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## **A Decade of Research on Inclusive Education and Dyslexia: Pedagogical Trends from a Literature Review**

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### **Abstract**

This paper presents a systematic literature review of pedagogical approaches to supporting learners with dyslexia in primary education over the past decade (2015–2025). We conduct a literature review of the main pedagogical methods used in various countries to understand how teachers support dyslexic learners in their journey. Findings reveal a clear predominance of differentiated pedagogy and Universal Design for Learning (UDL). Differentiated pedagogy is most often applied at the classroom level, where teachers adapt content, pacing, and materials to individual needs. UDL, on the other hand, is increasingly promoted as a systemic framework to ensure accessibility and equity across the whole school environment. Other approaches, such as remediation, multisensory methods, and integration pedagogy, are also reported but remain less central. Findings also indicate that most approaches used in schools employ a mix of two or more methods to reinforce the students' learning outcomes. The review concludes that while differentiated pedagogy and universal design represent the dominant strategies currently shaping inclusive education for dyslexic learners, further empirical research is needed to examine the effectiveness of their combined implementation and long-term impact.

**Keywords:** Dyslexia, Primary School, Inclusive Education, Pedagogy, Learner, Pedagogical Innovation.