

Chaos to contemplation:

Supporting students with dyslexia
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The serendipitous researchers

- More students identifying as dyslexia
- Ako Aotearoa dyslexia workshop
- Captivated by the dyslexia-friendly educational environment concept
- Ako Aotearoa research project opportunity
- Journey of discovery

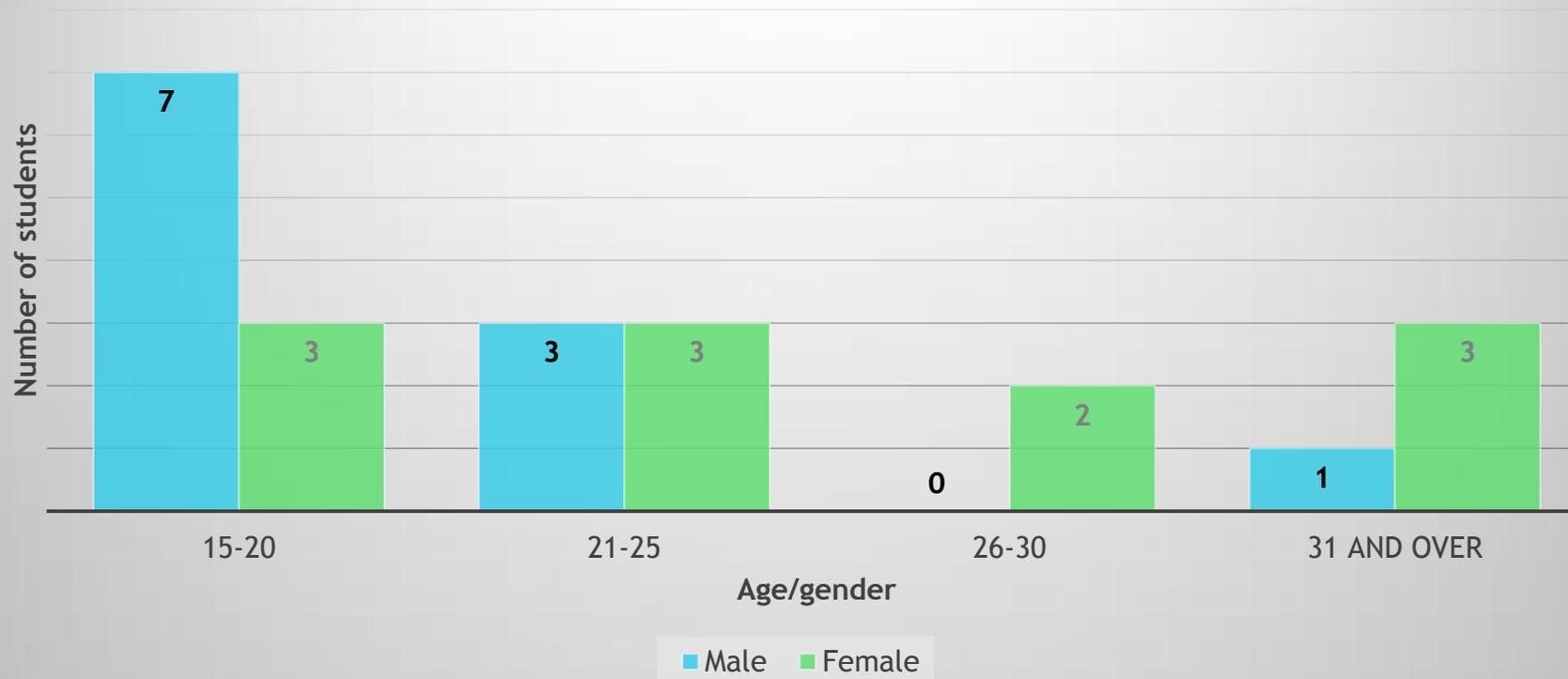


The project

- No claim to expertise in educational psychology
- Recruitment of students
- Learning conversation and DAST screening
- Intervention is low-key, wrap-around, suitable in education or employment
- Information and assistive technology or resourcing
- Quota 10 tutors and 20 students whose DAST scores are over 1.0
- Follow-up interviews three month intervals

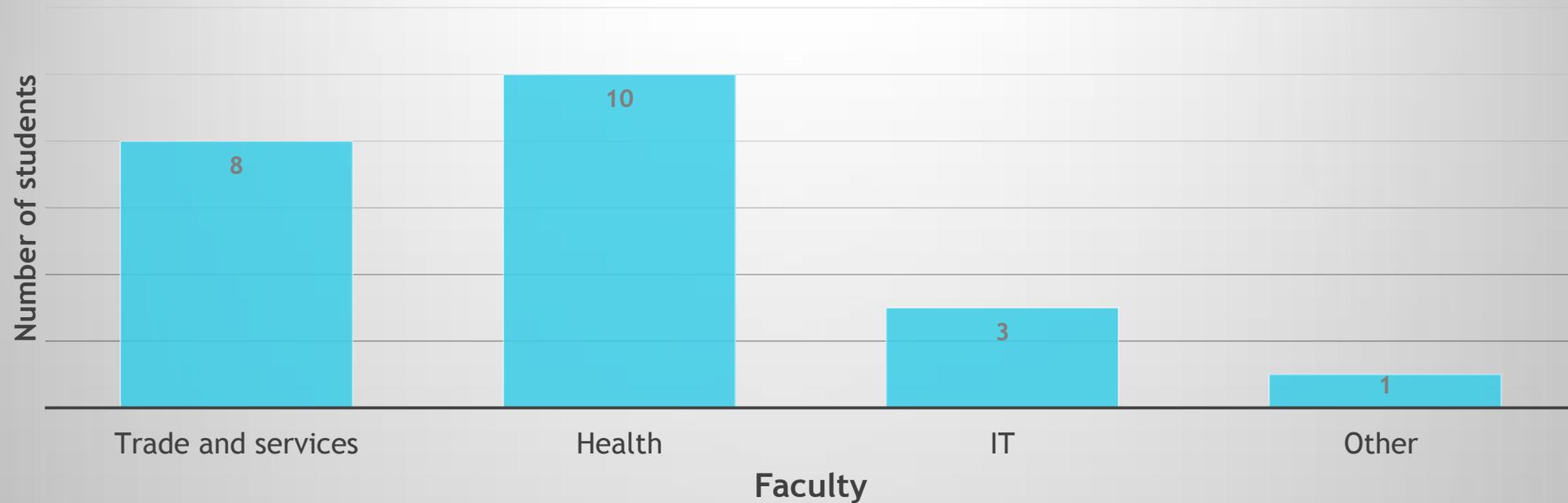
Participants' demographics

Whitireia Dyslexia Research Project 2016
Age/gender of participants



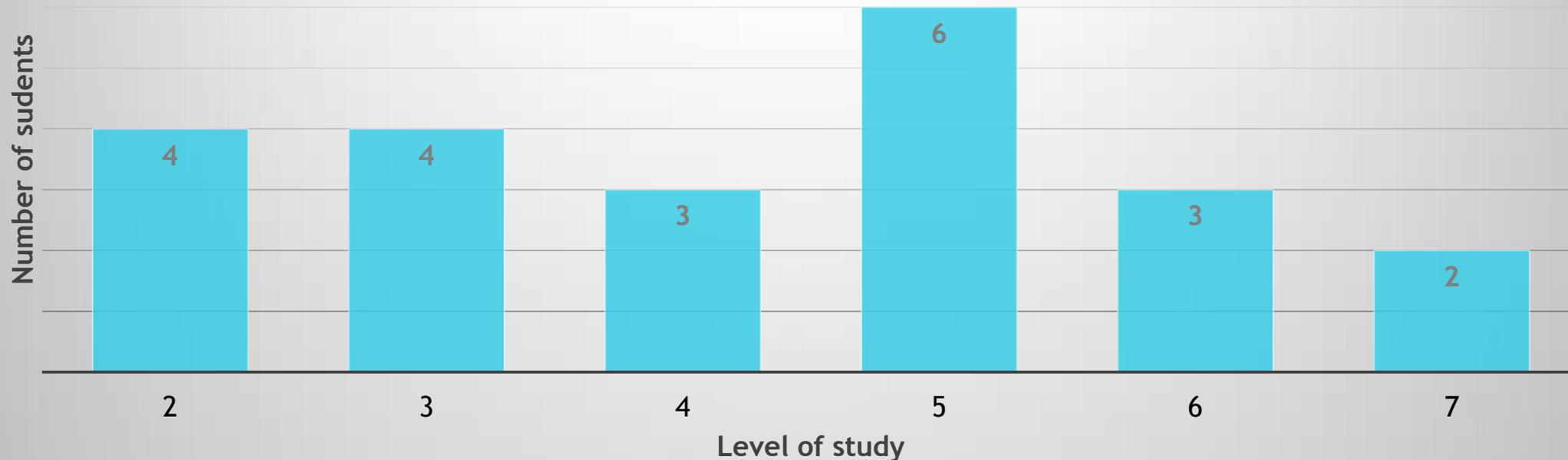
Participants by faculty

Whitireia Dyslexia Research Project 2016
Participants by faculty



Participants' level of study

Whitireia Dyslexia Research Project 2016
Level of study





Information to students

- Dyslexia is a difference not a disability.
- You need to be of at least average intelligence to have dyslexia
- Dyslexia has a negative and a positive side
- Most negative aspects make people time poor
- Positive aspects relate to creativity, spatial ability, empathy and outside-of-the-box problem-solving



Powerful feedback

- I'm NOT dumb????!!!! It's only dyslexia?
- Recognition that the positive aspects are amazing
- Exhaustion from time-poverty
- Good tutors
- Poor tutors

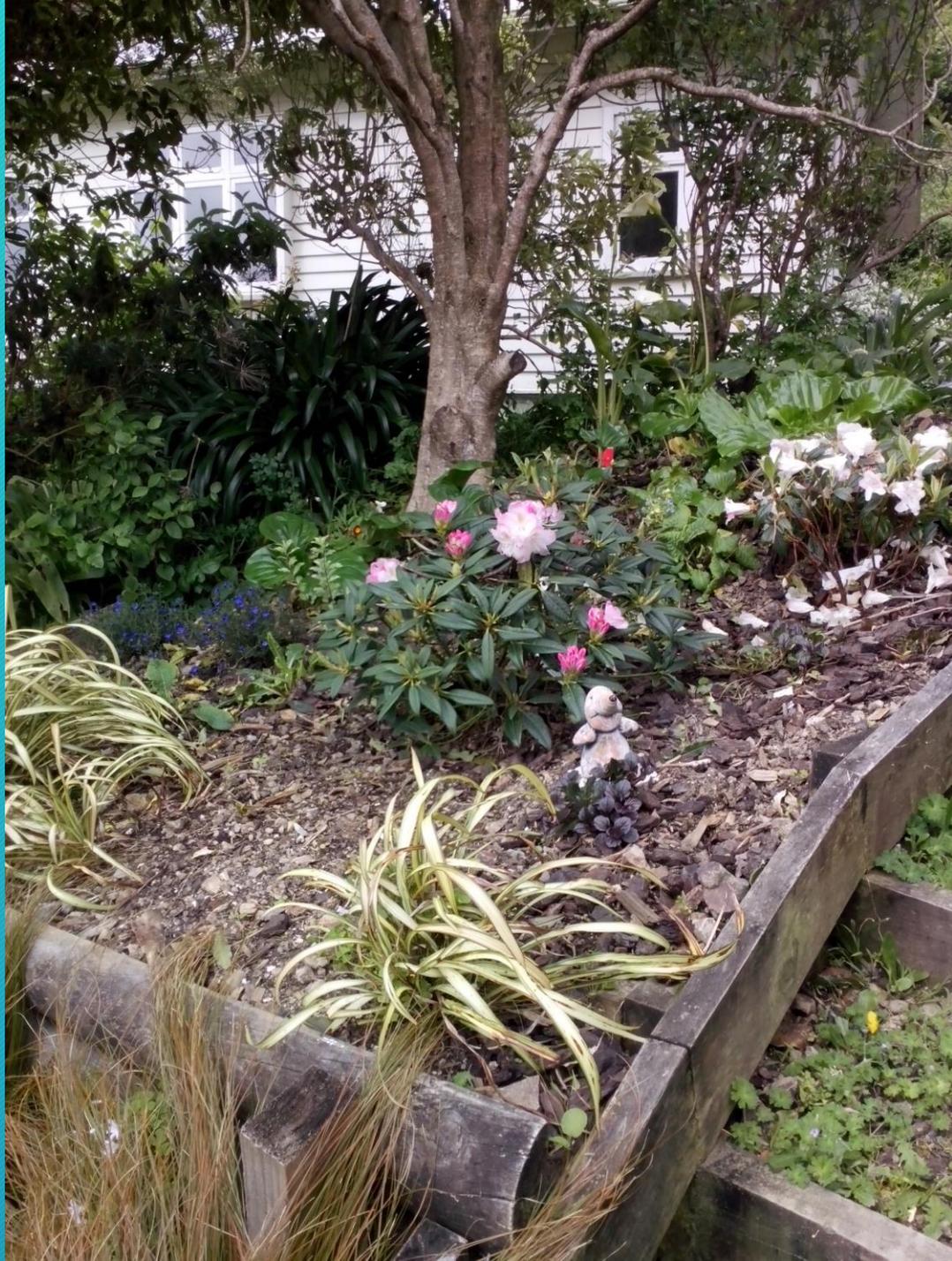


Assistive technologies to replenish time

- Laptop or i-pad in classes
- Livescribe <https://www.youtube.com/watch?v=sJcBKT-wVWg>
- Inspiration
- Natural reader
- Voice to text on smartphone and i-pad
- Voice to youtube
- Pen reader
- Dragon
- Phonology

The journey so far...

- Students:
 - Relief!
 - amazing coping strategies
 - positive
 - keen to contribute to the experience of others
- Tutors are having many ah hah moments
- Researchers are blown away
- What a journey - and it's only starting



Becoming a dyslexia-friendly institution

- Dyslexia policy for institution
- Education of tutors/management
- Tutors pre-screen students
- DAST screening prompt response
- Information about dyslexia to all students screened
- Student receives readable report
- Communication -student, tutors, Accessibility Advisors, Academic Advisors
- Follow up
- Workbridge application possible

Tools

- Institution's commitment to equity
- Pre-screening checklist administered by course tutor
- DAST screening kit
- Learning conversation prior to assessment - extremely valuable
- Sample DAST student record
- Talk to other students and other professionals

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