

## IDENTIFYING DYSLEXIA AND OTHER READING DIFFICULTIES

### Reading difficulties:

Dyslexia is described in most websites and books as a set of difficulties such as these.

1. Marked effects on reading. For example:

- **visual disturbance**; blurred letters; moving; shimmering text; words running off the page;
- **tracking difficulties**: finding yourself on different lines as you are reading or missing lines altogether;
- **blanks in texts**: not seeing particular letters or words; filling in gaps with other words
- **decoding problems**: difficulties with segmenting sounds, general phonic analysis and synthesis, word recognition;
- **syntax awareness difficulties**: not handling complex sentence formation – problems with memory for processing complex sentences can affect fluency;
- **reading aloud**: often particularly problematic because of reading, memorizing and speaking at the same time;
- **comprehension**: this can be delayed because of needing to know what something is about first or needing several reads to construct the framework within which the comprehension can occur.
- **delays in reading speed**;
- **concept and word reversal**;
- **fatigue and physical symptoms; avoidance**

2. Handwriting difficulties (discomfort and/or lack of control in letter formation, size and joins and delay in writing speed).

3. Spelling weakness (identifiable kinds of spelling error; weak ability to self correct).

4. Marked effect on writing (delays in word finding; weakness in organization, sequencing, proof reading; absence of words and links).

5. Effects on speech (pronunciation; delay in word finding; controlling speech flow; 'round the houses' explanations; unpredictable loss of access to usual levels of speech).

6. Particular weaknesses in numeracy (language of maths; sequences; particular computations; classification).

7. Visual and auditory short-term memory difficulties.

8. Inability to multi-task in relation to literacy, e.g. listening and writing at the same time.

9. Marked variations in performance within and between days, weeks, etc.

10. Experiencing time as a dimension into and out of which you move and therefore as a result you experience organization and time management difficulties.

### These difficulties are not related to IQ.

Other indicators of dyslexia would be a yes response to questions such as these.

*Do you find difficulty in telling left from right?*

*Do you find it difficult to remember the sense of what you have read?*

*Do you dislike reading long books?*

*Is your spelling poor?*

*Do you find it difficult to take messages on the phone and pass them on correctly?*



ANIMATION



AUDIO



DESIGN



FILM



GAMES



WEB & MOBILE

If you identify with any or all of these dyslexia indicators then this could be the source of your learning/reading/writing difficulties and this will interfere with your ability to learn effectively.

There are many strategies that you can use to compensate for these difficulties and you may already be using these compensation strategies.

There are also many forms of assistive technology that are very useful for students identified with dyslexia. Examples include, voice recognition software, use of predictive text software, mind mapping techniques, using digital recorders and increased use of visual information for learning.

Talk to your Student Services Advisor for assistance and guidance on support services on your campus.

**Reference material sourced from:**

Hughes, N and Schwab, I. (2010). *Teaching adult literacy: A teacher education handbook*. Maidenhead, GBR: Open University Press. Retrieved from <http://www.ebrary.com>

