



Website context: Thinking about Dyslexia → Module design

Affective factors

Students who are dyslexic may have had very varied experiences of learning and of being dyslexic, resulting in different emotional responses and attitudes to learning situations.

Some may have received good teaching and support in the early years and their belief in themselves as successful learners may have been maintained. They have strategies that work and have confidence in interacting with tutors and peers.

Others may have been treated as 'stupid', or struggled with negative responses from teachers in the past. This continues to affect their approach to learning and their confidence. Lack of trust of teachers and 'the system' may continue; they may not have an awareness of the strategies they use and attribute success to chance rather than their own ability; they may lack confidence because of fear of revealing what they see as their stupidity.

For some, constantly having to apply the additional resources necessary to cope results in fatigue, frustration and heightened anxiety.

There is also the group whose dyslexia is not identified until they come to university. This can arise because strategies that have been previously successful no longer work in a new environment and they or their tutors become aware that they are struggling. Responses to late identification vary. It can be a relief or it can for a time create emotional turmoil, especially if there have been unexplained difficulties and patterns of failure in education previously.