

In a nutshell

This resource can be photocopied and used as a revision tool or a prompt for discussion with your peers. It is designed to help you think about how to become an inclusive teacher and what variables you can control.

Supporting students with dyslexia

Kirby *et al.* (2008) studied a group of students with dyslexia and concluded that many of the strategies that worked with students with dyslexia were also applicable to all students and so it was important not to 'single individual students out'.

The key finding was that every student was different and what works for one does not necessarily work for others, so knowing your students is crucial.

Often students with dyslexia have been told in the past that they are not very intelligent and so one of the key things a teacher can do is to help build their confidence and convince them of their ability.

Source: Kirby *et al.* (2008).

Putting it into practice

Select a handout that you use in your teaching and study it to see how 'dyslexic friendly' it is. Some of the common strategies used include:

- using sans serif fonts;
- experimenting with colour in writing and background;
- using illustrations rather than including too much text;
- using short sentences;
- making sure that the layout is clear and uncluttered;
- where possible using multisensory activities rather than just a handout;
- scaffolding learning to show the connections;
- providing handouts in advance so students can study them.

Once you have modified the handout, use it in a class and then ask students to evaluate it to see if they have any more ideas for improvement.