



DYSLEXIA

from the Greek '**dys**' meaning '**difficulty**' and '**lexia**' meaning '**words**' = **difficulty with words**

DYSLEXIA AFFECTS PEOPLE DIFFERENTLY

With the right support, students with dyslexia will have an equal opportunity to succeed. Understanding the strengths, needs and challenges of students with dyslexia enables them to thrive and develop their full potential.



A person with dyslexia may encounter the following difficulties:

3 CONFIDENCE

Lacks confidence due to past negative experiences

- ▶ **remarks and comments must be proactive and constructive**

1 READING

Reads hesitantly and slowly; might need to re-read passages to extract meaning

- **might substitute words** (rumours/remorse)
- **misread** (seized/sized) or
- **foreshorten words** (composition/comption)

- ▶ **use of technology should be encouraged**

2 SPELLING

Develops reasonable competence in spelling but might

- **transpose** (people/ pepole),
- **reverse** (celebrate/ celedreat) and
- **lack accurate segmentation or phoneme/grapheme mapping skills** (institution/insittishoion, author/oter)

- ▶ **use of spell-checkers is essential**

4 ORGANISATION

Might produce a number of circular or repetitive arguments in an assignment/dissertation

- ▶ **use of mind-maps is essential**

5 PLANNING

Meeting deadlines, concept of time tends to be weak

- ▶ **supporting planning in advance is beneficial**

Simple changes or adjustments can have a big impact on the lives of people with dyslexia

HOW CAN WE FACILITATE?

Providing all students with the following will be particularly beneficial for students with dyslexia:

- Providing reading lists in advance and making notes available before the lecture. Multi-tasking such as taking notes while following lectures may be a challenge.
- Multi-modal teaching and learning that includes the use of charts, diagrams and visual/audio clips as learning material facilitates learning. Visual memory is a strength in students with dyslexia.
- Differentiated instruction, clear speech, repetition, summarising and incorporating auditory elements (ex: recordings) helps. Auditory memory is a weakness for students with dyslexia.
- Power Points must make use of: key points, bullet points, colour and require reasonable spacing.
- Presentation of texts: text presented on pale-coloured paper (not white) helps reading print without the glare.
- Font that is large and not crowded reduces visual disturbance.
 - Go for: Arial, Verdana or Comic Sans. Font size of 12-14 points. These are considered accessible for most students.

