

Inclusive Education

From

Guide: [Dyslexia and learning](#)

Strategy: [Helpful classroom strategies in years 9-13](#)

Suggestion: [Support participation and confidence](#)

Date

08 December 2022

Link

inclusive.tki.org.nz/guides/dyslexia-and-learning/support-participation-and-confidence2

Create a dyslexia-friendly classroom

Dyslexia Foundation of New Zealand
Navigation • Understanding • Action

Is My Classroom Dyslexia Aware?

Date: _____
Completed by: _____

Student Accommodations

- 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
- Recording work**
 - Place information into book
 - Make photocopies available
 - Audio, video or photographs
 - Minimise copying from board
 - Encourage mindmaps, flowcharts etc
 - Non traditional assessment
- Resources**
 - Colour coded
 - Visual timetables
 - Well labeled
 - Familiar and consistent layout
 - Easily Accessible
 - Bring your own device (BYOD)
 - ICT available
- Presentation**
 - Print on pastel shades
 - Use bold to highlight
 - Create lots of space
 - Plain font of suitable size
 - Bullet point key info
 - Thin notes
- Collaborative Work**
 - Peer marking
 - Peer tutoring
 - Inquiry learning
 - Flexible grouping
 - Paired reading
 - Scripted work
- 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
- Time**
 - Short achievable tasks
 - Less is more
 - Brain breaks
 - Remove time as a barrier
 - Time to revisit
 - Flexible deadlines
- Communication**
 - Clear 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

Our Classroom score is/84

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

Source:

[Dyslexia Foundation of New Zealand](http://www.dyslexiafoundation.org.nz)

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

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