

TEACHING STRATEGIES FOR STUDENTS WITH DYSLEXIA

LEARNING SUPPORT ACTIVITIES • TEACHER RESOURCE

Students with dyslexia often learn best when instruction reduces unnecessary reading demands while emphasizing visual learning, explicit instruction, and multiple ways to access information. These strategies help students succeed in the ASL classroom while maintaining the same academic expectations.

Use Visual Instruction

- Model signs before independent practice.
- Use pictures, illustrations, and demonstrations.
- Display vocabulary visually.
- Incorporate videos whenever possible.

Present Information Clearly

- Sign and explain written directions.
- Break multi-step tasks into smaller parts.
- Highlight key information.
- Check for understanding frequently.

Reduce Reading Barriers

- Limit unnecessary reading.
- Read or sign written instructions.
- Provide guided notes or graphic organizers.
- Use short, clearly organized text.

Support Practice & Learning

- Provide extra time for reading and written tasks.
- Allow repeated practice opportunities.
- Encourage students to ask clarifying questions.
- Reinforce learning through multiple activities.

Build Confidence

- Focus on student strengths.
- Give specific positive feedback.
- Celebrate progress, not just accuracy.
- Encourage persistence and self-advocacy.

ASL Classroom Considerations

- Assess ASL knowledge rather than English reading ability whenever appropriate.
- Use expressive and receptive ASL activities to demonstrate learning.
- Keep the learning objective consistent while providing flexible pathways to success.

★ Key Takeaway

Effective instruction for students with dyslexia emphasizes accessibility rather than reducing expectations. By minimizing unnecessary reading barriers and using visual, explicit teaching strategies, students can fully demonstrate their ASL knowledge and skills.