

# Language Learning Related Disorder (LLD)

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Thinking time	• Allowing the student with the LLD time to process the question and formulate an answer. This strategy is appropriate for all students and will result in an improved response.
Peer Answering	• Allowing all students the opportunity to give an answer to a peer develops their confidence when volunteering their answer before a larger audience and promotes that each student has something unique to offer
Vocabulary and Meta language	• Students with LLD struggle with a limited vocabulary and specifically teaching the vocabulary before teaching and revising during a teaching unit assists the student with comprehension and overall understanding.
Pre Questioning	• By informing students at an earlier time of a question and giving them warning, it allows the LLD student to formulate an answer without requiring the student to process the question and the answer. This strategy allows the student to focus on the answer rather than their understanding of the question.
Using Signed Language	• Asking students to indicate their response using Auslan allows the teacher to visually see all students' responses at the same time and allows the LLD student to answer without fear of exposure to the class.
Visual Cues	• Students with LLD generally are visual learners and respond well to visual cues and prompts around the classroom and in easy to access places (such as a personal folder or inside their pencil case). Make sure display signs are attached securely to a wall and that the teacher refers to them at appropriate times during a lesson as part of the review process. This also includes use of visual timetables
Scaffolding Language questions	• Giving the LLD student a choice between two options allows them to focus on the correct answer rather than the question and formulating the answer.
Feedback	• Providing the LLD student with feedback during a lesson allows the student to correct the direction of their thinking and helps them retain the process to be applied in a different lesson.
Background knowledge and analogy	• Relating new words or concepts to background knowledge provides an anchor for the LLD student to develop and maintain their understanding.
Highlighting Key Words	• This will assist the LLD student to quickly identify important information at a glance, taking away the need to scan bulk text to find instructions.
Finger Cues	• Use of fingers to visually represent steps in a sequence of directions or instructions. Make sure all sequences and/or instructions are in the order you wish for them to be carried out.