

A guide to dyslexia

What is dyslexia

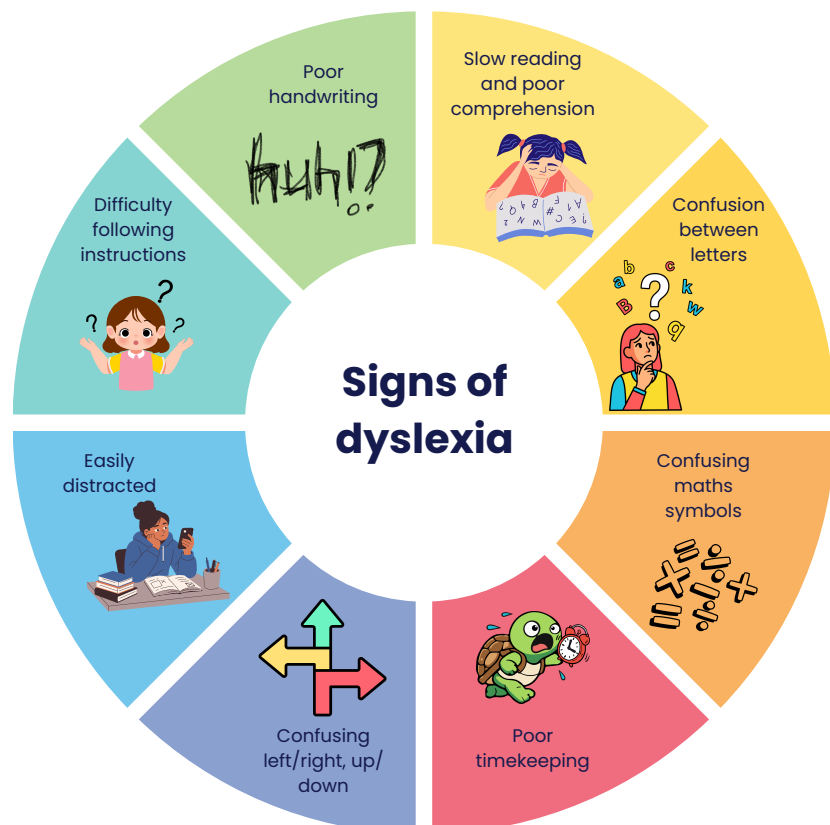
Dyslexia is a specific learning difficulty that mainly impacts reading and writing abilities. However, it is not limited to these areas. At its core, dyslexia involves challenges with processing information. People with dyslexia may find it difficult to process and remember what they see and hear, which can influence learning and the development of literacy skills. It can also affect other aspects of daily life, such as organisation and time management.



Dyslexia frequently co-occurs with one or more other developmental difficulties, including developmental language disorder, dyscalculia, ADHD, and developmental coordination disorder.

Traits of dyslexia

- Slow processing: slow spoken and/or written language
- Poor concentration
- Difficulty following instructions, especially when given several instructions at once
- Forgetting words/names of objects
- Poor standard of written work compared with oral ability
- Poor handwriting and confusion between letters that look similar
- Slow reading and poor comprehension
- Hesitant about reading and often misses out words
- Confusion with maths symbols
- Poor timekeeping and organisation
- Confusion between left/right, up/down etc
- Easily distracted
- Imaginative
- Good at thinking, reasoning and problem solving

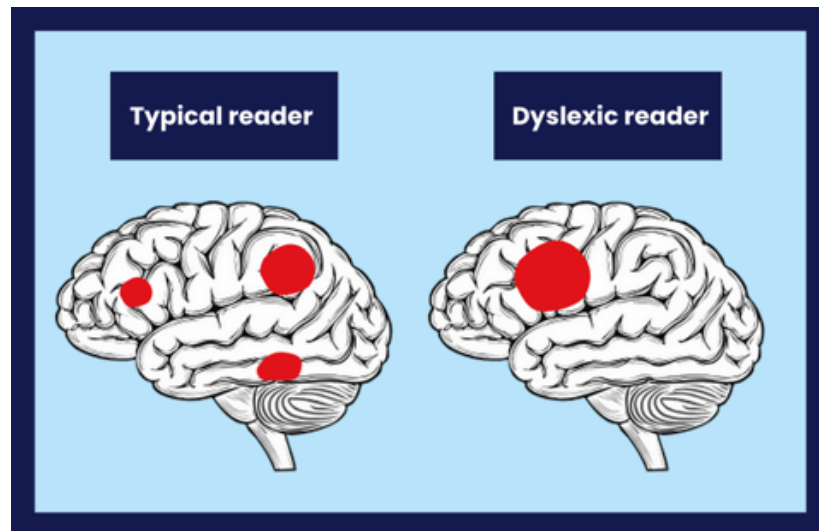


What causes dyslexia

Dyslexia is largely hereditary. Research suggests that up to 65% of children with dyslexic parents and around 40% of their siblings are at risk of developing dyslexia.

The condition stems from differences in brain structure, which lead to various processing difficulties that can affect reading, spelling, and writing.

However, some children who are at risk of dyslexia may possess certain protective factors that lessen the impact of their symptoms. For example, a child with strong memory or oral language skills may display only mild signs of dyslexia or none at all, as they learn to use their strengths to compensate for potential challenges.



How to support in your unit

- Complete an adjustment plan after speaking with the member/family
- Use an easy to read font, such as 'poppins'
- Use a visual timetable to help with organisation
- Try not to give too many instructions at once, and check in regularly to aid understanding and concentration
- Provide a demonstration not just written/verbal instructions
- Encourage the use of aids (assistive readers, coloured overlays, pencil grips) if they are used at school/home
- Allow extra time if there is reading/writing tasks
- Make use of speech to text software and spell/grammar checks.
- Celebrate effort and creativity
- Avoid putting them on the spot (unless they volunteer)
- Access further support if needed.

Remember you can get help with the costs for inclusive materials and resources. This may be available in your country and region, or with the accessible guiding grant from HQ.

Useful contacts

<https://www.bdadyslexia.org.uk>