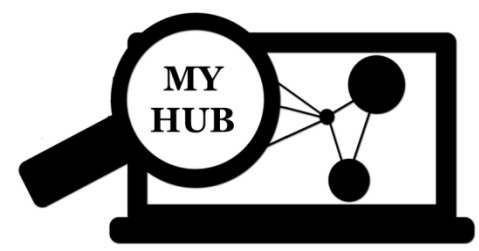# Case studies from implementers – pedagogical staff who used the inclusive learning resources
- Case studies STICORDI

By PhoenixKM BV, Karel Van Isacker

What is STICORDI?

- STICORDI (Flanders approach) explained:
  - Stimulate/Encourage;
  - Compensate;
  - Remedy;
  - Differentiate/Dispense.

    'Sticordi' is an acronym (Stimuleren; Compenseren; Remediëren; Differentiëren) that refers to various measures that allow pupils with special educational needs to enjoy education at the same level as their classmates.
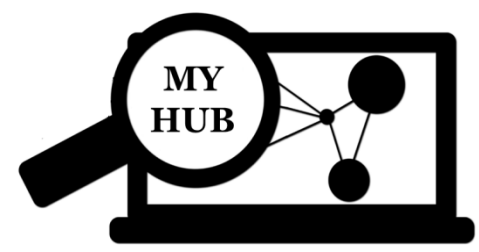
Role of teacher

- A teacher does not need permission to be stimulating, compensatory; to apply differentiating or remedial measures.
- But for dispensing measures the approval of the accompanying class council is required.
- A constructive collaboration between different partners is indispensable for taking suitable Sticordi measures.
  - The parents
  - The student
  - The teacher
  - Colleagues of the teacher
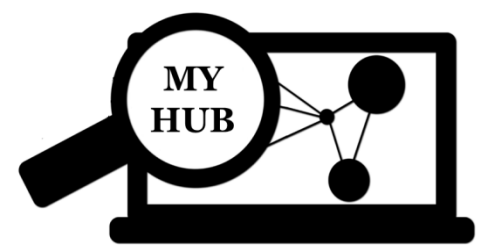 - The CLB (Centre for Educational Guidance).
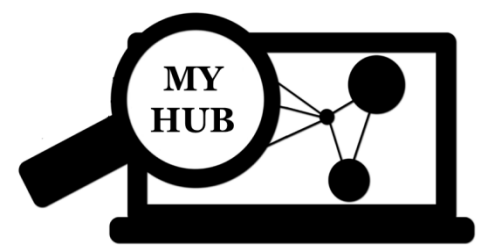
For whom?

- The measures are for students in primary and secondary education with a disability or learning difficulties. Making a diagnosis is not a requirement.
- Available in Dutch but also in English.

STICOrdi

- Encourage: encourage students and, above all, emphasize what succeeds. E.g. making progress visible with scorecards, product portfolio; appropriate place in the classroom; starting from the world of specific pupils .; more feed-up; students regularly indications about timing; individual learning results individually; ....

- Compensating: allowing technical aids; e.g. (front) reading software, word processing program, spelling corrector, speech recognition software; dictionary, adapted furniture provided, teacher gives board diagrams and mind maps; shorter keys; read aloud reading by silent reading; pupils use formula cards,
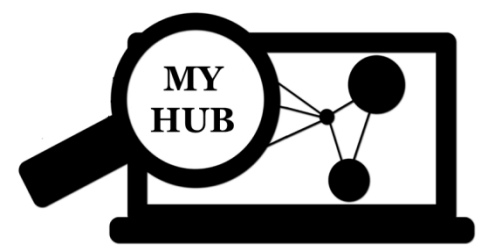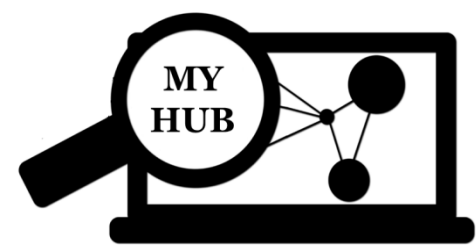
sticoRDI

- Remedying: offering individual learning aid to eliminate problems: tutor (student roll-out), which is individually discussed with the student beforehand or afterwards; deal with essential faults first, relieve pressure by avoiding reading work; do not compare with other pupils; give points for the most important: ...

- Dispensing: abandoning / replacing learning objectives / final objectives with deeper objectives: exempting dictation in language courses; fewer exercises; do not require that the students explain on the board; replace group assignments with individual assignments; exempt from swimming; ignore spelling mistakes in dyslexic students; ....
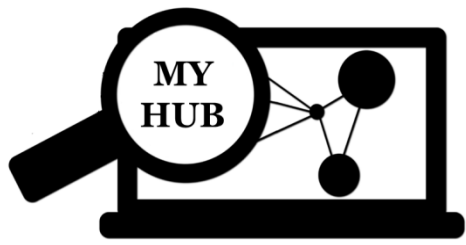
MyHub resource (excerpts)

Dyslexia

Name pupil: _____

Class: _____

Period: _____

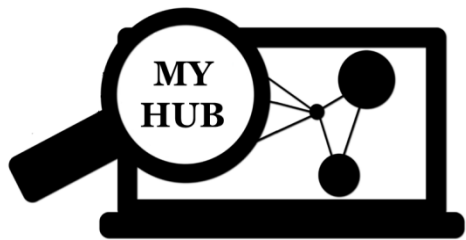| Type	Possible STICORDI measures	Applicable
STIMULATE	To be aware of the problem of the student and to take it into account	
STIMULATE	Make the measures in the classroom open to discussion (if the parents and the pupil so wish)	
STIMULATE	Do not evaluate individual results in the classroom in a confrontational way.	
STIMULATE	Motivation and encouragement.	
STIMULATE	Checking of notes and agenda are duly completed.	
STIMULATE	Guide when adding new notes and events on the calendar	

ADHD (Attention-Deficit/Hyperactivity Disorder)
Name pupil: _____
Class: _____
Period: _____

Type	Possible STICORDI measures	Applicable
STIMULATE	To be aware of the problem of the student and to take it into account.	
STIMULATE	Make the measures in the classroom open to discussion (if the parents and the pupil wish so).	
STIMULATE	Individual results do not communicate confrontational in class.	
STIMULATE	Motivation and encouragement.	
STIMULATE	Checking of notes and agenda are duly completed.	
STIMULATE	Guide when adding new notes and events on the calendar.	
STIMULATE	Check whether the assignment is well understood.	
STIMULATE	Communicate to whom and how the student can ask for help	
STIMULATE	Consider reduced concentration	
COMPENSATE	Provide more time for large tasks / tests / exams	
COMPENSATE	Spreading tests and exams in time in consultation with other teachers	
COMPENSATE	Provide exams in a separate room.	
COMPENSATE	Read questions during tests / exams.	

Autism

Name pupil: _____

Class: _____

Period: _____

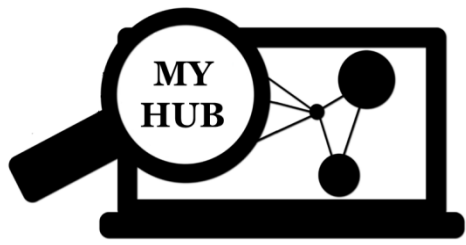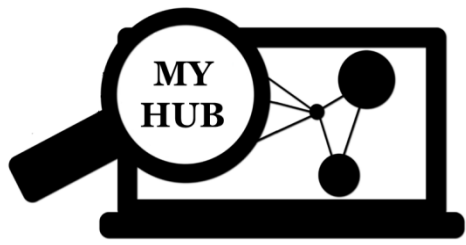| Type	Possible STICORDI measures	Applicable
STIMULATE	To be aware of the problem of the student and to take it into account.	
STIMULATE	Make the measures in the classroom open to discussion (if the parents and the pupil so wish).	
STIMULATE	Individual results do not communicate confrontational in class.	
STIMULATE	Motivation and encouragement.	
STIMULATE	Checking of notes and agenda are duly completed.	
STIMULATE	Guide when adding new notes and events on the calendar.	
STIMULATE	Check whether the assignment is well understood.	
STIMULATE	Communicate to whom and how the student can ask for help	
STIMULATE	Consider reduced concentration	
COMPENSATE	Provide more time for large tasks / tests / exams.	
COMPENSATE	Spreading tests and exams in time in consultation with other teachers.	
COMPENSATE	Provide exams in a separate room.	
COMPENSATE	Read questions during tests / exams.	

Dyscalculia

Name pupil: _____

Class: _____

Period: _____

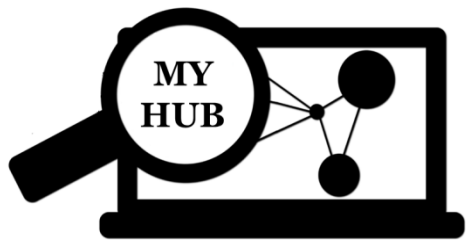| Type	Possible STICORDI measures	Applicable
STIMULATE	To be aware of the problem of the student and to take it into account.	
STIMULATE	Make the measures in the classroom open to discussion (if the parents and the pupil so wish).	
STIMULATE	Do not evaluate individual results in the classroom in a confrontational way.	
STIMULATE	Motivation and encouragement.	
STIMULATE	Communicating to whom and how the student can ask for help	
COMPENSATE	Provide more time for large tasks / tests / exams.	
COMPENSATE	Allow tools in the classroom: calculator / times tables / tables / formulas / step-by-step plans /solution cards / dictionary / …	
COMPENSATE	Allow tools when creating tasks: calculator / times tables / tables / formulas /step-by-step plans / solution maps / dictionary / …	
COMPENSATE	Allow tools when creating tasks: calculator / times tables / tables / formulas /step-by-step plans / solution maps / dictionary / …	

Dysphasia

Name pupil: _____

Class: _____

Period: _____

| Type	Possible STICORDI measures	Applicable
STIMULATE	To be aware of the problem of the student and to take it into account.	
STIMULATE	Make the measures in the classroom open to discussion (if the parents and the pupil so wish).	
STIMULATE	Do not evaluate individual results in the classroom in a confrontational way.	
STIMULATE	Motivation and encouragement.	
STIMULATE	Checking of notes and agenda are duly completed.	
STIMULATE	Guide when adding new notes and events on calendar.	
STIMULATE	To determine whether the command is well understood.	
STIMULATE	Communicating to whom and how the student can ask for help	
STIMULATE	Consider reduced concentration	
COMPENSATE	Provide more time for large tasks / tests / exams.	
COMPENSATE	Spreading tests and exams in time in consultation with other teachers.	

NLD (Nonverbal Learning Disabilities)
Name pupil: _____
Class: _____
Period: _____

Type	Possible STICORDI measures	Applicable
STIMULATE	To be aware of the problem of the student and to take it into account.	
STIMULATE	Make the measures in the classroom open to discussion (if the parents and the pupil so wish).	
STIMULATE	Do not evaluate individual results in the classroom in a confrontational way.	
STIMULATE	Motivation and encouragement.	
STIMULATE	Checking whether invoices and agenda are filled in properly.	
STIMULATE	Accompany when completing notes and agenda.	
STIMULATE	Check whether the assignment is well understood.	
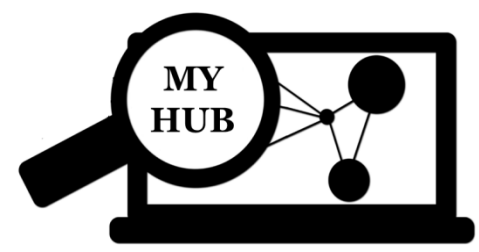
Original source material by [Wilgenduin](#)

- [Sticordimaatregelen: dyslexie](#) (37KB)
- [Sticordimaatregelen: dysfasie](#) (37KB)
- [Sticordimaatregelen: dysorthografie](#) (45KB)
- [Sticordimaatregelen: dyscalculie](#) (19KB)
- [Sticordimaatregelen: ADHD](#) (37KB)
- [Sticordimaatregelen: ADD](#) (37KB)
- [Sticordimaatregelen: Tourettesyndroom](#) (45KB)
- [Sticordimaatregelen: NLD](#) (37KB)
- [Sticordimaatregelen: ASS](#) (37KB)
- [Sticordimaatregelen: Asperger](#) (45KB)