**DYSLEXIA? WELCOME TO OUR LIBRARY!**

**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

**SPACE & PRESENTATION**

- 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
- Easy-to-read signs, pictograms and labels, on the materials and on the shelves
- Place computers near the audio books and other materials for easy reading
- An inspiring easy-to-read area

**LIBRARY STAFF & PARTNERSHIPS**

- 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.
- 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).
- 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.

**MARKETING**

- 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
- 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

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.
Dyslexia is a neurologically-based disorder.

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.

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 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.

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.

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).

**FAMOUS PERSONS WITH DYSLEXIA**

<table>
<thead>
<tr>
<th>Jamie Oliver</th>
<th>Richard Branson</th>
<th>Agatha Christie</th>
<th>John Irving</th>
<th>Steve Jobs</th>
<th>Keira Knightley</th>
<th>John Lennon</th>
<th>Albert Einstein</th>
<th>Pablo Picasso</th>
<th>Ingvar Kamprad</th>
</tr>
</thead>
</table>

**POOR OR INADEQUATE WORDS OR LANGUAGE**

Download the guidelines for library services to persons with dyslexia on: [www.ifla.org/lsn]

© IFLA, 2014

**POOR OR INADEQUATE WORDS OR LANGUAGE**

**DYSLEXIA**

**DYSLEXIA? WELCOME TO OUR LIBRARY!**

**INSPIRATION FOR LIBRARY SERVICES TO PERSONS WITH DYSLEXIA**