

A DIFFERENTIATED TEACHING PLAN FOR STUDENTS WITH READING COMPREHENSION DIFFICULTIES

Katerina Riga
MA, Inclusive (Special)
Education, European University
of Cyprus, GREECE

Asimina Riga
University of Thessaly/
Hellenic Open University
GREECE

Fotini Anastassiou
University of Thessaly/
Hellenic Open University
GREECE

ABSTRACT

This paper deals with a teaching scenario that exploits contemporary teaching views of the course of Religion studies as well as modern learning theories, such as the approach of constructivism and socio-cultural approaches. The aim is the differentiated teaching of students in Secondary Education, including pupils with Learning Difficulties. In particular, reference is made to the difficulties of reading comprehension experienced by several students with Learning Difficulties and their causes. Finally, f specific proposals follow for a differentiated and effective didactic intervention.

Keywords: Differentiation, Learning Difficulties, Reading Comprehension, Interactive board, Religion studies.