

Discover the renewed and enlarged guidelines for Library Services to Persons with Dyslexia!

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Abstract:

Guidelines for Library Services to Persons with Dyslexia

- Revised and enlarged – [not yet approved by IFLA]

A Joint Project of the IFLA Sections Library Services to People with Special Needs (LSN) and Libraries Serving Persons with Print Disabilities (LPD)

This revision has been facilitated by IFLA project money.

In 2001, IFLA published the Guidelines for Library Services to Persons with Dyslexia (IFLA Section Library Services to People with Special Needs).

A growing body of research has since then changed the connotation of the word dyslexia, making it less medical and more social in meaning, and has therefore changed our attitudes towards persons with dyslexia, 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.

IFLA Library Services to People with Special Needs (LSN) and Libraries Serving Persons with Print Disabilities (LPD) have worked together to revise and enlarge the former Guidelines which have become:

- A document that can be consulted by professionals in the library world;*
- A document that can be used by library staff to find ideas, examples and suggestions on how to recognize library users with dyslexia, how to approach them and how to improve library services accordingly.*

Chapters are:

- What is dyslexia?*
- Legal background*
- Welcome to our library! What should your library do to support persons with dyslexia?*
- Library staff*

- *Content*
- *Reading devices and assistive technology*
- *Now it is up to you! (with checklist)*
- *Glossary*
- *References*
- *Best practices*
- *Knowledge base*

Keywords: Library service, dyslexia

The Purpose

These new guidelines aim to assist libraries to provide services to persons with dyslexia. They can also be applied to other groups of users with reading difficulties.

They are intended as a tool for both trained and less experienced library staff who have the responsibility of serving persons with reading and learning difficulties.

The intention is to provide a thorough and up-to-date compilation of what is known about library services to users with dyslexia and also to create a knowledge base containing background information and examples of best practice, also available through the IFLA website (www.ifla.org/lsn).

The Scope

These dyslexia guidelines are aptly described as a professional report. This document:

- Can be consulted by professionals from the library world
- Can be used by library staff to find ideas, examples and suggestions on how to recognize library users with dyslexia, how to approach them and how to improve library services accordingly
- Provides a checklist of tips and ideas, an overview of best practices and a knowledge base

We do not claim that this is an academic or scientific report. Our aim is to offer information about dyslexia and the challenges that persons with dyslexia may encounter, along with ideas about appropriate library services.

These dyslexia guidelines focus on public libraries; however many of the suggestions and recommendations may be useful and inspiring for other kinds of libraries too.

The guidelines do not include methods or tools for diagnosis of dyslexia, nor do they supply programmes to support strategies employed by persons with dyslexia.

These guidelines are based upon acceptance and respect. We are working from the conviction that persons with dyslexia have specific skills and abilities, and we aim to encourage them to enjoy stories, books and the library.

Checklist

The following is the checklist which is useful for librarians to support persons with dyslexia through their library services based on these new dyslexia guidelines.

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	DAISY Reading tools (e.g. Daisy playback software, Daisy players, Daisy apps)	Magnifying rulers
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<h3>SPACE & PRESENTATION</h3> <ul style="list-style-type: none"> WELCOME Presentation of materials and IT-tools in a central location close to the information desk Install programs for reading and writing on all library computers Place computers near the audio books and other material for easy reading An inspiring easy-to-read area Combine books and their audio or Daisy versions Show the front of books, dvd's etc. Clear signs and pictograms Easy-to-read signs, pictograms and labels, on the materials and on the shelves Instructional videos 	<h3>LIBRARY STAFF & PARTNERSHIPS</h3> <ul style="list-style-type: none"> 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 	<h3>MARKETING</h3> <ul style="list-style-type: none"> Welcome-leaflet: easy-to-read and informative, available in both printed and digital versions, and distributed in and outside the library Accessible website and catalogue 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
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Download the guidelines for library services to persons with dyslexia on: www.ifla.org/ins

GREEK WORDS DYSLEXIS — POOR OR INADEQUATE 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.

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

Jamie Oliver, Richard Branson, Agatha Christie, John Irving, Steve Jobs, Keira Knightley, John Lennon, Albert Einstein, Pablo Picasso, Ingvar Kamrad

DYSLEXIA? WELCOME TO OUR LIBRARY!

INSPIRATION FOR LIBRARY SERVICES TO 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).

International Federation of Library Associations and Institutions

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