Recommended Reasonable Adjustments

Dyslexia Strategies for Faculties to Support Achievement

Dyslexia is a combination of attributes and difficulties which primarily affect reading, writing, organisation and working memory. Weaknesses in the organisation and sequencing of ideas can affect written work. Poor short term memory affects reading comprehension.

The following guidelines will support this student to access and achieve positive results on your course.

Student Attributes

- Creative.
- Innovative.

Student challenges

- Processing information quickly.
- Processing new vocabulary.
- Writing legibly.
- Keeping up with note taking.
- Clarity in notetaking.
- Prioritising reading.
- Slow to read.
- Recalling spoken information.
- Organisational difficulties.
- Structuring written work.
- Working memory.

Handouts, PowerPoints and Written Information

It is advisable to:
- Provide PowerPoints at the beginning of a module or at least a week in advance of a lecture, to enable the student to prepare and print information.
- Use san serif font e.g. Arial, Lucinda Sans, Calibri, Tahoma.
- Justify text to the left to provide even spacing between words

- which supports tracking.
- Use a 12-14pt font with a minimum of 1.5 spacing for text or handouts.
- Break down long pieces of text, using headings, bullet points and using **BOLD** to identify key words.
- Number the slides to reduce order confusion when printed.
- Use a pale coloured background, not white with black text.
- Use a minimum of 24pt font in power points.
- Make all material accessible so that students can change font, size, background colour etc. to suit their learning needs.
- Place a full stop at the end of bullet points, so there is a pause between points when students use text to speech software.

Lecture / Seminar

Students benefit from preparation:
- Give a course overview at the start of the academic year; a yearly calendar of when assignments are due, exam dates and when the reading week is etc.
- Balance presentations and activities where possible.
- Present material in different ways using visual aids, such as graphs, flow charts, mind-maps, video clips, music, pictures and colour.
- To avoid confusion, back up what you say in a lecture with the same written information or instructions.
- Staple lecture notes together to avoid order confusion.
- Provide written instructions as well as oral whenever possible.
- Provide glossaries, subject specific vocabulary and frequently used acronyms.
- Introduce new topics by providing an overview first.
- Use concrete examples to aid understanding.
- Use anecdotal information and visual material to aid memory.

Assignments And Essay Questions

- Break assignments down into manageable chunks.
- Use clear font for marking grids and learning outcomes
- Give specific guidelines, e.g. how many references/citations per point; word count for different sections.
- Meet with students to reassure them on their assignment plan.
- Can all or part of an assignment be produced in an alternative

format e.g. podcast?

Reading Lists

Students benefit from clear reading lists:
- Use a sans serif font e.g. Arial, Lucinda Sans, Calibri, Tahoma in 12-14pt font, with a minimum of 1.5 spacing.
- Split into **essential, extra** and **exceptional** categories to support students to prioritise their reading.
- Use a line space between each reference to differentiate one reference from another.

Use Assistive Technology

- Allow the use of iPads in seminars to listen to written material if they struggle to read quickly (text to speech).
- Encourage the use of Dictaphones, laptops, iPads and iPhones.
- Information on podcasts is available at:

http://www.southampton.ac.uk/isolutions/computing/elearn/podcast/

Encourage students to use apps:
- Inspiration for mind mapping.
- Zotero for referencing.
- Pomodoro to support efficiency.
- Quizlet or Study Shack to develop flashcards for revision
- Robobraille.org will convert written text such as book pages into accessible formats.

Recording lectures and seminars

Students may benefit from recording information:
- Allow students to record lectures /seminars on their own devices e.g. phones / laptops. It enables students to focus on the lecture content and gives students time to process information.
- Panopto is a video platform available in some lecture theatres and is available at:

http://www.southampton.ac.uk/isolutions/computing/elearn/panopto/

Sharing and Further Information

- All tutors/lecturers should be made aware of the student's SpLD.
- The information in this Student Support Recommendation must be shared if the student studies a module with another faculty, goes on placement or abroad.
- The following website provides information on accessibility and inclusive practice:
  https://www.southampton.ac.uk/edusupport/study_support/information_for_staff.page

Resources

Study Skills resources are available at:
http://library.soton.ac.uk/sash
- An interactive Study Skills Toolkit is available via Blackboard.

Further information for students and tutor support is avaiable from:

Enabling Services
University of Southampton
Room 2113, George Thomas Building,
Highfield, Southampton
SO17 1BJ

☎
+44 (0)23 8059 7726 Internal: 27726

@
enabling@soton.ac.uk