

WOMEN IN DYSLEXIA INFORMATION

Sources

Mayo Clinic, Harvard Medicine,
New York Times, The guardian,
WHO ,Dylexia Scotland

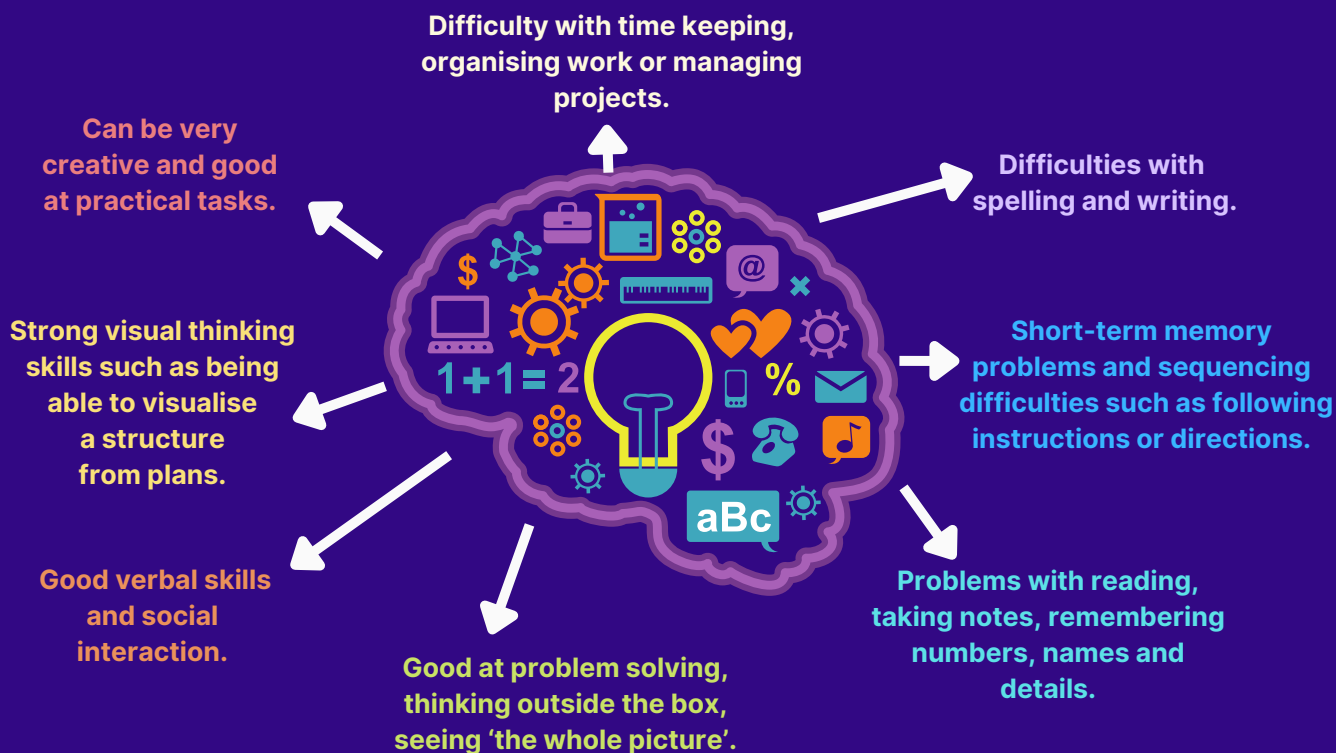


It is estimated that 1 in 10 people has dyslexia.

Dyslexia exists in all cultures and across the range of abilities and backgrounds. Dyslexia often runs in the family. There is no 'cure' but lots of practical things can help overcome some of the barriers it presents. Dyslexia is a learning 'difference', which means that the brain can approach things in a different way to other people. Dyslexia can affect the way people communicate, and is different for everyone. It is not just about reading and writing and it has nothing to do with intelligence. Dyslexia is classed as a disability under the Equality Act.

Unidentified, dyslexia can result in low self-esteem, stress, behavioural problems, and underachievement. But with the right support, children and adults with dyslexia can reach their potential. Learners with dyslexia will benefit from early

identification, appropriate intervention and targeted effective teaching. Adults with dyslexia will benefit from reasonable adjustments in the workplace such as using assistive technology.



What is the right support?

Support should take account of the learning styles and individual needs of the child or adult. Sometimes asking the person with dyslexia to suggest solutions to problems can produce simple but effective results. Things that can help are:

- Early identification and provision of appropriate support as soon as possible
- Peer support for help with reading/writing activities
- Use of mind-mapping or flow charts for project management
- Regular tasks and instructions broken down into graphics
- Use of coloured overlays and coloured paper
- Assistive Technology for reading, writing and recording of information

Dyslexia and Study Skills

Being dyslexic does not mean that you are not as clever as other people, only that you learn in a different way and that is okay. Being dyslexic means that you take longer to process and remember information. This is why you might be allowed extra time in exams. Short-term memory means that you must over-learn things until you know them perfectly. You cannot study things at the last minute.

Some tips for studying are:

- Use different coloured folders for each subject
- Use sticky notes to summarise your notes (a very short sentence or drawing might help you)
- Check at what time of day you work best
- Make a list of what things distract you and how to prevent each of these
- Study little and often in 'chunks' in 10 minute or 20 minute bursts
- If you do not understand your notes try to Google a simple answer

Learning styles

Visual: colour, mindmaps, cartoons/stick men

Auditory: record your notes, use text to speech software, speak it aloud or discuss with someone (see our leaflet on Dyslexia and ICT)

Kinaesthetic: handwrite or type your notes; act a story; move; a 'hands on', practical way of doing things

Find out your preferred learning style – visual, auditory or kinaesthetic – and use ways suited to you:

- Keep things simple: start with the basics and build up your understanding
- Keep your notes to a minimum
- Put key points on cards and on the other side of the card draw something to remind you. Test your knowledge.
- Concentrate on the things you do not know – put the things you know to one side.
- Use a mindmap to help you with this (see our leaflet on Mindmaps)
- Try and draw the mindmap from memory – check what you have forgotten and work on those things

- Use your mindmaps to plan answer essays to old exam questions
- Look at old exam papers and know how many questions you must answer
- Analyse each part of the question and underline the keywords of the task, the
- If your mind goes blank, try and draw a cartoon or mindmap, leave a space and it might come back when you relax