

DYSLEXIA? WELCOME TO OUR LIBRARY!

INSPIRATION FOR LIBRARY SERVICES TO PERSONS WITH DYSLEXIA

COLLECTION & DEVICES



Audio Books



Daisy talking books



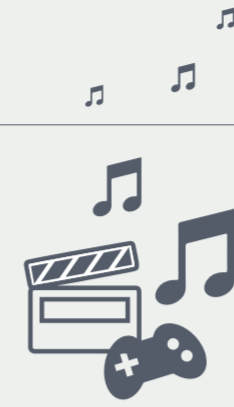
Easy-to-read



Fiction and non-fiction titles



Materials of varying difficulty



Focus on fun: films, music, games



Digital resources



eBooks and eReaders



Reading tools (e.g. Daisy playback software, Daisy players, Daisy apps)



Magnifying rulers

SPACE & PRESENTATION

WELCOME

Presentation of materials and IT-tools in a central location close to the information desk



Instructional videos

Install programs for reading and writing on all library computers

Place computers near the audio books and other materials for easy reading

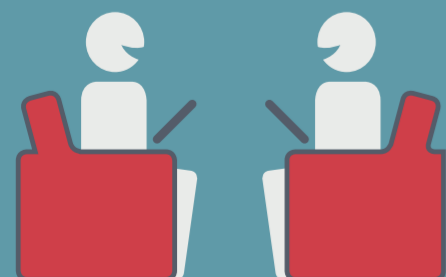


Clear signs and pictograms

Easy-to-read signs, pictograms and labels, on the materials and on the shelves



An inspiring easy-to-read area



Combine books and their audio or Daisy versions

Show the front of books, dvd's etc.

LIBRARY STAFF & PARTNERSHIPS



Awareness is important for everyone who works in the library, from the porter (may be the first contact) to the senior librarian (strategy, decision maker)

Train staff who can specialise in serving users with dyslexia. Although they may be the user's primary contact, make sure that all library staff can offer basic guidance



Create the possibility to book **'your personal librarian'**. A personal librarian makes it easier to come to the library and helps to create a feeling of security

Share knowledge and work together! Inside and outside the library



Involve users with dyslexia in the library service

An **integrated approach** covering the whole library service and extending over several years is a necessity.



Provide **sufficient resources** for materials, staff, marketing campaigns and other requirements

MARKETING



Accessible website and catalogue

Welcome-leaflet: easy-to-read and informative, available in both printed and digital versions, and distributed in and outside the library

Organize a frequent **drop-in café** with technology support and the opportunity to meet library staff with specialized knowledge of dyslexia. This kind of event will enable users to talk to persons with similar challenges.



Write **articles about the library service** in local newspapers

Organize **training courses and activities** on a range of subjects, reading clubs, digital newsletters, easy-to-read book of the month, homework support, all kind of events

Use **social media** as Facebook, podcasts, youtube, ...



Join events outside the library: meet persons with dyslexia where they are

Download the guidelines for library services to persons with dyslexia on:

www.ifla.org/lsn



GREEK WORDS **DYS** — POOR OR INADEQUATE
LEXIS — WORDS OR LANGUAGE

DYSLEXIA

Dyslexia is a neurologically-based disorder.

There is no relationship between a person's level of intelligence, individual effort or socio-economic position and the presence of dyslexia. (EDA)

Dyslexia is **not only about literacy**, although weaknesses in literacy is the most visible sign. Dyslexia affects the way information is processed, stored and retrieved, with problems of memory, speed of processing, time perception, organization and sequencing. (British Dyslexia Association - BDA)

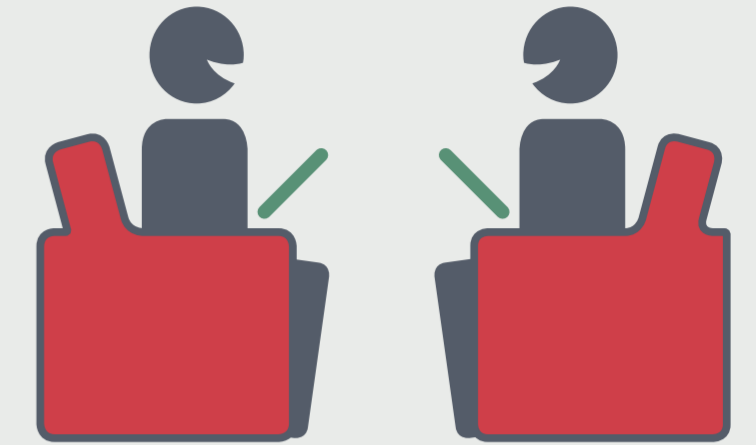
Although these readers cannot be considered a homogeneous group, there are some common characteristics:

- Reading at slow speed
- Having to read certain words or passages two or three times
- A tendency to get 'lost' somewhere on a page and then having to search for the sentence they were reading
- Putting a lot of effort into reading at word level and therefore no full access to a text.

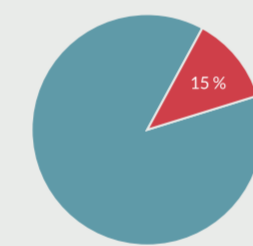
Examples of difficulties other than reading difficulties which persons with dyslexia may experience:

- Difficulties when putting thoughts into words / formulating questions clearly (writing and speaking)
- Difficulties finding words
- Difficulties when performing two tasks at a time (like listening and taking notes at the same time)
- Difficulties when working under pressure of time
- Poor handwriting
- Problems when consulting information which is alphabetically organized
- Problems to find one's way inside of a building.

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INSPIRATION FOR LIBRARY SERVICES TO PERSONS WITH DYSLEXIA



The National Center of Learning Disabilities (NCLD - New York) declares that dyslexia impacts an estimated 15 % of people.

The group of European Citizens with dyslexia and specific learning differences encompasses between 5 and 12 percent of the population, navigating through life in a largely non-'dys' friendly world. (European Dyslexia Organization - EDA)



Since language and orthography play an important role in reading, **the level of dyslexia may differ across countries**. Some alphabetical languages have a shallow orthography while other languages have a deep orthography. A **shallow orthography** means that the correspondences between letters and sounds in the writing system are close to one-to-one. A **deep orthography** will be more difficult for persons with dyslexia. (e.g. English: he met her there: 5 x 'e' pronounced in a different way).

Early recognition and appropriate intervention and support can help the person with dyslexia to **overcome problems**, finding a **good way to cope** and develop **alternate reading and learning strategies**.

FAMOUS PERSONS WITH DYSLEXIA



In 2001, IFLA published the Guidelines for Library Services to Persons with Dyslexia (Professional reports No 70).

Since then, the attitude towards persons with dyslexia has changed, supporting them with solutions and alternative ways of reading and writing, instead of training them, in many cases to no avail, to read from print and to spell correctly.

This revision of the "Dyslexia Guidelines" has been facilitated by IFLA. It has become a joint venture of the two neighbouring sections 'Library Services to People with Special Needs' (LSN) and 'Libraries Serving Persons with Print Disabilities' (LPD).

