

# Support participation and confidence

A suggestion for implementing the strategy  
'Helpful classroom strategies in Years 9–13'  
from the Guide: [Dyslexia and learning](#)

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## Includes:

- Create a dyslexia-friendly classroom
- Ask students what will help
- Fonts for easy reading
- Foster trust and confidence
- Support access and understanding with visuals
- Recognise student strengths

Inclusive Education

From

Guide: [Dyslexia and learning](#)

Strategy: [Helpful classroom strategies in Years 9–13](#)

Suggestion: [Support participation and confidence](#)

Date

17 May 2024

Link

[inclusive.tki.org.nz/guides/dyslexia-and-learning/support-participation-and-confidence2](https://inclusive.tki.org.nz/guides/dyslexia-and-learning/support-participation-and-confidence2)

## 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.dfsz.org.nz](http://www.dfsz.org.nz) | [www.ad.org.nz](http://www.ad.org.nz)

Source:

Dyslexia Foundation of New Zealand

[http://www.dyslexiafoundation.org.nz/dyslexiaadvocacy/pdf/Mind%20Map%202014\\_lowres.pdf](http://www.dyslexiafoundation.org.nz/dyslexiaadvocacy/pdf/Mind%20Map%202014_lowres.pdf)

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

# Ask students what will help

Often the way material and information is presented can create barriers for students.

- What font size, colour, and style works best for you?
- What background colour do you prefer for paper handouts or slides?
- How much white space on a page or slide helps you focus?
- What style of visual is best to help you understand and keep your attention (graphics, photos, line drawings, cartoons)?
- What other things will support your access, understanding, and attention?

Teacher, Sarah Sharpe provides further suggestions for [creating neurodiverse friendly “soft” and “hard” copy resources](#).

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## Fonts for easy reading

Use font size that is at least 11 point. Keep plenty of white 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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## Foster trust and confidence

Build practical supports and actions into the culture of your classroom.

- ✓ Use your 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 students 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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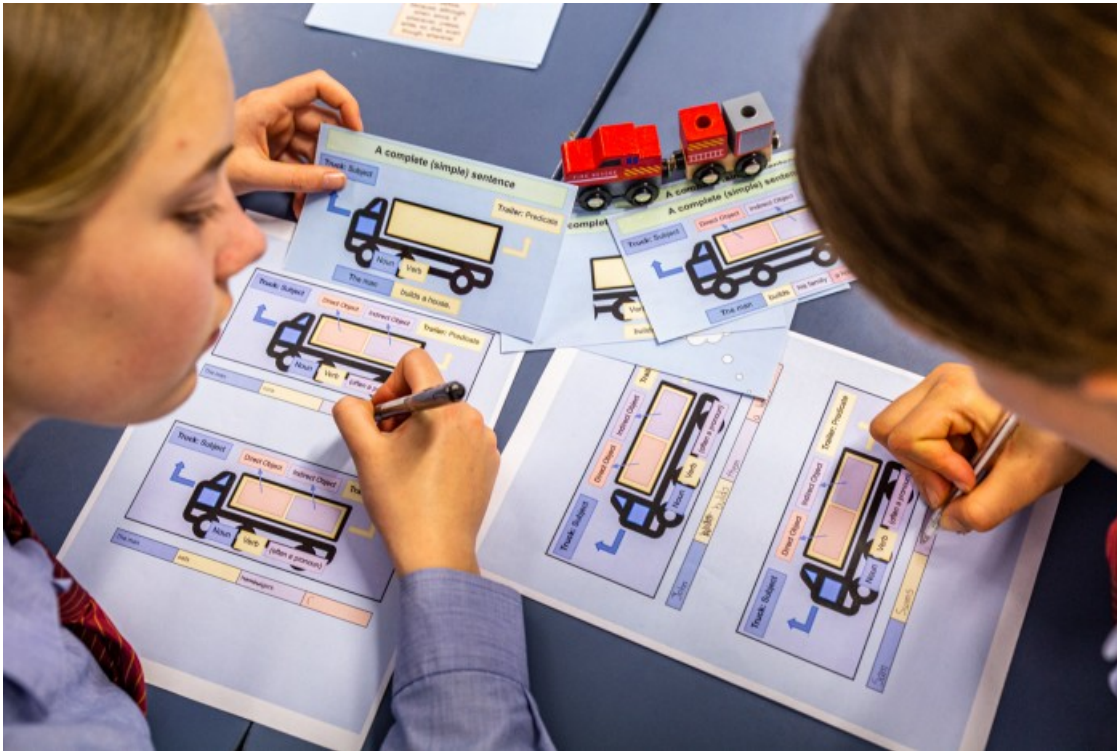
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## Support access and understanding with visuals



Source:

Ministry of Education | Te Tāhuhu o te Mātauranga

[View full image \(709 KB\)](#)

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## Recognise student strengths

Rapaaea Henderson has dyslexia. Te reo Māori is his first language and kapa haka, a strength for him, is a pathway for helping him to learn.



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

Note: Click on the closed-captions icon for English subtitles.

Closed Captions

Source:

[Te Karere TVNZ](#)

<https://www.youtube.com/watch?v=SmomMJDRVck&feature=youtu.be&t=89>

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