





Strategies,  
Interventions,  
Programmes,  
Technology Support,  
Resources

<b>CHAPTER THREE</b>		<b>Slides</b>
<b>1</b>	<b>Strategies and Approaches in the Classroom - The Notice and Adjust Model</b>	<b>3-15</b>
<b>2</b>	<b>Interventions and Programmes</b>	<b>16 -18</b>
<b>3</b>	<b>Technology Support</b>	<b>19-22</b>
<b>4</b>	<b>Resources - Websites, Videos/Clips, Further Support</b>	<b>23-25</b>

## Get it right for dyslexic students and get it right for all

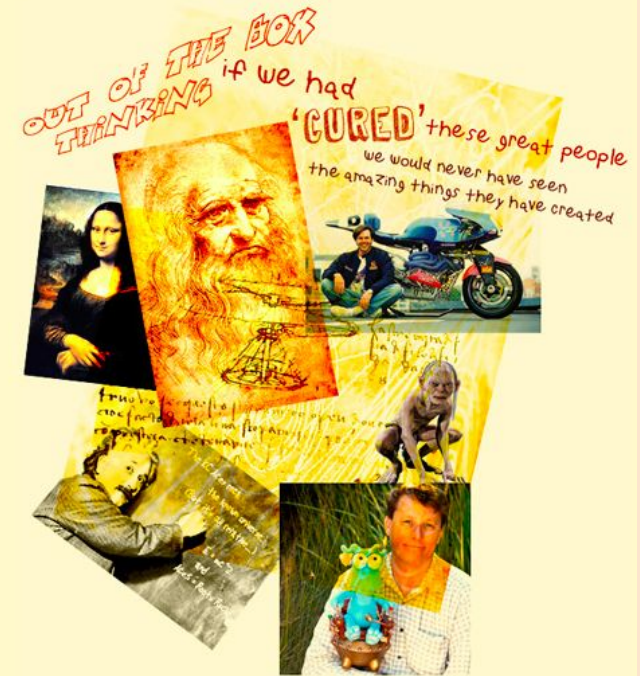
For dyslexic students, disparity between reading and intellectual abilities, and often slower processing speeds, means that putting in place accommodations at the earliest possible time is crucial to assure equity and fairness. Dyslexia is widespread and for life. Indeed many successful dyslexics acknowledge that without their dyslexia they would not be where they are now.

It is therefore an insult to talk about cures. And it is an insult to regard it as a disability per se. In fact, where there is 'disability' it is often the education system that is the cause, fostering difficulties by not properly accommodating these students.

Significantly, if you get it right for dyslexics, you get it right for everyone. The classroom interventions and personalised teaching that benefit dyslexic students can also produce constructive results for all students, lifting performance across the board.

[Click here to learn more](#)

### The magic bullet?



# Strategies and Approaches in the Classroom

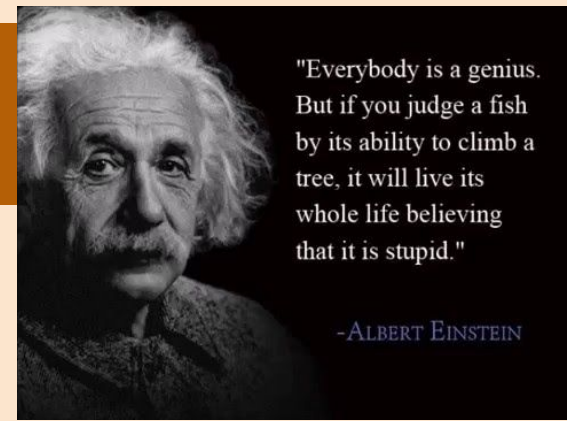
Put simply, the new teaching paradigm that underlies the 4D Edge involves recognising that dyslexia can be characterised as a learning preference – and teaching to this.

At its most basic, this means understanding that just as dyslexics think differently, so they naturally prefer to receive, process and present information in the way that makes sense to them.

As Dr Harry Chasty, UK psychologist and international consultant on learning abilities, says: "If a child doesn't learn the way you teach, teach him/her the way s/he learns."



*This page offers a list of characteristics to 'notice' and 'adjustments' that can be made accordingly.*



## The new teaching paradigm - Notice and Adjust

The solution is multi-sensory, and multi-sensory everything – personalisation, differentiation and assessment for learning. The most effective classroom strategy is 'notice and adjust' – notice those children who are getting stuck and make reasonable adjustments in the way they are taught and assessed, including personalised learning and alternative evidence of achievement. In a nutshell, this is about finding out what children are good at; giving them a chance to do more of it; and celebrating them doing it right.

# Strategies / Approaches in the Classroom - Adjust Instructions



## Virtual Classroom with student voice

Students with dyslexia can become overloaded when receiving instructions, finding long or complicated lists difficult to process and recall. The following adjustments can make instructions easier for them to understand and retain:

- **Set clear lesson objectives.** Write them on the board and refer to them frequently during the lesson, and especially at the end. Students need to have a purpose for their learning and will respond better when they know why they are doing something
- **Break instructions into small, logical 'chunks' and say things in the order they should be done,** ie "Fold the paper then put it in the box", not "Put the paper in the box after you have folded it"
- **Slow down talking pace and reduce the amount of words used.** Repeat, slowly and clearly, if necessary

- **Smile** before you give instructions or repeat them
- **Differentiate** to provide opportunities for success, and differentiate by outcome as well as task. By outcome means setting different activities based on levels of achievement. By task means setting the same activity for all students but letting them choose how to demonstrate their learning
- **Praise** dyslexic students when they **ask questions**
- Use **simple** worksheets, with large print and clear spacing
- **Check in** with students soon after they commence work to ensure they've 'got it right' – if they haven't, this will ensure you put them on the right track sooner

## Strategies / Approaches in the Classroom - Adjust Time

The dyslexic brain is wired differently, meaning there is a **neurobiological reason why extra time is an important accommodation**. The following adjustments can therefore help dyslexic students to succeed:

- Provide an overview of the topic at the start and define what needs to be achieved by when
- Allow extra thinking time and more time to finish tasks
- Find ways to provide increased processing time for students, eg. deliberately pausing after you ask a question
- Allow more time for dyslexic students in tests
- Visual timetables can be beneficial for dyslexic thinkers
- Use digital clocks as well as analogue



- During tests, a short break in the middle, or breaking the test into two parts to be sat on different days, can be highly beneficial
- Remember that a dyslexic child often has to work exceptionally hard to try and catch up or stay with the rest of the class. Give them some down time to recharge, or structure activities so they are not required to work at their maximum capacity all the time. Structure the day with easy tasks interspersed with more difficult ones

# Strategies / Approaches in the Classroom - Note Taking



Dyslexic students can find blackboard and whiteboards difficult to read from, and can easily become exhausted or fall behind if asked to copy a lot of text as part of a lesson. The following adjustments can ease or remove difficulties around notetaking:

- Minimise board copying and dictation
- If board work is needed, use black or dark markers. Avoid red or green as many students find these difficult to read
- Provide photocopied handouts/transcripts, but avoid A5 size as the text can be hard to read – slowing down information processing and comprehension

Fonts :

<https://www.dyslexiefont.com/en/typeface/>

<https://www.youtube.com/watch?v=qVaeGOflF7w>

(Teditalk)

## The font for people with dyslexia

This font is especially designed for people with dyslexia. When they use it, they make fewer errors whilst they are reading. It makes reading easier for them and it takes less effort. The Dyslexia font is used by several schools, universities, speech therapists and remedial teachers.

- Use handouts with gaps for students to fill in key ideas and draw their explanations and utilise 'Thin Notes' – handouts containing text down the centre of the page with large margins. This provides plenty of room for 'picture thinkers' to draw diagrams and for 'word thinkers' to note or summarise main points
- Where possible, include pictures in handouts
- Avoid black text on white background – buff or coloured paper is easier to read
- Use at least 14pt font Arial, Sasson or Comic Sans, 1.5 line spacing for handouts
- Encourage the use of colour to help organise notes
- Allow for technology to be used



# Strategies in the Classroom- Creative/Multi Sensory Approaches



Dyslexic students are often 'picture thinkers', so may find information more interesting and easier to understand when it is supported by visual and creative material:

- Multi-sensory approaches work best – including visuals and colours
- Use video, internet, mind-maps and graphics
- Do quick drawings to illustrate concepts
- Use pictures, diagrams and charts and use coloured highlighters for emphasis
- Use real objects as props
- Show don't tell, for example by using role-plays

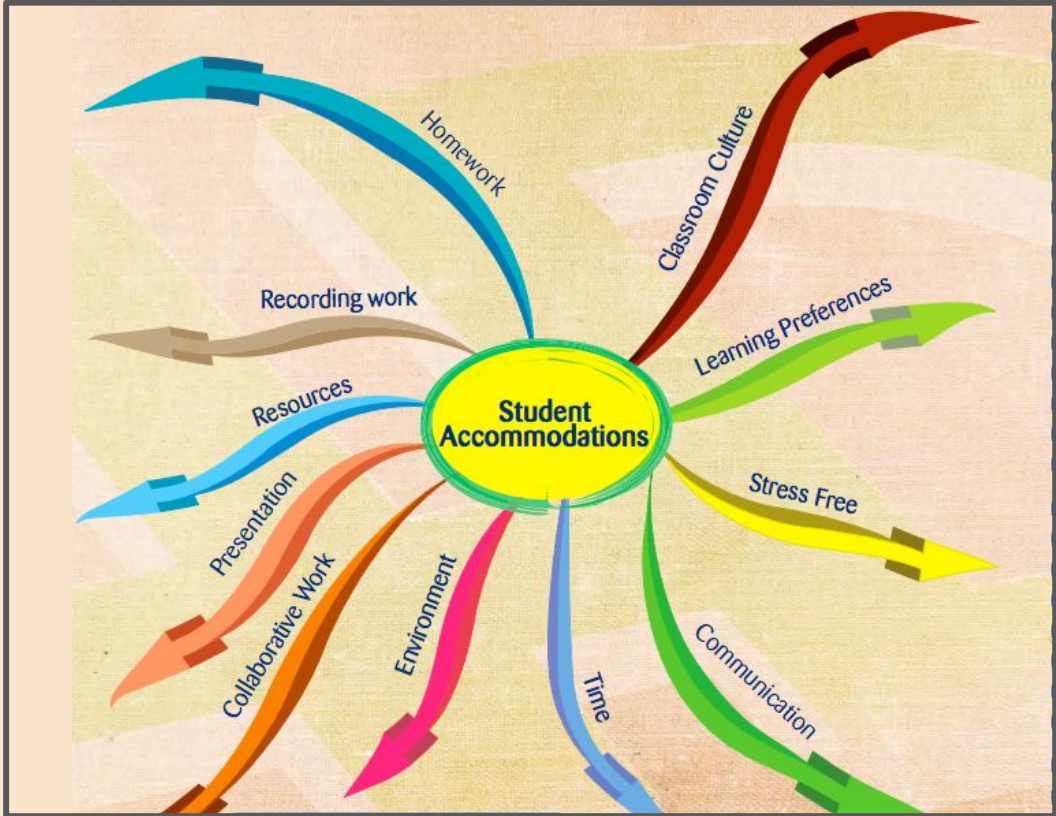
- Use wall displays and images to reinforce learnings – e.g. months of year, mathematical signs, geographic locations
- Have keywords around the classroom that relate to the topics being taught – this makes it easier for students to access common words and maintain their train of thought
- Technology can be a dyslexic student's best friend, enabling them to use visual strategies or overcome handwriting or spelling difficulties. A laptop to word process work and reinforce numeracy skills, a dictaphone to record work, and phonetic spell checkers can enable learning



# Strategies / Approaches in the Classroom - Work and Environment

Is my classroom  
dyslexic aware?

A useful visual checklist for  
teachers.



# Strategies / Approaches in the Classroom - Work and Environment

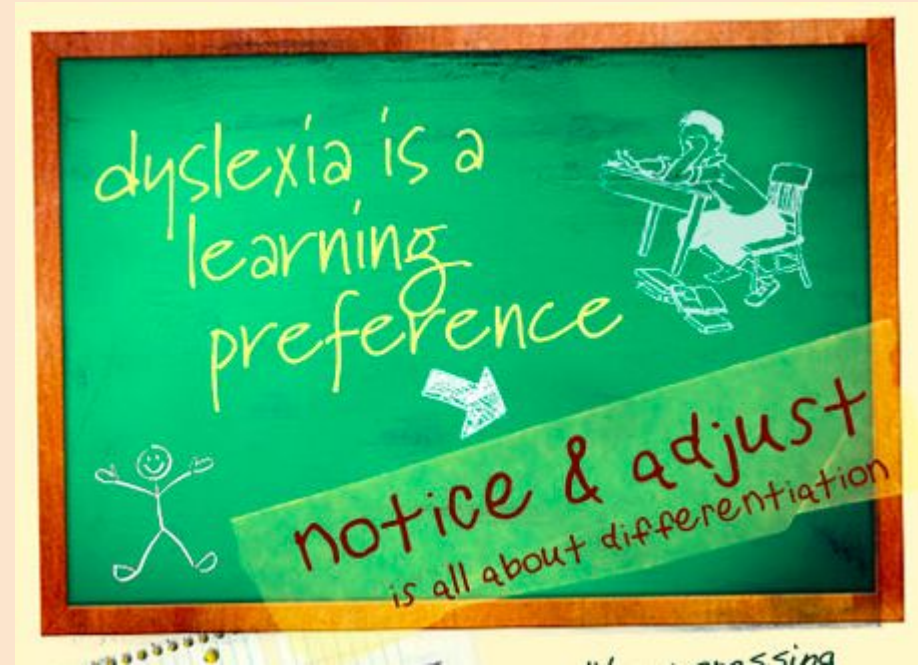
- Establish the purpose and build a vision of the big picture for the lesson
- Summarise key points at the end of the lesson. Revisit previous learning at the start of the lesson
- Link learning tasks to previous knowledge. This is about creating 'building' blocks which show how new things relate to previous lessons. Dyslexic processors often require additional exposure to new learning to make these links and retain understanding so that they can retrieve information and apply to other settings and tasks
- Reinforce and check understanding. This also relates to 'building blocks' and showing the relationship between learning. Students need to be clear that it is ok to ask if they haven't understood something – it is likely others will be in the same position
- Accept work in different formats, for example mind maps, videos, photos, diagrams, powerpoint. Use oral assessments and phonetic spelling



- Teach a range of planning techniques to support students personalising their learning style
- Use post it notes to turn non sequential thinking into kinaesthetic flow charts/mind maps.
- Use PMI planning tables and word wheels. PMI tables take the common format of plus/minus or for/against tables and add a third column marked 'interesting'. This opens up the thinking and allows for more flexibility.
- Word wheels are a simple planning technique for organising ideas, with the main idea going in the middle and other ideas go on the spokes as they come up in conversation, planning or brainstorming

## Strategies / Approaches in the Classroom - Work and Environment cont....

- Nurture a comfort zone through preferential learning which enables a dyslexic student to build up to handling discomfort, like traditional assessments, with adjustments, time accommodations and a reader/writer for exams (ideally a reader/writer the student has met before and feels comfortable with)
- Use peer tutoring, scribed work and paired reading to help dyslexic students keep up
- Group children based on learning ability, not based on reading/spelling ability
- Catch them doing it right - praise and encourage strengths, being specific about what a student has done right
- Display students' work (sensitively) and update regularly



[Click here for 4D Virtual Classroom](#)

# Strategies / Approaches in the Classroom - Reading, Writing and Spelling

Difficulties and frustrations around reading, writing and spelling are often the biggest challenge for dyslexic students, and can unnecessarily affect their work in other areas where they should be excelling. The following suggestions can relieve the intense pressure around reading and writing skills, freeing dyslexic learners up to show what they can achieve:

- Always explain the 'three parts of a word' – what it looks like, what it sounds like and what it means
- Relax – interesting words spelt wrongly are of more value than boring words spelt right
- Don't overly focus on handwriting – neat handwriting can be difficult for dyslexic students and an obsession with neatness can detract from strengths in equally or more important areas. The priority is effective communication in whatever medium is being used
- Provide alternative strategies and media
- Access audio book resources



- When marking, adopt the “less is more” approach and feed-forward – tell them how to do it next time rather than what they’ve done wrong
- Don't equate assessment with writing – there are alternative ways for a student to “show what they know”
- When it comes to gathering evidence, remember that there are alternative ways to get it down on paper
- Promote reading for a range of purposes – and let the student choose their own reading material when the activity is about reading for pleasure

## Strategies / Approaches in the Classroom - Marking

Marking is another area where simple adjustments can significantly assist dyslexic students. Consider the following:

- Mark 'target' spellings only – avoid death by deep marking! Apply an 80% accuracy standard, allowing students to 'pass' where they have made a good attempt
- Focus on big picture success, rather than word or spelling accuracy ie encourage 'thinking', not just 'reading' accuracy – in the right context 'butifull' is much better than 'nice'
- Identify two successes – the "wow" factors: "We need more of this please!"
- Give a maximum of two tips – in positive, affirmative, doable language in order to: "define those functions which are almost within reach"
- Finally, ask the student to "tell me something you did well/would change next time to make it even better"



- Support target setting and celebrate success
- Encourage students to take a role of responsibility that showcases a strength that they have. If the expectation is for the child to read or give feedback to the whole class, give them warning a few days prior so they have a chance for adequate practice. Don't put them on the spot. If they are resistant do not insist
- Empathy is the key. When a student feels understood and supported they can be encouraged to take learning risks.

## Other Resources to Refer to

About Dyslexia

[Supporting participation](#)

P33 - 37 Setting up for success



[The New Zealand Dyslexia Handbook](#)

Part Four : Tackling Dyslexia - Ch 10 Making the classroom a dyslexia- friendly place



[TKI](#)

Identifying Needs and Strengths and Accessing Support

Supporting key areas of learning and well being : reading, writing and spelling

Using Whole Class Strategies to support students with dyslexia

## Support for Parents

[Ten Things to Help Your Struggling Reader](#)

[DFNZ - Dyslexic Foundation of New Zealand](#)

[Parent to Parent Support](#)

DFNZ [Facebook Page](#)

SPELD NZ Website: <https://www.speld.org.nz/>

SPELD NZ Facebook Page:

<https://www.facebook.com/SPELD-New-Zealand-1512199148997024/>

[Dyslexic.com](#)

[Nessy.com](#)

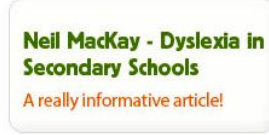
**TKI** | TE KETE  
IPURANGI



# Other Resources to Refer to

Click here for useful downloads :

<http://www.4d.org.nz/school/download.html>



[The 4D Website](http://www.4d.org.nz)

