**Difficulties and suggested strategies for helping dyslexic students on placement**

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| **Difficulty** | **Strategies for supervisors** |
| Memory difficulties | * Do not give too many instructions at once particularly if they are only given verbally
* Give instructions in both verbal and written where possible
* Explain tasks more than once at the beginning of a supervisory session and additional time.
* Give lots of opportunities for observation of self and other staff with patients in the first few days
* Encourage reflection
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| Difficulty with writing and spelling | * Allow extra time for note writing
* Allow students to write in rough before writing up
* Help the student to summarise the main points that should be covered – using a mind map, spider diagram or flow chart may help
* Provide templates for forms, letters or reports
* Where possible use cream paper with a font that is easy to use ? arial &
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| Language  | * Provide an audio tape of specific language, medical terms etc
* Give clear oral instructions. Positive statements are important as some dyslexic people are not able to read between the lines or pick up on implied meaning
* Be willing to repeat instructions or allow the student to have the confidence to ask questions
* Encourage the student to repeat instructions back to you to ensure understanding
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| Documentation  | * Arial font
* Cream coloured paper
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| Difficulty in listening and writing at the same time | * Provision of handouts in advance
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| Difficulty with reading | * Provide opportunities to discuss reading
* Allow extra time for reading.
* Present the student with essential reading well in advance of meetings, highlighting important parts if appropriate
* Any written information specifically produced for the students would benefit from being ‘dyslexia friendly’: write in a logical sequence; avoid small print; use bullet points in preference to sentences; use simple words, and space the information so it is not cramped; avoid overuse of jargon or uncommon words
* Use colour and space on whiteboards to differentiate sections
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| Carrying out procedures | * If a task involves following a sequence, this could be set out clearly on a wall chart or instruction sheet.
* Demonstrate skills more than once at the beginning of the placement
* Supervise practice until the student is secure
* Diagrams can help
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| Difficulty with numeracy | * Encourage use of calculator or other preferred learning aid
* Supervise drug administration
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| Lack of confidence / low self-esteem | * Demonstrate understanding of difficulties experienced
* Indicate what is in place to help
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| Has difficulty dealing with more than one thing at a time | * Avoid overloading with information
* Encourage to make to do lists taking in to account priorities
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| Time management  | * Suggest timescales
* Check they have a watch
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| Other | * Provide a map of the hospital/building/unit
* Provide a placement pack setting out useful information
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| **Difficulty** | **Strategies for students** |
| Memory difficulties | * Use a diary to note daily tasks agreed with supervisor
* Use colour pens, highlighters, flow charts to organise and prioritise work
* Use a personal note pad or electronic diary
* Create a flow chart on a small card as a memory aid
* Repeat tasks back to check full understanding
* Request small chunks of information at a time
* Ask for practical skills to be demonstrated
* Devise some prompt sheets to help with sequencing tasks
* Have appropriate telephone pads available for taking messages with as much information filled out beforehand
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| Difficulty with writing and spelling | * Be familiar with the layout of forms. Take one home to familiarise yourself with the layout
* Use a recording device to record ideas if possible whilst maintaining cpatient confidentiality
* Keep a record of common words and those specific to the placement specialty
* Devise effective checking procedures and proofreading skills.
* Use laptop or PC for writing case notes (if available)
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| Language | * Build a list of words that are frequently used in the area
* Ask for clarification if you are not sure of the terminology
* Use specialised reference books such as ‘Mosby’s Medical Drug Reference’ which gives the pronunciation of words
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| Documentation of forms | * Spell check pens
* Bullet points to minimise punctuation
* Double check work
* Write notes early as you go along
* List of terminology commonly used
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| Difficulty in listening and writing at the same time | * Dictaphone when appropriate
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| Difficulty with readingDifficulty with reading (cont) | * Use coloured overlays
* Ask for or initiate opportunities to discuss reading
* Ask for extra time for reading.
* Ask for essential reading in advance of placement, meetings, etc highlighting important parts if appropriate
* Work in a quiet area
* Read small amounts at a time
* Take regular breaks
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| Carrying out procedures | * Ask for extra time to practice skills you are unfamiliar with
* Write the sequence down in the form of a spider diagram or flow chart
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| Difficulty with left /right confusion | * Mark hands left and right
* Use maps of hospital/building/unit
* Right is the hand you write with (IF right handed)
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| Difficulty with numeracy | * Use calculator when appropriate
* Ask for drugs t be checked
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| Lack of confidence / low self-esteem | * If this is related to dyslexia discuss with CE and see if there are stratgegies that are in place to support you.
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| Has difficulty dealing with more than one thing at a time | * Make ‘to do’list in priority order
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| Time management / organisational skills | * Have a watch
* Observe and question others for ideas
* Plan and prioritise workload using coloured highlighters, tick boxes, flow charts, lists
* Break down complex tasks into manageable chunks and tick when completed
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| Other |  |