



Teacher

Preparation



Responding to the needs and strengths of all students, is one of the foundations of an inclusive classroom. To ignite a team response into each child’s individual needs, require examining and reflecting on the impact of teacher’s practice and actions. The following questions should be asked from time to time:

- What is important (and therefore worth spending time on), given where my student is at?
- What strategies (evidence-based) are most likely to help my student to learn this?
- What has happened as a result of my teaching and what will I need to do next?
- What have I been doing, and what can I do differently?

COMMON APPROACHES THAT HAVE BEEN USED TO SUPPORT READING AND WRITING

- Teach spelling by building on a student’s strengths and what they know – start with known sound or spelling patterns and develop lists of words that fit into these patterns. E.g., Sat, Smart, Art.



- Develop word-recognition strategies by teaching students how many words can be analyzed into the parts they are built from. Start with roots, affixes, chunks, syllables and rhymes and use word-part cards to explore possible combinations.
- Teach awareness of phonemes (the small distinctive sounds in language) using blending and segmenting, and **allow time** to guide students.
- Develop and display a list of high-frequency words that students with dyslexia can use for easy reference.
- Provide extra time.

INCLUSIVE CLASSROOM

Outcomes from successful participation of special needs learners in classrooms cannot be overemphasized. Dyslexia affects people in different ways and differently depending on contexts. Most students with dyslexia have difficulty with literacy and/or numeracy and many may also need support to process thinking or with self-organization. Listening and speaking are powerful learning approaches for students with dyslexia. The following are useful insights to managing an inclusive classroom:



- There should be provisions for plenty of discussion opportunities in your classroom.
- Take a reflective look at your classroom, including your teaching methods, assessment processes, materials and the ways you construct learning tasks. Consider how it works for your students who have dyslexia.
- Create an environment to support thinking by asking students to design the classrooms with color papers, markers, design a reading alcove of plastic bottles, cartons, etc., in a section of the library.

IDEAS FOR BUILDING CONFIDENCE

- Recognize and eliminate situations that students may find difficult or embarrassing because of their physical or cognitive differences
- Create a culture where students always support each other
- Recognize avoidance strategies and provide support and encouragement.
- Encourage student's out-of-school dyslexia programs, and build on it
- Use your knowledge of students' cultures, interests and strengths to create opportunities for them to take on leadership roles



- Give feedback on success/improvements to students' parents (private schools)
- Act quickly on any concerns about a student's well-being

DISCUSS WITH STUDENTS:

WHAT SUPPORT THEY NEED TO DEMONSTRATE BETTER

UNDERSTANDING FOR ASSESSMENTS

The following are useful insights that teachers can employ to ensure a sustainable learning habit and better assessment scores from their students:

- Discuss pre-teaching specific assessment/exam skills, such as how to approach multiple choice questions, or answer essay questions.
- Identify possible barriers hidden in the resources and materials, for example: cluttered presentation, hard-to-read diagrams, unclear layout, etc.
- Encourage approaches to managing time allocations, such as calendar tools and visual timers
- Support approaches to managing anxiety
- Design approaches to maintaining concentration
- Negotiate breaks for students with attention issue