

# Study Skills for Students with Dyslexia

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 **SAGE Study Skills**

# Study Skills for Students with Dyslexia

Support for Specific Learning  
Differences (SpLDs)

Edited by  
Sandra Hargreaves & Jamie Crabb

3rd Edition

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## About the Editors



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has also been involved in dyslexia support at Thames Valley University, the Inner London Probation Service and Uxbridge College. She previously worked for many years in Australia in the Teacher Education Programme at Macquarie University, where she was the Course Leader of the Secondary English Team. She has Associate Membership of the British Dyslexia Association in Further and Higher Education (AMBDA FE/HE) and is a member of the Professional Association of Teachers of Students with SpLD (PATOSS). Sandra was a founding member, and is also a current member, of ADSHE (Association of Dyslexia Specialists in HE). Sandra has been involved with education throughout her career. After initial training as an English teacher at the University of Newcastle in Australia, she completed both an MA and MEd at the University of Sydney. She has undertaken all her training in dyslexia in the UK. She is also dyslexic. Her interest in education has been extensive. She has travelled to the United States, where she had a Fulbright Scholarship, and the UK, where she enjoyed an educational development award sponsored by the British Council. She has given papers at international conferences in the USA, UK, Europe, Singapore and Australia.



**Jamie Crabb** has over 10 years' experience working in secondary and higher education. Following his BA (Hons) Drama and Education, he worked as project coordinator for the Metropolitan Police Safer Schools Project initiative in the London Borough of Haringey and completed his Masters in Performance Practices and Research. He subsequently worked as visiting lecturer/tutor in applied theatre, and theatre and performance at the Royal Central School of Speech and Drama (RCSSD). More recently, Jamie's work has focused upon specialist support and assessment for specific learning differences (SpLDs) and neurodiversity in higher education. He was the Disability Services Coordinator at RCSSD until early 2014, and currently works as a freelance SpLD tutor, assessor and assistive technology specialist and is completing his postgraduate training in



## About the Editors

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# About the Contributors

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**John Brennan** was a dyslexia support tutor at South Bank University and Kingston University. After education at Downside and Brasenose College, Oxford, John worked in IT until 1999 in London, with significant periods in Belgium and Holland. Two of the more interesting projects John worked on were the traffic management systems for the Channel Tunnel terminals and Wester Schelde estuary.

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## Study Skills for Students with Dyslexia

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# 1

## Managing Your Study

Jamie Crabb, Jane Davis and  
Sandra Hargreaves

### Developmental objectives

This chapter:

- explains the importance of developing organisational skills
- outlines the overall structure of university life including the main things you have to consider
- suggests developing a mindful approach to study to support wellbeing and motivation
- outlines ways of planning your workload so that you can complete assignments on time and still enjoy some leisure and exercise
- introduces useful assistive technology and software to help with organization
- provides examples and templates of weekly timetables, 'To-do' lists and other useful resources (Digital-Download).

### Studying at college or university

Studying at college or university can be an **exciting and inspiring time**. There is greater opportunity to **explore subjects and social activities that reflect your individual strengths and interests**, or reflect a future career choice. When choosing a university or college course it is important that the **subject area inspires your interest**, and the **teaching and assessment methods reflect your thinking and learning styles** (see Chapter 2).



Furthermore, many colleges and universities offer a range of **social activities, groups and societies** organised by the student union. Make the most of these opportunities to develop new friendships, interests and access support or interest groups. You can find information about your student union through your university or college website, the National Union of Students (NUS) website: [www.nus.org.uk/](http://www.nus.org.uk/) or by visiting your student union office. In addition, **making contact with student services at the beginning of your studies** can ensure you are aware of the support and reasonable adjustments available (see Introduction).

Choosing a subject area that reflects your genuine interests and strengths, engaging in wider activities on offer, and identifying appropriate support early on are essential ingredients to support positive wellbeing during your studies.

## Organisation

The demands of college or university study are very different from the more organised environment of school. Apart from your timetabled lectures, tutorials, seminars and examinations, **how you organise your time will be up to you**. Difficulties with organisation can be experienced by students with dyslexia and other specific learning differences (SpLDs) due to difficulties with processing information (see Introduction). Difficulties with organisation experienced early in your studies may lead to falling behind with your commitments, and the possibility of failing modules, resubmissions and resits. Consequently it is important to **explore and develop effective strategies for organisation** to support you through your course. Many strategies for organisation including the use of assistive technology software (see Introduction) and smartphone/tablet applications (Apps) are offered throughout this chapter.

## Main features of university study

- Weekly lectures, tutorials, seminars, practical sessions or workshops on campus.
- Assignments or essays, reports, journals, presentations. This may include individual and group work.
- Examinations.
- Independent study in the library or at home.

The timetabled elements of your course may vary according to whether, for example, you are following a science subject, with a lot of practical work or arts and humanities, where there will be more free time intended for reading and writing independently.

As you **begin your studies** it is **advisable** to:

- Visit student services for information about accommodation, finance and support for students with dyslexia and other SpLDs (see Introduction).
- Get to know your college environment well, so you can locate classes easily and factor in sufficient travel time if you live off campus.
- Attend a library induction and get to know your subject librarian and other support staff.



- Ensure you attend any IT training or inductions and study skills sessions.
- Register with a local doctor.

## Developing a mindful approach to study for positive wellbeing

The new challenges presented by university life may sometimes feel overwhelming. Difficulties engaging with methods of teaching and learning can cause stress and impact upon your wellbeing. Wellbeing relates to **your ability to take care of yourself** to manage stress and difficulties during your study. As a result, it can be helpful to **develop a mindful awareness of your personal wellbeing** throughout your study.

**Mindfulness** is a practice of **paying attention to how you are feeling** in the present moment with an attitude of **non-judgement**. Practising mindfulness offers the possibility of achieving more insight into your emotions, boosting your attention and concentration and improving relationships (Williams and Penman, 2011). Developing mindful self-awareness can help you to draw on appropriate strategies to support positive wellbeing. For example, if you are experiencing feelings of stress when **struggling with an essay**, using a simple **breathing exercise** can help you to **practise non-judgement, calm your thoughts** and **consider alternative options for managing your difficulties** such as seeking support, taking a break or using a different study strategy.

Take a **mindful pause** to focus on the present moment before continuing to the next section:

Close your eyes and sit comfortably

Breathe in, gradually drawing full breath, filling your stomach and chest

Breathe out and allow your body to relax

Breathe in, notice the air filling your body

Breathe out, relax your mind and body

Explore using this short exercise before undertaking a study activity, or at times of stress.

Being mindful of the present moment can be practised at any time. For example:

- Practise a series of simple yoga poses by following a guide on YouTube or a smart-phone/tablet App.
- Take a walk, paying attention to the quality of the ground under your feet and the air as it touches your body.
- Wash the dishes focusing attention upon the sensations of the water against your skin.
- Listen, sing or dance to some calming or inspiring music, focusing on bodily sensations you experience.
- Follow simple guided breathing or meditation exercises. For example, try the three-minute breathing space or eight-minute mindfulness of body and breath exercises from: <http://franticworld.com/free-meditations-from-mindfulness/>.

- Download a mindfulness tablet/smartphone App for daily reminders to practise mindfulness – mindfulness daily is a good example: <http://mindfulnessdailyapp.com/>.

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**GO to [www.dnamatters.co.uk/resources/](http://www.dnamatters.co.uk/resources/) and search for 'Wellbeing'**

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Undertaking everyday tasks mindfully by exploring sitting or active breathing and meditation, or **physical activities such as sports, yoga and swimming**, can help to develop a mindful approach to positive mental and physical wellbeing. This in turn can support the **development of a mindful approach to your study** and:

- greater awareness of thoughts and feelings
- the ability to recognise and manage stressful, negative thoughts and feelings
- positive strategies for wellbeing drawing on support where necessary.

These useful resources provide further information about mindfulness, the potential benefits and principles such as non-judgement:

- Mindfulness for Study – from procrastination to action (available September 2016) by Karisa Krcmar and Tina Horsman – published and available from Inspired by Learning: [www.inspiredbylearning.eu/](http://www.inspiredbylearning.eu/) in both hard copy and e-book with access to free downloadable mindfulness exercises.
- Frantic World – What is Mindfulness: <http://franticworld.com/what-is-mindfulness/>
- For Dummies – 11 Tips for Mindful Attitude: <http://bit.ly/DummiesMindfulAttitudeTips>

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**GO to Wellbeing and Mindfulness Information and Resources**

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Try not to ignore stress or difficulties – **being mindful of your wellbeing means being proactive!** The importance of ensuring your wellbeing should include:

- Taking **regular exercise** – 10 or 20 minutes a day of physical activity such as walking, swimming or cycling can have a positive impact on wellbeing.
- Keeping a **regular sleep pattern** – cutting down on stimulants (e.g. tea, coffee and alcohol) and taking time to unwind before bed can support improved sleep.
- Taking advantage of **student clubs, study and support groups** to make the most of peer support.
- Budgeting to avoid financial difficulties.
- Eating regular healthy meals to ensure good nutrition.
- Factoring in time for weekly **leisure and social activities**.
- Moderating your alcohol consumption.

Your student union and student support services can be a useful resource to advise you how to manage difficulties and maximise your wellbeing. It is important to remember that **if you experience difficulties**:

- **Related to study** – consider exploring these with an academic tutor or a specialist study skills tutor.
- **Of a personal nature** – consider approaching your student support services adviser, who will be able to advise you of the support available (e.g. counselling, money advice or visiting your doctor).

## Motivation

If you are mindful, positive and proactive you are more likely to achieve your goals. Genuine interest in your subject is crucial, but even the most enthusiastic student can sometimes be demotivated by workload pressure or an unexpectedly poor grade. If you are focusing too much on your difficulties, develop a mindful attitude to **challenge negative thoughts** by writing down a more realistic view of the situation: **use critical feedback as an opportunity for development**. For example replace:

I can't write introductions

*with*

I can look at models, get advice from my tutor and learn how to improve my introductions



### GO to Managing Challenges Example; Managing Challenges Template

Effective ways of boosting motivation include:

- Focusing on the benefits of your course.



### GO to Course Benefits Template

- Challenging negative thoughts.
- Goal setting and rewarding yourself (see Goal setting, below).
- Breaking down assignment tasks so they are more manageable (see Task breakdown, below).
- Exploring creative and multi-sensory study methods that suit your thinking and learning styles (see Chapter 2).

- Developing good relationships with academic and support tutors.
- Finding a study partner for mutual support with motivation.
- Avoiding burn-out by taking time to relax, socialise and exercise.

If you find yourself completely unmotivated by your course, it may be that you have made the wrong choice and need to reconsider. Discuss this with a tutor and/or a careers adviser. If there are situations in your life that are affecting your overall wellbeing, motivation will be affected so you need to prioritise dealing with these situations and taking good care of yourself (see Developing a mindful approach to study for positive wellbeing, above).

## Goal setting

It is motivating to identify your **long-term** and **short-term goals** and for this you should use SMART goals (Table 1.1).

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### GO to SMART Goals Example; SMART Goals Template

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**TABLE 1.1** Using SMART goals – a brief example

<b>Specific</b>	Improve paragraph structure in essays
<b>Measurable</b>	Get feedback from tutors and compare to writing models such as PEEL (Point, Evidence, Explain, Link) see Chapters 2 and 7
<b>Achievable</b>	With practice, in context of assignments, I can improve my paragraph structure
<b>Realistic</b>	I won't expect to write perfect paragraphs straight away but with review and practice, they will improve
<b>Timebound</b>	I will allow myself a couple of months and review my paragraph writing

Make a poster list of one of your long-term goals – e.g. what you hope to achieve at the end of your course or term. For example, a long-term goal might be:

'become a practising clinical psychologist'

The next step is to break your long-term goal into realistic, more manageable short-term goals. Short-term goals are steps towards your long-term objective, e.g.:

'develop essay writing skills'

These smaller goals can be broken down further into sub-steps to identify achievable tasks. You can do this independently or with a tutor. Careers advisers or fellow students, who share your goal, may have useful ideas as well. Breaking down goals and assignment tasks puts you in control.



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## GO to Task Breakdown Example; Task Breakdown Template

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Here is an example of breaking down assignment tasks – the most obvious stages are:

1. Unpacking the essay question/understanding assignment criteria (see Chapter 6).
2. Brainstorming or concept mapping to clarify your ideas (see Chapter 6).
3. Reading, researching (see Chapter 5) or performing an experiment/carrying out a practical project. This could include collecting references as you read and research.
4. Making notes (see Chapter 4) and/or managing quantitative and qualitative data and recording practical work.
5. Organising your material into sequential paragraphs (essay, journal) or into report headings (scientific writing, project log, portfolio).
6. Writing the essay or report (see Chapter 7).
7. Proofreading and re-drafting (see Chapters 6 and 7).
8. In general it is helpful to allow 4–6 weeks for complex assignments (3,000–5,000 words) and for coursework that requires a lot of research/data analysis.

Remember to **reward yourself** when you achieve a goal. This can be a simple treat such as having your favourite food, watching your favourite film or a fun night out with a friend or partner. Aim to **be mindful and notice how much you are learning and give yourself credit for the progress you make**. Be flexible: it is demotivating if you start to criticise yourself for not reaching particular targets.

## Time management and procrastination

**Time management** refers to the way in which you plan and organise your time to undertake specific tasks and activities and can be a significant challenge for some students. Difficulties in processing information experienced by students with dyslexia and other SpLDs (see Introduction) can mean that some aspects of study such as reading and essay writing take longer to complete than other students. The 'What are your time issues?' quiz on the Digital-Download is a useful starting point to help you to identify the issues you have with time management.



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## GO to 'What Are Your Time Issues?' Quiz

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Making use of tools and strategies such as to-do/task lists and calendars that are introduced in the sections below can help you **become more aware of your use of time**, and to

**plan and organise your time more efficiently.** An excellent strategy to structure your use of time and to avoid distraction during independent study is to **use a timer/stopwatch**. There are many excellent tablet/smartphone Apps available.

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**GO to [www.dnamatters.co.uk/resources/](http://www.dnamatters.co.uk/resources/) and search for 'Time Management'**  
 .....



Using a timer/stopwatch, use the following exercise to structure your use of time during a specific independent study period:

1. Choose a study task to complete that you will give your full, undivided attention.
2. Set your study timer to a realistic time period to focus on the task.
  - 30 minutes is a good start!
3. Make a deal with yourself to **stay focused** on the task during the study period.
  - Ask not to be disturbed and avoid distractions such as emails or messages.
4. Work on the task until the timer rings – fully immerse yourself in the task.
  - If other tasks come to your attention write them down on a separate piece of paper.
5. Stop when the timer sounds and **take a break** of 10 minutes to **refresh and reward** yourself.
  - Use the break to drink some water, get some fresh air, a physical or rewarding activity.
6. Before returning to study take a mindful pause (see above) and **reflect** upon your progress.
  - Reflect on what you have achieved. Avoid negative feelings – practise non-judgment.
7. Use the **knowledge of what you have achieved** to develop awareness of the time it takes to complete tasks.
8. Reset the timer and begin another study period.
  - Take a longer break to fully absorb your learning after three timed study periods.

The aim of the exercise is to help you to become more aware of how long it takes you to perform certain tasks. For example, you can create plans quickly but need more time for reading and note making. Factor this in when scheduling tasks. Build on the timer exercise using the **activity log** in the Digital-Download to explore how effectively you are spending your time:



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## GO to Activity Log Example; Activity Log Template

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- Are you focusing your energy on tasks that will get you results or spending too long on unimportant activities?
- Remember – it is important to spend more time on assignments that weigh heavily in your assessments: e.g., you should spend more time on an assignment that is worth 50% than one worth 10%.

The MindTools website has excellent additional information and resources on time management: <http://bit.ly/MindToolsTimeManagement>.

**Procrastination – putting tasks off until it is very late** can partly be a question of motivation. Psychology research observes how procrastinators have ‘a tendency for self-defeat’ and ‘arrive at this point from either a negative state (fear of failure, for instance, or perfectionism) or a positive one (the joy of temptation)’ (Jaffe, 2013). This could also be described as **perfectionists, who delay** because they are worried about failure or poor performance, and **hedonists, who put off** doing tasks they find boring or unpleasant.

The following steps are essential to help you understand and manage procrastination:

1. Begin to **recognise you are procrastinating**, the habits and patterns. For example:
  - i. Are you avoiding important tasks to complete low priority tasks?
  - ii. Do you start a task and become easily distracted?
  - iii. Are you checking your emails and messages instead of the task?
2. **Identify why you are procrastinating**. For example:
  - i. Are you avoiding the task because it is one you do not enjoy?
  - ii. Is the task overwhelming because it has not been planned or broken down?
  - iii. Do you not have the necessary skills to complete the task?
3. Develop **strategies to manage your procrastination** and access support. For example:
  - i. Get adequate nutrition, sleep and relaxation – tired, stressed people procrastinate more and find it more difficult to regulate their behaviour.
  - ii. Use the five-minute rule: start an activity for five minutes without judgement about how you are doing it.
  - iii. Start with the part of the task you feel most confident about.
  - iv. Get less enjoyable tasks out of the way first, so you can move on to those you find more motivating.
  - v. Get help with the task if it feels overwhelming. Break it down (see Task breakdown example, above).
  - vi. Minimise distractions, turn off phone, social network Apps, make your work environment as inviting as possible.

- vii. Ask family members, friends or partners to check in with you on your progress, provide support and reassurance.
- viii. Reward yourself for achieving tasks.
- ix. Work in short bursts and take regular activity breaks.
- x. Deal with negative beliefs about your ability to tackle tasks (see Managing challenges, above).
- xi. Work with a study partner or group if you are sociable. Set rules about chatting and breaks.
- xii. Find more creative and enjoyable ways of doing tasks you find unappealing (see Chapter 2).

The MindTools website has excellent checklists and resources to help with understanding and managing procrastination: <http://bit.ly/MindToolsProcrastination>.

## Methods of organising your workload

With a little organisation, you can control the pace of your work without feeling overwhelmed. Using timetables, planners, assignment lists and other organisational strategies can help you to manage your study time more efficiently. Useful strategies for organising your workload include the following.

### To-do/task lists

**Weekly and daily to-do/task lists.** These are very simple to compile and many highly efficient dyslexic and non-dyslexic people use them all the time. All you have to do to compile your list is put down the day or date for the deadline and tick off the tasks as you complete them. Table 1.2 was created in Microsoft Word and can be added to at any time by simply adding rows. If you have a preference for visual thinking (see Chapter 2) you may find using a Mind Map™ (often also referred to as concept maps) are an effective way to plan your tasks.

.....  
**GO to To-Do List Template**  
 .....



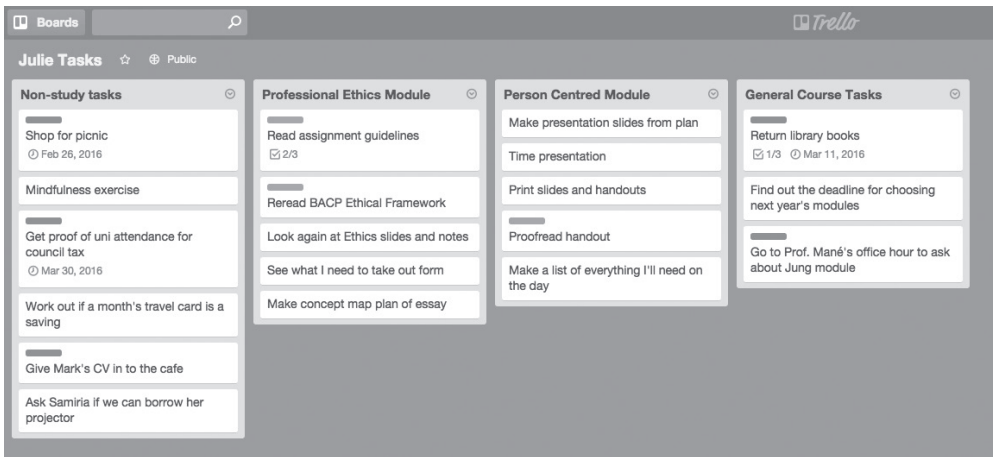
**TABLE 1.2** To-do list

To-do	Day/Time	Completed
Group presentation with Radek and Martin	Thursday 10.00 am	✓
Reading for Psychology seminar	Tuesday 3.00 pm	
Birthday present for Mum	Asap	



## Study Skills for Students with Dyslexia

- There are many task list applications that sync between computers and tablets/smartphones available. Google Keep: <https://keep.google.com/> and Trello: <https://trello.com> are excellent visual task-list examples that also allow you to share your task list with others for group collaboration projects (see Chapter 12). ToDoist: <https://todoist.com> is an excellent traditional linear task list example.



**FIGURE 1.1** Trello task list reproduced by kind permission from Trello



GO to [www.dnamatters.co.uk/resources/](http://www.dnamatters.co.uk/resources/) and search for 'Task Lists' and 'Mind Map™'

Learning to **prioritise** is an important strategy to develop. Prioritising tasks can help you manage stress by identifying important and urgent tasks to complete first to make better use of time. Follow this simple process to help with prioritising tasks:

- When writing to-do lists, **brainstorm** everything you need to do first.
- Next **practise setting priorities**: number the tasks according to their priority to identify how important or urgent individual tasks are.



GO to **Urgent/Important Guide; Prioritised To-Do List Guide and Example; Prioritised To-Do List Template**

The MindTools website has some additional information and resources to help with prioritisation: <http://bit.ly/MindToolsPrioritisation>.

## Diaries and calendars

Use paper **week-to-view diaries**, Microsoft Word or Excel templates on the Digital-Download or the excellent editable Calendarpedia weekly templates: <http://www.calendarpedia.co.uk/>. Include scheduled classes, independent study, breaks and leisure activities. Use a different colour for each course module.

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### GO to Weekly Planner examples and templates

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Alternatively use **the calendar function on your personal computer and tablet/smartphone**. Google Calendar and Apple iCloud Calendar can be accessed from a computer or smartphone/tablet with Internet access and can be used to visually plan and prioritise your study time, set up visual alarms and reminders and have the option for sharing a calendar with others for collaborative group work projects (see Chapter 12). Use consistent colour coding for timetabled sessions and independent study for each module, e.g. orange for time spent working on EIC.

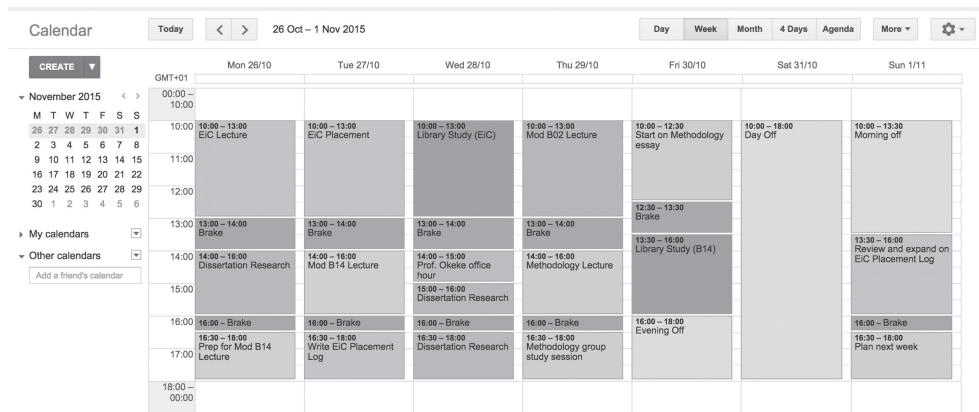


FIGURE 1.2 Google Calendar week-to-view

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### GO to [www.dnamatters.co.uk/resources/](http://www.dnamatters.co.uk/resources/) and search for 'Time Management'

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You might find it useful to have a **semester/term or year planner** for your wall. These planners will show you how much time you have available for study. Assignment deadlines and

examination dates should be entered so you are clear about how much time you have to meet your deadlines to help you organise and prioritise your workload and minimise stress. Excellent editable year planner templates can be downloaded from Calendarpedia: <http://www.calendarpedia.co.uk/>.

## Organising assignments and coursework

Create a **colour-coded list of assignments** with word limits and deadlines and assessment value – e.g. 30% of module marks.



### Go to Colour-Coded Assignment List Example

In the Digital-Download example you will see that four basic striking colours are used to distinguish the modules: brown, purple, aqua and blue. The list has been compiled in Microsoft Word. Notice the use of:

- A large font that you like, in this case Comic Sans.
- Consistent colour coding for timetabled sessions and independent study for each module, e.g. light green time spent working on ND214.
- Scoring out of completed work; this gives a sense of achievement and draws attention to the next item on the list.
- Inclusion of assignment word limits and value.

Use **different-coloured folders for storing notes for each of your modules**: use dividers and label folders clearly so you can find notes easily.

## Organising digital files and emails

- **Manage computer files by organising them in folders** for each year and subfolders for terms and their modules. Create further subfolders for research and assignments. Remember to use meaningful titles for your folders and files and ensure you back up your work regularly.
- **Ensure your files are safely backed up.** Using Internet Cloud document storage software can ensure your files are backed up online, accessible and editable using any computer, tablet/smartphone with Internet access. In addition, these are useful for group collaboration projects (see Chapter 12) as you can create shared folders to store and edit your documents and files. Examples of Cloud Services include Dropbox, Google Drive, Apple iCloud and Microsoft OneDrive.

GO to [www.dnamatters.co.uk/resources/](http://www.dnamatters.co.uk/resources/) and search for 'Cloud'



- Manage your **emails** by **organising** them into **folders and subfolders**. Search on an Internet search engine such as Google for a guide of how to do this for your university and personal email provider.

### Organising notes, research and references

- Assistive software and Apps for computers, tablets/smartphones can be effective in helping you **organise your notes** and research. **Evernote** is an excellent example. It is a research tool that enables you to create a **searchable archive** to capture and organise your notes on any computer or tablet/smartphone. These notes can take the form of images, information from webpages, documents and audio recordings.

GO to [www.dnamatters.co.uk/resources/](http://www.dnamatters.co.uk/resources/) and search for 'Notetaking'



- The **referencing tool** in Microsoft Word and software such as **Zotero, Mendeley and RefME** allow you to **collect and organise references** from websites, books and library catalogues. Zotero and Mendeley work with Microsoft Word so that you can add your references to a document at the touch of a button.

GO to [www.dnamatters.co.uk/resources/](http://www.dnamatters.co.uk/resources/) and search for 'Referencing'



### CASE STUDY

Julie was first diagnosed with dyslexia and dyspraxia in 2014 a few months after enrolling on a Counselling Diploma. She was a mature student and experienced difficulty with stress management, planning and organising her written work and with general time management. After several consultations with a specialist support tutor, she became aware of how her learning difficulties were impacting upon her wellbeing as well as affecting her work. During her early support sessions she often arrived stressed and overwhelmed. Her tutor

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encouraged her to practise some mindfulness breathing exercises, which helped Julie to be calm and focus, and she realised that she could take control. Julie began to develop a mindful understanding of her difficulties and explore organisational strategies to overcome these. She realised her stress was increased by the lack of a clear overview of assignment deadlines and managing her time effectively to manage those deadlines.

As a result, with the encouragement of her tutor, Julie experimented with various strategies and the use of assistive technology and software. The first important step was to create a colour-coded assignment list using Microsoft Word so that she could visualise at a glance what objectives and deadlines she had to meet over the forthcoming year. Julie kept this on her wall as a reminder and motivation tool. Julie also created a weekly timetable using Google Calendar, visually identifying her lectures, seminars, individual study time and assessment dates and independent study, including time for relaxation and exercise. She was able to access and edit her calendar using her smartphone, which also sent reminders. As Julie could see her time visually, she was able to plan her study time with the use of a prioritised weekly to-do list. It was very satisfying for Julie to cross tasks off her list as they were completed and reward herself for achieving her goals. Julie has since begun to use Trello, a similar task management tool, that she can access using her Internet browser on her computer and using the Trello App on her smartphone.

Being aware, and taking active control of her organisation has greatly reduced Julie's stress. She no longer finds herself rushing her work the night before to meet the deadline. Consequently, Julie's time is much more structured. She can plan, write, proofread and edit her work using the free assistive technology on MyStudyBar and still have time for relaxation and exercise. Her confidence has grown, which is reflected in positive feedback from her tutors and an increase in her grades. Julie now feels on course to complete her training.

### POINTS TO REMEMBER

- Explore and develop good organisational strategies.
- Develop a mindful approach to study to support wellbeing.
- Explore strategies for motivation, time management and managing procrastination.
- Use strategies and assistive technology to help you manage your workload – for example, weekly timetables and 'to-do' lists.



Please go to the Digital-Download accompanying this book to find the following documents:

**Activity Log Example**  
**Activity Log Template**

**Word Document**  
**Word Document**

<b>Colour-Coded Assignment List Example</b>	<b>Word Document</b>
<b>Course Benefits Template</b>	<b>Word Document</b>
<b>Managing Challenges Example</b>	<b>Word Document</b>
<b>Managing Challenges Template</b>	<b>Word Document</b>
<b>Prioritised To-Do List Guide and Example</b>	<b>Word Document</b>
<b>Prioritised To-Do List Template</b>	<b>Word Document</b>
<b>SMART Goals Example</b>	<b>Word Document</b>
<b>SMART Goals Template</b>	<b>Word Document</b>
<b>Task Breakdown Example – Organising My Notes</b>	<b>Word Document</b>
<b>Task Breakdown Template</b>	<b>Word Document</b>
<b>To-Do List Template</b>	<b>Word Document</b>
<b>Urgent/Important Guide</b>	<b>Word Document</b>
<b>Weekly Planner First Example</b>	<b>Excel Document</b>
<b>Weekly Planner Second Example</b>	<b>Excel Document</b>
<b>Weekly Planner Semester 1 First Example</b>	<b>Word Document</b>
<b>Weekly Planner Semester 1 Second Example</b>	<b>Word Document</b>
<b>Weekly Planner Template (Excel) Instructions</b>	<b>Word Document</b>
<b>Weekly Planner Template (Excel)</b>	<b>Excel Document</b>
<b>Weekly Planner Template (Word) Instructions</b>	<b>Word Document</b>
<b>Weekly Planner Template (Word)</b>	<b>Word Document</b>
<b>Wellbeing and Mindfulness Information and Resources</b>	<b>Google Document</b>
<b>‘What Are Your Time Issues?’ Quiz</b>	<b>Word Document</b>

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## Chapter web links

### Assistive technology and support

Diversity and Ability (DnA) – Assistive technology resources

[www.dnamatters.co.uk/resources/](http://www.dnamatters.co.uk/resources/) search for:

- Mindfulness
- Time Management
- Task Lists
- Cloud
- Notetaking
- Referencing
- Mind Map™

National Union of Students (NUS)

[www.nus.org.uk/](http://www.nus.org.uk/)

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**Mindfulness**

Mindfulness for Study: from procrastination to action (2016) by Karisa Krcmar and Tina Horsman

published and available from Inspired by Learning: <https://www.inspiredbylearning.eu/>

Frantic World – What is mindfulness

<http://franticworld.com/what-is-mindfulness/>

For Dummies – 11 Tips for Mindful Attitude

<http://bit.ly/DummiesMindfulAttitudeTips>

Frantic World free meditations

<http://franticworld.com/free-meditations-from-mindfulness/>

Mindfulness daily App

<http://mindfulnessdailyapp.com/>

**Time and task management**

MindTools Time Management

<http://bit.ly/MindToolsTimeManagement>

MindTools Procrastination

<http://bit.ly/MindToolsProcrastination>

MindTools Prioritisation

<http://bit.ly/MindToolsPrioritisation>

Calendarpedia Year Planners

<http://www.calendarpedia.co.uk/>

Google Keep – Visual Sticky Note Task List

<https://keep.google.com/>

Trello – Visual Task List

<https://trello.com>

ToDoist – Linear Task List

<https://todoist.com>

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