



Denny
High School Est. 1969

Integrated Pupil Support Department

Defying Dyslexia

Pupil Booklet



What is dyslexia?

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.

Strengths associated with Dyslexia

Can be very creative and good at practical tasks.



Strong visual thinking skills such as being able to visualise a structure from plans.



Good verbal skills and social interaction.



Good at problem solving, thinking outside the box, seeing 'the whole picture'.



Difficulties associated with Dyslexia

Problems with reading, taking notes, remembering numbers, names and details.



123

Difficulty with time keeping, organising work or managing projects.



ABC

Difficulties with spelling and writing.



Short-term memory problems and sequencing difficulties such as following instructions or directions.

It is important to remember that everyone with dyslexia is different and that they will not necessarily experience all of the things above. Everyone has different strengths, difficulties and strategies that work for them.

Dyslexia-friendly formats

Thinking about the presentation and layout of information will help make it more accessible. The following suggestions may be helpful:

- Use pastel shades of paper (cream is a good alternative to white).
- Matt paper reduces 'glare'.
- Avoid black text on a white background.
- Use text font size 12 or above.
- Use fonts which are clear, rounded and have a space between letters, such as:

Century Gothic

Comic Sans

Arial

Verdana

Tahoma

There are also fonts that are similar to a handwritten style, or ones that might be more 'dyslexia friendly' such as:

DK Cool Crayon

Dyslexie font

(You can find free or low cost fonts like these in Microsoft Word or online)

- Use 1.5 or double line spacing and make sure margins are wide enough.
- Use lower case rather than capital letters.
- Use numbers or bullet points rather than continuous prose - but avoid using multiple levels of bullet points.
- Avoid the use of background graphics with text over the top.
- Use text boxes or borders for headings or to highlight important text.
- Use single colour backgrounds and avoid patterns and graduated colour.
- Avoid underlining and italics.
- Use bold text for titles and sub-headings or to draw attention to important information or key vocabulary.
- Colour-code text - for example, information in one colour, questions in another.
- Include simple flow charts, illustrations and diagrams to break up large sections of text or to demonstrate a particular procedure.
- Left justify text.



- Ensure that data, charts and diagrams are logical and easy to follow.
- Sentences and written instructions should be short and simple.
- Keep paragraphs short – dense blocks of text are difficult to read.
- Avoid too much text on the page. Make sure that it isn't too cluttered.

If in doubt, ask the person what they prefer.

Everyone is different but relatively simple changes can make a big difference, not just to people with dyslexia.



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 0344 800 8484
helpline@dyslexiascotland.org.uk

Dyslexia and Information and Communications Technology (ICT)

ICT can help children and adults in education, at work and at home by helping address many difficulties associated with dyslexia.

'Text-to-Speech' Software

This can be used to create a spoken sound version of the text in a computer document such as a Word file. This allows you to hear the text you are looking at. 'The Scottish Voice' (www.thescottishvoice.org.uk) is a free high-quality computer voice downloadable from CALL Scotland. Once installed, it can be used with most text to speech programs, electronic books, PDF files and other Word documents.

Spellcheckers

As well as general spellcheckers such as Microsoft Word which also shows possible grammatical errors, there are more specialist spellcheckers which deal with phonic approximations better than Word does. They also offer a better range of alternatives. Using 'Autocorrect' can help with correcting commonly mis-typed words.

Some software programmes predict what you are typing and complete the word or phrase for you. Words that you use regularly can be added to the programme.

Virtual overlays

Some people with dyslexia find that the glare of text on a white background causes visual stress. This can make it uncomfortable to read and can in some cases distort the text or cause it to move. In some cases, coloured overlays can help with this. Virtual overlays in a range of colours can be used on a computer or other device to reduce this problem.

'Speech Recognition' Software

Sometimes called Voice-to-Text, this converts spoken words to written text. This allows you to talk to the computer and your words appear in the correct spelling on the screen so you don't have to physically type.

Basic versions of Text-to-Speech and Speech-Recognition Software are built into Windows from XP upwards.

Screen settings

Screen settings such as coloured backgrounds and changing the size, font and colour of the text can be modified on a personal computer to suit the user. These can also be changed in your web browser to suit your needs.

Touch typing

For some people, being able to touch type can be very helpful as it frees the brain to focus on the content of what is being written rather than the actual process of writing text. Learning to touch type can take a while, but there are many advantages for children and adults with dyslexia.

Apps for dyslexia

If you have a smart phone there are a variety of free and low cost Apps you can download to help with reading, writing, numbers and organisation. You can also use Apps on tablet computers.

EduApps (www.eduapps.org) is a collection of free downloadable software including examples of many of the features mentioned here. CALL Scotland's 'Wheel of Apps' for dyslexia lists iPad and Android Apps for learners with reading and writing difficulties.

Smart pens

A Smart Pen is a writing tool that records spoken words and synchronises them with notes written on special paper. This could be used, for example by a student to record a lecture and replay any part of it later by tapping the pen on words written throughout the class. Information recorded can be transferred to a computer.

Further information

- CALL Scotland – technology for people with communication difficulties www.callscotland.org.uk – see their 'Wheels of Apps' on this website
- Ability Net – adapting and adjusting technology www.abilitynet.org.uk
- Online Addressing Dyslexia Toolkit – this free resource includes a section about technology. The homepage of the toolkit is at www.addressingdyslexia.org
- BDA Tech – British Dyslexia Association list of popular software www.bdatech.org
- Iansyst – assistive technology and disability services suppliers www.iansyst.co.uk
- Crick Software – educational software www.cricksoft.com
- Concept Northern – supporting people in employment, education and at home www.conceptnorthern.co.uk
- Dyslexia Scotland Helpline 0344 800 8484 or helpline@dyslexiascotland.org.uk

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Organisation and time management

One of the difficulties that people with dyslexia can experience is poor organisation and time management skills.

Here is a list of things which could help:

- First of all try to understand any task you have been set.
- Try to see the 'bigger picture', the whole thing.
- Break the picture into manageable chunks or sub-tasks.
- Prioritise each sub task.
- Set a deadline for the finished whole task.
- Tackle each sub-task one at a time, perhaps the easiest first.
- Make a to-do list (with deadlines).
- Tick or cross out each item when it is completed (very satisfying).
- If you are distracted by reading something else, check its priority and do the most important thing first.

- Stop making excuses and putting off doing tasks.
 - If this happens, review your original plan to stay on task.
 - Do not try to do too much at a time – set a 'do-able' target.
 - Work in short bursts and try and reach each set target.
 - Before you finish, write a list of what you will do in your next study session. This will make it easier to pick up where you left off.
-
- Make a timetable which lets you know which times you are not able to study because you are in class, at work, visiting people, looking after children or other things.
 - Set regular breaks in your timetable for Rest and Recreation so that you can relax and build up 'good' chemicals for your health.

Create your own study timetable using something like the diagram below to help you identify free time you can use to study. Do this every week and pin it up so you can see it.

Time	10 - 12	12 - 1	1 - 3	3 - 6	6 - 8	8 - 10
Monday	College	Doctor	Free		Free	Yoga
Tuesday		College	College	College	Free	Free
Wednesday	Free	Meeting		Free		Cinema
Thursday	College	College	Free	Meeting	Free	Tv prog
Friday	Free				Mum birthday	
Saturday		Football	Free	Free		
Sunday		Coffee	Free	Free		

If you get stuck, try this:

- Break study time down to 50 minutes and have a 10 minute break every hour.
- Don't be put off by looking at a blank piece of paper: write the question or topic title and brainstorm some ideas. Pick a different job from your to-do list.
- Think positively. Say: 'Now I am going to get this done' as you sit down, rather than groaning 'Oh no! Work again - I can't do this'.
- Do something that needs to be done and doesn't require much thought like references.
- Talk about tasks with fellow students to clarify ideas, express the concepts you have learned and see another point of view.
- Check that you have understood the task at hand by analysing the question again.
- Look up an easy-to-understand webpage on the topic to give you an overview.
- Write questions of the things you want to find out. What? Where? Why? Who? When? Which? How?
- If there are too many distractions in your room then go somewhere else like another room or the library.



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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.

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.

The same difficulties that affect reading and writing also affect organisation skills, such as time management, organising ideas and structuring your work.

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 don't understand your notes try to Google a simple answer.

'Learning styles'

While people used to talk about 'learning styles', there is no evidence that people with dyslexia learn better in one particular style.

People with dyslexia should be encouraged to develop their own preferences and approaches to learning.

Work in ways that suit you best:

- Keep things simple: start with the basics and build up your understanding
- Keep 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 (ask your exam board, teacher or lecturer)
- Analyse each part of the question and underline the keywords of the task, the limit of what you have been asked and the area you are being asked about
- If your mind goes blank, try and draw a cartoon or mindmap, leave a space and it might come back when you relax
- Use the 7 'WH' questions to see if you can interview yourself (What, Where, Why, Who, When, Which, How) and write answers for each one in note form to see if this jogs your memory.

More information

Other Dyslexia Scotland Guides
(all available at www.dyslexiascotland.org.uk/leaflets)

- **Useful resources**
- Studying with Dyslexia by Janet Godwin
- Study Skills for Students with Dyslexia by Sandra Hargreaves
 - 'The Study Skills Toolkit for Students with Dyslexia' by Monica Gribben
 - 'Advanced Study Skills' by Christine Ostler and Frances Ward
- 'The Study Skills Handbook' by Stella Cottrell
- Dyslexia Scotland Helpline 0344 800 8484
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Revising for Exams

Plan and organise revision time early

- Make a revision timetable with time for each topic.
- Make sure each of the topics has its own time slot.
- Place the timetable where you do your revision so that you can see it.
- Identify what time of day you work best.

Revision

- Cut down the amount of reading.
- Find out what questions may come up – ask your teacher/tutor about the most important areas and look at recent past papers.
- Use colour to indicate questions on the same topic.
- Put questions on the same topic together. Seeing them together will help you focus.
- Listen to revision notes rather than reading them. Text-to-speech software can be helpful and there is also software specifically designed to help with studying.

See Dyslexia Scotland's leaflet on Dyslexia and ICT or go to www.callscotland.org.uk

Use Active Recall

1. What do you already know?

- Write this down.
- Check what other information you need to learn.

2. Use colour to highlight facts

- You could use colour to match the topics.

3. Make 'cheat sheets' – only for home use

- Make cue cards with bullet point notes.
- Write only the key words or phrases.
- Use colour to distinguish the different points.
- Use symbols, images, numbers, diagrams, tables and charts to cut down words.
- Use more bullet points for topics you are less familiar with.

Mindmaps are good for visual learners

Benefits of making mindmaps for revision:

- you can see all the major ideas and information on one page (and the relationships between them)
- you can add your own ideas and comments to the notes or you can add information and ideas from extra reading
- it makes your revision active so you are not just reading and re-reading your notes
- it allows you to revise in shorter sessions – after a break you can restart your revision by a quick review of your summary
- it makes your revision summaries look different from your standard notes which will help you to memorise them
- by reformatting information you are putting it into a form that you understand which will also help memory
- once they are made, these type of summaries are easy to review – they should be reviewed regularly.

Memorising the tricky bits

Use imagination and association to create a chain of information in your mind. Turn it into a film.

Use acronyms (letters) to remind you:

Richard Of York Gave Battle In Vain =



Coping under exam conditions

Dyslexia affects memory recall and thought processing speed. This will affect time spent answering questions. You may be allowed a reader in your exam.

If you regularly use text-to-speech software in the classroom and in school tests you may be permitted to use this. You might sit your exam in a separate room from others. Extra time (usually 25%) may also be permitted.

Recognising your coping strategies helps you to do well in exams but is also useful for when you leave school.

Resources

- www.dyslexiascotland.org.uk/our-leaflets
- <https://www.texthelp.com/en-gb/products/read-write/>
- SQA www.sqa.org.uk
- Dyslexia Scotland Helpline 0344 800 8484 or helpline@dyslexiascotland.org.uk



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Note taking

The purpose of notes is to help jog your memory when studying for exams, or when writing an essay.

Note taking: Lectures

- Read over notes from previous lectures before your next lecture/class.
- Find out what unfamiliar words mean.
- Only write key points (names/dates/statistics).
- Always use diagrams where possible.
- Use different coloured highlighter pens.
- Colour code handouts according to the class/subject.
- Ask your lecturer about anything you are not sure of.
- Read notes after the lecture.
- Some people find it helpful to record all or part of the lecture, with the lecturer's permission.

Note taking: Research

- Date each page of notes.
- Write down the source details – you may need this later.
- Keep a goal in mind – write it at the top of the page of notes.
- Keep notes to a minimum – do not copy large chunks.
- Check vocabulary you do not understand.
- Check the date the material was written – is it relevant?
- Use colour/boxes/numbering/diagrams.
- Set yourself questions and then answer them.

Note-taking techniques

Mindmapping

See Dyslexia Scotland's leaflets on this at www.dyslexiascotland.org.uk/leaflets

Outlining

Using main headings and sub-headings, numbering and bullets to show major items and ideas which link to them.

The Cornell System

A simple way to increase recall:

Keywords & Questions

What was the topic of the lecture, what were the key themes?

What questions do you have about the materials?

What questions might be asked of you in a test or essay?

This will help you process the information, as well as providing a handy study tool when revising for exams.

Note taking section

Use this section for the important parts of the lecture or book.

Try to avoid long sentences so you can make better use of the space.

You can use outlines or mindmaps, or whatever suits you.

Summary

Fill in this section within a day after the lecture. Revise the notes and questions and write a summary of the information on the page.

This helps you process the information by forcing you to use it in a new way.

Resources

- Dyslexia Scotland leaflets
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- Dyslexia Scotland Helpline 0344 800 8484
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Mind Mapping

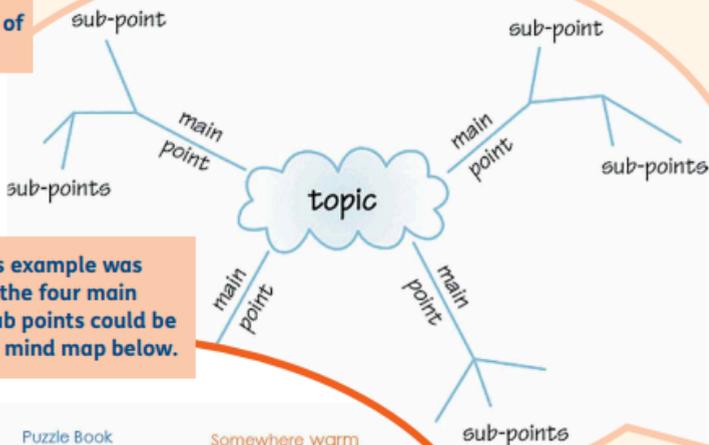
Mind mapping is a tool which can be helpful to support the organisation of ideas – for example when writing an essay, structuring workplace reports, or thinking about an area in life that you might like to develop or change.

Mind maps are a visual way of taking notes – perhaps in word or picture format – and may be used during a class, at a meeting, or to plan an assignment, event or project. There are several software programmes which can be used for this; however pen and paper can also be used.

Ideas can be arranged according to the importance of the information being recorded, with ‘branches’ linking or expanding on specific concepts. This format of recording information promotes creativity, whilst helping with memory and organisation.

By seeing a task as a diagram (mind map), some people might find it easier to develop a plan and follow it through.

Here is an example of a basic mind map:



If the topic for this example was 'summer holiday', the four main points and their sub points could be developed like the mind map below.



Answering essay questions

1. Look at the question and highlight the key words

2. Identify which words are:

Instruction words – words which tell you how to answer.
For example: describe, compare, discuss

Subject words – words which tell you the topic of the question

Key aspect words – words which tell you the limit of the question

Other significant words – words which give you more information

3. Highlight these parts of the question.

For example:

'Compare and contrast forms of rural settlement
in at least two European regions in the later middle ages.'

■ Instruction words ■ Subject ■ Key aspect words ■ Other significant words

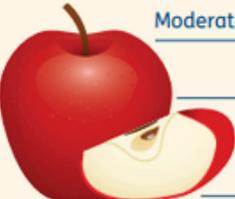
4. Identify what the instruction words mean:

Instruction	What you need to do
Account for	Explain why something is as it is
Analyse	Separate the topic into parts and discuss each of them
Compare	Show how things are similar
Contrast	Show how things are different
Criticise	Give strengths and weaknesses
Define	Give clear meanings to show how something is different to similar things
Describe	Explain features of a subject; use a pattern such as the order in which something happened (dates) or where it occurred
Discuss	Analyse carefully and give reasons for and against: use detail
Evaluate	Give your opinion based on facts: emphasise what experts have said. Indicate how well or badly something works
Examine	Divide up and describe the different parts or sections

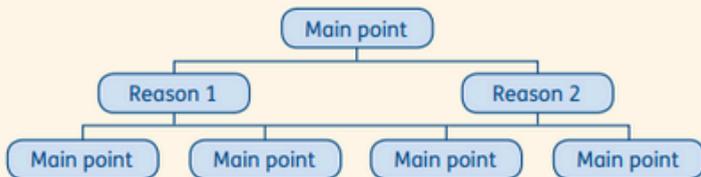
Instruction	What you need to do
Explain	Give reasons for differences of opinion or results and try to analyse causes
Illustrate	Use statistics or examples to explain an issue
Interpret	Give examples to explain the meaning, and give your own judgement
Justify	Prove that something is correct or incorrect: give reasons for your conclusions
List	Make concise points one by one
Outline	Give the main points of something
Show	Point out or demonstrate something – see the topic of the question – and show how things are linked, or follow on from each other
State	Give the main points
Suggest	Give evidence of whether something has value or not
Summarise	Give the main points, but leave out the details
Trace	Describe the progress or development of events or ideas

5. Use images which help you answer the question

- Compare what is similar about each
- Contrast what is different about each
- Analyse - look closely at all the parts and how they relate.
Separate the topic into parts and think about each part.

Tropical		Moderate to subtropical
Thick peel		Thin peel
Came to Europe from India	Fruit Grow on trees Give juice	Came from Turkey
		
	Oranges	Apples

6. Use a template to gather your answer together



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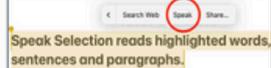
Using the iPad's built-in tools to support literacy difficulties

iOS for iPad and the iPhone include a range of great tools to support literacy. Unless stated most of the tools can be found in Settings > Accessibility > Spoken Content.



Speak Selection

Tap to select a word, sentence or paragraph and select 'Speak' from the menu to hear it spoken aloud. Turn on Speak Selection in Spoken Content.



Speak Screen

Speak Screen reads the entire screen. Swipe down from the top with two fingers from the top of the screen or use **Speech Controller**. You can choose different voices and speaking rates.



Highlight Content

Highlight Content helps you to follow or focus on words and sentences as they are read aloud. Choose from different foreground and background colours.

Highlight Content - track or focus on words and sentences as they are read aloud.



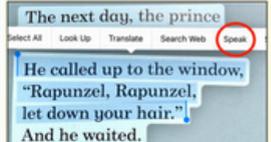
Typing Feedback

Character and words are spoken aloud as they are typed, providing immediate feedback, helping to support spelling difficulties.



Live Text

Live Text recognises and reads out text in photos or videos. You can use Live Text in the Camera and Photos apps - take a photo of a worksheet or a page from a book and tap the Live Text icon.



Turn on Live Text in **Settings > General > Language & Region**. Look for the Live Text icon.

Look Up and Translate

Use Look Up to define words and Translate to translate text into other languages.



Siri and Voice Typing

You can use Siri to ask questions, set reminders, open apps, complete tasks, and dictate text instead of typing. To proofread dictated text use **Speak Screen** or **Speak Selection**.



If Wi-Fi is unavailable use **Voice Control** Go to **Accessibility > Voice Control**.

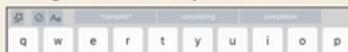
Siri Voices

Use the natural Male and Female sounding voices.

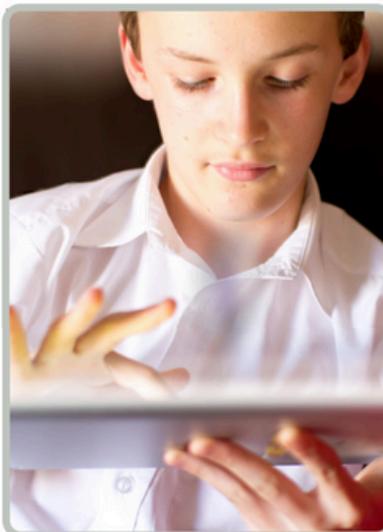


Predictive

Use Predictive to tap a word from a list of words appearing above the on-screen keyboard - **Settings > General > Keyboard > Predictive**.



Hold to Speak Predictions - tap and hold to hear each word spoken aloud - **Spoken Content > Typing Feedback**.



Check Spelling

Consider turning on Check Spelling (in General and Keyboards) to alert learners to spelling mistakes. Misspelt words are highlighted with a red underline.

I recieved the parcel yesterday

Replace Spelling

Tap or highlight the misspelt word to replace it with a correctly spelt word. If you are unsure if the replaced word is the correct one, highlight the word to have it read or spell aloud (Speak and Spell).

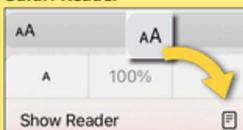


Colour Filters



Colour Filters places a mask or screen tint over the iPad screen. You can choose different colour tints and adjust the hue and intensity. **Accessibility > Display & Text Size > Colour Filters**.

Safari Reader



Improve the readability of web pages by removing clutter - tap the 'Double A' icon on the left hand side of the URL box.

Multitasking; Split View & Stage Manager

View two or more apps at the same time using Split View or Stage Manager - ideal for reading/writing without toggling between apps.



Settings > Home Screen & Multitasking.

iPad to support literacy video guides



3rd Party Keyboards

You can use 3rd Party keyboards such as Keedogo, SuperKeys, Swype to aid writing and improve readability (Settings and Keyboard).



Famous people with dyslexia

Being dyslexic does not mean that you cannot achieve things and succeed in life. Here are some famous people with dyslexia.



All through school, while I was good at football, I felt the struggle when it came to things like a spelling test.

Steven Naismith,
Footballer

I never really had anyone to help who understood dyslexia and who could bring out my strengths.

Jamie Oliver, Chef



School was not a happy place.

Lewis Hamilton,
Formula One
World Champion

It doesn't mean that you're stupid... it just means that you work in a different way.

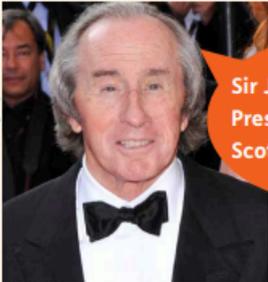
Keira Knightley, Actor



www.dyslexiascotland.org.uk



Photo credit: Featureflash/Photo Agency / Shutterstock.com



Sir Jackie Stewart,
President of Dyslexia
Scotland



Photo credit: Featureflash/Photo Agency / Shutterstock.com

Holly Willoughby,
TV presenter

Photo credit: Timelofner/Shutterstock.com



I thought I wasn't smart,
I just couldn't retain
anything.

Jennifer Aniston, Actor

Being dyslexic can also
help in the outside world.
I see some things clearer
than other people do.

Richard Branson, Entrepreneur



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