Students with dyslexia have strengths in visual-spatial working memory. Studies similarly to normal readers. However, if students with dyslexia are asked to label the objects, their performance drops because they have to rely on verbal working memory. Their good visual working memory means that they learn words as a unit, rather than do not have the skills to match the sounds to the letters to decipher them. For example, the word "tomahawk" would be hard to read if it were unfamiliar to them.

Here are some strategies that can support working memory in students with dyslexia (taken from Understanding Working Memory, Sage 2014).

1. Core beliefs: Students with dyslexia have difficulty with phonological memory and visual short-term memory. These are often mismatched.
2. Spatial: Provide instructions and activities that reduce working memory for processing in classroom activities.
3. Strategies: Show similar instructions and activities and reduce working memory.
   a. Overallocated visual-spatial working memory.
   b. Working memory tasks: Improvements in verbal working memory but not speeded reading or writing.
   c. Overwhelm: Beginning and connecting sounds of words, which impacts working memory and working on tasks.
4. Core beliefs: Students with dyslexia have difficulty with phonological memory.
5. Strategies: Use of numbers and colors gives students something concrete to keep track of their place in an activity.

Older students with dyslexia often recruit working memory to read a text, leaving them very little working memory resources to comprehend that text. One way to increase their working memory speed is to give them easy passages to read and ask them to speed-read them. This exercise will increase their working memory speed to give them more cognitive control. The higher the number, the greater the improvements (using standard scores). There are more trials underway, but the evidence so far is showing that the right working memory training can offer improvements that last.

**SUMMARY**

1. Impairments in verbal working memory, but average visual-spatial working memory.
2. Strategies: Shorter instructions and activities; and reduce working memory processing in classroom activities.
3. Students with dyslexia have strengths in visual-spatial working memory. Students with dyslexia have been involved in research for a working memory training program called "Jungle Memory." In one published study with the support of the University of Edinburgh, students who trained twice a week showed greater memory improvements than those who only trained once a week. Their language and math scores also improved.

The evidence so far is promising that the right working memory training can offer improvements that last. There are more trials underway, but the evidence so far is showing that the right working memory training can offer improvements that last. Students with dyslexia have been involved in research for a working memory training program called "Jungle Memory." In one published study with the support of the University of Edinburgh, students who trained twice a week showed greater memory improvements than those who only trained once a week. Their language and math scores also improved.
At the November meeting of the Adult Network, the discussion focused on Dyslexia Resilience – Managing Your Manager and Others. The session started with Dyslexia Bingo – members had to fill each other to answer questions that allowed a grid to be completed relating to different workplace situations. Members then spent the main part of the meeting discussing the main problems they had with their managers regarding dyslexia support in the workplace. Members then suggested potential solutions to managing their managers. Members also discussed how to deal with conflict from their managers.

Finally, the day finished with a fun session on Mindfulness and the Art of Eating Biscuits. (This makes sense if you were there!)

Members then suggested potential solutions to managing their managers. Members also discussed how to deal with conflict from their managers.

For details of Adult Network meetings which take place in Stirling and the Glasgow Adult Dyslexic Group meetings which take place in Glasgow, visit www.DyslexiaScotland.org.uk/events

My experience with ICT has not been as great as others. I couldn’t remember all the keys on a keyboard. It took me a long time to write and complete essays for college. It would take me roughly 2/3 days just to complete one essay. I tend to use a children dictionary for all my spelling.

I have not tried any software such as Dragon Dictation or Texthelp Read and Write Gold. I tend to use bigger font size and zoom in when I need to read back what I have written down. It seems to make things easier for me.

I don’t like using computers or technology because when it’s not working I need to solve the problem and get frustrated. I don’t really know where to save my documents to on the computer. I would take my rough essays and complete essays for college. I would take my rough notes to use with a child dictionary for all my spelling.

I use my pen drive to store my documents because I know it’s easier for me to access. I don’t like using computers or technology because when it’s not working I need to solve the problem and get frustrated. I don’t really know where to save my documents to on the computer. I often use my pen drive to store my documents because I know it’s easier for me to access.

Ian Chan

Cycle Edinburgh by night and raise money for Dyslexia Scotland

A night to remember on the streets of Edinburgh

The Edinburgh Nightride starts on the evening Saturday 20 June and the challenge is to cycle 50 miles throughout the night, lit by the moon and lights of the city. What’s more, you can raise money for Dyslexia Scotland and at the same time by choosing us as your nominated charity for the challenge.

Join or sponsor our Chief Executive Cathy Magee who will be cycling alongside other supporters of Dyslexia Scotland on this epic bike ride – or why not organise your own team? For more information email info@dyslexiascotland.org.uk