

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

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 voices
- 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 of New Zealand](http://www.dyslexiafoundation.org.nz)

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

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