

GENERAL GUIDANCE ON DYSLEXIA FOR INSTRUCTORS

INTRODUCTION

One in ten people have some form of specific learning difficulty. Dyslexia and other related learning difficulties are coming to the fore as people begin to realise that those who have such learning difficulties as dyslexia are valuable assets to any workforce. Dyslexia has nothing to do with underlying intelligence and ability.

What is Dyslexia?

According to the BDA 'dyslexia is best described as a combination of abilities and difficulties which affect the learning process in one or more of reading, spelling, writing, and sometimes numeracy/language. Accompanying weaknesses may be identified in areas of speed of processing, short-term memory, sequencing, auditory and/or visual perception, spoken language and motor skills.'

To this end many individuals have difficulty with many seemingly basic skills. Dyslexia is characterised by an unusual balance of skills and can vary in degree from person to person.

DIFFICULTIES

A dyslexic person may find it difficult to:

- Read technical manuals or complex texts.
- Produce letters or reports, especially any hand-written documents.
- Read and assimilate information quickly.
- Spell correctly.
- Copy work.
- Sequence information: Confusing dates and times.
- Organise themselves: both practically and their thoughts.
- Prioritise tasks.
- Separate left and right.
- Accurate number work.

Many dyslexics appear to be under-confident and have a low self-esteem but the majority of dyslexics will have found many different types of coping strategies for overcoming the problems caused by dyslexia.

POSITIVE ASPECTS OF DYSLEXIA

- Creative and Imaginative.
- Innovative.
- Intuitive & Perceptive.
- Holistic outlook on tasks - An ability to think and perceive the many dimensions of a problem.

- Lateral thinkers.
- Determination and persistence.
- Ability to visualise systems and visions - An ability to think in pictures not words.
- Strong practical aptitude - An ability to learn quickly in practical environments.

FAMOUS DYSLEXICS

Thomas Edison	Albert Einstein
Steven Redgrave	Jackie Stewart
George Patton	Tom Cruise
Duncan Goodhew	Whoopi Goldberg
Cher	Danny Glover
Eddie Izzard	Alexander Graham Bell
Henry Ford	Agatha Christie
Quentin Tarantino	Walt Disney
Leonardo Da Vinci	George Washington
Nelson Rockefeller	Han Christian Anderson

THE ROLE OF THE INSTRUCTOR

- ➔ Help the student to plan and structure their work load.
- ➔ Vary your speed of delivery in class and provide mini overviews and summaries of information.
- ➔ Introduce Mnemonics to aid memory, and use images and practical scenarios to support learning points.
- ➔ Help them design a personal timetable to include homework.
- ➔ Keep them calm and give reassurance: that they are not 'weird'.
- ➔ Boost their confidence: so that they can ask people to repeat phrases and ask for help.
- ➔ Encourage them to ask questions.
- ➔ Use visual images where possible (ie: flowcharts) and encourage the student to do so: mind maps, brainstorming.
- ➔ Colour code **files** and **documents**.
- ➔ Where possible give information on different coloured backgrounds (black on white is very hard to read). **Pastel backgrounds such as cream may help.**
- ➔ Try to keep the font simple e.g: Arial expanded or comic sans.
Further information can be found here...
- ➔ Find out 'how they learn best' and what kind of teaching methods enhance their learning:
 - ➔ **Auditory:** using sounds and words
 - ➔ **Kinesthetic:** active learning, doing, touching, practise.
 - ➔ **Visual:** using your own images
- ➔ Stress the importance of self-checking.
- ➔ Find ways to encourage them to persevere with reading and improving their written skills.
- ➔ Help them to realise the value of practicing new skills.

→ Be patient.

People in general remember:

10% of what they read.

20% of what they hear.

30% of what they see.

50% of what they hear and see.

70% of what they say and write.

90% of what they say as they do something.

ACTIONS

Talk to the individual

Contact the STDO

FURTHER INFORMATION

Contact:

Flt Lt LF

TGDA

RAF Innsworth

Gloucester

GL3 1EZ

95471 5455

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Information for Line Mangers and Instructors is also available [here](#).

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