

DYS DISORDERS IN MIDDLE SCHOOL: UNDERSTANDING, RECOGNISING, AND ADAPTING TEACHING PRACTICES

A training course for middle school teachers and educational staff

Include all students by adapting your teaching to DYS disorders

Duration : 5 hours	Modules : 4 modules
Lessons : 21 lessons	Audience : Middle school teachers and educational staff
Format : 100% online, asynchronous	Provider : N° 11757351875
Certification : Qualiopi	Price : On request

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Course description

This 5-hour training course is designed for middle school teachers and educational staff working with students who have DYS disorders. Participants will understand the nature and diversity of these specific learning disorders (dyslexia, dysorthographie, dyspraxia, dyscalculia, dysphasie), learn to identify their manifestations in the classroom, and implement concrete, effective teaching adaptations. The training also covers institutional support frameworks (PAP, PPS, ULIS) and multidisciplinary collaboration. By the end of the course, participants will be equipped to adapt their teaching methods to better include DYS students while avoiding stigmatization and maintaining academic standards.

Module summary

MODULE 1	DYS disorders — what they really are	5 lessons
MODULE 2	Identifying DYS disorders in the classroom	5 lessons
MODULE 3	Adapting one's pedagogy — concrete adjustments	6 lessons
MODULE 4	Building an inclusive team — cooperation and coherence	6 lessons

Learning objectives

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- Understand the neurological nature of DYS disorders and distinguish them from temporary learning difficulties
- Identify classroom manifestations of dyslexia, dysorthographie, dyspraxia, dyscalculia, and dysphasie
- Implement practical teaching adaptations and assessment modifications without lowering academic standards
- Navigate institutional support frameworks (PAP, PPS, ULIS) and collaborate effectively with families and healthcare professionals
- Coordinate with educational teams to ensure coherent and consistent support for DYS students throughout the school year

General information

Duration	5 hours
Target audience	Middle school teachers, educational staff, school coordinators, inclusion support personnel
Prerequisites	None
Price	Upon request – VAT not applicable (article 261-4-4° of the French General Tax Code)
Certification	Qualiopi – Training completion certificate
Training provider	DYNSEO – Activity declaration number: 11757351875

Lesson 1 - Lesson 1 - Definition and classification of DYS disorders

- DYS as specific learning disorders (SLD): neurological definition
- Distinction between disorder (permanent, neurological) and difficulty (contextual, temporary)
- The 5 main disorders: dyslexia, dysorthographie, dyspraxia, dyscalculia, dysphasia
- Concept of comorbidity: DYS often associated with each other or with ADHD

Lesson 2 - Lesson 2 - Dyslexia and dysorthographie — understanding to adapt

- Neurological mechanisms of dyslexia: reading pathways and phonological processing
- Classroom manifestations: slowness, inversions, repeated errors, avoidance of oral reading
- Associated dysorthographie: catastrophic dictations without the student not making efforts
- What the dyslexic student feels daily: fatigue, shame, sense of incompetence

Lesson 3 - Lesson 3 - Dyspraxia, dyscalculia, and dysphasia

- Dyspraxia: coordination disorders, difficulties in geometry, writing, and organization
- Dyscalculia: number sense disorder, difficulties with operations and mathematical logic
- Dysphasia: oral language disorder, difficulties expressing oneself and understanding oral instructions
- Cross-cutting manifestations that affect all subjects

Lesson 4 - Lesson 4 - DYS and intelligence — demystifying common misconceptions

- A DYS student is not less intelligent: dissociation between IQ and academic performance
- Why DYS students often go undiagnosed for a long time in middle school
- Avoidance and compensation behaviors often misinterpreted by teachers
- Importance of diagnosis: who makes it, at what age, and consequences for schooling

Lesson 5 - Lesson 5: Portrait of DYS Students — 5 Clinical Vignettes

- Lucas, 11 years old, dyslexic: why he looks out the window during silent reading
- Emma, 12 years old, dyspraxic: her illegible notebook is not negligence
- Noa, 13 years old, dyscalculic: he understands the lesson but consistently fails the tests
- Inès, 11 years old, dysphasic: she knows the answer but can't find her words
- Tom, 12 years old, multi-DYS + ADHD: when everything accumulates, perception versus reality

Lesson 1 - Lesson 1 - Observe without diagnosing — the role of the teacher

- What the teacher can and should observe: written productions, behaviors, speed of execution
- Warning signals by subject: French, math, physical education, visual arts
- Differentiating a DYS student from a demotivated, anxious, or socially challenged student
- Importance of cross-referencing observations among teachers of the same class

Lesson 2 - Lesson 2 - The observation and reporting tools

- Available observation grids and how to use them without pathologizing
- Role of the main teacher in coordinating the team's observations
- How to formulate a request for advice from the National Education psychologist (PsyEN)
- Dialogue with the family: how to approach the subject without alarming or minimizing

Lesson 3 - Lesson 3 - Institutional devices — PAP, PPS, ULIS

- Personalized Support Plan (PAP): who initiates it, what it contains, how to monitor it
- Personalized Schooling Project (PPS): conditions, stakeholders, annual review
- ULIS: functioning, orientation criteria, integration with regular classes
- Role of the AESH: what they do, what they do not do, how to work with them

Lesson 4 - Lesson 4 - Working with families and healthcare professionals

- Understanding the diagnostic process: speech therapist, neuropsychologist, MDPH assessment
- How to read an assessment report and extract useful information for the classroom
- Teacher-family relationship of a DYS student: trust, transparency, co-construction
- Educational monitoring teams (ESS): preparing for participation and ensuring follow-up

Lesson 5 - Lesson 5: Analyzing DYS student productions — practical workshop

- Reading a dictation copy from a student with dysorthographia: decoding errors without penalizing
- Analyzing a geometry notebook from a dyspraxic student: what crossings out and shaky lines reveal
- Identifying DYS signals in a writing assignment: absent structure, phonetic words, incomplete sentences
- Exercise: distinguish 3 copies (DYS / demotivated / allophone student) and justify your analysis

MODULE 3

Adapting one's pedagogy — concrete adjustments

6 lessons

Lesson 1 - Lesson 1 - Universal accommodations beneficial to the entire class

- Readable font, line spacing, document formatting: small adjustments, big effects
- Give instructions both orally AND in writing systematically
- Break down complex tasks into short, numbered steps
- Reduce unnecessary cognitive load: avoid copying from the board, simultaneous double tasks

Lesson 2 - Lesson 2 - Specific accommodations according to the disorder

- For dyslexia/dysorthographia: extra time, fill-in-the-blank texts, adapted dictation, spell checker
- For dyspraxia: photocopied materials, geometry with adapted tools, possible oral assessment
- For dyscalculia: calculator allowed, formulas provided, addition tables available
- For dysphasia: rephrased instructions, extended response time, enhanced visual supports

Lesson 3 - Lesson 3 - Adjust assessments without lowering standards

- Distinction between adapting the modalities and lowering the learning objectives
- Alternative assessment forms: multiple-choice questions, oral, annotated diagram, mind map
- How to grade an assignment from a DYS student: dissociating content from form
- Communicate the adaptations to the student without stigmatizing them in front of the class

Lesson 4 - Lesson 4 - Organizing your classroom to promote inclusion

- Physical placement of the DYS student in the classroom: proximity, brightness, distraction
- Use of digital tools: word processing, text-to-speech, adapted learning management system
- Visual aids as cognitive crutches: mind maps, diagrams, color coding
- Working in small groups or pairs to reduce the pressure of individual productions

Lesson 5 - Lesson 5: Transforming an Educational Document — Before/After Workshop

- Take a classic lesson sheet and adapt it: OpenDyslexic font, 1.5 line spacing, colors, layout
- Rewrite a complex instruction in numbered steps accessible to a dysphasic student
- Create a simplified version of a test without lowering the level: example in French and math
- Downloadable templates: 3 ready-to-use adapted document templates

Lesson 6 - Lesson 6: Managing Delicate Situations in the Classroom

- A DYS student refuses adaptation for fear of being different: how to respect their choice while supporting them
- A parent contests the diagnosis or the accommodations: professional stance and the right words
- A colleague says "if we give them more time, it's unfair to others": how to respond without conflict
- The DYS student who uses their disorder as an excuse: making distinctions with kindness

MODULE 4

Building an inclusive team — cooperation and coherence

6 lessons

Lesson 1 - Lesson 1 - The coordination of the educational team around a DYS student

- Central role of the main teacher: centralize, synthesize, animate coherence
- How to maintain shared tracking without multiplying meetings: simple collaborative tools
- Harmonize adaptations between disciplines to avoid overload or contradictions
- Manage resistance within the team: skeptical colleagues, fear of unequal treatment

Lesson 2 - Lesson 2 - Highlights of the school year for DYS students

- Start of the school year: welcoming the DYS student, understanding the PAP, preparing the classroom
- Exams: extra time, separate room, permitted materials — practical organization
- Class councils: how to discuss a DYS student without reducing their identity to their disorder
- Transition from 9th grade to high school: preparing for the continuity of support and accommodations

Lesson 3 - Lesson 3 - The DYNSEO tools to support learning

- COCO: adapted cognitive activities for primary school students with learning difficulties

- JOE: cognitive training for middle and high school students (memory, attention, executive functions)
- DYNSEO practical sheets on executive functions, attention, and planning
- How to integrate these tools as complementary support in a PAP

Lesson 4 - Lesson 4 - Personal assessment and action plan

- Validation quiz: identify the appropriate arrangement according to the disorder and the situation
- Reflective feedback: in which discipline are my practices the least suitable?
- 3 concrete actions to implement from the next school year
- Additional resources: reference sites, associations, certified training

Lesson 5 - Lesson 5: Class Council Scenarios — Situational Exercises

- Case 1: how to present Noa to the council without reducing his identity to "the DYS student who has extra time"
- Case 2: a teacher grades C in behavior for a dyspraxic student who loses his belongings — ethical debate
- Case 3: the team is divided on the adaptations to grant in 9th grade before the diploma — finding a consensus
- Presentation grid for a DYS student in class council: practical tool to photocopy

Lesson 6 - Lesson 6: My Personalized Action Plan — 30 Days to Change Practices

- Week 1: observe and document without intervening — tracking grid to fill out
- Week 2: test 2 universal adaptations in all sessions (written instruction + fragmentation)
- Week 3: adapt an existing document and measure the impact on the entire class
- Week 4: share observations with a colleague and co-construct a common adjustment

Teaching methods

- E-learning format accessible 24/7 from any device with internet connection
- Self-paced learning with practical exercises, case studies, and downloadable resources
- Final assessment quiz to validate acquired knowledge
- Training completion certificate issued upon successful completion
- Access to DYNSEO cognitive training tools and practical teaching adaptation templates