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.

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