

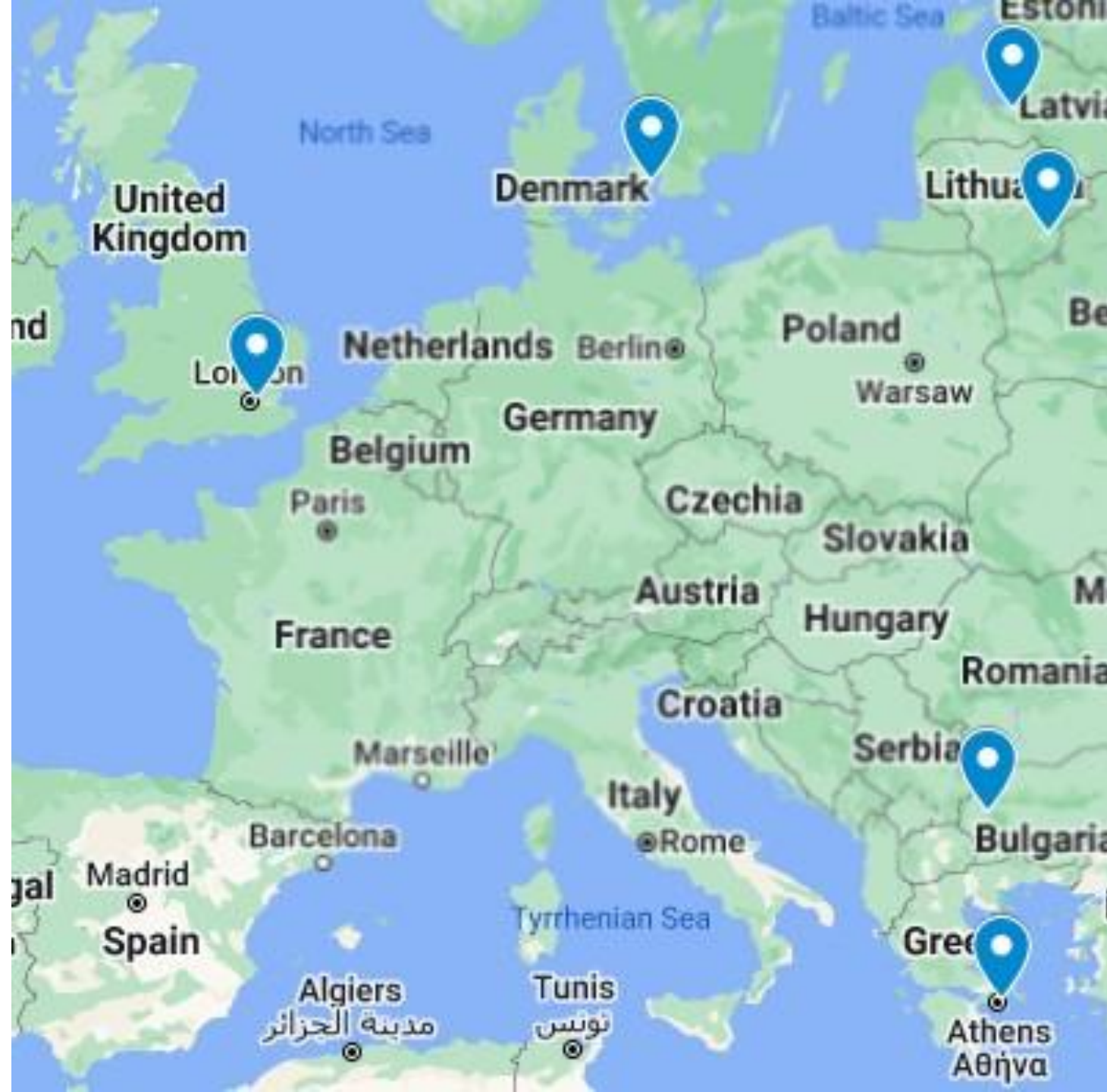
The Dyslexia Guild



Supporting Adults Toolkit

Developed from the Infinitus Project (Erasmus+ funded)

- International collaboration (Bulgaria, Croatia, etc.)
- Repackaged by the Dyslexia Guild for CPD opportunities
- Designed to support professionals working with adults facing literacy challenges
- Rethinking dyslexia - moving beyond language-specific approaches
- Formative assessment tools for learners with literacy difficulties, including those with non-English backgrounds



- Chapter 1 glossary
- Chapter 2 – conceptualising dyslexia / sound symbol test
- Chapter 2 – visual attention span resources
- Chapter 3 – supporting working memory
- Chapter 4 - motivation – intrinsic
- Chapter 5 – academic register

Chapter 1 – Introduction: The Dyslexia Guild Supporting Adults Toolkit

- Introduces dyslexia and its impact on adults. It emphasizes the importance of understanding and supporting individuals with dyslexia in various settings, such as education and employment.

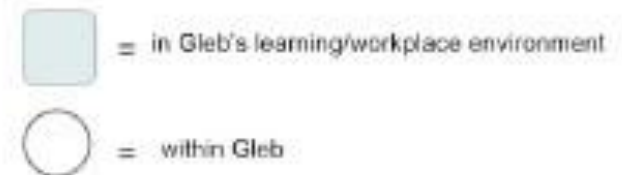
Glossary

Table 1-1

GLOSSARY	
Term	Definition/notes
academic register	Curriculum/educational language that features a specific vocabulary and way of interacting with text that differs from standard, everyday language.
chunking	A process by which a series of unrelated pieces of information can become linked into a meaningful single unit or whole.
cognition/cognitive processing	Cognition is the umbrella term for the faculties we possess that track happenings in the world and register our feelings, thoughts and motivations. These cognitive processes collectively have to determine the significance of all these external and internal sources of information and guide us to make appropriate and effective responses. Examples of cognitive processes include: "attention, perception, memory, language, problem-solving, reasoning and thinking." (Eysenck & Keane, p.1, 2005).
cognitive profile	The pattern of cognitive processes that affect how learners interact and perform in learning situations.
consolidation (memory)	Refers to a set of processes that jointly fixes a memory trace (fact, happening etc.) after it has been acquired.
deliberate practice	"...a set of conditions where practice had been uniformly associated with improved performance. Significant improvements in performance were realized when individuals were 1) given a task with a well-defined goal, 2) motivated to improve, 3) provided with feedback, and 4) provided with ample opportunities for repetition and gradual refinements of their performance." (Ericsson. 2008. p.991).

Chapter 2 - Conceptualising Dyslexia

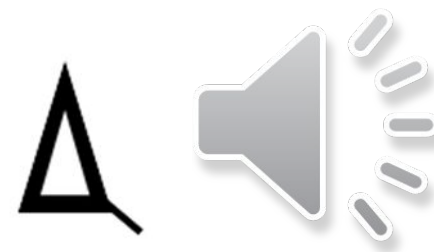
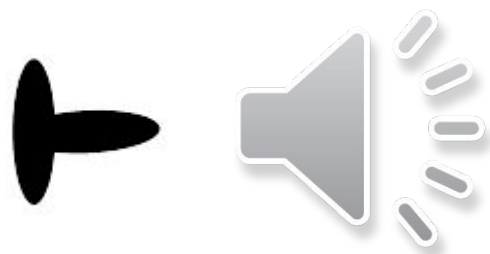
- "Where is Dyslexia Located":
 - Dyslexia involves complex interactions between brain regions and cognitive processes.
 - Neuroimaging studies reveal differences in brain activation patterns in individuals with dyslexia.
- "Constraints and Potentials":
 - Dyslexia presents challenges in reading, writing, and spelling.
 - Individuals with dyslexia also possess strengths such as creativity and problem-solving skills



Copy these symbols



Chapter 2 - Symbol_2_Sound Test



Chapter 2 - Symbol_2_Sound Test

- P1R3 introduces the Symbol_2_Sound Test, which aims to understand the challenges individuals with dyslexia encounter in connecting symbols (such as letters) to sounds.
- The test provides insights into the specific difficulties faced by people with dyslexia in phonological processing.
- By assessing symbol-to-sound connections, the Symbol_2_Sound test helps identify areas of weakness and informs targeted interventions for individuals with dyslexia



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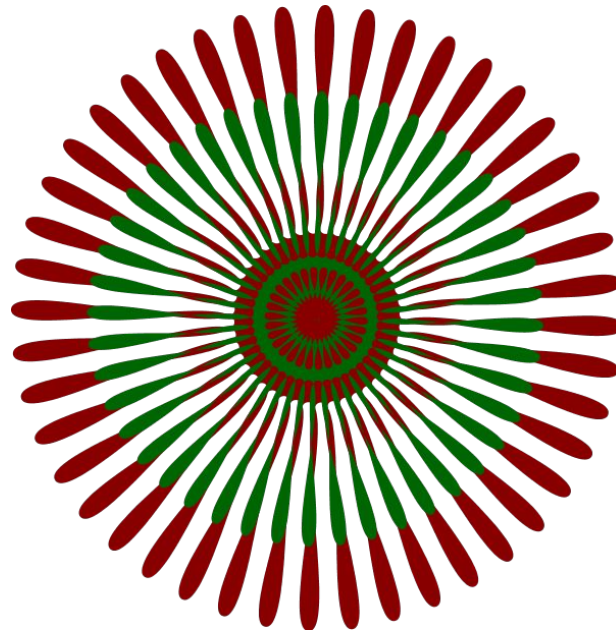


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Chapter 2 - Visual Attention Span Resources

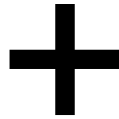
Visual Attention Span Test



Visual Attention Span Test

- Visual attention span is the number of letters/symbols someone can take in at a glance.
- It's linked to strong reading skills (word recognition & comprehension). Reduced attention span is associated with Dyslexia
- The Visual Attention Span Test is a quick, informal tool (PowerPoint presentation with 0.2-second letter strings) to assess visual attention span.

DEMO PRACTICE ITEMS



H K Q L Z

Adapting the Visual Attention Span Test for other Languages

To change elements (e.g. to insert different alphabetic characters) add them in the **ELEMENT** column of the MS Word version of the table below then follow the colour codes to ensure items are not repeated within strings.

VISUAL ATTENTION SPAN ELEMENT TABLE						
Practice item 1						
Practice item 2						
ELEMENT	ITEM	POSITION IN ITEM STRING				
	Number	1	2	3	4	5
B	1	B	D	F	H	L
D	2	D	B	H	P	M
F	3	F	H	B	D	R
H	4	H	M	L	B	D
L	5	L	P	R	S	B
M	6	M	F	P	T	S
P	7	P	R	M	L	T
R	8	R	S	T	F	P
S	9	S	T	D	M	F
T	10	T	L	S	R	H

- The test can be adapted for different languages (using Cyrillic, Arabic alphabets).

The image shows three pieces of paper representing materials for a reading span test. The leftmost paper is titled 'READING SPAN TEST' and features a logo at the top left that says 'The Original Game' inside a square with a circle. Below the title are two illustrations of a fly and a net. The middle paper contains the sentence 'The wind rustled in the trees.' The rightmost paper has two buttons labeled 'trees' and 'empty'.

READING SPAN TEST

The wind rustled in the trees.

trees
empty

Chapter 3 Supporting Working Memory

Chapter 3 Supporting Working Memory

- **What it Measures:**

Working memory capacity, specifically how well you can hold information in your mind while also processing new information.

- **How it Works:**

Participants read sentences presented in groups of 2-6.

They then need to recall the last word from each sentence.

Some versions include an additional step where they have to judge if the sentence makes sense (increases difficulty).

- **Purpose of the Difficulty:**

Prevents participants from simply repeating the target words in their head (consolidation).

Forces them to actively switch their attention between processing information and recalling it.

It was not easy to confiscate the shy old man.

man

He had lost all of his money at the new casino.

casino

The roof of the terrapin hut was leaking boldly.

boldly

The egg for Pippa was supposed to be hard-boiled.

hard-boiled

It was amazing to see how much work he had done.

done

Chapter 4 Enhancing Intrinsic Motivation

- Learner-centred approach: Focus on real-world situations and the learner's experience.
- Self-efficacy matters: Belief in one's ability to learn boosts motivation.
- Deliberate practice: Structured practice with self-monitoring and feedback.
- Dialogic teaching: Encourage learner participation and critical thinking.
- Effective feedback: Focus on learning process, be specific and actionable.
- Meaningful praise: Highlight effort and improvement, not just ability.



P3R1 Enhancing Intrinsic Motivation Audit Sheet

Feature of Support Provision	Highlight Status
The extent to which learners can monitor their own performance – are self-checking resources used wherever possible.	Low Med High
	Low Med High
The extent to which feedback can be used to enhance future performance (performance-related feedback).	Low Med High
	Low Med High
The extent to which the learner is encouraged to reflect upon his or her own performance.	Low Med High
	Low Med High

The extent to which performance goals are clearly signposted.	Low	Med	High
	Low	Med	High
The extent to which the steps towards the attainment of a goal are clear.	Low	Med	High
	Low	Med	High
The extent to which structured (relational) understanding of the subject matter is fostered.	Low	Med	High
	Low	Med	High
The extent to which active engagement is fostered and to which learner-autonomy is promoted generally.	Low	Med	High
	Low	Med	High

Chapter 5 : Academic Register and Study Skills Support

- educators should focus on helping learners develop the skills they need to learn independently.
- By actively engaging with the material, learners will gain a deeper understanding and be better able to apply their knowledge in new situations.

Academic Register – Words and Actions

‘Language can be not only a target for learning but also a tool for learning. A central aim for education is to develop and extend learners’ language and literacy capabilities since spoken and written languages are so essential to life, work and study’ (Ivanič, 2009, p.625).

- The kit contains three relevant articles from Dyslexia Review

Online corpora for literacy teachers: what is a corpus and how to use it

The online corpus is probably one of the most underused tools in the literacy teaching profession. **Dominik Lukeš** demonstrates how the use of a corpus can be of great benefit both for teachers and their learners and shows how this can potentially break down the barrier between language research and language practice.

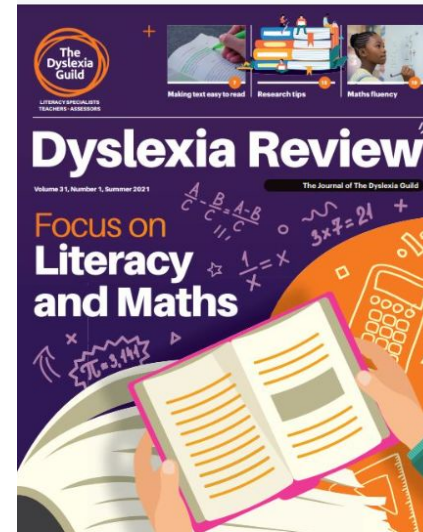


Online corpora for literacy teachers: putting a corpus to use

In the second part of this article **Dominik Lukeš** reviews the many different and valuable ways that a teacher can use an online corpus.

Hanging out the Writing: when mind maps don't help

Linda Kirkham from Loughborough University Student Support Services describes an alternative way of helping students with dyslexia to map their ideas.



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Dyslexia Review



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Member Benefits



CPD



View

Revisions

Member Benefits

Membership Grades

Gain Designatory letters to evidence your qualifications and experience

Online

Guild Forums

Topics include:
Exam Access Arrangements; APC and Assessment; Adult, Further and Higher Education; Dyslexia Action Literacy Programme (DALP) and General.

E-Journal and

Annual Summer Conference

Discounted fees for members. A great opportunity to meet and network with dyslexia/SpLD specialists, hear expert views and examine current topical issues in a warm and vibrant conference setting.

Professional



Guild Gallery



Dyslexia Review



Member Events



Member Benefits



CPD



Latest News



[Add new Forum topic](#)

Forum	Topics	Posts
Exam Access Arrangements This forum is available for Guild Members to post questions and comments about EAA and related topics. The EAA forum is moderated by Janet Desmet, Dyslexia Action tutor.	120 2 new posts	567
General discussion Welcome to the General Discussion forum for Guild members. Please check other Forum Categories (e.g. APC, EAA) before posting here. The moderator for this forum is Jan Beechey, Guild and Librarian.	102 1 new post	362
Assessment and APC On this forum Guild members are welcome to post questions and comments related to the Assessment Practising Certificate and Dyslexia/SpLD Assessments. This forum is moderated by Dr Anna Smith, Lead Assessor and Postgraduate Tutor for Dyslexia Action.	308 1 new post	1459
Adult, Further and Higher Education Specialists If you work with adults or in the further or higher education sectors, post questions and comments here. This forum is moderated by David Bailey, Dyslexia Action tutor.	32	100