



STRATEGIES TO HELP LEARNERS WITH DYSLEXIA



Stimuli

Cover sections on a full worksheet to block out extraneous stimuli



Routine

Maintain a routine so students know what to expect in lesson



Highlight

Highlight essential information in blocks of text/ textbooks



Notes

Provide a copy of lesson notes



Key Points

Prior to the lesson, write key points and new vocabulary on the board



Instructions

Provide step-by-step instructions to present new or difficult information



STRATEGIES TO HELP LEARNERS WITH DYSPRAXIA



Fine Motor

Help with tasks that include using fine motor skills such as using scissors and folding paper



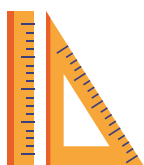
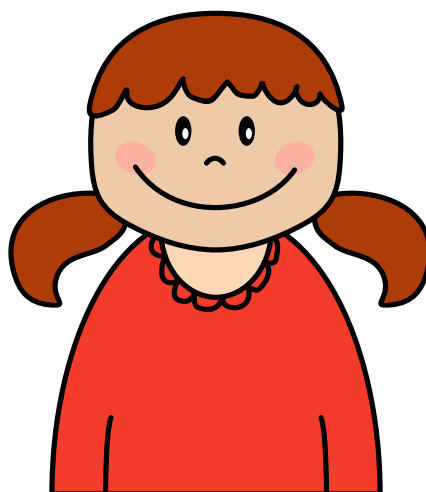
Time

Give students lots of extra processing time



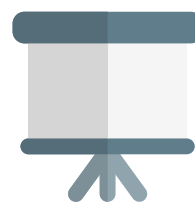
Writing

Students may find it easier to write using wide-stemmed pens or rubber grips



Rules

Keep a list of classroom rules and role play expected behaviour



Seating

Sit students towards the front with a clear view of the board



Notes

Reduce the amount of writing needed. Writing lots by hand can cause students to struggle keeping up



DYSLEXIA

CHARACTERISTICS



Memory

Difficulty memorising
letters and their
sounds



Hearing

Difficulty hearing
different sounds in
words



Thoughts

Has difficulty putting
thoughts into words



Spelling

Difficulty with spelling
and memorising
correct spellings



Attention

Has trouble
concentrating



Reading

Difficulty reading
fluently, especially
when reading aloud



DYSPRAXIA

CHARACTERISTICS



Gross Motor

Poor gross motor skills -
for example poor hand-
eye co-ordination



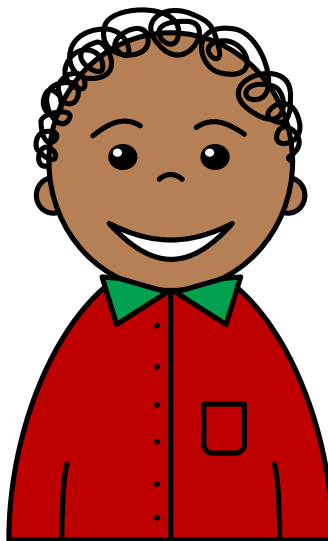
Hand

Does not have a preference.
May use either hand for tasks
at different times



Fine Motor

Poor fine motor skills
for example - struggles
to fasten a button



Behaviour

Impulsive. Tendency to be
easily frustrated and opt
out of things which are too
difficult



Emotion

Tend to get stressed and
anxious easily. May have
difficulty sleeping



Perception

hypersensitive interpretation
of the different senses. For
example trips over, drops
and spills things



General problems experienced by people with Dyslexia

- **Learning to speak**
- **Learning letters and their sounds**
- **Organising written and spoken language**
- **Memorising number facts**
- **Reading quickly enough to comprehend**
- **Keeping up with and comprehending longer reading assignments**
- **Spelling**
- **Learning a foreign language**
- **Correctly doing math operations**



General problems experienced by people with Dyspraxia

- **Difficulties with co-ordination**
- **Difficulties with ball and bat games**
- **Bumps into objects, furniture, people, knocks items over**
- **Easily trips and falls over**
- **Difficulty walking up and down stairs quickly** □
- **Difficulty learning to ride a bicycle**
- **Poor stamina**



Specific signs of Dyslexia for primary aged children

- **Difficulty with remembering simple sequences (such as counting to 20, naming the days of the week, or reciting the alphabet)**
- **Difficulty understanding the rhyming of words (such as knowing that fat rhymes with cat)**
- **Trouble recognising words that begin with the same sound (for example, that bird, baby”, and big all start with b)**
- **Pronunciation difficulties**



Specific signs of Dyspraxia for primary aged children

- **Difficulty with dressing and undressing e.g. tying shoe laces, tie, buttons**
- **Lack of sense of danger e.g. walking towards a busy road**
- **Difficulty using cutlery especially cutting food with a knife**
- **Poor fine motor skills**



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A multidisciplinary wraparound team supporting Families, Schools & Services



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Sources

- www.dyslexiasw.com
- dyspraxiafoundation.org.uk
- www.readandspell.com
- ibcces.org
- dyslexiaida.org