

# Moderate Learning Difficulties

## The Facts

- MLD Children struggle with both content and presentation of work
- Perform at a significantly lower level than their peers
- Problem may not be apparent until boy is at school (sometimes late Primary School)
- MLD Children are each unique and different

## Useful Website

[www.dfes.gov.uk](http://www.dfes.gov.uk)

## For further information on this issue please contact:

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## GENERAL INFORMATION LEAFLET

## Basic Facts for Leaders

# Moderate Learning Difficulties



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NORTHERN IRELAND

## General Features

Boys with MLD generally display the following:

- Poor concentration
- Low self esteem
- Difficulties with comprehension (i.e. understanding instructions)
- Difficulties with Reading, Writing, Spelling and Numeracy
- Low IQ (usually 70 or below)
- Sequencing difficulties
- Behaviour problems – usually misbehave to gain attention

## Areas of the BB programme which may present difficulty for the boy

### Anchor Boy

**STORIES** – Concentration span and comprehension

**GAMES** – Following instructions

**CRAFTS** – Fine motor skills – cutting, colouring and sequencing

### Junior Section

**AWARD ACTIVITIES** –

Reading, writing and spelling

**PHYSICAL ACTIVITIES** –

Following instructions

**TEAM ACTIVITIES** –

Performing at lower level to peers

### Company Section

**WRITTEN BADGE WORK** –

- Concentration
- Comprehension

**PHYSICAL ACTIVITIES** –

Following instructions

**OUTDOOR ACTIVITIES** –

- Sequencing
- Reasoning
- Following instructions

## Useful Strategies

- When giving instructions repeat several times
- Provide visual prompts with instructions
- Never ask MLD child to read, always ask for volunteers
- Pair able with less able (Buddy System)
- Use “Timeout” system for unacceptable behaviour
- Give tasks that are appropriate and attainable (even if they appear more suitable for younger boys)
- Always boost self esteem by rewarding achievements and good behaviour

Please note these are general strategies

### EACH BOY IS UNIQUE

It is therefore important to speak to his parent(s) to gain individual relevant information.

