

Support processing and planning

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

Includes:

- Use visual timetables
- Support thinking and pattern recognition
- Provide paper and time
- Support self-management
- Encourage mind mapping
- Useful resources

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From

Guide: [Dyslexia and learning](#)

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

Suggestion: [Support processing and planning](#)

Date

23 September 2021

Link

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Use visual timetables

Linda Ojala uses the same visuals in a range of contexts. They support students to know what is happening and to organise themselves.

Source: [Ministry of Education, inclusive education videos \(NZ\)](#)

Closed Captions

Source:

[Ministry of Education, inclusive education videos \(NZ\)](#)

<https://vimeo.com/showcase/2950799>



Video hosted on Vimeo <http://vimeo.com/100662378>

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Support thinking and pattern recognition

Use tools and approaches to help students to recognise patterns, critical features, big ideas, and relationships.

- ↗ Use visuals (graphics, photos, cartoons, pictures) to support text and talk when explaining.
- ↗ Offer 3D virtual and physical models and real objects to help students identify features.
- ↗ Use mind maps, flowcharts, and outlines to help students unpack big ideas and relationships.
- ↗ Give students multiple opportunities to engage with new ideas and concepts.
- ↗ Provide extra time for students to think and process before responding in a discussion.
- ↗ Use mind maps to brainstorm ideas.
- ↗ Support group and class discussions with visual annotations to prompt the recall of key ideas.
- ↗ Make thinking tools and approaches available across all curriculum areas.

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Provide paper and time

Children with dyslexia often need to “get their ideas out of their heads” before they can share them.

Source: [Department for Education \(UK\)](#)

Closed Captions

Source:

[Department for Education \(UK\)](#)

https://www.youtube.com/channel/UC4NkS_w8o5oU6jw2oksEMxQ



Play video

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

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Support self-management

Create a predictable environment supported with visuals.

Teach and model how to use planning and scheduling tools effectively.

- ↗ Make visual exemplars of processes.
- ↗ Label key areas of the classroom and resources.
- ↗ Use charts, visual calendars, colour-coded schedules, visible timers, and visual cues to allow students to predict regular activities, transitions between environments and activities, and changes in discussion topics.
- ↗ Make [graphic organisers](#) and flowcharts available to support students to break tasks into chunks and for thinking and planning in all curriculum areas

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Encourage mind mapping



Source: [Laurie Sullivan](#)

Source:

[Laurie Sullivan](#)

<https://www.flickr.com/photos/32561453@N05/8711384625/in/photolist-egN89D-egTTVS-egN86c-egN8kp-egTTA1-egN8tv-egN8ja-egTTPG-egTTXN-egN88e-egTTUC-egN8eX-egTTyj-egTTHQ-egN8di>

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Useful resources



UDL-aligned strategies

Publisher: Goalbook

[Visit website](#)



Free graphic organizers

Publisher: Education Oasis

[Visit website](#)



Explicit instruction: What you need to know

Read time: 10 min

Publisher: Understood

[Visit website](#)

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