very diverse students – culturally and linguistically, and in terms of learning styles and needs.

At the same time, the rate of change in our culture is increasing steadily, so that people are required to deal with new information on a regular basis. Whereas once teachers may have focussed on what to learn, they are now putting their efforts into teaching students how to learn, and why.

Teaching “learning strategies” (also known as “strategic instruction” or “metacognition”)

- Encourages and enables students to view learning as an active and lifelong process
- Enables students to deal with the rapid rate of change in today's world
- Encourages students to take responsibility for their own learning - which is the necessary second-half of any individualized teaching/learning dynamic

This focus in the broader education field coincides with a research-based push to teach learning strategies to students with learning disabilities. Students with LDs are less likely, in general, to glean or “pick up” learning and study strategies in their day to day school lives, and benefit greatly from being taught these strategies directly and clearly. They are also more likely to have to work independently to complete all of their schoolwork, and have a great need to learn about themselves as learners.

Specific learning strategies you may want to try – or may already be using – include:

- Breaking down a task into chunks
- Time-management and organization
- Mnemonic devices for remembering task-steps
- Self-questioning

For more information about teaching learning strategies, please visit [www.LDAO.ca](http://www.LDAO.ca)



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