

Principles	Practices	Rationale
1. Consider your students' points of view	<p>Take "the chair challenge" by setting up your classroom, (boards, screens, sound, lighting and worksheets) and then observing the teaching space from all seats. Ask yourself: Is it easy to see and hear content from all parts of the room? Is it easy to move around the room? Make adjustments as needed.</p> <p>You can also try applying the same approach for online learning systems.</p>	All students perform better when they can easily see and interpret information from boards, screens, and teachers. The learning space must be designed for all, not most, students.
2. Make accessible materials that are easy to read	<p>Use larger font sizes and spacing, with Universal Design (UD) or sans-serif fonts like Calibri, UDDigitalyoukasho (NK-R), or OpenDyslexicAlta (See Additional Resources). If you use serif fonts, increase character spacing to 1.3 and line spacing to 1.15. (British Dyslexia Association, 2023; Sato, 2023).</p> <p>Allow sufficient blank space between areas of text and use bullet points; also avoid italics and underlined text in favor of bold to highlight key words or phrases.</p> <p>Avoid color-coding, unless using a legend conveying the meaning (i.e., write the name of the color being used). Avoid red and green altogether in favor of blue and orange.</p> <p>Write the names of the colours used on your boards in a box on the side of the board. For graphs, use a legend that clearly links the content and context.</p> <p>Give out a mix of white and colored prints, or model the availability to customize digital background page color.</p> <p>Encourage students to modify textual information to a format that is easy for them to read.</p> <p>Students can be encouraged to gloss new words in the text instead of making separate records of the meaning of words, (which is a common practice in schools). The time taken to visually move from the text to another place and back uses up cognitive energy.</p>	<p>Some readers will be affected by peripheral interference of letter shapes or crowding of text (Martelli et al., 2009).</p> <p>The recommendations listed here will make text easier to read for students with dyslexia and color-blindness.</p>

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3. Assist with organization	<p>Routinize classroom procedures.</p> <p>Put resources where students can easily find and access them, e.g. at eye level in classrooms or in a clearly marked folder in an LMS system.</p> <p>Punch holes in handouts and recommend learners use a ring-binder to keep track of them.</p> <p>Create and model how to use online files, assignments, and folders.</p> <p>Do not make negative comments if students lose a page or cannot find the link.</p> <p>Always have spares of worksheets and a textbook (if used) on hand, and design activities that are not too dependent on having a textbook every lesson.</p> <p>Before each lesson, write the learning objectives and sequence of activities on the board.</p> <p>Allow students to take photographs of the board.</p>	<p>Students with a variety of special learning difficulties (SLDs) (see Chapters 1 and 2) often have difficulty with executive functioning. Without organizational scaffolding, students with dyspraxia or ADHD are likely to misplace loose papers.</p> <p>Students who are afraid of being shamed for forgetting items may cease attending classes.</p> <p>As it can be predicted that one or more students will have a missing item, having a spare means you do not waste time.</p> <p>Clearly boarding lesson aims and activities will help all students follow along and stay on task.</p>
4. Reduce anxiety and tolerate errors	<p>Maintain a friendly and supporting learning environment in which students feel comfortable taking risks.</p> <p>Try group choral reading followed by individual, self-paced reading of the same passage out loud again and again until the teacher says stop.</p> <p>Do not hover while monitoring tasks and be mindful of calling attention to learners who appear anxious.</p> <p>Be positive and supportive when giving feedback or any kind. In the words of Greg Rouault (2023), be kind!</p>	<p>Students with SLDs have heightened foreign language anxiety, which can negatively impact output-focused activities like group discussion or reading aloud (Kormos & Smith, 2024).</p> <p>The "continuous reading" method prevents them from the shame of always being the last person reading aloud.</p>
5. Provide multi-modal instructions for activities and tasks	<p>Provide written and spoken instructions.</p> <p>Do group reading of textbook instructions and questions before starting activities.</p> <p>Encourage students to read instructions three times very quickly.</p> <p>Perform simple comprehension checks.</p>	<p>Students with reading disorders, ADHD, and auditory processing disorder have difficulty with sequencing information and comprehending linguistic information, so this recommendation can help ensure everyone understands instructions.</p>

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<p>6. Maximize pair- and group-work, create groups in which students differ in ability and interest, and change groups with some regularity</p>	<p>Create seating charts and/or pair and group assignments in advance.</p> <p>Use a routinized system for creating new pairs (such as a “sushi conveyor-belt” progressive pairs system), and groups between tasks so that no student is left having to try to break into a group.</p> <p>Consider allowing students to stand or move around the classroom for discussion activities but be wary of creating barriers for students with mobility impairments or certain health concerns.</p>	<p>Routinizing pair- and group-work will further lower anxiety for learners, and considering students’ interests and abilities can help maximize interaction and prevent achievement gaps from widening.</p> <p>Compared to sitting still for an extended period, standing and/or moving around the room for some tasks will help all students, but particularly those with executive function challenges maintain focus.</p>
<p>7. Encourage writing output</p>	<p>Allow sufficient time for students to complete writing tasks.</p> <p>Offer extension tasks for students who finish quickly.</p> <p>Provide scaffolding that can easily be removed.</p> <p>Model and encourage the use of sticky notes (paper or virtual) to make keywords for brainstorming.</p> <p>Allow multimodal forms of output such as handwriting, typing, or using voice-to-text software.</p>	<p>While students with reading disorders can write text at the same speed as peers, they pause longer to compose and retrieve spelling.</p> <p>Students with SpLDs often take longer to write, and so need time to produce output without the stress of everyone waiting for them.</p> <p>Having more time will help students to focus on producing the letters in a readable fashion.</p> <p>Scaffolding reduces cognitive load and helps the teacher to differentiate tasks.</p> <p>Making all students use handwriting and paper to avoid cheating via devices is discriminatory to those with accommodations and those with hidden disabilities, and ignores the validity of alternative modes of output, such as keyboarding or speech to text.</p>
<p>8. Give frequent and appropriate feedback</p>	<p>Split feedback on written work into two grades: content and presentation.</p> <p>Reward students for their ideas and attempts.</p> <p>Keep feedback formative by commenting constructively on linguistic points in need of improvement.</p> <p>Provide clear expectations and grading guidelines (e.g., with a clear and comprehensible rubric) for activities and assignments.</p>	<p>Students with SpLDs are often less aware of their linguistic errors.</p> <p>Frequent and appropriate feedback can help all students become more aware of linguistic forms and improve meta-cognition.</p> <p>Having clear expectations helps reduce anxiety for all learners.</p>

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9. Use multiple assessment methods	<p>Use continuous assessment; include speaking; elements and use scan-style answer sheets (i.e., those that can be automatically machine graded, such as multiple-choice lozenges).</p> <p>Do not place too much weight on a single or small number of assignments and allow flexible demonstrations of learning to the extent possible. This should include flexible deadlines that do not punish students for submitting late work.</p>	<p>Continuous assessment will help ADHD students to complete work.</p> <p>Using a scanned answer sheet will avoid failure due to small technical errors as opposed to content understanding.</p> <p>Placing too much emphasis on a small number of assignments can create stress for students and lead to inaccurate representation of students' actual ability. Flexible formats and deadlines can also help teachers gain a more accurate understanding of actual language proficiency or understanding of learning aims.</p>
10. Establish students' technological fluency and provide explicit instruction as needed	<p>Survey your students on current proficiency in using the software or programs needed to succeed in your course (word processing, presentation skills, data management and using hardware such as printers and print dialog boxes). At the university level, this is particularly critical with first-year cohorts.</p> <p>Also, ensure that your materials are optimized for mobile technology, as many students will access learning management systems and course content with their smartphones. Try out these modes yourself so you will understand if there are difficulties.</p> <p>Watch for any students who are not submitting work or are not on the right screens if you are using digital tools. It may mean they have forgotten how to access the system and or software. Ensure students have a shame free means of getting a password reset if needed.</p>	<p>We cannot assume that students have been trained to use particular kinds of software. Not participating fully may be a demonstration of a lack of training rather than motivation and may lead to lower performance that is not indicative of actual understanding or ability.</p> <p>Teachers may be more comfortable on computers, but students in Japan have shown a preference for using smartphones (Kimura et al., 2008).</p> <p>Students with neurodiversity are more likely to lose passwords or forget login processes (Renaud et al., 2020). They may avoid classes if they cannot log in.</p>
11. Make accommodations when necessary	<p>Determine case-specific accommodations by communicating with the student(s) and, when possible, additional support staff.</p> <p>Reflect on the efficacy of these accommodations and make adjustments as necessary.</p> <p>Students who have accommodations in place must be entitled to use them without fear of their privacy being invaded and/or bullying. Even if you disagree personally with their choice of reading by listening or typing rather than using paper, the student has been through an extensive and challenging process to earn those rights.</p> <p>Be adaptable.</p>	<p>While learning environments and experiences should be accessible, additional accommodations must sometimes be made. Remember that education is a human right for all learners!</p>