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Listen to me!
The voices of some students with dyslexia
Jane Mullen and Jean Hatton

My earliest memory of school was of the teacher asking me to come up to the board and do some maths in front of the other children. I felt really uncomfortable and upset at having to do this because I felt so stupid because I couldn’t do it ... I remember just being stood there because I didn’t know what to do and when I look back on it, it was a very painful experience.

Perhaps I’m not really stupid....

With my assignments I am totally exhausted when I have finished.

Degrees of Independence Conference
April 17th 2009
‘Students may come to university already predisposed to think of themselves as needing help with any changes and do not find it problematic to ask for ‘help’. … Now everyone looks for a difficulty to declare, like the hundreds of students who register themselves as ‘dyslexic’ when the problem, if it exits, is exceptionally rare.’

Ecclestone and Hayes 2009:89
Statistics

• 2006-2007 199 new students with dyslexia made contact with the Disability Office
• 2007-2008 this figure had risen to 299

• 2007-2008 declared dyslexics -approximately 4% of the undergraduates
• 2007-2008 declared dyslexics on the FdA and BA part time course 23%
stories are somehow important for our identity: They tell us who we are

Widdershoven (1993:5)
What animal are you?
Humour/head in clouds
Timid
Spikes and Shells
The big black monster
The developing self

I remember one particular instance where a teacher asked me to read in front of a class and I knew I couldn’t do it - I had done it before when people would giggle and laugh, but it was year 10 and I knew I couldn’t get away with missing words and getting it wrong, so I just said I did not feel well and ran out of the room. Those feelings of insecurity and inadequacy still haunt me today. (R)

I feel the school system failed me (S)

Nowadays I probably would have an ASBO (J)
Self esteem in different settings

![Bar chart showing self-esteem scores in different settings for various students.](chart.png)
Comparison of marks for written assignments
Comparison of scores for timed tests

![Graph showing comparison of actual test scores and mean cohort test scores for students C, R, U, J, S, L, and D.](image)
Comparison of marks for presentations

[Bar chart showing comparison of actual presentation marks and mean cohort marks for students C, R, U, J, S, L, and D. The x-axis represents students and the y-axis represents marks in percentage.]

- Actual presentation mark
- Mean cohort mark

[Legend explaining the colors used in the chart: red for actual presentation mark and blue for mean cohort mark.]
‘in many cases dyslexic adults have to be assertive about their entitlement for support. For some adults this is difficult to achieve’ (Reid and Kirk 2001:153).

Normally I don’t have a problem asking for help, but because I was out of my comfort zone I felt I couldn’t ask for help from anybody because I didn’t want to look a fool (D)
Journeying towards a comfortable identity:

It used to be my dyslexia and me and certainly over the last few years, and hopefully it will continue, we have amalgamated into one and this is who I am and it just lets me got on with my life, so it's less debilitating I guess! (R)