# LUDO

## PROFILE

Ludo is studying a Diploma of Live Production and Technical Services. Ludo is in his second year of studies but has been having challenges in getting the right level of medication to consistently manage his depression. Ludo is quick to pick up new information and skills and is often seen as the most competent student in his group. This semester he will be doing a unit that requires him to set up the lighting and sound equipment overhead of the stage using the scissor lift. Ludo is concerned that his medication makes him drowsy and potentially unsafe early in the morning when it is likely that he will do these practical tasks.

## IMPACT ON LUDO

* Lack of confidence
* Anxiety about performance
* Limited interaction with others
* Impaired concentration, particularly in the mornings

## IMPLICATIONS FOR LEARNING

* Periodic absences from class.
* May not perform tasks consistently
* May lack confidence generally and have difficulty performing consistently or following through on tasks.
* May worry about perceived inadequacies, without there necessarily being any evidence of these.
* There may be evidence of short-term memory loss which will affect both the ability to recall information and attention span.
* When Learner is unwell, they may misinterpret questions, comments or instructions, or be vague in their responses to questions.
* If anxious may seem distracted or may ask questions repeatedly

## EVENT

Ludo has arrived the morning of his first staging practical. He is very agitated and has stated that he was anxious about the practical and had not had a good night’s sleep. Ludo is looking anxious and is pacing quietly in the back corner of the stage. The lecturer is allocating people to work in pairs and indicates that Ludo should go with Ellie, and that they can commence now. Ludo asks if he and Ellie can be the last group to do the task. The lecturer asks Ludo, in front of the whole class, if there is any real reason for this.

**Discuss with your table and nominate 5 important priority strategies.**

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| **Inclusive Educator Strategies** |
| Have patience with student’s decision-making process; reframe or redirect the topic |
| Set realistic achievable tasks and outcomes  |
| Provide extra time to complete learning activities where appropriate  |
| Help with study and organisational skills and learning to learn strategies |
| Ensure opportunities to revise what was covered in the previous class |
| Provide different types of learning activities in a session that show early success |
| Allow for frequent rest breaks – if needed |
| Minimise distractions in learning setting |
| Prepare a quiet space for students to work if necessary |
| Simplify task instructions - one task at a time- smaller steps |
| Help with identifying key information; class discussion and scaffolding the learning  |
| Empathise where a student is experiencing difficulties and challenges |
| Use a consistent teaching approach and keep variations to a minimum |
| Make clear to all students upfront that you are available for any issues and concerns |
| Provide opportunities for interaction in pairs or small groups rather than just the whole class  |
| Give oral feedback in a positive manner supported by written feedback on assignments/assessments |
| Acknowledge and understand that behaviour is often related to our well-being and mental health  |
| Always be ready to encourage students to participate even where it may be challenging |
| Work to include all students in all activities  |
| Acknowledge frustration and try to understand/empathise with the cause |
| Be calm, patient and empathise with how the student is feeling ‘I can see that you are upset. Is there something I can do?’ |
| Be ready and flexible to accommodate a student needing  a break, coffee or a walk to calm down |
| Acknowledge student diversity and perspectives  |
| Show genuine interest in the student’s well-being: seek common interest to connect with the student |
| Understand that disinterest in classroom activities is not necessarily a criticism of your teaching |
| Ensure the student has a reliable and effective system to communicate with you and if necessary, set aside a time each week to meet  |
| Have a structured daily or weekly timetable and prepare students adequately for changes to schedules  |
| Plan for consistent strategies to deal with inappropriate behaviour, accepting that behaviour may relate to a communication need  |
| Focus on positive behaviour and the student’s strengths |
| Use and support a study mate system in class |
| Negotiate with student an option to take work home if needed |
| Identify and discuss alternative formats with the student prior to assessment: e.g. oral or practical demonstrations of competency  |
| Set realistic achievable goals and outcomes. Provide extra time to complete learning activities and reduce the number of activities if appropriate |
| Contact Student/Equity services immediately If concerned about a student’s general wellbeing |
| Explore supported pathways (internal and external) for a student to build language skills |
| Facilitate ongoing enrolments with the capacity for students to re-enrol next semester if work not completed |
| Make expectations clear about all aspects of training including standards of work and assessment requirements |
| Provide lesson notes prior to training delivery (electronic and/or hard copy) to help student prepare |
| Provide opportunity for the student to withdraw from the group when necessary |
| Model positive behaviour, self-talk and problem solving |
| Make sure a student is not put on the spot by being targeted to do things they feel uncomfortable doing |
| Review progress, goals and student expectations periodically  |
| Minimise any unnecessary requirements regarding oral presentations if the student feels uncomfortable |
| Arrange to show students around the campus/facilities if they missed induction |
| Respect a student’s need to work on their own |
| Understand that some may need to negotiate to arrive late so they can come in when everyone is settled and quietly settle themselves |
| Demonstrate flexibility and show respect if a student needs to leave early (planned and unexpected) |
| Direct safe questions to group and don’t single out individuals |
| Reduce anxiety by giving prompt feedback |
| Maintain contact with students and be observant of any unexpected withdrawal from participation |
| Provide seating near the door and freedom to leave if a student is feeling panicky |
| Design assessment tasks where possible to allow students to have choice about how they will present their learning  |
| Other strategies: |