

SUPPORTING STUDENTS WITH LEARNING DISABILITIES:

STRATEGIES AND TOOLS FOR THE CLASSROOM

For teachers, learning support assistants, and education professionals

Build an inclusive classroom where every student can succeed

Duration : 4 hours	Modules : 6 modules
Lessons : 27 lessons	Audience : Teachers and education professionals
Format : 100% online, asynchronous	Provider : N° 11757351875
Certification : Qualiopi	Price : On request

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Course description

This training provides you with clear guidelines to understand learning disabilities (dyslexia, dysorthographie, dyscalculie, dyspraxie, dysphasie, ADHD, autism), their manifestations in the classroom, and their consequences on learning. Through numerous practical examples and situational exercises, you will discover how to organize your classroom, structure your lessons, and collaborate with families and professionals to create an inclusive and supportive climate. You will leave with concrete solutions that can be immediately applied in your classroom to help your students progress, boost their self-esteem, and promote their inclusion.

Module summary

MODULE 1	Understanding Learning Disabilities	5 lessons
MODULE 2	Organizing the Classroom and Teaching	3 lessons
MODULE 3	Concrete Strategies by Disorder	7 lessons
MODULE 4	Organizing Activities and Lessons	5 lessons
MODULE 5	Inclusion and Classroom Climate	4 lessons
MODULE 6	Networking and Sustaining Adaptations	3 lessons

Learning objectives

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- Understand the different learning disabilities and their impacts on reading, writing, calculation, organization, and memorization
- Identify warning signs in the classroom and distinguish between temporary difficulties and lasting disorders
- Organize the classroom to reduce distractions, anticipate transitions, and provide a reassuring framework
- Adapt materials and instructions: readable font, clear layout, sequenced instructions, pictograms, diagrams, and colors
- Implement targeted strategies for each disorder: audio reading, digital tools, visual supports, guided exercises, alternating tasks and breaks
- Prepare lessons, homework, and assessments in an adapted manner to value partial successes and maintain motivation
- Promote inclusion and a positive classroom climate: cooperation among students, valuing efforts, and supportive behavior management
- Collaborate effectively with families and health professionals to ensure educational consistency
- Know the official provisions (PAP, PPS, PPRE, exam accommodations) and work with the school's educational support team

General information

Duration	4 hours of online training
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Target Audience	Primary and secondary school teachers, learning support assistants, educational coordinators, and education professionals seeking to better support students with learning disabilities
Prerequisites	None - training accessible to all adult audiences
Price	Sur devis - TVA non applicable (article 261-4-4° du CGI)
Certification	Qualiopi - Attestation de fin de formation
Training Provider	DYNSEO - N° de déclaration d'activité : 11757351875

Lesson 1 - Overview of Learning Disorders

- Prevalence (5-10% of students)
- Dyslexia, dysorthographia, dyscalculia, dyspraxia, dysphasia
- Autism Spectrum Disorder: communication, social interaction, restricted behaviors, sensory peculiarities
- ADHD (with or without hyperactivity)
- Common points among all disorders

Lesson 2 - Warning signs in class

- Dyslexia/dysorthographia: slow reading, inversions, unstable spelling
- Dyscalculia: difficulties with operations, digit inversions
- Dyspraxia: slow writing, messy notebooks, clumsiness
- Dysphasia: difficulties finding words, fragile oral comprehension
- Autism: difficulties in social interaction, literal language, need for routines, repetitive behaviors, atypical sensory profile
- ADHD: inattention, impulsivity, restlessness or daydreaming
- Cross-cutting indicators: slowness, fatigue, uneven results

Lesson 3 - Consequences on learning

- Impact on reading and writing
- Difficulties in mathematics
- Consequences of dyspraxia on organization
- Impact of dysphasia on communication
- ADHD as a transversal barrier
- Common consequences: fatigue, slowness, delays, loss of confidence

Lesson 4 - Common misconceptions and realities

- "Less intelligent" → FALSE
- "Lack of effort" → FALSE
- "Disappears with age" → FALSE, but compensation strategies
- "Deliberately disruptive" → FALSE, non-voluntary behavior
- "Unfair to others" → FALSE, restoring balance
- "Will never succeed" → FALSE, many possible successes

Lesson 5 - Concrete examples

- Real classroom situations
- Case studies of students with different disorders
- Practical observations and analysis

Lesson 1 - Classroom layout

- Strategic placement of students according to their needs
- Reduction of visual and auditory distractions
- Simple and clear display with visual cues
- Organization of materials (simplified kits, adapted notebooks)
- Integration of digital tools (tablets, computers)
- Ritualization of space-time

Lesson 2 - Adjust the instructions

- Simplification and breakdown into numbered steps
- Multi-modality: oral + written + visual
- Checking for understanding (rephrasing)
- Indication of the expected time
- Sequencing of actions
- Use of models/examples
- Positive formulations rather than negative ones

Lesson 3 - Time Management

- Recognition of slowness related to disorders

- Adjustment of allotted time
- Sequencing of long tasks
- Anticipation of fatigue with breaks
- Visual time markers (timer, hourglass)
- Prioritization of objectives
- Accommodations during assessments (extra time)

MODULE 3

Concrete Strategies by Disorder

7 lessons

Lesson 1 - Adaptations for Dyslexia and Dysorthographia

- Alternatives to reading aloud
- Varied and audio supports
- Adapted dictations (fill-in-the-blank, multiple choice)
- Reduction of written quantity
- Visual cues and color codes
- Digital tools (text-to-speech, spell checkers, voice dictation)
- Emphasis on content over form

Lesson 2 - Adaptations for Dyscalculia

- Starting from the concrete (manipulation)
- Visual cues with colors
- Segmented instructions
- Reduction of the number of exercises
- Extra time and digital tools
- Reduction of math anxiety
- Valuing successes

Lesson 3 - Adaptations for Dyspraxia

- Reduction of writing quantity
- Ergonomic adapted materials
- Visual markers for spatial organization
- Avoiding dual tasks (listening + writing)
- Digital tools (computer, voice dictation)
- Adaptation of assessments
- Valuing invisible efforts

Lesson 4 - Adaptation for dysphasia

- Clarity and simplicity of spoken language
- Visual supports (pictograms, images, gestures)
- Time allowed to express oneself
- Alternatives to oral (written, diagrams, multiple choice)
- Adaptation of assessments (MCQs, keywords, oral)
- Supportive environment and encouragement

Lesson 5 - Adaptations for ADHD

- Environment with reduced distractions
- Short and broken instructions
- Task fragmentation
- Channeling the need to move
- Positive reinforcement
- Split assessments
- Trusting relationship and appreciation

Lesson 6 - Adaptations for Autism

- 4P Rule: Predictable, Visible, Explicit, Modular
- Predictability: planning, timer, announcement of changes
- Visibility: written instructions/pictograms, numbered steps
- Explicit: avoid implicit and metaphors, check understanding
- Modular: sensory adaptations, organization, chunking
- Management of transitions and unforeseen events
- Concrete and structured language

- Management of overflow (meltdown/shutdown)
- Cooperation with team and family

Lesson 7 - Examples and scenarios

- Real classroom situations by disorder
- Detailed case studies
- Practical implementation strategies

MODULE 4

Organizing Activities and Lessons

5 lessons

Lesson 1 - How to prepare your lesson

- Clear definition of the learning objective
- Anticipation of obstacles
- Multi-modality of supports (oral, written, visual, gestural)
- Clear structuring with announced plan
- Anticipation of appropriate materials
- Consideration of the necessary time
- Management of pace and variety of activities

Lesson 2 - What strategies to better convey information

- Adapt the information to the student (not the other way around)
- Breaking down and rephrasing instructions
- Multiplying channels (oral + written + visual)
- Contextualization to give meaning
- Intelligent repetition (varied rephrasings)
- Gradual progression (simple → complex)
- Emotional climate of trust

Lesson 3 - How to organize homework

- Quality over quantity
- Clear and precise written instructions
- Indication of estimated time
- Varied formats (mind maps, oral, audio)
- Avoid overloading working memory
- Prioritization (essential vs complementary)
- Communication with families

Lesson 4 - How to organize assessments

- Objective: reveal skills, not test speed
- Clear and spacious presentation
- Variety of response modalities (written, oral, multiple choice)
- Extra time or splitting
- Regular step-by-step assessments
- Recognition of partial successes
- Reduction of anxiety (announcement, training)

Lesson 5 - Concrete examples

- Sample lesson plans with adaptations
- Homework organization examples
- Assessment templates and scenarios

MODULE 5

Inclusion and Classroom Climate

4 lessons

Lesson 1 - Fostering self-esteem

- Fragility of self-esteem in students with disorders
- Valuing effort, not just results
- Valuable responsibilities
- Highlighting non-academic talents
- Reducing competition, promoting cooperation
- Positive management of mistakes

- Precise and personalized feedback

Lesson 2 - Cooperation among students

- Importance of cooperation for inclusion
- Complementary pairs/tandems
- Group work with defined roles
- Daily mutual aid
- Positive interdependence
- Collective climate vs competition
- Valuing teamwork

Lesson 3 - Manage behaviors related to disorders

- Understanding the origin of behavior
- Clear framework with explicit rules
- Adaptation of the environment (prevention)
- Channeling needs (movement, breaks)
- Breaking down in the face of refusals
- Positive reinforcement
- Managing one's own emotions

Lesson 4 - Concrete examples

- Classroom scenarios for building self-esteem
- Cooperation activities
- Behavior management situations

MODULE 6

Networking and Sustaining Adaptations

3 lessons

Lesson 1 - Collaborate with parents

- Importance of the school-family alliance
- Trust and listening relationship
- Clear and reassuring communication
- Consistency of school-home adaptations
- Regular positive communication
- Concrete suggestions for home support
- Management of tensions (refocusing on the child)

Lesson 2 - Working with healthcare professionals

- Roles of different professionals: speech therapist, psychomotor therapist, occupational therapist, orthoptist, psychologist
- Building bridges between school and rehabilitation
- Implementation of recommendations
- Recognition of each person's limits
- Parents as a link (without overload)
- Benefits of coordination

Lesson 3 - Know the official devices

- PAP (Personalized Support Plan)
- PPS (Personalized Schooling Project)
- PPRE (Personalized Educational Success Program)
- Exam accommodations
- Educational teams and ESS
- Importance of official documents
- Guarantee of continuity

Teaching methods

- 100% online training, accessible from your computer
- Self-paced learning, no time constraints
- Practical examples and situational exercises
- Downloadable resources and tools
- Certificate of completion upon finishing
- Accessible 24/7 from any device

