DYSLEXIA IN HIGHER EDUCATION

People can best help dyslexic students once they understand dyslexia's association with anxiety and effective coping strategies, both cognitively and emotionally. By highlighting the perspectives of dyslexic students, this book evidences the prevalence of anxiety in dyslexic communities. The shared experience from a range of dyslexic learners pinpoints best practice models and helps combat the isolation felt by many with learning difficulties.

The author targets academic areas where students struggle, offering techniques to overcome these barriers. Such obstacles are not always due to cognitive factors but may be associated with negative experiences, leading to fear and uncertainty. Recounting these sticking points through student voices, rather than from a staff viewpoint, enables readers to find meaningful solutions to dyslexia-related problems. Through this dynamic methodology, the book shows researchers and practitioners how to understand dyslexic needs on an emotional level, while presenting dyslexic readers with practical coping methods.

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Anxiety and Coping Skills

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Preface

Book publications in the form of study skills books for dyslexic higher education students written by dyslexia practitioners and education professionals have to date been focused on the delivery of effective cognitive study skills strategies, with less emphasis on supporting students with developing techniques to manage anxiety and stress in relation to their academic courses. Yet, if negative emotional consequences of dyslexia are exacerbated, and if there is little understanding from published materials in the field of dyslexia of the association between dyslexia and negative emotion for the dyslexic higher education student, this could have a more harmful impact on student progression than the cognitive deficits connected with their dyslexia.

Therefore, space exists for a book which gives attention to the neglected area of dyslexia, its association with anxiety and social/emotional difficulties for the adult dyslexic student at university. Reasons this area has historically been neglected include the focus on the cognitive deficits of dyslexia and research work which has concentrated on implications of disability legislations introduced during the mid-1990s in terms of what this means for higher education institutions and disabled students working within those institutions. Additionally, studies which do exist, and which have looked at the relationship between dyslexia and negative emotional consequences, have been centred on the connection between dyslexia and externalising and internalising emotional difficulties in children and adolescents within school, without tapping into how this pans out into adulthood in the university environment. This book therefore fills the gap by looking at the association between dyslexia and emotional difficulties from the dyslexic adult student perspective. Consequently, the book extends an understanding of the ways in which the emotional consequences of dyslexia are shaped from childhood into adulthood as an internalised anxiety whose essence is explained through the lens of various theories introduced throughout the book.

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