

Support participation and confidence

A suggestion for implementing the strategy
'Helpful classroom strategies in years 1–8'
from the Guide: [Dyslexia and learning](#)

-
- Includes:**
- Create a dyslexia-friendly classroom
 - Foster trust and confidence
 - Fonts for easy reading
 - Provide time
 - Reduce quantity of work
 - Useful resources

Inclusive Education

From

Guide: [Dyslexia and learning](#)

Strategy: [Helpful classroom strategies in years 1-8](#)

Suggestion: [Support participation and confidence](#)

Date

12 May 2024

Link

inclusive.tki.org.nz/guides/dyslexia-and-learning/support-participation-and-confidence

Create a dyslexia-friendly classroom

Dyslexia Foundation of New Zealand
Recognition • Understanding • Action

Is My Classroom Dyslexia Aware?

Date: _____
Completed by: _____

Homework

- No homework as an option
- Stress free and meaningful
- Personalised or differentiated
- Related to prior knowledge
- Tip the classroom
- Offer alternatives to writing
- Routine (set days) timetable
- Clear instructions
- Time driven NOT task driven

Classroom Culture

- Calm and positive ethos
- Have a 'go' culture
- Free to make mistakes
- Stress free comfortable learning
- Flexible groupings
- Good transition process
- Group by thinking not just by basic skills
- Consistent approaches to behavior management
- Everybody counts
- Let the students teach

Learning Preferences

- Foster success through learning preferences
- Alternative ways of recording
- Opportunities to present alternative evidence of learning
- Adapt tasks to suit
- Use multi-sensory techniques
- Provide challenge but with accommodations
- Embed differentiation in the classroom
- Ability appropriate task

Stress Free

- Time to think
- Give control and responsibility
- Encourage student voice
- Free to make mistakes
- The right to pass - e.g. don't read aloud
- Encourage self-advocacy
- Remove time as a barrier
- Mark content not spelling

Communication

- Model all learning tasks
- Take account of diverse backgrounds
- Write instructions down and leave them
- Appropriate vocabulary
- Visual prompts
- Chunk learning
- Clear and explicit instructions
- Reduce teacher talk time
- Pause for processing
- 'Can do' attitude

Time

- Short achievable tasks
- Less is more
- Brain breaks
- Remove time as a barrier
- Time to revisit
- Flexible deadlines

Environment

- Ability to refer yourself to a comfort room
- Lighting
- Seating
- Hygiene and cleanliness
- Flexibility around set up
- Structure and order
- Bringing Nature inside
- Aesthetically pleasing

Collaborative Work

- Peer marking
- Peer tutoring
- Inquiry learning
- Flexible grouping
- Paired reading
- Scripted work

Presentation

- Colour coded
- Visual timetables
- Well labeled
- Familiar and consistent layout
- Easily Accessible
- Bring your own device (BYOD)
- ICT available

Resources

- Print on pastel shades
- Use bold to highlight
- Create lots of space
- Plain font of suitable size
- Bullet point key info
- Thin notes

Recording work

- Photo information into book
- Make photocopies available
- Audio, video or photographs
- Minimize copying from board
- Encourage mindmaps, flowcharts etc
- Non traditional assessment

Our Classroom score is/84

For more information visit www.dfx.org.nz | www.ad.org.nz

Source:

Dyslexia Foundation NZ

http://www.dyslexiafoundation.org.nz/dyslexiaadvocacy/pdf/Mind%20Map%202014_lowres.pdf

[View full image \(1.6 MB\)](#)

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Foster trust and confidence

Build practical supports into the culture of your classroom.

- ✓ Use the students' cultures, interests, and strengths to create opportunities for them to take the lead.
- ✓ Foster tuakana–teina relationships and create a class culture where students support each other.
- ✓ Give ongoing prompts and positive feedback. Provide the student with strategies to help them when they get stuck.
- ✓ Recognise and eliminate situations that students may find difficult or embarrassing, such as reading aloud to the class.
- ✓ Recognise avoidance strategies and provide practical support and encouragement.
- ✓ Act quickly on any concerns about a student's wellbeing.
- ✓ Give feedback on students' success to their parents and whānau.

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Fonts for easy reading

Children learning to read benefit from larger text sizes.

When creating resources and worksheets, keep plenty of blank space on the page.

Easy-to-read fonts are sans serif, mono-spaced, and roman font types, including:

- Helvetica
- Courier
- Arial
- Verdana
- Computer Modern.

Italic fonts are more difficult to read.

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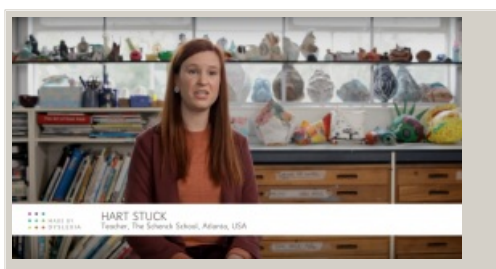
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Provide time

Allowing additional time to complete school work and take tests can have a huge impact on a dyslexic student's ability to succeed.

Teachers share tips to support success.



Video hosted on Youtube <http://youtu.be/NdrBpOV67DY>

Closed Captions

Source:

[Made By Dyslexia \(UK\)](#)

https://www.youtube.com/channel/UCLBUsgxhf_otK_qKoZnPopA/featured

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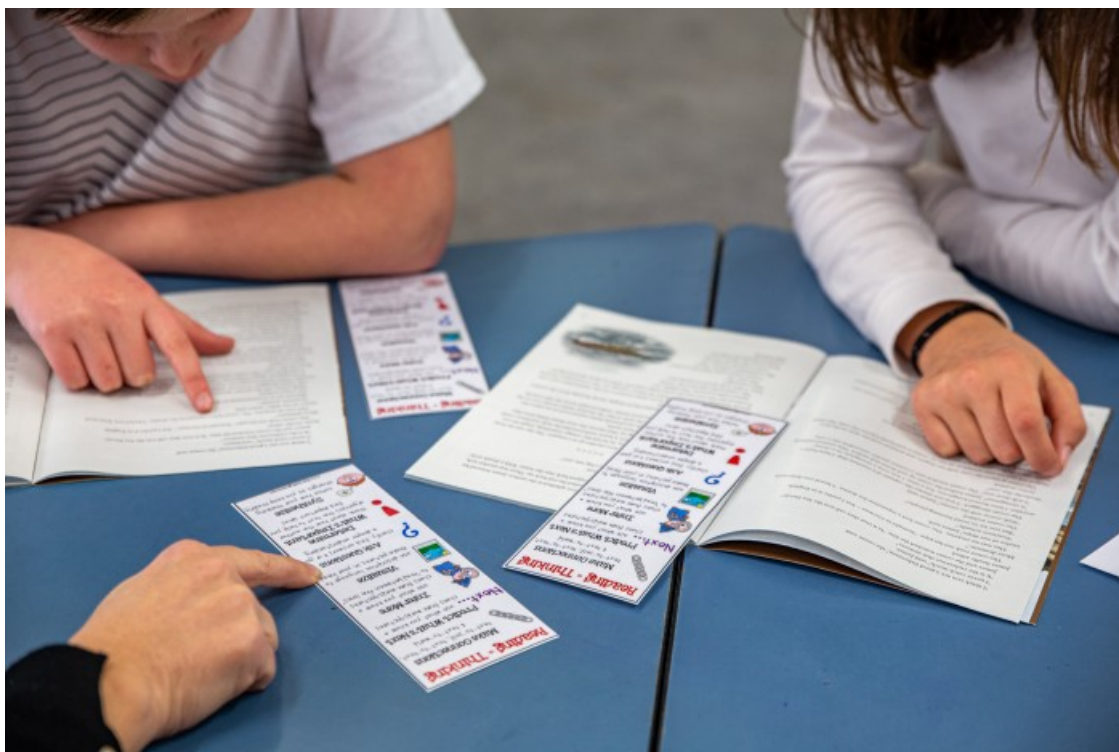
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Reduce quantity of work



Source:

Ministry of Education | Te Tāhuhu o te Mātauranga

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Useful resources



Technology tools for learning

Strategies and approaches for using technologies to provide inclusive and personalised learning pathways.

Publisher: Ministry of Education | Te Tāhuhu o te Mātauranga

[Visit website](#)



Dyslexia in the classroom: What every teacher needs to know

Read time: 28 min

A toolkit to provide classroom teachers with information about dyslexia, classroom strategies, tips and tools.

Publisher: International Dyslexia Association

[Download PDF](#)



Carla McNeil | Highlights from the Working Memory Conference 2016

Carla shares some insights about working memory and considerations when developing IEPs.

Publisher: TEST

[Visit website](#)

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