

General tips for teaching dyslexics

The following is only intended as a brief and general tips or pointers page. This document is not intended to provide a teaching programme, nor is it intended to fulfil the teaching requirements for any particular individual, which may deviate from the points below.

Do:

- Build confidence whenever possible
- Sit the student near the teacher
- Teach individually or in small groups as much as possible
- Discover how the student learns best
- Encourage the student to repeat back instructions
- Use a structured multi-sensory approach to teaching literacy
- Differentiate teaching material
- Provide clear worksheets with less writing and more diagrams
- Focus on content rather than presentation
- Encourage overlearning by giving opportunities for plenty of practice
- Use of technology for learning and support
- Give lots of reward and encouragement
- Expect variability in performance

Don't:

- Assume the student will remember things connected with written language
- Compare the student with the rest of the class
- Say that the student is slow, lazy or stupid
- Judge ability by written work (but by oral responses instead)
- Correct too many errors
- Ask the student to read aloud in front of the class
- Ask the student to use a dictionary to find out how to spell a word
- Give the student long lists of words to learn each week
- Expect the student to be able to cope with a lot of copying from the board
- Expect the student to be able to cope in a noisy or distracting environment

For more information about Lucid or the developments or research please visit the Lucid web site www.lucid-research.com. The Lucid staff can be contacted by email info@lucid-research.com, telephone +44 (0)1482 862121 or fax +44 (0)1482 882911.

Please note that the information contained in this document is correct at time of going to press.