INCLUSIVE CLASSROOM IMPLEMENTATION OF LITERACY SUPPORTS

A Case Study in Assistive Technology

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Introduction

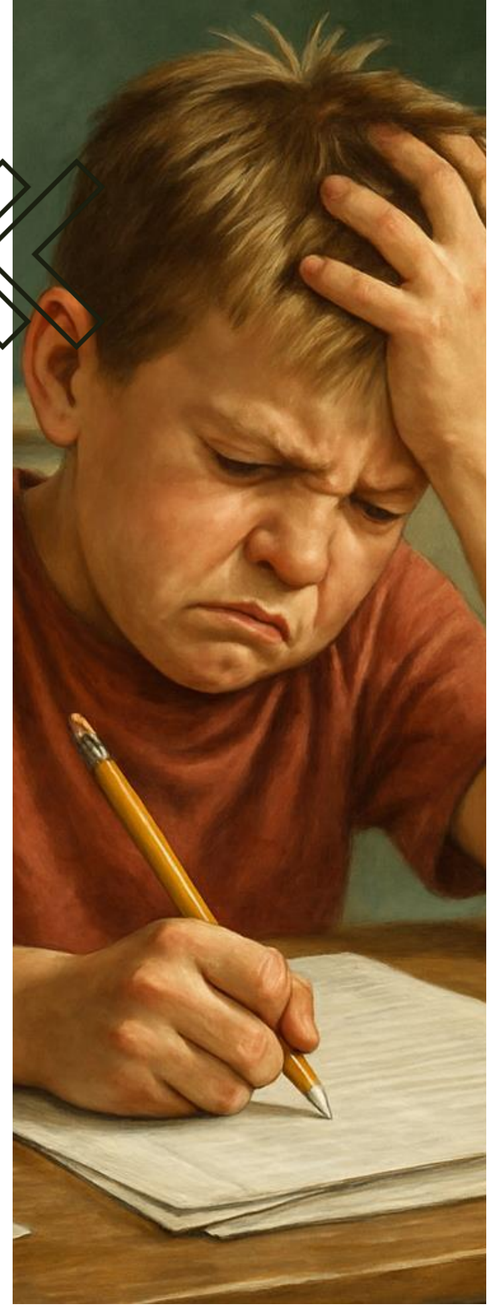
Meet the learner: Max

10-year-old boy studying in a mainstream school.

He has dyspraxia, sensory processing differences, Developmental Language Disorder (DLD), and dyslexia.

These overlapping needs affected his ability to read, spell, and write independently.

The ‘before’ picture: Understanding participation barriers



The classroom challenge

Despite some interventions, Handwriting was slow and illegible. Spelling was inconsistent, and reading was taxing.

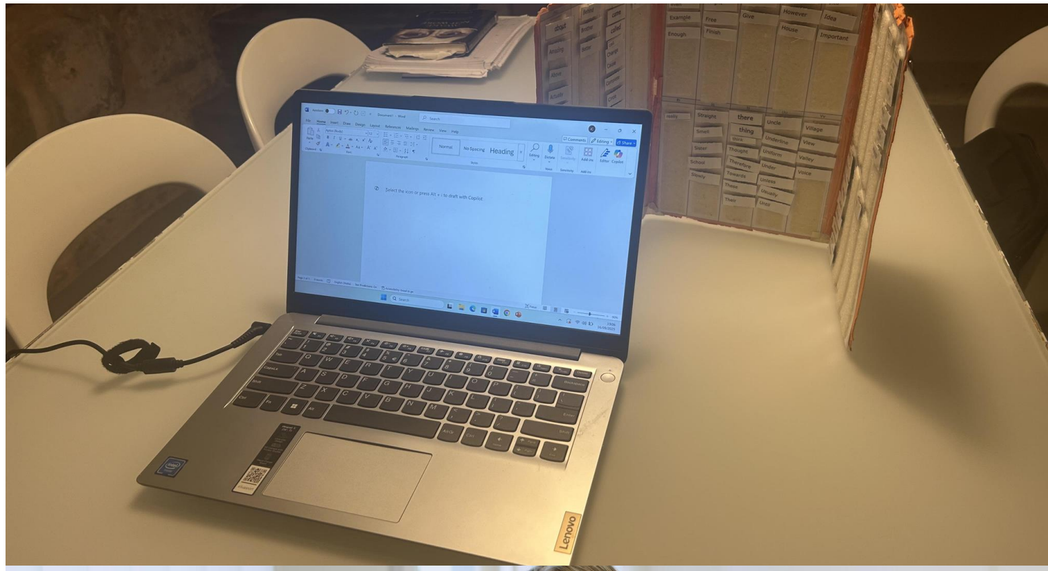
This led to intense frustration, low confidence, and a heavy reliance on adult support for all writing tasks.

The participation gap

Max's difficulty in writing independently, mainly due to spelling difficulties, meant he couldn't participate fully in class, demonstrate his knowledge in exams, or, most importantly, express his own ideas.

Staged AT Approach

Building Independence



Step 1: Low-Tech Scaffold

Began with a simple, portable word wall. This built his confidence and gave him an immediate, tangible tool for spelling.

Step 2: High-Tech Transition

Gradually introducing word prediction on a laptop, moving from physical support to powerful ICT support (Clicker 8). Using also text-to-speech and dictate (Microsoft tools).

Step 3: Independent Output

Achieved independent participation in class, writing full paragraphs, and even taking exams with his tools.

The Essential Foundation: Collaboration & Continuity

Max's parents were partners throughout the entire process. They reinforced strategies at home and bridged resource gaps, ensuring continuity and accelerating progress.

A multidisciplinary team (occupational therapist, speech and language therapist, psychologist, INCO, and educators) shared responsibility and guided the process from start to finish.

The AI & ICT Innovation

Empowering the learner

- Combination of low-tech with high-tech AT.
- The use of AI-driven tool - word prediction and text-to-speech acts as a cognitive scaffold. Reduces frustration and allows the learner to focus on what he wants to say.
- Designing learning experiences that are flexible, personalised, and learner-centered.

Key takeaways

- **Supportive Team**
  A collaborative team and family partnership are the foundation. The tech removes barriers to participation, but not the whole solution.

- **Low-Tech Complements High-Tech**
  This case proves low-tech is not obsolete. The simple word wall was a vital bridge that built confidence and complemented the later introduction of advanced ICT/AI.

- **AI as an Enabler**
  Practical AI, like word prediction, text-to-speech, is a powerful enabler for inclusion, providing equitable access to literacy.

Thank You for Your Attention

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