

Training Primary School Pupils with Special Educational Needs in History Education in Greece with a Focus on Learning Difficulties

Investigation of the Current Situation, Educational Proposals, and Perspectives

Introduction – The Legal Framework of Special Education in Greece

The concept of special education in Greece was first defined by Rosa Imbrioti in 1939, who originally used the term ›therapeutic treatment‹ and described it as the education of children whose physical and mental development is hindered by individual and social factors.¹ Over time, this term gave way to the term ›special education‹, which nowadays encompasses not only childhood but later stages in life as well. Special education is considered a fundamental human right of every child, and its provision is seen as a ›debt of society‹.² However, the concept of special education had not made any substantial progress by 2000, as it failed to promote inclusive education.³ Although the legal framework has since been modernized, the lack of suitable programs for all students with special needs is still a pressing issue. As a result, the UN Convention on the Rights of Persons with Disabilities, which guarantees equal opportunities for all students, remains unfulfilled in Greece.⁴

Under the heading of special education, a broad and flexible range of processes and programs was established through different legislative procedures and arrangements. This diversity is reflected in the educational and diagnostic services available, including integration departments established in mainstream schools under law 2817/2000 (Government Gazette A' 78/14.3.2000), which serve students with mild special educational needs.⁵ In addition to integration departments, another type of special education is parallel support, in which special education teachers support up to seven children in each classroom. This service is provided by the state to children with autism or sensory problems in kindergarten and all levels of primary education unless there is a department of integration in the general school.

1 Imvrioti 1937, 180–183.

2 Polychronopoulou 2003.

3 Lampropoulou/Padeliadou 1995.

4 Lampropoulou et al. 2005.

5 Zoniou-Sideri 2004, 379–394.

Furthermore, school units of special education aim to meet the needs of children with special needs, with the majority (approximately 91.5%) in primary education and only a small percentage (5.7%) in secondary education.⁶ The services offered by these units mainly focus on psychological support and less on speech therapy and rehabilitation. Diagnostic assessment counseling and support centers operate as diagnostic, advisory and organizational bodies.

Modifications in the General Classroom

Using the term learning difficulties instead of the term learning disabilities allows for a broader and more inclusive discussion of the challenges students may face in the learning process. Unlike learning disabilities, which refer to specifically diagnosed conditions, learning difficulties encompass a wider range of struggles that students might encounter, including those that are temporary or less severe and may not meet the formal criteria for a disability.⁷ This term is particularly useful when discussing general educational strategies or interventions that benefit all students, not just those with diagnosed disabilities.⁸

Many students with LD are able to meet the requirements of the standard curriculum, although in some cases, adjustments to its content and form need to be made. However, regardless of whether they differ in terms of level of difficulty or methodology of approach, the same objectives should be common to all students as should instructional interventions.⁹ To support students with LD in the general classroom, educators can employ a range of approaches, including universal design (or design for all), differentiated instruction, modifications and adaptations, and assistive technology.¹⁰

Universal design helps remove obstacles in terms of curriculum design, instructional materials, teaching methods, instructional technology, while enhancing opportunities for teaching and learning, regardless of students' cultural, socioeconomic background or gender.¹¹ The positive impact of universal design on the education of all students, particularly those with LD, has been shown in empirical studies.¹² Universal design emphasizes the need to create a flexible curriculum that can be adapted to the needs of students, as opposed to traditional approaches whereby students are required to adapt to the curriculum.¹³ In the context of universal design, the easy-to-read method was developed to create texts that can be used by different groups of students with writing difficulties. It is a system of transcribing, modifying or presenting texts that facilitates reading and especially comprehension, stimulates

⁶ Panteliadou 2004.

⁷ Reid/Valle 2004, 1–13.

⁸ Graham/Bailey 2007, 446–481.

⁹ Skidmore 2004.

¹⁰ Tziviniku 2016.

¹¹ Spoon et al. 2007, 108–116.

¹² Dalton et al. 2002.

¹³ Meyer/Rose 2005, 13–35.

thinking and imagination, and increases access to reading material for all those who have difficulty reading for various reasons.¹⁴ The method's basic principles include: using simple but appropriate vocabulary; defining all terms and abbreviations; employing literal language; organizing factual information in a logical manner; directly referencing the topic; using short sentences and lists; employing active syntax; using the second person singular to provide instructions; incorporating attractive and relevant illustrations; and applying appropriate formatting, such as generous line spacing and margins, to create a clear and readable layout.¹⁵

Universal design builds on and broadens the dynamics of differentiated instruction,¹⁶ allowing teachers to use individualized criteria to assess their students and modify their own teaching methods. When students with LD are included in general education classes, the diversity in the classroom increases, and teachers respond by seeking to differentiate instruction to meet the needs of a heterogeneous group of students.¹⁷ Differentiated instruction is a teaching approach that considers the different learning needs of the students to improve their performance and promote equal opportunities in education. Its implementation has been shown to lead to significant progress in students' cognitive development.¹⁸ By highly engaging students in the classroom, it has been demonstrated to be an effective means to improve the learning performance of all students, in particular those with learning deficiencies.¹⁹ Differentiated instruction can support students by modifying the time, space, mode, and presentation of the educational material. For instance, they may involve extending the time to complete a task, providing opportunities for oral responses, modifying the presentation of instructional material by repeating instructions, reading questions aloud, and using larger fonts and graphic organizers.

Use of Graphic Organizers

Graphic organizers are a visuospatial way of organizing important information and recording relationships and associations.²⁰ The visual representation of how information is presented in a text contributes to its organization, comprehension, prioritization, analysis and memorization.²¹ They can be implemented either before, during or after reading. Graphic organizers given before reading are combined with the instructional technique of brainstorming, a process that helps students recall information they have previously received. During reading, graphic organizers help students organize information, while using them after reading facilitates the recall

¹⁴ Arabatzis 2009.

¹⁵ Nomura et al. 2010.

¹⁶ Tomlinson 2014.

¹⁷ Papadopoulou 2014, 30–46.

¹⁸ Dara/Kanellopoulou 2019, 192–213.

¹⁹ Hogan 2014.

²⁰ Bouchard 2005.

²¹ Brasell/Rasinski 2008; Willis 2008.

of information and summarizing the content of the text.²² Organizers include webs, text boxes, Venn diagrams, spider maps, event sequence diagrams, conceptual maps, story maps and flow charts. The use and creation of various graphic organizers provides assistance to students in grouping their ideas and classifying them in a logical order.²³ It is a tool that supports the cognitive system in the production, representation, structuring, restructuring, retrieval and use of knowledge.²⁴ Graphic organizers are particularly effective in supporting the development of literacy skills in students with LD, as they increase the capacity for information storage while reducing cognitive load.²⁵ By eliminating the need to hold large amounts of information in working memory, students with LD can focus on understanding a particular idea,²⁶ which also helps decrease levels of student anxiety, particularly those with LD.

Alternative Methods

Teaching history to children with LD can also be facilitated by other methods. Research shows that multisensory methods significantly enhance students' engagement and academic performance, especially for those with LD. The multisensory method includes visual aids, role-playing games and listening to audio.²⁷ Visual aids and pictures are not used for mere decoration but as sources of information. Images, in particular, offer the possibility for direct communication of the viewer with the subject matter, encouraging the viewer to take a critical approach to the reality it depicts. Images can be used effectively in all phases of teaching: at the beginning of the lesson, to stimulate interest; during the lesson, to support discourse or develop dialogue; and at the end, to help synthesize and conclude the topic.²⁸

Another effective strategy is comparing a textbook passage with a similar passage in a different textbook to determine which text was more helpful in understanding the content. A comparison-based approach fosters students' critical and creative thinking. For higher classes, transcribing textbook passages into a different format, such as dialogue, can be a useful aid to comprehension.²⁹ Providing opportunities for students to engage in dialogue with each other and develop their views on various topics can be particularly effective for developing deeper conversations and more meaningful connections to the material.³⁰

By carefully combining these methods and approaches, teachers can create a positive environment in which to teach history to children with LD. However, it is essential to realize that

22 Singleton/Filce 2015, 110–117.

23 Moher et al. 2009, 264–269.

24 Vassarmidou/Spandidakis, 2015.

25 Sweller/Chandler 1994, 185–233.

26 Ellis 2004.

27 Gulati et al. 2024.

28 Kazantzi 2021.

29 Dull/Garderen 2005, 27–31.

30 Heacox 2018, 1–3.

each child is unique and that these activities are not necessarily appropriate for all students. Children should understand that any difficulties they may face are not obstacles to learning, but a step closer to discovering how to better learn. The main task for teachers is to help each student find the best way to learn.

Despite recent efforts to implement effective teaching methods, tools and strategies in schools, there is still a need to ensure that historical education is accessible to students with LD. To address this challenge, it is crucial to design educational programs and lesson plans across a range of educational fields, including history. As the concept of inclusion expands, there is a growing need to explore more meaningful ways of teaching students with special educational needs, who have a basic right to access to all subjects taught in schools. Organizing the learning process in an appropriate way can enhance participation and make teaching an enjoyable process for all students.

Objectives of the Research Study

The aim of this research is to examine the current state of the Greek primary education system concerning the teaching of history to children with LD. This investigation was carried out through a systematic literature review focusing on educational programs available in teaching script repositories and articles published in the proceedings of prominent Panhellenic conferences held between 2017 and 2021. The study identifies a significant gap in educational programs for teaching history to children with LD and proposes an educational scenario designed to address this issue. The scenario is based on a thorough literature review of scientific databases and presents the key elements of a lesson plan tailored to the needs of students with LD, aiming to support their inclusion in history education in Greece.

Methods

The primary objective of this study was to examine the number of programs providing interventions for teaching history to children with special educational needs, particularly with LD. Other objectives were to identify the types of special education cases addressed, the educational levels targeted, and the use of information and communication technology (ICT) to enhance student participation and involvement.

The initial hypothesis was that there is a particular lack of educational programs for teaching history to students with LD. This hypothesis was generated through a literature review and discussions with teachers who expressed similar concerns regarding the instruction provided in this field of education and the lack of methods to engage and motivate students with LD. To confirm the hypothesis, I followed the methodology of systematic literature reviews. A systematic literature review is considered a necessary process before conducting a follow-up

study that would determine whether the findings of the literature review add new data to the scientific literature.³¹

The research was conducted by accessing the websites of well-established educational institutions and organizations as well as the websites of prominent Panhellenic and international conferences and their published proceedings. The study was limited to English and Greek-language material. These sources were chosen due to the growing interest of teachers and education practitioners in showcasing their educational programs at conferences. The publication of educational programs in conference proceedings is a rigorous process that requires blind peer review by at least two members of the scientific committee of the conferences, ensuring that the educational programs have validity and credibility.³²

The four key questions in this study are:

What is the current situation regarding the teaching of history to children with special educational needs in the Greek primary education system?

Is there adequate support for students with LD attending inclusive classes in mainstream primary school classrooms?

What are the needs of teachers for better support in teaching history to students with LD?

What teaching methods would characterize a feasible proposal designed to meet the specific educational needs of students with LD?

To ensure a high degree of reliability and validity, I followed the guidelines for the preferred reporting items for systematic reviews and meta-analysis (PRISMA). This protocol outlines the four key steps of identification, screening, eligibility and final selection, which I have applied in this systematic review study.³³

To ensure the validity of the review, I identified and screened material using clearly defined and consistently applied inclusion and exclusion criteria to ensure that only relevant research was included. To minimize the risk of bias in selection, I ensured the search strategy was transparently documented, detailing the databases searched, education level, subject matter and any additional sources consulted. The review was limited to programs published between 2017 and 2021 to focus on the latest developments in history education, discover new research ideas and detect the approaches, methods and techniques being currently used by history teachers in the context of inclusive classes in primary schools in Greece.

The subsequent steps of the PRISMA protocol involved determining the eligibility criteria and the final selection of published articles. This was achieved by evaluating article titles and abstracts to ensure their relevance and avoid duplication. Subsequently, I thoroughly reviewed the selected articles in full text to identify the types of special education and exclude the articles that did not report educational programs, interventions, or teaching scenarios.

31 Sterne et al. 2001, 101–105.

32 Hames 2007.

33 Liberati et al. 2009.

Results and Discussion

The search identified 14 national and international conferences, with a total of 61 national educational programs related to special education and history education.

	Conference	Year	City	Special education publications	History education publications	Special and history education publications
1	9th Panhellenic Conference: ICTs in Education of Educators for the Information and Communication Technologies (ICT). Use of Information and Communication Technologies in Teaching Practice	2017	Ermoupolis, Greece	3	2	X
2	9th International Conference on Open & Distance Education. The Design of Learning	2017	Athens, Greece	X	3	X
3	6th Panhellenic Conference of Education Sciences	2017	Athens, Greece	16	X	X
4	5th Panhellenic Conference on the integration and use of ICT in the educational process	2017	Athens, Greece	2	2	X
5	11th International Conference on ICT in Education	2018	Thessaloniki, Greece	2	1	1
6	5th Panhellenic Educational Conference of Central Macedonia. Utilization of ICT in Teaching Practice	2018	Thessaloniki, Greece	X	5	X
7	6th Panhellenic Conference. Integration and Use of ICT in the Educational Process	2019	Athens, Greece	4	1	X
8	7th Panhellenic Conference of Education Sciences. Education of gifted individuals in Greece	2019	Athens, Greece	5	X	1
9	10th International Conference on Open & Distance Education Shaping together the future of education.	2020	Athens, Greece	1	1	X
10	8th Panhellenic Conference of Education Sciences. Education of gifted individuals in Greece. Ideological – Political – Psychological. Educational Conditions for the Education of Gifted Individuals.	2020	Athens, Greece	5	X	X

11	9th Panhellenic Conference of Education Sciences: The Education of Teachers of Gifted Students in Greece	2020	Athens, Greece	1	X	X
12	10th Panhellenic Conference of Teachers on ICT. The 10th Annual Conference on the use of Information and Communication Technologies in teaching practice.	2020	Ermoupolis, Greece	X	1	1
13	11th International Conference on Open & Distance Learning. ICODL. Experiences. Challenges. Perspectives.	2021	Athens, Greece	X	1	X
14	12th Panhellenic and International Conference on ICT in Education.	2021	Florina, Greece	2	1	X

Tab. 1: Total number of conferences conducted focusing on special education and history education from 2017 to 2021.

The first educational program with a focus on teaching history to children with special educational needs in primary education was ›Educational Robotics and Down Syndrome: Utilization for Teaching the Odyssey‹. This experimental study investigated how students with down syndrome designed, constructed and programmed a robot model of Odysseus' ship. Student participation was monitored and evaluated both before and after the intervention. Analysis of the results showed an improvement in terms of learning outcomes and child participation.

The second program was ›Proposal of an Educational Program for Gifted Students in History‹. This program focused on the development of critical thinking in 11–12-year-old students who were assessed as gifted. An argumentative reasoning model was used to evaluate their problem-solving skills. The content was related to the historical period of the Turkish occupation in Greece.

The third program was ›Designing Materials Based on the Principles of Universal Design for Learning: An Example of the History Lesson‹. It presented educational material based on the principles of universal design for learning in order to ensure access for all learners, especially those with LD.

The findings of this study highlight a significant lack of educational programs for teaching history that are adapted to the special educational needs of students with LD. The consequences of this neglect are a reduction in the interest and active participation of these students in the classroom, which hinders their inclusion in the educational process. However, the benefits of a teaching approach to history adapted to the specific needs of students with LD are multiple, both for the students themselves and for an inclusive society.

The culture of the school is deeply intertwined with the culture of society,³⁴ and research emphasizes the need for a shift towards more inclusive thinking and action in schools to provide to future citizens with fair opportunities in social and professional contexts. Schools

³⁴ Garcia et al. 2009, 239–250.

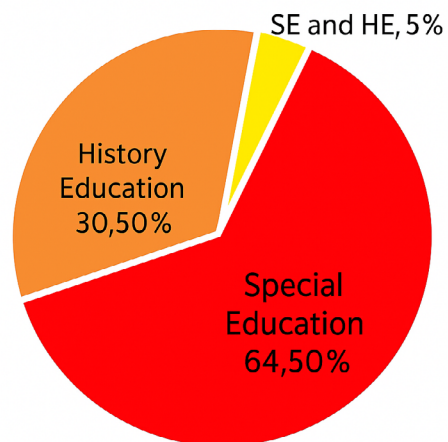


Fig. 1: The percentage of educational programs that relate to special education, history education or both subjects.

should strive to become more inclusive and provide fair learning opportunities, since the effects of academic failure can be seen in both the school and later social and professional paths of individuals.³⁵ For these reasons, it is particularly important that children with special educational needs receive the same level of education as their peers, with recognition of their unique needs and challenges. Educational programs should be designed to be accessible to all students and their families, taking into account the diverse needs of the student population.

Figure 1 shows the percentage of educational programs that relate to special education, history education or both.

As shown in Figure 1, the majority of the reported educational programs focused on special education, in total 42 (64.5%), while 16 (30.5%) focused on history education. Out of the total educational programs reviewed, only three programs (5%) were specifically related to teaching history to children with special educational needs in primary education. Among these, only one program focused on teaching history to children with LD. Table 1 reports the conferences conducted from 2017 to 2021 that focused on either special education or on history education or on both as well as the number and focus of publications from each conference.

Designing a Hypothetical Educational Scenario

Due to the meagre results of the systematic literature review, it was decided to create an educational scenario to illustrate methods and practices suited to history teaching for students with special needs. These methods and practices were derived from a review of the international literature. The articles were selected from scientific databases (Google Scholar, Research

³⁵ Acedo 2008, 5–13.

Gate, Academia) and limited to English-language publications published in international peer-reviewed scientific journals. Repositories of teaching scripts were also used. The citation rate of the published articles was set as a criterion to ensure their use by multiple researchers and their high impact on teaching students with LD. A number of long-term research studies were also selected to increase the reliability of the methods selected.

Before developing the scenario, a thorough assessment of students with LD was carried out in order to comprehensively identify areas of difficulty and collect information about their skills and interests. This process is crucial for making informed teaching decisions that meet the needs of the students.

As students with LD often struggle with text comprehension strategies and encounter difficulty in following textual content, the first stage of the scenario was constructed by implementing reading comprehension strategies.³⁶ Research has shown that reading comprehension strategies are an essential component part of teaching any subject, as they help to enhance the comprehension of students, especially those with LD.³⁷

The second phase of the scenario was structured using a visual organizer, as its effectiveness in teaching students with LD has been proven.³⁸ Content enhancement routines (to which visual organizers belong) have been tested for more than twenty years at the University of Kansas Learning Research Center with very encouraging results. Visual organizers are an important tool for explaining processes, achieving better understanding, decoding and retaining information by individuals with dyslexia.³⁹ They are easy for teachers to use to help all students in identifying causal relationships and drawing inferences.⁴⁰ A visual organizer can be used to present hierarchical relationships, cause/effect, compare/contrast, circular or linear sequences, and explore critical questions. Students can also use visual organizers as tools to recode instructional material and enhance their ability to process information.⁴¹ Visual aids also provide multiple ways of understanding historical events and concepts by making the material more interesting and accessible.⁴²

A visual organizer can be structured using the SMARTER planning steps tool, which has been shown to help teaching students with LD in an inclusive classroom.⁴³ In addition, a visual organizer could be designed using the guidelines outlined in the British Dyslexia Association's (2018) guide to presenting materials to people with LD, supplemented by principles of universal design. However, students may be distracted by organizers with excessive information, small font sizes, or bright colors. In history education, their structure should be systematically integrated to ensure effective improvements in historical thinking and awareness.

36 Xanthi 2011; Panteliadou 2011, 185–182; Panteliadou/Botsa 2007.

37 Pereira/Nicolaas 2019.

38 Bulgren et al. 2007.

39 Aziz et al. 2013; De Santana et al. 2012.

40 Porpodas 2002.

41 Botsa 2008, 18–31.

42 Kluth 2021.

43 Lenz et al. 2004.

ess. These principles have been shown by empirical studies to have a positive impact on the education of all students, particularly those with LD.⁴⁴

The final stage of the scenario was based on a visual resource, an online video, which served as a means of assessing and evaluating knowledge. Educational videos are particularly effective in engaging students with LD in the learning process and providing them with improved access to information.⁴⁵ Furthermore, information and communication technologies (ICT) can provide access to primary and secondary resources, creating a unique learning experience for students by fostering the creation of an exploratory and collaborative environment. Teachers have a rich source of material to complement textbook content,⁴⁶ including online virtual learning environments, virtual museum visits, and the use of multimedia, interactive materials, all of which provide opportunities for students to engage in historical research.⁴⁷

The critical study of historical testimonies is a crucial aspect of historical thinking, which enhances skills such as documentation and historical reference, the investigation of historical questions, the evaluation of the validity and reliability of historical testimonies, and the identification of the perspectives that each historical testimony expresses.⁴⁸ The processing of images cultivates visual observation,⁴⁹ and more than any other medium, images offer a direct communication between the viewer and the subject matter, encouraging the viewer to take a critical approach to the reality it depicts.

Although the literature documents suitable practices and methods for teaching history to students with LD and their potential benefits when carefully targeted, these practices are rarely applied in educational settings. Reasons for failing to implement effective teaching methods may include the persistence of traditional, knowledge-centered teaching methods and the limited knowledge and expertise among general education teachers to adapt their teaching to support children with mild educational needs.⁵⁰ The significant challenges and obstacles that teachers encounter in implementing appropriate teaching methods are often attributed to limited time, resources and expertise to teach history in inclusive classrooms. Developing tailored teaching approaches for students with special educational needs is recognized as both time-intensive and challenging, as it requires a deep understanding of student needs to efficiently produce methods and materials. Establishing clear goals and objectives is crucial from the outset, as is identifying suitable methods and tools to effectively achieve them. Therefore, teachers should receive incentives to pursue additional training, including scientific and pedagogical training, to become actively involved in the design and implementation of history teaching.

⁴⁴ Urton et al. 2024.

⁴⁵ Ghorbani et al. 2019, 79–90; Lynch et al. 2017, 120–147.

⁴⁶ Vakaloudi/Dagdillelis 2014, 59–75.

⁴⁷ De La Paz 2013, 89–105; Kalogiros/Smyrniou 2012, 71–88.

⁴⁸ Seixas 2017, 593–605.

⁴⁹ Kress/Van Leeuwen 2020.

⁵⁰ Panteliadou 2011.

The hypothetical educational scenario proposed here aims to stimulate others to develop educational scenarios for teaching history to students with LD and provide motivation for new teachers to incorporate similar approaches into their teaching. By revising traditional teaching methods and formulating new educational approaches, this scenario is intended to contribute to the enhancement of scientific knowledge in the field and modernization of educational processes. This scenario could also aid in developing a comprehensive and uniform public policy for the integration of programs suitable for the teaching of history to students with LD. National policy makers have the potential to create education systems that provide equitable learning opportunities if they critically use the results of research on inclusive education and adapt them to the local context.⁵¹ Even minor adjustments in educational practices can significantly contribute to the transformation of schools into more inclusive environments.⁵²

Conclusions

The primary objective of this study was to investigate how history is taught to children with special educational needs, particularly those with LD, in Greek primary schools. A significant gap in the literature was identified, with only three out of 61 programs addressing special educational needs and just one specifically focused on students with LD. To address this scientific deficit, I conducted a systematic review of international literature to identify effective strategies and tools for teaching history to students with LD.

These findings were then used to create a hypothetical educational scenario to provide impetus for improvements in the teaching of history to students with LD in Greek primary schools. The scenario highlighted the benefits of using tools such as smarter planning steps and visual organizers for both students with LD and students with more typical development patterns. The study also investigated whether students with LD receive adequate support in inclusive classes and found that while some interventions do take place, they primarily focus on skills like phonological awareness, with little attention given to more general education issues. The research question can be clearly answered in the negative, indicating that there is a significant lack of educational guidance for teaching history to students with LD, and there are no curriculum adaptations for history, as are provided for subjects like language or mathematics, which have established guidelines and resources for teaching students with LD.

The findings of this study emphasize the need for better support and training for teachers to effectively teach history to students with LD. It suggests that in-service teacher training and the development of specific educational programs would benefit both students and teachers. Ultimately, the study aims to influence Greek educational policy to integrate more inclusive and effective programs for teaching history to students with special educational needs, particularly those with LD.

⁵¹ Rose 2010; Nind 2014, 525–540.

⁵² Schwab/Hessels 2015, 237–254.

What is the current situation regarding the teaching of history to children with special educational needs in the Greek primary education system?

The current situation reveals a significant gap in the teaching of history to children with special educational needs in Greek primary schools. Only three out of 61 programs address special educational needs, and just one specifically focuses on students with learning disabilities (LD). Moreover, there are no curriculum adaptations for history, unlike other subjects like language or mathematics, which have established guidelines and resources for students with LD.

Is there adequate support for students with LD attending inclusive classes in mainstream primary school classrooms?

The support for students with LD in inclusive classrooms is not adequate. Although some interventions are implemented, they primarily focus on skills like phonological awareness, with little attention given to broader educational areas like history. This indicates a lack of comprehensive support for students with LD in mainstream primary school classrooms.

What are the needs of teachers for better support in teaching history to students with LD?

Teachers need better support in the form of in-service teacher training and the development of specific educational programs designed to help them teach history effectively to students with LD. This would equip them with the necessary tools and strategies to address the unique educational needs of these students, such as using visual organizers and other tailored teaching methods.

What teaching methods would characterize a feasible proposal designed to meet the specific educational needs of students with LD?

A feasible proposal would include methods such as SMARTER planning steps and visual organizers, which have proven beneficial for both students with LD and those with typical development patterns. These methods can help structure the teaching of history in a way that is accessible and effective for students with LD, promoting their engagement and understanding.

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