

Using Universal Design for Learning to make dyslexia-friendly schools; the *DislexiaON* project

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Purpose:

The *DislexiaON* project was established in the Tolosaldea region of Gipuzkoa, in the Basque Country, Spain. The main objective was to provide an evidence-based framework through which teachers might meet the needs of their dyslexic students, across the curriculum. It follows Universal Design for Learning (UDL) principles, explains the relevance of UDL with dyslexic students and trains teachers in this approach. The project responds to a need for improved identification of students with dyslexia in the Basque Country and a need for greater teacher training in “dyslexia friendliness”.

Method:

DislexiaON was developed by adapting the Dyslexia Friendly School quality mark (UK) to local educational context, especially new legislation for inclusion in schools. It has three phases. In the Red phase, detection and training in dyslexia is undertaken. In the Orange phase, action areas of Management, Quality of Learning, Climate for Learning and Relations with Families and other Stakeholders are developed and training in UDL principles ensures maximum “dyslexia friendliness”. In the Green Phase, implementation of curricula with UDL is assessed through a gamified platform for teachers.

Results / Conclusions

Assisted by the NER group of companies, ten schools signed up to the first pilot of *DislexiaON*, from infant to vocational training. Approximately 5200 students and 540 teachers have learned to use detection tools and tools to ensure the accessibility to learning of these students. Screening for dyslexia was undertaken on 2954 students, and 16 students were diagnosed and provided with specialist help. Training sessions were undertaken for teachers, including expert sessions on UDL and dyscalculia. *DislexiaON* was presented in the Basque Government and a second pilot opportunity is being sought.