

Understand emotions and build confidence

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

-
- Includes:**
- Demonstrate empathy and understanding
 - Recognise student effort
 - Foster confidence and trust
 - Minimise homework
 - Closely monitor wellbeing
 - Recognise student strengths

Inclusive Education

From

Guide: [Dyslexia and learning](#)

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

Suggestion: [Understand emotions and build confidence](#)

Date

27 April 2024

Link

inclusive.tki.org.nz/guides/dyslexia-and-learning/understand-emotions-and-build-confidence2

Demonstrate empathy and understanding



Source:

Ministry of Education | Te Tāhuhu o te Mātauranga

[View full image \(671 KB\)](#)

Inclusive Education

From

Guide: [Dyslexia and learning](#)

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

Suggestion: [Understand emotions and build confidence](#)

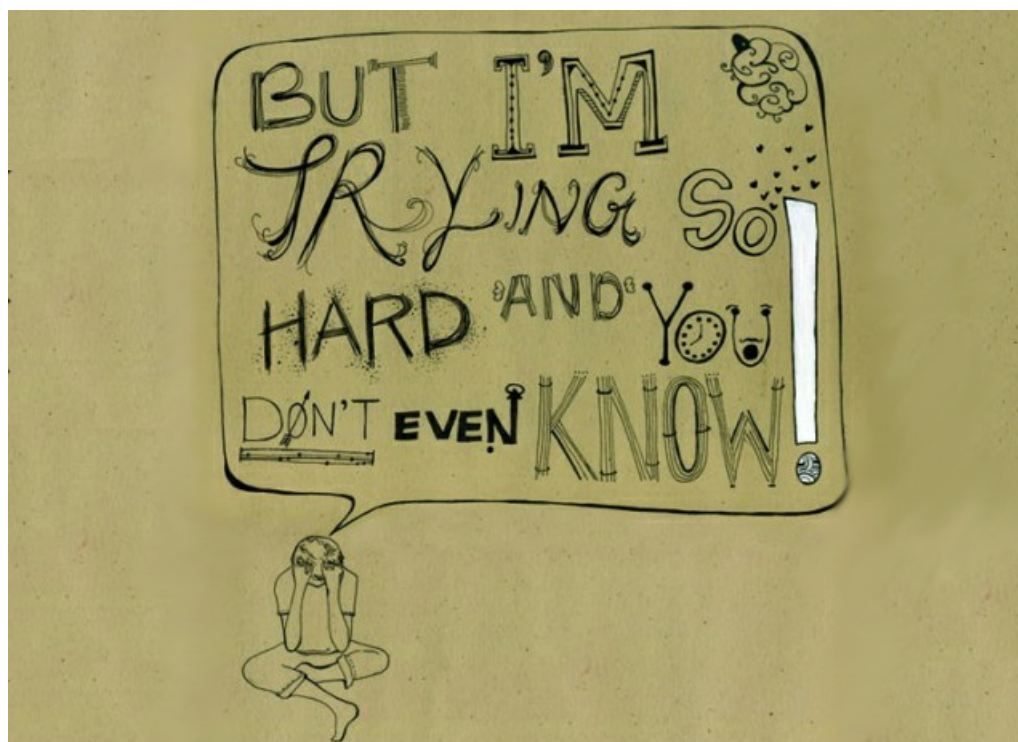
Date

27 April 2024

Link

inclusive.tki.org.nz/guides/dyslexia-and-learning/understand-emotions-and-build-confidence2

Recognise student effort



Source:

[Poppytalk](#)

<http://www.poppytalk.com>

[View full image \(206 KB\)](#)

Students with dyslexia can become very tired from having to concentrate and process information. Use visuals to recognise small steps towards achieving larger goals. Provide specific positive feedback frequently.

Inclusive Education

From

Guide: [Dyslexia and learning](#)

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

Suggestion: [Understand emotions and build confidence](#)

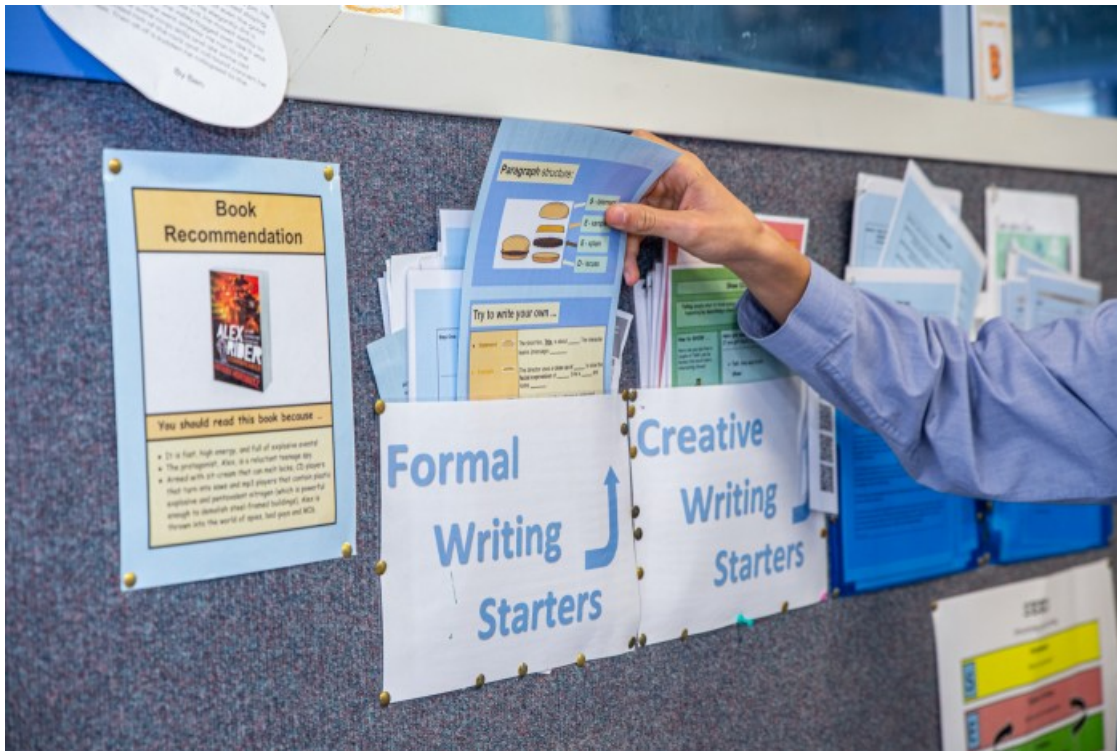
Date

27 April 2024

Link

inclusive.tki.org.nz/guides/dyslexia-and-learning/understand-emotions-and-build-confidence2

Foster confidence and trust



Source:

Ministry of Education | Te Tāhuhu o te Mātauranga

[View full image \(716 KB\)](#)

Inclusive Education

From

Guide: [Dyslexia and learning](#)

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

Suggestion: [Understand emotions and build confidence](#)

Date

27 April 2024

Link

inclusive.tki.org.nz/guides/dyslexia-and-learning/understand-emotions-and-build-confidence2

Minimise homework

When I am at school, I use an enormous amount of my energy to keep myself safe and focused.

At the end of school I am extremely tired and do not cope well with homework.

Can you please think about ways to minimise homework for me and make it manageable?

Student

Inclusive Education

From

Guide: [Dyslexia and learning](#)

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

Suggestion: [Understand emotions and build confidence](#)

Date

27 April 2024

Link

inclusive.tki.org.nz/guides/dyslexia-and-learning/understand-emotions-and-build-confidence2

Closely monitor wellbeing

Be alert for signs that a student is not feeling good about themselves.

Act when you notice something.

As students move through school, pressures increase. Frustrations, anxiety, and stress can cause a lack of motivation and give students a poor view of themselves as a learner.

The dyslexia-stress-anxiety connection includes a step-by-step guide for supporting students to de-stress.

Inclusive Education

From

Guide: [Dyslexia and learning](#)

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

Suggestion: [Understand emotions and build confidence](#)

Date

27 April 2024

Link

inclusive.tki.org.nz/guides/dyslexia-and-learning/understand-emotions-and-build-confidence2

Recognise student strengths

It can be empowering and motivating for your students to know they are able to learn.

Help them to recognise their areas of strength and need so they can take control of their own learning.

Use these approaches to build rapport:

- Demonstrate a positive belief in your learner's ability.
- Make sure your learners experience success to strengthen their self-image.
- Show you care, have empathy, and make them feel included. It's important your learner feels that you know what it's like to have dyslexia.
- Recognise effort and give constructive feedback: provide tangible evidence of progress.
- Don't lower your expectations. Set realistic targets.
- Give students a sense of control, for example, provide options so they can choose how they prefer to present different pieces of work.

This information was downloaded/printed from the Ministry of Education's website "Inclusive Education". Except where otherwise noted it is Crown Copyright 2018.

Information on the Inclusive Education website is regularly updated so we recommend you check the website version of this information to ensure it remains current.