

## *Contents*

<i>List of Figures</i>	<i>page</i> xiii
<i>Preface</i>	xv
1	1
1.1	1
1.2	3
1.3	6
1.4	7
1.5	8
1.5.1	9
1.5.2	12
1.5.3	15
1.5.4	16
1.5.5	17
1.6	18
1.6.1	20
1.6.2	22
1.7	23
1.8	24
References	25
2	29
2.1	29
2.2	31
2.2.1	32
2.2.2	34
2.2.3	35
2.2.4	36

2.2.5	The Teaching Quality Assessment and the Research Assessment Exercise	37
2.2.6	The National Working Party on Dyslexia in Higher Education (NWPDHE) 1994	38
2.3	Dyslexia and Higher Education	40
2.3.1	Adequacy of Support and Provision	42
2.4	Dyslexia and Emotional Difficulties	49
2.5	Dyslexia and Anxiety	52
2.6	Dyslexia and Coping	56
2.7	Summary	59
	References	60
3	Theories of Anxiety and Coping	67
3.1	Introduction	67
3.2	Theories of Anxiety	68
3.2.1	The Psychoanalytic Approach	69
3.2.2	The Learning/Behavioural Approach	69
3.2.3	The Physiological Approach	70
3.2.4	The Phenomenological/Existential Approach	70
3.2.5	The Cognitive Approach	71
3.2.6	The Uncertainty Approach	73
3.3	Academic Anxiety	75
3.3.1	Academic Anxiety: What It Is	75
3.3.2	Academic Anxiety: What Effects It Has	75
3.3.3	Academic Anxiety: Possible Causes	77
3.4	Test Anxiety	79
3.4.1	Test Anxiety: What It Is	80
3.4.2	Test Anxiety: What Effects It Has	80
3.4.3	Test Anxiety: Possible Causes	82
3.5	Social Anxiety	86
3.5.1	Social Anxiety: What It Is	86
3.5.2	Social Anxiety: What Effects It Has	86
3.5.3	Social Anxiety: Possible Causes	87
3.6	Performance Anxiety	91
3.6.1	Performance Anxiety: What It Is	92
3.6.2	Performance Anxiety: What Effects It Has	92
3.6.3	Performance Anxiety: Possible Causes	93
3.7	Coping	95
3.7.1	Coping: What It Is	95
3.7.2	Theories of Coping	97
3.7.3	Folkman and Lazarus's Transactional Model of Stress and Coping	97
3.7.4	Skinner et al. (2003): Searching for the Structure of Coping	100
3.7.5	Critique of Categorisation: Problem-Focused versus Emotion-Focused	101

<i>Contents</i>		vii
3.7.6	Critique of Categorisation: Approach versus Avoidance	102
3.7.7	Critique of Categorisation: Healthy versus Unhealthy Ways of Coping	103
3.8	Coping Techniques as Multidimensional	104
3.9	Qualities in Coping	107
3.10	Summary	108
	References	108
4	Identification of the Prevalence of Anxiety	118
4.1	Introduction	118
4.2	The Approach	121
4.3	Justification for Confirmatory Replication of a Previous Survey	122
4.4	Design	124
4.5	Measures	125
4.6	Participants	126
4.7	Results	128
4.7.1	Results by Gender	132
4.7.2	Results by Graduate Status	135
4.8	Interpretation of Statistically Significant Items from the Survey	137
4.8.1	I Feel My Literature Skills May Let Me Down in Exams	139
4.8.2	I Spend Longer on My Work than Most People	139
4.8.3	When About to Enter an Exam, I Feel Ill/Shaky	140
4.8.4	I Feel Anxious When Reading Aloud in Front of My Class	140
4.8.5	I Feel A Failure Academically in Comparison to My Peers	141
4.8.6	I Feel Overly Anxious When I Have Exams	141
4.8.7	I Get Angry with Myself for Taking So Long over One Piece of Work	142
4.8.8	I Get Frustrated When Faced with a Lot of Reading	143
4.8.9	I Am Often Brought to Tears When I Think about My Academic Abilities	143
4.8.10	My Work Suffers If I Am under Pressure, and I Work Better If I Have Plenty of Time	144
4.8.11	I Am Confident and Happy with My Academic Abilities	145
4.9	Summary	145
	References	146
5	Effects of Dyslexia and Emotional Responses to Academic Tasks	152
5.1	Introduction	152
5.2	Social Effects of Dyslexia	154
5.2.1	Fear of Reading Aloud Due to Being Judged	155
5.2.2	Fear of Any Types of Evaluative Situations Where Words and Language Are Involved	156
5.2.3	Devising Techniques to Avoid Being Singled Out as Not Understanding	157

5.2.4	Fear of Looking Stupid in Front of Others	157
5.2.5	Comparison with Peers and Feeling Inferior	158
5.2.6	Imposter Syndrome	159
5.2.7	Feeling Different and Misunderstood by Family	159
5.2.8	Word Finding Difficulties and Delayed Thinking on Feet Affecting Social Abilities	160
5.3	Emotional Effects	160
5.3.1	Anxiety Blocking Cognitive Function	161
5.3.2	Anxiety Affecting Confidence and Causing Self-Doubt	162
5.3.3	Anxiety Leading to Social Withdrawal	162
5.3.4	Anxiety Due to Lack of Structure/Routine	163
5.3.5	Dealing with Anxiety	163
5.3.6	Anxiety as a Driver	163
5.3.7	Anger at Self Due to Cognitive Weaknesses	164
5.3.8	Anger Targeted at Dyslexia	164
5.3.9	Dealing with Anger	165
5.4	Cognitive Effects	165
5.4.1	Reading Difficulties	166
5.4.2	Writing Difficulties	167
5.4.3	Spelling Difficulties	169
5.4.4	Information Processing Difficulties	169
5.4.5	Taking Longer to Do Work	169
5.4.6	Problems with Maths and Numbers	170
5.4.7	Identification of Emotional Difficulties before Recognition of Cognitive Difficulties	170
5.5	Positive Effects	171
5.5.1	Creativity	173
5.5.2	Holistic and Big-Picture Thinkers	173
5.5.3	Harder Working: More Driven, Persevering and Resilient	174
5.5.4	Good Communication Skills	175
5.5.5	Deeper Empathy	176
5.6	How Dyslexia Affects Students Emotionally in Response to Specific Academic Tasks	178
5.7	Types of Academic Tasks That Generate Negative Emotional Responses	178
5.7.1	Exams, Meeting Deadlines and Note Taking in Lectures	178
5.8	Types of Academic Tasks That Generate a Mixture of Negative, Indifferent and Positive Emotional Responses	181
5.8.1	Reading, Remembering Information and Spelling Tasks	181
5.8.2	Presentations and Seminar Discussions	182
5.9	Types of Academic Tasks That Generate Positive Emotional Responses	184
5.9.1	Producing Written Work	184
5.9.2	Using Organisational Skills	185

<i>Contents</i>		ix
5.10	Explanations for Negative Emotional Responses to Academic Tasks	186
5.10.1	Retention and Retrieval Difficulties	187
5.10.2	Time Issues	187
5.10.3	Processing Difficulties	188
5.10.4	Not Understanding What Is Required or Not Having Strategies to Cope	188
5.11	Summary	191
	References	192
6	Cognitive Techniques to Overcome Barriers to Learning	195
6.1	Introduction	195
6.2	Reading Tasks	197
6.2.1	Cognitive Learning Strategies	197
6.2.2	The PASS Reading Strategy	197
6.2.3	Skimming and Scanning	198
6.2.4	Selectivity Reading	199
6.2.5	Colour-Coded Highlighting	199
6.2.6	Notes/Summaries	199
6.2.7	Metacognition	200
6.2.8	Multisensory Methods	200
6.2.9	Use of Technology	201
6.2.10	Practical and Favourite Things	201
6.2.11	Alleviating Scotopic Sensitivity	203
6.3	Remembering Reading	203
6.3.1	Cognitive Learning Strategies	203
6.3.2	Highlighting: Keyword/Image Association	204
6.3.3	Selectivity/Extracting Information and Q Notes	205
6.3.4	Multisensory Methods	205
6.3.5	Use of Technology	206
6.4	Spelling	206
6.4.1	Cognitive Learning Strategies	206
6.4.2	Mnemonics	206
6.4.3	Sounding It Out	207
6.4.4	Repetition	207
6.4.5	Copying Words	207
6.4.6	Designate to a Colleague or Friend	208
6.4.7	Avoidance	208
6.4.8	Use of Technology	209
6.5	Exams	209
6.6	Revision	209
6.6.1	Cognitive Learning Strategies	209
6.6.2	Using To-Do Lists and Setting a Purpose	210
6.6.3	Creating Questions	210
6.6.4	Multisensory Methods	211

6.7	Taking Exams	211
6.7.1	Cognitive Learning Strategies	211
6.7.2	Timetabling Exams	212
6.7.3	Breaking Down Questions	212
6.7.4	Selecting Questions	213
6.7.5	Verbalising Exam Questions	213
6.7.6	Practical and Favourite Things	214
6.8	Producing Written Work and Writing Essays	214
6.9	Essay Planning	214
6.9.1	Cognitive Learning Strategies	214
6.9.2	Utilising University Resources	215
6.9.3	Making Plans and Writing Guides	215
6.9.4	Using a Dyslexia Tutor/Disability Adviser during Support Sessions	216
6.10	Writing	216
6.10.1	Cognitive Learning Strategies	216
6.10.2	Setting Small Goals	216
6.10.3	The PEC Method	217
6.10.4	Use of Technology	218
6.11	Presentations	218
6.11.1	Cognitive Learning Strategies	218
6.11.2	Selecting an Enjoyable Topic	218
6.11.3	Using Visual Images	218
6.11.4	Preparation through Rehearsal and Timing	218
6.11.5	Using Activities	219
6.11.6	Use of Technology	219
6.12	Organisation Techniques	220
6.12.1	Cognitive Learning Strategies	220
6.12.2	Systems	221
6.12.3	Visual Posters	221
6.12.4	Use of Technology	222
6.12.5	Practical and Favourite Things	222
6.13	Meeting Deadlines	222
6.13.1	Cognitive Learning Strategies	222
6.13.2	Starting Early	223
6.13.3	Use of Technology	223
6.14	Taking Notes in Lectures	224
6.14.1	Cognitive Learning Strategies	224
6.14.2	Active Learning	224
6.14.3	Using Shorthand and Symbols	225
6.14.4	Drawing and Using Coloured Pens and Coloured Paper	225
6.14.5	Multisensory Methods	226
6.14.6	Use of Technology	226
6.15	Seminar Discussions	227
6.15.1	Cognitive Learning Strategies	227
6.15.2	Preparation	227

<i>Contents</i>		xi
6.15.3	Asking Questions	228
6.15.4	Being the First to Speak	229
6.15.5	Multisensory Methods	229
6.15.6	Use of Technology	230
6.16	Summary	230
	References	231
7	Emotional Techniques to Overcome Barriers to Learning	232
7.1	Introduction	232
7.2	Avoidance	233
7.3	Getting Stressed, Worrying and Crying	235
7.4	Panicking	236
7.5	Withdrawing from Social Interaction	237
7.6	Talking to Someone	238
7.7	Planning and Using Strategies	240
7.8	Implementing Breaks	240
7.9	Participating in Exercise	242
7.10	Seeking Comfort	243
7.11	Mental Resilience	244
7.12	Summary	245
	References	245
8	Theoretical Insights into Dyslexic Anxiety and Coping Responses	247
8.1	Introduction	247
8.2	How Previous Research on Anxiety and Dyslexia in Higher Education Relates to Experiences of Anxiety Provided by Articulations of Dyslexic Learners	247
8.3	How the State-Trait Model of Anxiety Relates to Experiences of Anxiety Provided by Dyslexic Learners	249
8.4	Revisiting Theoretical Approaches to Anxiety and How These Relate to Anxiety Experienced by Students with Dyslexia	249
	8.4.1 Ohman's Information-Processing Model of Anxiety	250
	8.4.2 Hadwin et al.'s Processing Efficiency Theory	252
8.5	Revisiting Skinner et al.'s Coping Framework and How This Explains Coping Responses Used by Students with Dyslexia	256
	8.5.1 Problem-Solving	257
	8.5.2 Seeking Support	260
	8.5.3 Cognitive Restructuring	261
	8.5.4 Emotion Regulation	262
	8.5.5 Negotiation	263
8.6	Critique of Skinner et al.'s Coping Framework in Relation to Understanding Coping Responses Used by Students with Dyslexia	264
8.7	Summary	266
	References	267

9	Concluding Thoughts and Moving Forwards	269
9.1	Introduction	269
9.2	Summary of Findings and Main Points of Each Chapter	269
9.3	Contribution the Book Makes to an Understanding of Anxiety for the University Student with Dyslexia	272
9.4	Contribution the Book Makes to Identification of Ways of Coping That Students with Dyslexia Employ	274
9.5	Implications for Dyslexia Practitioners	275
9.6	Implications for Universities	276
9.7	Implications for Academics and Teaching Staff	277
9.8	Further Research Work Moving Forwards	278
	References	279
	<i>Appendix A: The Survey</i>	282
	<i>Appendix B: Cognitive Coping Strategies Used for Each Study Task</i>	287
	<i>Appendix C: Study Skills Checklist</i>	300
	<i>Index</i>	302