

Section 5c, Dyslexia Friendly tips for speakers/trainers

If you are presenting to or training a group that includes adults or young people with dyslexia here are some ideas that may help to ensure that the audience can get the most out of the session. Remember, everyone with dyslexia is different and some will not need or want any alterations, so if it is possible to contact participants beforehand to find out what would help them, then this would be preferable.

Organisation of presentation

Reason	Solution
Slower speed of processing information	Give participants advance notice of having to participate in group discussion so they have time to prepare what to say.
Inability to concentrate for a great length of time	Don't make session too long. Ensure regular breaks, at least once an hour. Break down information into manageable chunks, maybe broken up with more interactive exercises. If possible ensure that the venue is quiet and distractions such as busy roads outside are reduced.

Written materials.

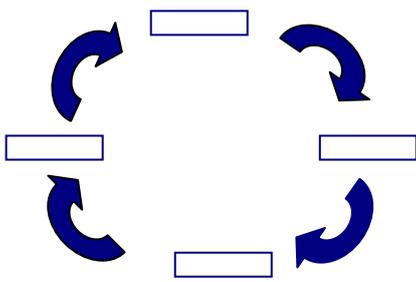
When producing documents and worksheets, it is important to focus on the presentation and lay-out to ensure that information is easily accessible.

The following suggestions may be helpful.

- ✦ Use text at pitch 12 or above.
- ✦ Use fonts which are clear, rounded and have a space between letters, such as:

Century Gothic	Comic Sans	Arial	Verdana	Tahoma
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- ✦ Use 1.5 or 2-line spacing
- ✦ Use wide margins
- ✦ If possible, avoid black text on a white background and light text on a dark background
- ✦ Use lower case rather than capital letters, where possible
- ✦ Matt paper reduces 'glare'
- ✦ Use pastel shades of paper (cream is a good alternative to white)
- ✦ Use numbers or bullet points rather than continuous prose
- ✦ Avoid using background graphics with text over the top
- ✦ Use text boxes or borders for headings or to highlight important text. Avoid underlining and *italics* which can make words 'run together' – use bold text for titles, sub-headings or to draw attention to important information, key vocabulary, etc.
- ✦ Colour-code text – e.g. information in one colour, questions in another
- ✦ Include flow charts, illustrations and diagrams to break up large sections of text and/or to demonstrate a particular procedure



The Elephant

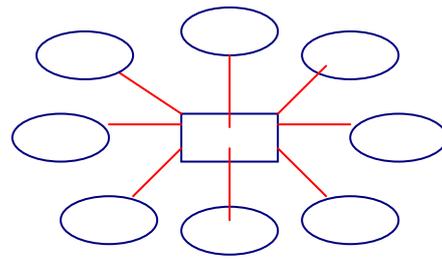
Elephants come from Africa or India.
They are very large animals and they li

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- ✦ Ensure that data, charts, diagrams, etc. are easily accessible and not back-to-back with related tasks
- ✦ Ensure sentences and written instructions are short and simple
- ✦ Dense blocks of text are difficult to read – keep paragraphs short
- ✦ Avoid too much text on the page. Make sure that it isn't too cluttered
- ✦ Remember to leave plenty of space on a worksheet or writing frame for people with dyslexia to write their responses

Alternatives to exercises involving writing.

It can be quite easy to avoid participants having to do a lot of writing.

For example if the exercise involves people writing things on post it notes somebody to be given the job of scribing all the words onto post its, so that the people who are not confident with writing are not singled out.

Written evaluation forms.

Should be in an accessible format as above.

Could you develop an alternative? i.e. writing your questions on flip charts with numbered responses so participants can stick a sticker on the response that they want to give.

For more information please contact Dyslexia Scotland on 0844 800 84 84 or helpline@dyslexiascotland.org.uk