

# Overview - dyslexia

People with dyslexia process information differently, which generally results in difficulties with reading and spelling. They may take longer to process information (both spoken and written). In addition, their difficulties with working memory (see related guide) make it harder for them to retain and manipulate information. On the plus side, many people with dyslexia are creative and excel at lateral thinking.

## **Students with dyslexia may find it hard to:**

- Keep up in lectures and take accurate, concise notes.
- Maintain concentration in lectures and when reading.
- Extract the main points from lectures and texts, especially if abstract or complex.
- Work out what assignment briefs mean and how to tackle them.
- Get their ideas down on paper in a logical, well-structured way.
- Phrase their ideas clearly and concisely.
- Proof read their writing for mistakes in spelling, punctuation and grammar.
- Complete reading and writing tasks as quickly as their peers.
- Organise their time and meet deadlines.
- Remember appointments and tasks.
- Respond quickly to spoken questions in seminars and discussions.
- Demonstrate their full potential in exams.



## Top tips for teaching students with dyslexia:

- Make sure lecture notes, resources, briefs and deadlines are easy to find on the Learning Space/ELE.
- Write briefs and assignments in clear, unambiguous language.
- Provide lecture notes and required reading well in advance to give students time to prepare.
- Structure lectures clearly and flag up key points and terminology.
- Provide a written back-up of new terminology, names and instructions.
- Make learning 'multi-sensory' by including visual and audio-visual material, practical hands-on activities and discussion.
- Build in frequent recapping, reviewing and checking of students' learning.
- Explicitly teach students what a good assignment or presentation looks like (and provide templates or exemplars).
- Guide research by providing questions to answer and prioritising reading.
- Allow students time to gather thoughts before answering questions in seminars and presentations.
- In tutorials, help students break down assignments and dissertations into smaller, manageable tasks.
- Mark for ideas and content rather than spelling and grammar (unless this is a key part of the assignment criteria).

### Useful links

- <http://www.brainhe.com/students/types/dyslexia.html>
- <http://www.nottingham.ac.uk/dyslexia/>
- <http://www2.hull.ac.uk/student/disability/specificlearningdifficulties/dyslexiaresources.aspx>

