



International Federation of  
Library Associations and Institutions

## Draft IFLA Guidelines for Library Services to Persons with Dyslexia *- Revised and enlarged -*

### A Joint Project of IFLA Sections:

- **Library Services to People with Special Needs (LSN)**
- **Libraries Serving Persons with Print Disabilities (LPD)**

Version 30 July 2014

Not yet endorsed by the IFLA Professional Committee or Governing Board



International Federation of Library Associations and Institutions, 2014

© 2014 by International Federation of Library Associations and Institutions.  
This work is licensed under the Creative Commons Attribution 3.0 (Unported) license.  
To view a copy of this license, visit: <http://creativecommons.org/licenses/by/3.0>

IFLA  
P.O. Box 95312  
2509 CH Den Haag  
Netherlands

[http://www/ifla.org](http://www.ifla.org)

## Preface

The IFLA Guidelines for Library Services to Persons with Dyslexia - *Revised and enlarged* - aim to offer guidance to IFLA professional units and all its members worldwide on developing and implementing library services for persons with dyslexia. These guidelines are both a revision and an expansion of the previous Guidelines published by IFLA in 2001 as Professional Report No. 70.

The Guidelines have been developed by an international working group working under the joint responsibility of both the Library Services to People with Special Needs Section (LSN) and the Libraries Serving Persons with Print Disabilities Section (LPD).

The project was recognised and facilitated by an IFLA Project budget (Project number: E3.09.1-2/12).

The Guidelines are owned by IFLA Division III / LSN.

The working group members were:

- Saskia Boets (Luisterpuntbibliotheek, Flemish Library for Audio Books and Braille Books, Belgium)
- Helle Mortensen (Lyngby-Taarbaek Public Libraries, Denmark)
- Koen Krikhaar (Dedicon, the Netherlands)
- Misako Nomura (Japanese Society for Rehabilitation of Persons with Disabilities, Japan)
- Mieke Urff (Dedicon / Windesheim University, the Netherlands)

The very first meeting within this project took place on the IFLA World Library and Information Congress (WLIC) in Helsinki (August 2012). Many Skype conferences, emails and two face-to-face meetings later, we are ready to present the revised and enlarged IFLA Guidelines for Library Services to Persons with Dyslexia on the WLIC in Lyon (August 2014).

The working group appealed for ideas and good practices to the IFLA community through the chairs of six relevant IFLA sections (November 2012).

The team members consulted dyslexia experts of international renown, dyslexia associations, information professionals and library staff with daily experience.

The team made good use of data from existing international surveys and collected many good practices.

Most of all they drew from an extensive experience within their own organizations and their day-to-day professional knowledge commitments.

Draft versions were mailed for revision to many dyslexia and library professionals, and fortunately we found some critical and constructive reviewers.

The working group likes to thank them all for their valuable input and remarks.

In particular:

- Gyda Skat Nielsen and Birgitta Irvall, developers of IFLA's 2001 Guidelines for Library Services to Persons with Dyslexia who encouraged us to work on the revised guidelines
- Annemie Desoete (University of Ghent, Belgium)
- Pamela Deponio (University of Edinburgh, UK)
- Michael Seadle (Humboldt University Berlin, Germany)
- Nancy Panella (St. Luke's-Roosevelt Hospital Center, USA)
- Jenny Nilsson (Swedish Accessible Media Agency, Sweden)
- Hanneke Wentink (Saxion University, the Netherlands)
- Michael Kalmar (European Dyslexia Association)
- Nancy Bolt (Nancy Bolt & Associates, USA)
- Carolyn Hunt (University of London, UK)
- Helen Brazier (Henshaws Society for Blind People, UK)
- Birgitte Sloth Jørgensen (Herning Public Library, Denmark)
- Lene Schrøder (Herning Public Library, Denmark)
- Bas Pattyn and Vincent Knecht (The Factory Brussels, Belgium)

The project team offers these guidelines knowing that more interesting input and new good practices will be generated. The team invites librarians, teachers and counsellors from all over the world to expand and enrich these guidelines with great practices.

Above all, this project working group hopes that many persons with dyslexia will find their way to marvellous stories in many inspiring and creative libraries! For many days to come!

# Table of contents

<b>Preface</b> .....	<b>3</b>
<b>Table of contents</b> .....	<b>5</b>
<b>Foreword</b> .....	<b>7</b>
1. Purpose .....	7
2. Background .....	7
3. Philosophy.....	8
4. Scope .....	8
<b>1. What is dyslexia?</b> .....	<b>9</b>
1.1 Discussion of definitions of dyslexia .....	9
1.2 Challenges for the reader with dyslexia .....	11
1.3 Effects on reading: characteristics of readers with dyslexia ..	12
1.4 Different problems in different languages .....	12
1.5 Perspectives on persons with dyslexia .....	13
<b>2. Legal background</b> .....	<b>14</b>
2.1 Copyright issues.....	14
2.2 Implications for library services for persons with dyslexia ....	15
<b>3. Welcome to our library! What should your library do to support persons with dyslexia?</b> .....	<b>16</b>
3.1 Introduction .....	16
3.2 The library experience.....	17
3.3 The library space and presentation .....	17
3.4 Marketing in and outside the library .....	20
3.5 Other types of library.....	21
3.6 Academic libraries .....	23
<b>4. Library staff</b> .....	<b>24</b>
4.1 Raising awareness .....	24
4.2 Library staff.....	25
4.3 Library schools.....	26
4.4 Lifelong learning .....	26
4.5 Strategic planning .....	27
4.6 Service and guidance.....	27
<b>5. Content</b> .....	<b>29</b>
5.1 Printed materials.....	29
5.2 Easy to read .....	29
5.3 Audio books.....	30
5.4 Digital information and eBooks.....	32

5.5	Synchronised text and audio .....	32
5.6	Digital multimedia (hybrid) books .....	33
5.7	Use of multimedia: pictures, comic books, graphic novels, video .....	33
5.8	Overview.....	34
<b>6.</b>	<b>Reading devices and assistive technology .....</b>	<b>35</b>
6.1	A word of warning and advice .....	35
6.2	Mobile devices .....	35
6.3	Devices and software to play DAISY books.....	36
6.4	Text-to-speech (TTS) .....	36
6.5	eReaders.....	37
6.6	Additional aids .....	38
<b>7.</b>	<b>Now it is up to you! .....</b>	<b>39</b>
	Checklist (front) .....	40
	Checklist (back) .....	41
<b>8.</b>	<b>Glossary .....</b>	<b>42</b>
<b>9.</b>	<b>References .....</b>	<b>45</b>
9.1	Foreword.....	45
9.2	Chapter 1 What is dyslexia?.....	45
9.3	Chapter 3 Welcome to our library! .....	46
9.4.	Chapter 5 Content.....	46
9.5	Chapter 6 Reading devices and assistive technology.....	46
9.6	Chapter 8 Glossary .....	47
	<b>Appendix A: Best practices .....</b>	<b>48</b>
	<b>Appendix B: Knowledge base .....</b>	<b>55</b>
	Introduction .....	55
	Dyslexia .....	55
	Inclusion .....	56
	Models of disability .....	56
	Copyright limitations.....	57
	Dyslexia-friendly printing.....	58
	Easy to read materials .....	59
	How to integrate DAISY talking books .....	60
	Drawbacks of digital text .....	60
	eReaders.....	60
	Examples of DAISY multimedia books .....	61

*"Give my child a hunger for reading  
That is what I ask for with a burning heart  
Because I would really like  
That my child will have the key in his hand  
To adventure land  
Where the sweetest joys of all are available"*

*Astrid Lindgren*

---

## **Foreword**

### **1. Purpose**

These new guidelines aim to assist libraries to provide services to persons with dyslexia. They can also be applied to other groups of users with reading difficulties.

They are intended as a tool for both trained and less experienced library staff who have the responsibility of serving persons with reading and learning difficulties.

The intention is to provide a thorough and up-to-date compilation of what is known about library services to users with dyslexia and also to create a knowledge base containing background information and examples of best practice, also available through the IFLA website ([www.ifla.org/lsn](http://www.ifla.org/lsn)).

### **2. Background**

In 2001, IFLA published the Guidelines for Library Services to Persons with Dyslexia (Professional reports No. 70 by Gyda Skat Nielsen and Birgitta Irvall).

It was only in the last decade of the previous century that policy makers, information providers and libraries started to become aware of the significance, scope and social impact of dyslexia. Earlier, dyslexia was seen as a condition that described an educational problem and could be "treated" through remedial teaching. Since then, a growing body of research has changed our understanding of dyslexia, making its connotations less medical and more social. This, in turn, has affected our attitude towards persons with dyslexia. Instead of training them to read print and to spell correctly, in many cases to no avail, we are now encouraged to support them with solutions such as alternative ways of reading and writing.

In many countries in recent years, the copyright exceptions that were initially designed to support visually impaired persons have been broadened to cover everyone with a print disability, including dyslexia.

Thus it is fitting that a revision of the dyslexia guidelines has been facilitated by IFLA through a joint venture of the two interested sections, Library Services to People with Special Needs (LSN) and Libraries Serving Persons with Print Disabilities (LPD) working closely in partnership.

### **3. Philosophy**

We refer to the United Nations Universal Declaration of Human Rights.

We also refer to the United Nations Convention on the Rights of Persons with Disabilities, where it is stated that print disabled persons have the right to equal access to books, knowledge and information at the same time, cost and quality as everyone else. (United Nations Convention on the Rights of Persons with Disabilities, Article 9, Accessibility)

The World Health Organization (WHO) stressed the importance of accessible information for persons with disabilities when it published the "World Report on Disability" in collaboration with the World Bank in 2012 and produced an easy-to-read version of its summary on the web. ([http://www.who.int/disabilities/world\\_report/2011/report/en/index.html](http://www.who.int/disabilities/world_report/2011/report/en/index.html))

### **4. Scope**

These dyslexia guidelines are aptly described as a professional report. This document:

- Can be consulted by professionals from the library world
- Can be used by library staff to find ideas, examples and suggestions on how to recognize library users with dyslexia, how to approach them and how to improve library services accordingly
- Provides a checklist of tips and ideas, an overview of best practices and a knowledge base

We do not claim that this is an academic or scientific report. Our aim is to offer information about dyslexia and the challenges that persons with dyslexia may encounter, along with ideas about appropriate library services.

These dyslexia guidelines focus on public libraries; however many of the suggestions and recommendations may be useful and inspiring for other kinds of libraries too.

The guidelines do not include methods or tools for diagnosis of dyslexia, nor do they supply programmes to support strategies employed by persons with dyslexia.

These guidelines are based upon acceptance and respect. We are working from the conviction that persons with dyslexia have specific skills and abilities, and we aim to encourage them to enjoy stories, books and the library.





## 1. What is dyslexia?

This chapter aims to clarify the concept of dyslexia, discusses different definitions and explains what challenges may be encountered by persons with dyslexia when reading.

The word dyslexia was derived from the Greek words dys (meaning poor or inadequate) and lexis (meaning words or language). Children and adults with dyslexia have a neurological disorder that causes their brains to process and interpret information differently (NCLD, 2013). It is not caused by mental or sensory defects, emotional disturbance or cultural deprivation.

### 1.1 Discussion of definitions of dyslexia

The definition of dyslexia is as complex as the condition itself. In this section four internationally relevant definitions are discussed.

In 2009, IFLA published a glossary of terms and definitions concerning customer groups with special needs (Panella, 2009). In this glossary, dyslexia was defined as follows:

“Dyslexia is a neurologically-based disorder that interferes with the acquisition and processing of language and is thus characterized by problems in reading, spelling, writing, speaking and/or listening: an inability to learn to read and write well despite normal intelligence and sufficient effort”.

The IFLA definition is aligned with the definition of the European Dyslexia Association (EDA) which refers to the neurological origin of dyslexia and its effects on academic and professional development (EDA, 2013). EDA stresses that there is no relationship to the intelligence, effort or the socio-economic position of an individual. In the EDA definition, the most striking part is the mention of the fact that persons with dyslexia face the challenge of living in a dyslexia unfriendly world.

The International Dyslexia Association (IDA) definition does not discuss the origin of dyslexia but instead indicates that there are many possible causes. It is described as a language-based learning disability (IDA, 2013).

The British Dyslexia Association (BDA) definition mentions the discrepancy between language-based skills and other cognitive abilities, but internationally this is no longer a widely accepted view. This definition also notes that dyslexia is resistant to conventional teaching methods but that support through specific interventions can be successful even though there is no absolute cure (BDA, 2013).

Finally, the World Health Organization's definition of "Specific Developmental Dyslexia" (1968) remains one of the simplest, focusing upon unexpected literacy difficulties in otherwise able individuals who have had adequate educational, social and cultural opportunities.

**All these definitions tell us that dyslexia is not the result of inadequate teaching methods or a lack of effort, but rather a disability with life-long effects.**

EDA estimates that 8% of the world's population has a form of dyslexia, and that 2%-4% can be seriously affected by it (Panella, 2009). Previously, it was thought that more boys than girls were affected by dyslexia but recent data show similar numbers in both genders (Shaywitz, 1998).

Dyslexia has always been a problematic concept and therefore some scientists are in favour of abolishing the term and introducing the term "reading disability". Some experts think that it is preferable to have a descriptive concept rather than one that aims to offer an explanation and is burdened by assumptions (Stanovich, 1994).

The history of the identification of dyslexia shows that initially it was regarded as a medical problem. This explains why language about dyslexia is of medical origin. For example, the words diagnosis, treatment and treatment plan are widely used. In many countries, dyslexia has been fitted into the so-called medical model for a long time.

A social perspective, however, suggests that dyslexia can be seen as a social problem: in other words, a person is disabled only when the environment is lacking the adaptations to meet their needs. The social model also means that both the disabled person and society have responsibilities; disabled persons gain expertise from their personal experience and can make their own choices.

## 1.2 Challenges for the reader with dyslexia

Contrary to what people often think, dyslexia is not only about literacy, even though weaknesses in literacy are often most prominent and may be detected first. Dyslexia affects the way information is processed, stored and retrieved, including problems of memory, speed of processing, time perception, organization and sequencing (BDA, 2013).

These guidelines concentrate on problems in relation to reading and visiting a library.

### **Underlying problem: low level of phonological awareness**

Phonological awareness is mainly about understanding the relationship between spoken and written language. Dyslexic persons often appear to have a lower level of phonological awareness than their peers and their awareness is lower than may be expected when compared to their cognitive level.

What is phonological awareness? It is a system of different skills:

- The awareness that a language has different sounds
- The awareness of rhymes
- The awareness that sentences can be broken down into words, syllables and phonemes
- The ability to talk about, reflect upon and manipulate sounds
- The understanding of the relationship between spoken and written language

It was thought that the relatively low level of phonological awareness in dyslexic readers was a major cause of their reading problems. However, Stanovich (1986) established a reciprocal causation: poor phonological skills hinder the process of reading ability but because poor readers experience difficulties in breaking the spelling-to-sound code, the development of automaticity and speed at word-recognition is delayed. This is the beginning of a cycle where lack of practice, deficient decoding skills and difficult materials all play their own part. Comprehensive reading is hindered by unrewarded reading experiences and practice is avoided; this is the start of a downward spiral starts which then has further consequences.

Proficient readers soon reach a stage where decoding is only necessary when new difficult words are presented. Through greater reading experience they learn many new words and acquire information and knowledge about syntactic structures. The children who are reading well and who have good vocabularies will read more, learn more word meanings, and hence read even better.

Over time, poor readers and good readers tend to maintain their relative positions along the spectrum of reading ability (Shaywitz, 1998, p.307).

Children with inadequate vocabularies – who read slowly and without enjoyment - read less, and as a result have slower development of vocabulary, which hinders further growth in reading ability (Stanovich, 1986). These processes are illustrated by the slogan: “Use it or lose it!”

### **1.3 Effects on reading: characteristics of readers with dyslexia**

Although readers with dyslexia cannot be considered a homogeneous group, there are some common characteristics:

- Reading at a slow speed
- Having to read certain words or passages two or three times
- A tendency to get lost on a page and then having to search for the sentence they were reading
- Putting a lot of effort into reading at word level and therefore not fully grasping the text

Some persons with dyslexia enjoy reading even though they have to put in a lot of effort, but many avoid reading or only read when obliged to do so.

#### **Other difficulties of persons with dyslexia**

Although checklists differ from country to country, nearly all of them mention difficulties other than reading, some of which may have an effect on the use of a library or an online catalogue.

Examples are:

- Difficulties when putting thoughts into words and formulating questions clearly (writing and speaking)
- Difficulties finding words
- Difficulties when performing two tasks at a time (such as 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 navigating a building

In many countries, the characteristics and problems of readers with dyslexia have been described by national organizations. It is recommended that libraries obtain a copy of any such checklist.

### **1.4 Different problems in different languages**

These guidelines will be used by library staff speaking different languages. Therefore it is important to be aware of the influences of different languages on a learning difficulty like dyslexia.

According to Davis (2005) some alphabetical languages have a so-called “shallow” orthography while other languages have a “deep” orthography. A “shallow” orthography means that the correspondences between letters and sounds (graphemes and phonemes) in the writing system are close to one-to-one. Finnish offers a good example, with 23 associations that match the exact number of letters.

Written Finnish is very different from written English, which appears to be the most irregular “deep” orthography in the world. In English, the reader must be able to make orthographic segmentation of multi-letter and often inconsistent graphemes. The knowledge of basic letter sounds is not sufficient to use the grapheme/phoneme (letter/sound) correspondences.

In successful reading, the brain must first make a correct connection between the written word and its sound. So in some orthographies, a phoneme can have multiple spellings, and in others it is always spelt the same way (Davis, 2005).

## **1.5 Perspectives on persons with dyslexia**

It is important to be aware that dyslexia is not a disease, nor is it a condition that people grow out of. It is clear, however, that the effects of dyslexia do not have to impact negatively on academic and professional development.

Early recognition and appropriate intervention and support can help persons with dyslexia to develop strategies to overcome the condition.



## 2. Legal background

This section is devoted to legal context and copyright.

The copyright laws of many countries include a special section devoted to exceptions and limitations for people with a print disability, with the positive benefit that, in many cases, published materials and books can be adapted to meet the needs and preferences of readers with dyslexia. If this is done under special copyright conditions, the material is described as an adapted or accessible version. In most cases these versions have special lending conditions attached and cannot be integrated into the public collection.

### 2.1 Copyright issues

Copyright means the right to make a copy. It is a strong incontrovertible right that comes automatically with making a literary work available to the public i.e. publishing. Most countries offer some sort of copyright protection for an author's work and have signed up to one or more international copyright treaties and conventions, such as the Berne Convention for the Protection of Literary and Artistic Works, or the World Intellectual Property Organization (WIPO) Copyright Treaty, that provide protection for foreign works. Some countries rely simply on protection under their national laws.

Copyright is usually limited in duration; generally speaking, it expires 70 years after an author's death. The author's work is then said to be in the public domain, and can be freely copied by anyone. The Gutenberg Project, which was started in 1972, strives to make all of these works digitally available through the Internet (<http://www.gutenberg.org>). It is the oldest digital library in the world and has now (2014) over 45,000 unique titles (eBooks) in its holdings.

## 2.2 Implications for library services for persons with dyslexia

In order to provide the best possible library service to a person with dyslexia, the librarian needs to be aware of legal and copyright conditions. Depending on the copyright status of the items concerned, conditions may vary.

Here are some pointers:

- Is the library item in question part of the general collection?  
Then no matter what the reading ability of the customer, the item can be borrowed.  
If the item in question has been produced under an exception and is therefore not part of the general collection, the customer may borrow it only if they belong to the group of people who are legally allowed to benefit from the exception.
- If there is a copyright exception for print disabled persons in your national copyright law, check whether this exception includes persons with dyslexia. If so, the item may be loaned to the reader in question. If not, it may be possible to reach an agreement with the publishers' association to provide library service to persons with a print disability other than a visual impairment. Examples of countries that have made such arrangements are Flanders–Belgium, the Netherlands and Denmark.



### **3. Welcome to our library!**

What should your library do to support persons with dyslexia?

#### **3.1 Introduction**

##### **The right to read**

Access to information is a human right closely connected to reading. Reading is a socio-economic necessity in a society where written language is deeply ingrained in the culture. Being able to read is not just an intellectual skill, it has a deep social and cultural meaning. Not being able to read increases the risk of social exclusion with all its negative effects on participation, development and even health.

##### **Inclusion**

An integrated approach including all the life spheres that surround persons with dyslexia is essential to meet challenges wherever they occur - at school, at home, at work, studying, or in the library. Success stories, recognition and role models are motivating factors: all show that persons with dyslexia can achieve and be successful.

Awareness and knowledge of dyslexia will help overcome the stigma which assumes that those with reading and writing difficulties lack intelligence.

Persons with dyslexia can compensate for the condition by adopting a number of strategies including the use of the suitable reading and writing tools which have, over the years, become more user-friendly and inclusive.

##### **Stakeholders and partnerships**

Cooperation between the library, educational organisations and partners in the local municipality is vitally important. Other interest groups are parents, labour unions, dyslexia associations, employment centres, reading consultants, specialist libraries serving persons with print disabilities and institutions such as prisons which have many inmates



with dyslexia and reading difficulties. Working with partners also provides access to information about the needs and knowledge of the user group, and introduces the possibility of involving users in the service.

### 3.2 The library experience

The focus of the library is knowledge, experience, and learning. Persons with dyslexia may lack basic library experience and habits. They may not have experienced much pleasure in reading, nor understand the value of the library with regard to leisure, events and learning. The library's basic challenge is to communicate that it is more than a collection of printed books on shelves while enabling persons with reading difficulties to access printed materials using a variety of strategies, including the use of reading technologies.



### 3.3 The library space and presentation

It is important to present easy-to-read materials and IT tools in a central location close to the information desk. IT tools such as reading and spelling software, reading pens and mobile applications dedicated to persons with dyslexia sometimes need to be explained. (see section 6. for more information)

Consider the use of easy-to-read signs and pictograms.

Here are some hints and tips:

- A building with clear signs and pictograms (icons) is more accessible and user friendly for every visitor. Ensure that the signage does not use continuous capitals, italics or underlining.
- Create an inspiring easy-to-read area where users are invited to sit down and relax while browsing the collection, exploring and using IT tools.
- Choose furniture that will encourage browsing and reading: present materials with the front facing outwards. Partners and users with dyslexia can be involved in the process. Use clear recognizable shelf signs.
- Place the easy-to-read materials near the audio books. Combine printed books and their audio or DAISY versions. Indicate genres clearly, with pictograms and labels on books and other materials.

The library may also provide a section named “Read in different ways”, “Reading with your ears” or “Department of accessible media” where talking books, printed books and DAISY books, easy-reading material and books with large print are gathered together and easy to find. Examples are Apple Shelves and ‘Makkelijk Lezen Pleinen’ (Easy Reading Plaza, see Appendix A).

Remember the integrated approach. The value chain that leads to an enjoyable reading experience can break down at many points, including the registration process in the library. Consider the whole experience from the customer’s point of view. Consult with users to identify issues.

### **Materials and selection criteria**

The collection should contain easy-to-read books combined with CDs or with DAISY books, including fiction and non-fiction titles of varying levels of difficulty to suit all tastes interests and abilities.

Some criteria for selecting materials that have not been specially published for users with dyslexia or other reading disabilities are as follows:

- Short words and sentences
- Many pictures
- Straight left margin / no right margin (justify left and ragged right) promotes readability
- Avoid text written in blocks
- Avoid “noisy” colours (too bright, mixed, clashing)

For a more complete list of recommendations, see section 5.

## **Material display**

Place all materials with the front cover facing outwards or in a combination with spines facing the users. An interesting or significant illustrated cover can be appealing whereas book spines are unlikely to arouse curiosity. For a person with dyslexia, it may be difficult to read sideways.

## **Pictograms**

Pictograms make it easy for users to find what they want. Examples of pictograms for fiction and non-fiction can be found at the following websites:

<http://www.letbib.dk/res/docs/pictogrammer-faglitteratur.pdf>,  
<http://www.letbib.dk/res/docs/pictogrammer-skoenlitteratur.pdf>.

They can be printed, laminated and placed on the materials. Alternatively, use thematic pictograms combining both fiction and non-fiction, such as war or sports.

## **IT tools**

Persons with dyslexia can make use of various technologies to help overcome some of their reading problems. It is important to be aware of the level of accessibility of these tools, and how they can be used.

The look and feel of IT tools should be inclusive, in other words they should look like ordinary mainstream tools.

### Location of IT

- Place computers near the audio books and other materials for easy reading.
- Install assistive technology for reading and writing on all library computers.
- Offer brief step-by-step instructions for IT tools on the library website.

## **Website**

The website and the catalogue should be fully accessible to everyone. This can be achieved by using a simple structure, clear and adaptable font, spacing and colours and a read aloud button.

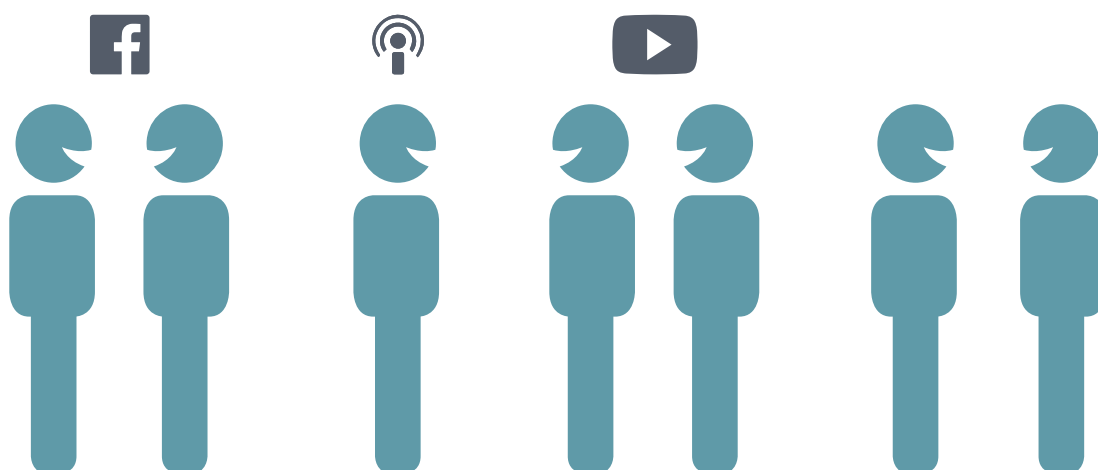
The library search engine should be based on pictograms; it is helpful if the results list shows the front page of the materials and a short, easy-to-read description of the content.

Other options include:

- Menus for persons with reading disabilities
- Different font settings
- Links, widgets and apps aimed at the target group

- Ability to search for easy-to-read materials
- Speech synthesizer for searching the catalogue
- Videos instead of text to demonstrate library services
- Names and pictures of staff members specialising in dyslexia and reading difficulties

For more detailed information see Web Accessibility Initiative, WAI: <http://www.w3.org/WAI/intro/accessibility.php>.



### 3.4 Marketing in and outside the library

The library's options and services to persons with dyslexia should be promoted outside the library building. Libraries should give specific examples how persons with reading difficulties can benefit from using the library.

Here are some marketing ideas:

- The use of a recognisable logo avoids lengthy explanations.
- A welcome leaflet that is easy-to-read and informative, available in both printed and digital versions, and distributed in educational organizations, workplaces, schools, shops, employment centres and doctors' offices. Involve disability specialists and persons with dyslexia in the creative process.
- Instructional videos on library services. It may be easier to watch and listen than to read. A good quality video can be made with simple equipment.
- Display information on big screens.
- Drop-in sessions or a drop-in café with technology support and the opportunity to meet library staff with specialized knowledge of dyslexia. This kind of event will also enable users to talk to people facing similar challenges.

- Library tours: show examples of relevant materials. Emphasize materials other than printed books.
- Training courses:
  - for students with dyslexia (which can be organised in collaboration with specialist teachers);
  - for adults with reading difficulties (with companies, educational institutions and trade unions);
  - for parents and children (with reading consultants and teachers);
  - Courses in new media and e-books are also very popular.
- Reading clubs, using both printed and audio books.
- Digital newsletters are a way of keeping in contact with users. They can contain information about new books, upcoming lectures, events and new tools for reading. If possible, make an easy-to-read version, or include an audio version.
- Easy-to-read "book of the month".
- Homework support.
- Articles and advertisements in local newspapers and magazines, popular magazines, social media, websites, radio and television.
- Events
 

Inform users with dyslexia about the events taking place in the library and don't forget children's events. Possibilities include events organised in cooperation with partners, reading workshops, talks by famous people with dyslexia who may be role models, e.g. authors, entertainers, musicians, stand-up comedians, politicians and sport figures. Attend local events to advertise what the library has to offer.

**About 50% of the members of the Nota user group said they would be keen to use the library as a place to meet other persons with dyslexia.  
(Auxiliary aids and access to learning for children and young people with dyslexia/severe reading difficulties, 2011. Nota is the Danish National Library for Persons with Print Disabilities)**

### 3.5 Other types of library

#### Children's libraries

The recommendations and actions mentioned throughout chapter 3 also apply for children's and school libraries; however, parents also play an important role.

#### Parents

Not all parents value reading as a leisure pursuit at home, nor may they have any idea that there are tools and methods that can help to improve their child's reading skills. Reading to children may not be part of a family tradition and parents are likely to be unfamiliar with ways of addressing

reading difficulties, so they might benefit from information about the importance of a positive attitude towards reading, books and reading technologies.

Dyslexia can be hereditary and, therefore, one or both of the parents may also have dyslexia. Reading may be associated with bad experiences and difficulties, which results in a lack of awareness of the potential joy of reading.

Parents with dyslexia may not be aware that they can also use and benefit from library services.

“Kængurulommen”(Kangaroo Pocket) is a Danish campaign to encourage parents with dyslexia to read to their children (<http://www.nota.nu/node/442>, film with English subtitles).

### **Cooperation between children’s libraries and school libraries**

Library services to children and young people should be organized through close cooperation between specialist teachers, school librarians and children’s librarians.

Good practice and ideas:

- Collaboration between a public library and teachers to support children and teens with print disabilities, Linköpings stadsbibliotek (Sweden), PowerPoint presentation of Anna Fahlbeck. (see Appendix A)
- Some libraries in Flanders use labels to connect books in print and in DAISY format, i.e. using a label ‘book also in the library’ on the DAISY book, and a label ‘DAISY book also in the library’ on the printed book.



Children and young people borrow both formats together so they can practise their reading skills by reading and listening at the same time. The option of reducing the playback speed of the DAISY book makes it an achievable reading exercise.

- In public libraries in Sweden the DAISY disk is included in the printed book.

### **School libraries**

At school, the focus is on learning. In order that children with dyslexia can be fully supported, attend classes on an equal footing and be part of the social context in the classroom, there needs to be a combination of teaching skills and, educational professionalism combined with knowledge about reading aids. Barriers occur if reading difficulties are regarded as a lack of competence. Children discover quickly if they have more

difficulties in reading compared to their classmates and this will affect their reading and their self-esteem.

Early efforts to address reading and writing difficulties are very important, otherwise children and young people with dyslexia will be frustrated and give up hope of ever being able to achieve an acceptable level of reading. Teachers and school librarians should be aware of this and make sure that a strategy, special programmes and appropriate IT tools are available.

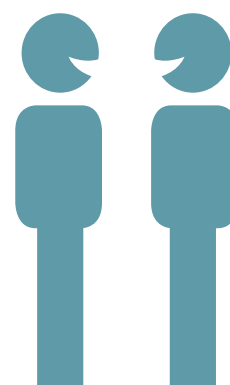
### **3.6 Academic libraries**

A growing number of students with dyslexia attend university but some persons are not diagnosed until they enter higher education. This means that special attention must be given to accessible information for students with dyslexia.

The challenges are the same for academic libraries and public libraries when it comes to accessibility of websites and reading materials, perhaps more so because the information is more complex. Service and guidance are also very much alike, though students need more specialized materials and require more individual service as well as quick access to their curriculum. Equal access to educational materials is a legal issue. The way that access is facilitated and the legal issues surrounding it vary from country to country. It is recommended that the university's support centre for disabled students should partner with publishers so that students with dyslexia and reading difficulties can obtain access to the electronic version of texts and are allowed to edit documents in a suitable format.

Ideas:

- Establish a student dyslexia service that deals with individual adjustments for students with dyslexia and reading difficulties and partner with the publishers.
- Appoint a disability information officer who works together with the disability advisor(s) of the institution.
- Train library staff to support students with dyslexia by offering dyslexia awareness training on a regular basis.
- Offer extended loan periods.
- Offer dyslexia support software and assistive technology.
- Offer loan of USB sticks with free assistive software including text-to-speech.
- Provide information on the website how to produce and obtain access to documents in alternative formats, information on available resources and assistive technologies.



## 4. Library staff

*Q: How would you like the staff to be when you meet them in the library?*

*A: That they help with the right things and don't try to insist on, well loads of other stuff.  
That they are really positive and are like Yeah! You can read this!  
That they are just helpful.*

(Talking books and reading children. Finnish survey, 2013)

### 4.1 Raising awareness

#### **I hate reading!**

"I hate reading!" was the slogan of a Flemish campaign for children and young people with dyslexia. This slogan was chosen because the initiators of the campaign frequently heard it being used by children and young people with reading difficulties. Initially, some librarians and special needs teachers were shocked, but after a while they admitted that people really do use these words. However, it is the act of reading that they hate, and the feeling of inadequacy that comes with it, not the stories and the content. Therefore library staff should persuade young people with dyslexia to try ways of reading other than printed (text)books, so that they can discover a method that they like, or at least find easier.

#### **Awareness, awareness, awareness**

Awareness is the key word. It is important for everyone who works in the library, from the hall porter, who may be the first point of contact, to the senior librarian, who develops strategy and makes decisions.

- Customer service is the starting point for reasonable extra support.
- Thinking inclusively is important because it avoids stigmatizing target groups and encourages them to discover the whole range of library services.
- Awareness also means understanding when to be pro-active, and when to stand back.



- Awareness of accessibility is important in every aspect of the library building and services (see section 3.3 for building, shelves, website and catalogue).
- Everything starts with well-educated staff members who truly believe that every child, young person and adult has the right to read and enjoy books.

## 4.2 Library staff

The dyslexia guidelines of 2001 state that “it is the responsibility of the entire library staff to make sure that weak readers receive attentive service when they do visit the library”. This is as justified and valid for the staff members with responsibility for the catalogue and the website, as for their colleagues who select materials for the collection.

Very often however, parents and young people complain about staff members working behind the reception desk. Most libraries have a staff member responsible for children’s services who is well aware of the needs of persons with dyslexia and the approach required, but that person may not work every day or be unavailable when needed. Therefore, it is important to share knowledge and basic skills so every staff member can help all users. Customers understand that not everyone can be specialised in everything, but basic skills may be expected.

### Reading guides

Train staff who can specialise in serving users with reading difficulties. Although they may be the user’s primary contact, make sure that all library staff can offer basic guidance and can refer to more specialised members of staff if required.

### “My personal librarian”

Introduce the option to book an appointment with a “personal librarian”, who encourages users to come to the library and helps to create a feeling of security. Users do not have to explain their special needs every time they visit the library; they become familiar with somebody who knows them, which makes it easier to relax and ask questions. Publicise contact information of the personal librarian including name, telephone number and picture. Be aware that users with dyslexia and reading difficulties may prefer to communicate by phone rather than in writing.

### Sharing knowledge

Sharing knowledge is not only important between staff in the library but also between colleagues from different libraries, and between library staff and other dyslexia professionals. These include special needs teachers, school librarians, psychologists working in schools and adult education, speech therapists and local and national dyslexia organizations. The experience and knowledge of dyslexia organizations are obviously very valuable.

Library services will benefit enormously from working together and creating partnership models with relevant organizations and stakeholders.

### **4.3 Library schools**

Many library staff members start their professional education and training at a library school.

However, in some countries specific library training programmes no longer exist. If there is a curriculum for library and/or information professionals, it is essential that it includes awareness of library users with special needs, such as persons with dyslexia. Library schools often organize a few lectures or seminars on the needs of different groups of readers, but a regular course integrated into the curriculum is more effective.

“It may be useful to invite a person with dyslexia to talk to library school students about what he/she would like the library to provide in terms of materials and services” (Guidelines for Library Services to Persons with Dyslexia, 2001 p. 6). Dyslexia organizations and specialised libraries could also deliver interesting and relevant information and advice.

### **4.4 Lifelong learning**

It is common practice for a specialised librarian to provide extra training to improve the awareness and the knowledge of colleagues. Opportunities to share information, experience and knowledge with colleagues from other libraries and in cooperation with dyslexia and educational organizations are great ways to improve skills and knowledge. Short workshops, for example, can be used to keep up-to-date and be informed about new insights and methods. Sharing experience and best practice is the best way to discover bright ideas and practical solutions. These activities may be organized by a library association or by libraries themselves. Any members of staff with dyslexia can also offer valuable insight.

At an international level, IFLA provides an excellent network of expert knowledge. At the annual conference and specialist satellite conferences, professionals from all over the world meet and exchange valuable information and best practice. In their conference sessions, the sections Library Services for People with Special Needs (LSN) and Libraries Serving Persons with Print Disabilities (LPD) regularly pay attention to library services to persons with special needs.

School and public library staff should participate in life-long learning at every level.

Attending workshops, seminars and conferences organized by government, a library association, a library school, a dyslexia association, library serving persons with print disabilities or another professional organization will open minds and will lower thresholds.

## **4.5 Strategic planning**

It is important that staff who manage library services for persons with dyslexia and reading difficulties participate in the planning process for the library as a whole, to ensure awareness and support are integrated into the overall goals and long term plans of the library.

Ad hoc actions may deliver some short-term impact but a well thought-out plan will gain far better long term results. An integrated approach covering the whole library service and extending over several years is a necessity.

Needless to say, it is key to provide sufficient resources for materials, staff, marketing campaigns and other requirements.

## **4.6 Service and guidance**

Stepping inside a library can be a challenge for persons with dyslexia because the library is a building full of written text, which may pose difficulties for them. Make sure that users with dyslexia and other reading disabilities feel welcome and comfortable by treating them with respect and empathy. It is important that visiting the library is a positive experience.

Users rarely mention that they have dyslexia so the librarian has to be a good interviewer and listener.

Here are some tips:

- Be sensitive whether or not a person with dyslexia is interested in talking about the difficulties in reading and adjust service in accordance with this impression.
- Emphasize the use of materials other than books, e.g. films, audio books, DAISY books, music, games, events, easy-to-read materials and reading tools.
- Tell the users about the options they can't see, such as digital resources.
- Offer a personal tour and guide them to the shelves and relevant areas.
- Offer extended loan periods.

## **The “easy-to-read” area**

- Inform new users how the materials are arranged.
- Show the different types of materials.
- Point out that some materials are also available as an audio or DAISY book.
- Show and explain the pictograms.

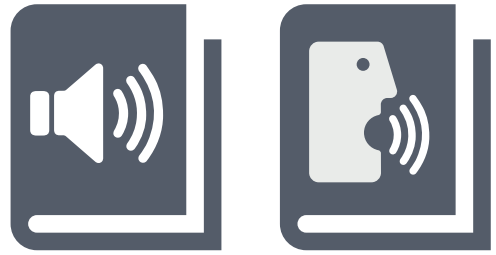
## **Online services**

- Introduce relevant sections of the library’s website.
- Inform users about relevant online services and show how to use them.

As a librarian delivering services to persons with dyslexia, keep in mind:

- What works for one person, might not be helpful to the next person.
- Be aware of the strengths of the customer and do not focus only on weaknesses.
- Be positive and accept the solutions proposed by the user(s).
- The key is enjoyment of reading, not the remedies for specific conditions. The role of library staff is different from the role of special needs teachers or educationalists.

A A A



## 5. Content

Giving access to content in the form of information, magazines and books is the core business of libraries. The way the content is written, presented and communicated can make a huge positive difference to the reader with dyslexia.

In this chapter we describe how every library can provide sufficient content and specialist devices to serve persons with dyslexia.

### 5.1 Printed materials

The way text is printed can make a great difference to persons with dyslexia. There are simple rules and recommendations on how to present information in print or on a screen in ways that are dyslexia-friendly. They include recommendations on fonts, size, spacing and layout. Long sentences and hyphenation should also be avoided. (For more information about do's and don'ts for dyslexia-friendly printing, see Appendix B.)

### 5.2 Easy to read

The aim of easy-to-read publications is to present plain texts which are both easy to understand and appropriate for different age groups. Easy-to-read materials can be an answer to various reading problems as well as dyslexia: for example, they may be useful for persons with limited intellectual/cognitive abilities.

#### **Easy-to-read enhanced by new technologies**

The benefits of easy-to-read materials are enhanced by electronic reading, since the font type and size and colour contrast can easily be adapted to meet the needs of persons with dyslexia. For instance, DAISY talking books, audio books and videos can be a great benefit for persons with dyslexia.

## **A good example from Sweden**

In Sweden, most easy-to-read books published by the Swedish Centre for Easy-to-Read were converted into DAISY talking books by the Swedish Accessible Media Agency (MTM). Young people with dyslexia or reading problems can listen to a DAISY book along with its print version, which can be borrowed together from school or public libraries.

## **Creating easy-to-read materials**

In order to create original easy-to-read materials, or to convert an original text into an easy-to-read version, the author/publisher must take into consideration content, language, illustrations and graphic layout. See IFLA's second (revised) edition of the Guidelines for easy-to-read materials, 2010 (Professional report 120, also see appendix B).

## **5.3 Audio books**

Listening to an audio version of a printed book is a well-known and widely used alternative to reading print which can be very useful for persons with dyslexia.

Many public libraries offer audio books and most libraries for blind or print disabled persons and related organizations in Europe and the United States have also started distributing digital talking books to persons with dyslexia.

The use of talking books by young people with dyslexia has positive effects on the enjoyment of reading and academic achievement. Moreover, the combination of reading text while listening to audio creates a strong impact and improves reading skills. However, it is also acceptable to put down the print book for a while and enjoy the audio alone.

There is a growing collection of well narrated and recorded audio books available, both on the commercial market for the general public, and in specialised collections made for the specific benefit of print disabled persons.

Historically, commercial audio books were often abridged versions, while specialised talking books are integral renditions of the original printed work with a different look-and-feel. The main formats of audio books are described below.

A Danish survey (Auxiliary Aids, 2011) shows that audio books provide an essential reading platform for a large number of children and young people with dyslexia or severe reading difficulties – and, thereby, a way of acquiring knowledge and experience.

A Swedish survey (Talking Books, 2013), based on focus group discussions, concludes that libraries should focus on children's use of talking books and emphasizes the importance of a professional approach to each individual encounter.

### **Audio CD**

Audio books on audio CD are among the most commonly used technologies on the market. Audio CD technology is, however, declining and is limited in size and navigation. An unabridged audio version of an average length book is about 10 hours (600 min) long, amounting to 9 to 10 audio CDs in total. It is a challenge to pack these disks in one case and keep them in the right order. On the other hand, the sound quality is superb and most people know how to handle them. Books on audio CD are recommended as a good first step to acquaint readers with audio reading.

### **MP3**

More and more audio book providers are making their content available as downloads in MP3, the leading standard for compression of audio files. Listening to an audio book in MP3 on a mobile platform is probably the most popular way of using audio books, especially among young people.

### **DAISY talking books**

A DAISY talking book is usually an audio version of an existing work using human voice narration. Typically it is printed on a CD, using CD-ROM specifications and MP3 compression, so that the whole book is available on one CD.

DAISY is an international open standard used to create books with a strong structure that allows navigation through sections (chapters) and nested sub-sections (pages and paragraphs) as well as bookmarking. Another benefit is the facility to reduce playback speed, which makes it easier for young people with dyslexia to listen to the DAISY book along with the printed version.

Although some off-the-shelf CD/DVD players recognise MP3 and are able to play DAISY talking books, they are ideally played on a specialist DAISY player, or using free DAISY playback software, to obtain the full benefit of navigation and memory functions.

More information about DAISY can be found at [www.daisy.org](http://www.daisy.org), including an extended list of hardware players, software playback tools, apps and devices to read DAISY talking books.

## 5.4 Digital information and eBooks

Digital or electronic text files

Access to a digital text version of a published work creates many advantages for a reader with dyslexia, the most obvious being that the text can be:

- Adjusted in font, size and contrast
- Accessed using Text-to-Speech (TTS) software
- Searched at word level
- Navigated at chapter, page or other levels (depending on the structure of the text file)
- Accessed via the table of contents

However, not all file formats have the same flexibility, and in all cases a software editor is needed to make the adjustments.

### eBooks and eReaders

An eBook is a digital text version of a published work designed to be read electronically on a dedicated eBook reader (or eReader), such as Kindle, Kobo, or SonyReader.

eReaders make use of a relatively new and evolving technology called e-ink, or electronic paper, which produces an extremely stable image and good readability in direct sunlight without reflections. Most commercially available eBook readers are typically between 5 - 9 inches large and come in greyscales only (no colours). Some eBook readers have basic touch technology for turning a page or choosing from simple menus. Most eReaders are equipped with dictionaries that quickly provide synonyms and meanings.

(More information on eReaders can be found in section 6.5 and in appendix B.)

## 5.5 Synchronised text and audio

Talking books containing synchronized text and audio (using either synthetic speech or recorded human voice) are becoming more readily available. Also, many popular reading or educational devices now enable text to be read by synthesized speech. These types of books provide navigation and multi-sensory reading experiences by highlighting the text which is being read aloud.

Synchronized full-text and full-audio books in DAISY format are very helpful for persons with dyslexia.

Bookshare is an accessible online library of digital books delivered under an exception to U.S. copyright law

(see [https://www.bookshare.org/\\_/aboutUs/legal/chafeeAmendment](https://www.bookshare.org/_/aboutUs/legal/chafeeAmendment)).

Bookshare provides a collection of downloadable full-text full-audio books in DAISY format for multi-modal reading using synthetic speech.



## **5.6 Digital multimedia (hybrid) books**

DAISY multimedia (hybrid) books consisting of text, audio and images are an example of full-text, full-audio talking books that are particularly suitable for persons with dyslexia. The multi-sensory experience makes these books easy to read and understand.

Different styles of playback can be achieved by changing the display settings, font size, colour contrast and reading speed.  
(See Appendix B for examples of DAISY multimedia books.)

## **5.7 Use of multimedia: pictures, comic books, graphic novels, video**

Thinking and learning with the support of pictures rather than just words is much faster and easier for persons with dyslexia and other reading disabilities. Considering this advantage, collecting books with pictures, comic books and graphic novels is important in order to provide dyslexic readers with easy reading books.

Videos are also an effective way of maintaining concentration and interest. Watching a video can be a good alternative to reading a book. In the Netherlands, there are many video clips focusing on educational materials for schoolchildren on the website operated by the public broadcasting service (<http://www.schooltv.nl/beeldbank/>).

## 5.8 Overview

	Audio CD	Daisy Talking Book	eBooks simple	Daisy full text full audio	Digital Multimedia	ePub3
<b>Audio (wave)</b>	yes (72 minutes on one cd)	usually not	no	usually not	possible	possible
<b>Audio (MP3)</b>	no	yes (20 hrs on one cd)	no	yes (synchronised)	possible	possible
<b>Text</b>	no	headings	yes	yes (synchronised)	yes	yes
<b>Navigation</b>	one level (tracks)	multi-level and pages	table of content and pages	multi-level and pages	table of content and linking	table of content and linking
<b>Pictures</b>	no	no	yes	yes (synchronised)	yes	yes
<b>Video</b>	no	no	no	no	yes	yes



## 6. Reading devices and assistive technology

There are many technologies and devices to support persons with dyslexia to read, write and access information. The educational market has indeed discovered persons with dyslexia and there are numerous new products and solutions on offer, ranging from special pens, special glasses, audio/video equipment, mnemonic devices, courses in phoneme recognition and rapid naming, through to food and dietary supplements.

Some of these devices and technologies are must-haves in every library. Others need to be bought or installed individually by the person with dyslexia.

### 6.1 A word of warning and advice

Technology can be a great support for someone who is struggling with reading. However, be aware that technology is not a complete solution in itself. It is never a fit-for-all solution and it should always be embedded in supportive strategies to build confidence and to increase the pleasure of reading.

When suggesting technologies to library users, it is helpful to have some personal experience. Library staff should try and become familiar with some of the more widely used and recommended systems, such as DAISY talking books, some of the Text-to-Speech (TTS) solutions that exist in local language, and - last but not least - eBook reading with eReaders or apps.

### 6.2 Mobile devices

Mobile devices range from standard mobile phones to tablet devices and include personal digital assistants (PDAs), MP3 players, flash drives, eBook readers (or eReaders) and smartphones. Devices which are available in the mainstream market are more attractive to readers with dyslexia than specialist equipment that looks different and draws attention to the user.

Young people with dyslexia like to use mobile devices to play audio and DAISY books since such devices are easy to handle and feel inclusive. In Sweden, there are educational resource centres that provide training courses for school librarians, mainstream and specialist teachers to learn how to download talking books and transfer files to mobile devices. Courses of this kind form a very useful basis for developing library services to young persons with dyslexia and other reading issues.

### **6.3 Devices and software to play DAISY books**

Most of the specialized players that can be used to play DAISY audio books offer a high level of functionality, including navigation by section, subsection, page and phrase, the ability to bookmark while reading, change reading speed (faster or slower), change pitch and open books automatically at the point that the user last stopped reading. DAISY players are rather expensive. They are available in different sizes and models, including small portable players that can read text documents (e.g. Word) with synthetic speech. Some of them can directly access an online DAISY library (if available).

It is also possible to read DAISY talking books using software tools and applications designed for PCs and laptops, and the number of applications (or apps) for reading on a mobile device such as a tablet or smartphone is increasing all the time. This method of reading is particularly popular with students.

An example of free playback software for reading DAISY multimedia books, named AMIS, is available in English and many other languages from the DAISY Consortium. AMIS and other software reading applications offer great functionality such as highlighted text, a choice of font size, reading speed and contrast along with full-text search. An updated list of reading applications for DAISY talking books is available on <http://www.daisy.org/tools/splayback>.

### **6.4 Text-to-speech (TTS)**

TTS or screen reader software converts digital text into synthetic speech. This technology is still under development but good progress has been made in recent years. Many websites are equipped with a TTS button and many smartphones and tablets have a built-in TTS application. Some TTS voices are in the public domain, while for others a licence is needed.

Many people feel that TTS is not yet suitable for reading for pleasure, however it is more widely accepted when reading magazines, newspapers, or non-fiction books. In any case, it is advisable to suspend your own judgment and let the user choose for themselves whether or how to use TTS.

Find out which TTS applications are available in the local language and test them. Free synthetic voices are available in most languages. For instance, in the UK the library might be eligible for the free use of the voices developed by JISC TechDis (<http://www.jisctechdis.ac.uk/techdis/technologymatters/TechDisVoices/DownloadInstall>).

The best results are created when the reader can see highlighted text on the screen and listen simultaneously to synchronized synthetic audio. This supports the dyslexic reader to focus on the meaning of the text. If the digital text is available in MS Word, a "Save as DAISY" plug-in can be used to create a DAISY multimedia talking book with TTS.

Persons with dyslexia may have problems in correctly perceiving (hearing and understanding) spoken language (Deponio, 2012). Listening and understanding synthetic speech can be difficult, but improves with experience and training. If a reader is struggling, suggest slowing down the speed of TTS, which helps to increase understanding.

In some cases, talking books are produced with recorded synthetic speech, which provides a higher, more professional quality than using a local TTS application.

## 6.5 eReaders

eReaders will rapidly become widely used tools for reading published information that will benefit people with dyslexia, amongst others. Some eReaders are equipped with TTS functionality, making them suitable for some persons with dyslexia.

Some positive considerations about eReaders are that they offer:

- Adjustable font type and size
- Quick search in dictionaries
- Stable letter image
- Very long battery time (usually weeks before recharging)
- Comfortable reading in daylight
- TTS output

On the downside, they have:

- No colours
- Limited touch functionality
- No backlight

Other drawbacks are that it may be necessary for the user to have ICT skills to manage their collection and Digital Rights Management software may present barriers to access.

Reading eBooks on a tablet might provide a dyslexic reader with a better experience than the grey images on the eReader. On the other hand, the multifunctionality of a tablet might be distracting. As ever, the user should be supported to decide which type of device is most suitable for their purposes.

## **6.6 Additional aids**

### **Spell checkers and dictionaries**

A personal computer equipped with a spell checker or dictionary is helpful.

### **Reading pens**

A reading pen is a portable reading and audible scanning tool that also contains dictionaries. It is designed to provide persons with dyslexia with immediate support when they are reading printed text, thereby helping them to read and understand independently. Reading pens are no longer widely used.

### **Magnifying rulers and special glasses**

Some persons with dyslexia benefit from the use of a magnifying reading ruler, which is a bar magnifier with a reading line. Others are said to have benefitted from special glasses (prism lenses) but their effect is controversial.

### **Dyslexia software**

There are many software packages available that are designed to support students with dyslexia to read, write and study. Most of these packages were developed in an educational setting and may, for instance, include the functionality to take notes or make a summary.

A well-known system for managing educational materials in a particular multimedia mode is the Kurzweil Education System (KES). The file format is proprietary and can only be created by using the Kurzweil System. The resulting KES files provide synchronised TTS output and help the student to move in a logical way through a complex structured book.

## 7. Now it is up to you!

These guidelines attempt to provide as much information and advice as possible.

Be reassured that there is plenty of help available.

The main recommendations of the report are to make a through plan, work together with stakeholders and – last but not least – make progress one step at the time.

We hope that you will be inspired by these guidelines, together with the checklist, examples of best practice and the knowledge base.

Use your common sense and keep talking with your dyslexic users.

Good luck!



# Checklist (front)

INSPIRATION FOR LIBRARY SERVICES  
TO PERSONS WITH DYSLLEXIA

## DYSLLEXIA? 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		Magnifying rulers
	Reading tools (e.g. Daisy playback software, Daisy players, Daisy apps)		

### SPACE & PRESENTATION

- WELCOME
- 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
- Place computers near the audio books and other materials for easy reading
- An inspiring easy-to-read area
- Clear signs and pictograms
- Easy-to-read signs, pictograms and labels, on the materials and on the shelves
- Combine books and their audio or Daisy versions
- Show the front of books, dvd's etc.

### LIBRARY STAFF & PARTNERSHIPS

- Awareness is important for everyone who works in the library (may be the first contact to the senior librarian (strategy, decision maker))
- Train staff who can specialise in the needs of the user. Although they may be the user's primary contact, make sure that all library staff can offer basic guidance
- 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
- 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

### 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**
- Organize a frequent **drop-in café** with technology support and the opportunity to meet library staff with specialized knowledge of dyslexia. This kind of event will enable users to talk to persons with similar challenges.
- 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

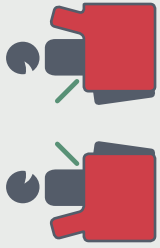
(checklist in pdf format available on [www.ifla.org/lsn](http://www.ifla.org/lsn))



# Checklist (back)

## DYSLEXIA?

WELCOME TO OUR LIBRARY!



INSPIRATION FOR LIBRARY SERVICES  
TO PERSONS WITH DYSLEXIA

FOLLOW OUR INFOSSESSON  
TUESDAY 14.09.2016 11 FORUM 2

## DYSLEXIA

GREEK WORDS — POOR OR INADEQUATE  
DYS — WORDS OR LANGUAGE  
LEXIS —

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.  
(British Dyslexia Association – BDA)

There is no relationship between a person's level of intelligence, individual effort or socio-economic position and the presence of dyslexia.  
(EDA)

Dyslexia is a neurologically-based disorder.


Although these readers cannot be considered a homogeneous group, there are some common characteristics:

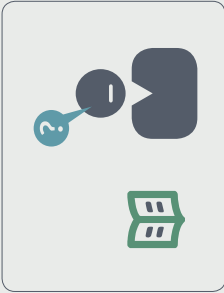
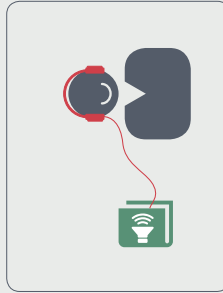
- Reading at slow speed
- Having to read certain words or passages two or three times
- A tendency to get 'lost' somewhere on a page and then having to search for the sentence they were reading
- Putting a lot of effort into reading at word level and therefore no full access to a text.

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 when 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.

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



The National Center of Learning Disabilities (NCLD – New York) declares that dyslexia impacts an estimated 15% of people.

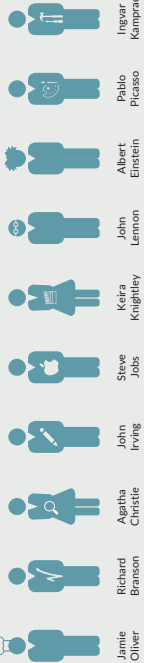


The group of European Citizens with dyslexia and specific learning differences encompasses between 5 and 12 percent of the population, navigating through life in a largely non-dys' friendly world.  
(European Dyslexia Organization – EDA)


Since language and orthography play an important role in reading, the level of dyslexia may differ from person to person. In some languages, the orthography is more transparent than in others. 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 can help the person with dyslexia to overcome problems, finding a good way to cope and develop alternate reading and learning strategies.

**FAMOUS PERSONS WITH DYSLEXIA**



Jamie Oliver  
 Richard Branson  
 Agatha Christie  
 John Irving  
 Steve Jobs  
 Keira Knightley  
 John Lennon  
 Albert Einstein  
 Pablo Picasso  
 Ingeborg Kampard



International Federation of  
Library Associations and Institutions

© IFLA 2014

(checklist in pdf format available on [www.ifla.org/lsn](http://www.ifla.org/lsn))

## 8. Glossary

**App** – a self-contained program or piece of software designed to fulfill a particular purpose; an application, especially as downloaded by a user to a mobile device

**Apple shelf** – a shelf with books for children with special needs, marked with an apple symbol

**Assistive technology** – usually a combination of hard- and software especially designed to help overcome or compensate for an impairment or disability, mostly used in combination with a reading or visual disability

**Audio book** – an audio recording of a reading of a book, typically produced for commercial purposes

**Audio CD** – a compact disc on which a sound recording has been made in 44.1 kHz Wav containing up to a maximum of 72 minutes of audio

**CD-Rom** – compact disc used as a read-only optical memory device for a computer system

**Copyright** – the exclusive and assignable legal right, given to the originator for a fixed number of years, to print, publish, perform, film, or record literary, artistic, or musical material

**Copyright Exception or limitation** – a conditional suspending or limitation of copyright under special circumstances, such as in case of citations, educational use, parody or inaccessibility through reading impairment

**Daisy** – Digital Accessible Information System, an accessible multi-media presentation, very useful for persons with reading and understanding problems. The technology is developed and maintained as an international standard for digital books by the DAISY Consortium – [www.daisy.org](http://www.daisy.org). DAISY Multimedia can be a talking book or a computerized text, as well as a synchronized presentation of text and audio produced according to DAISY Standards. The materials can be distributed on a CD/DVD, memory card, or through the Internet, and they can be read with computers using DAISY playback software, DAISY hardware players, mobile phones and PDA (Panella)

**Easy-To-Read Books** – can be either existing books adapted for, or books written especially for, people with cognitive or reading limitations (Panella)

**Easy-To-Read Materials** – adaptation of text that makes it both easier to read and comprehend; high-interest / low reading level materials for people with reading or comprehension limitations (Panella)

**eBook** – an electronic version of a printed book which can be read on a computer or a specifically designed handheld device

**E PUB 3 standard** – The EPUB® specification is a distribution and interchange format standard for digital publications and documents. EPUB 3.0 is the most current version of the EPUB standard. (The International Digital Publishing Forum - IDPF)

**eReader** – handheld device on which electronic versions of books, newspapers, magazines, etc. can be read

**Flash drives** – small electronic device containing flash memory that is used for storing data or transferring it to or from a computer, digital camera, etc.

**Inclusion** – being part of a whole. (Panella), a person or thing that is included within a whole (Oxford Dictionary)

**ICT** – Information and Communication Technology – an umbrella term covering technologies used for the manipulation and communication of information (Panella)

**KES** – Kurzweil Education System – reading technology for persons with learning difficulties and reading difficulties invented by Ray Kurzweil

**Kurtzweiler Reading Machine** – a text-to-voice reading machine with speech output. As one example, the Kurzweil 3000 reading machine scans a printed document, displays the page just as it appears in the original document (e.g., book, magazine), with the color graphics and pictures intact, then reads the document out loud while highlighting the image of the print as it is being read (Panella)

**Magnifying ruler** – a glass ruler that isolates and magnifies one line at a time, with a guiding line

**MP3** – a widely used standard for compressing a sound sequence into a very small file, to economize digital storage and transmission. It is widely used in the music industry as well as in DAISY book

**MP3 player** – a device for playing MP3 digital audio files

**OCR** – Optical Character Recognition – an ICT process by which scanned text is recognized as digital text

**PDA** – Personal Digital Assistant - a palmtop computer that functions as a personal organizer but also provides email and Internet access

**Reading pen** – portable reading and audible scanning tool that also contains dictionaries

**Smartphone** – a mobile phone that is able to perform many of the functions of a computer, typically having a relatively large screen and an operating system capable of running general-purpose applications

**Spell checker** – a computer program which checks the spelling of words in files of text, typically by comparison with a stored list of words

**Synchronized text and speech** – a process by which audio (either human narration, or synthetic speech) is added as a synchronised layer on top of an electronic text

**Speech synthesis** – the process of generating spoken language by a machine on the basis of electronic text

**Tablet** – a small portable computer that accepts input directly on to its screen rather than via a keyboard or mouse

**Talking book** – a recorded reading of a book, originally designed for use by blind people

**TTS -Text-To-Speech** – a form of speech synthesis used to create a spoken version of the text in an electronic document

## 9. References

### 9.1 Foreword

#### Background

Guidelines for Library Services to Persons with Dyslexia. (IFLA Professional Reports No. 70 by Gyda Skat Nielsen and Birgitta Irvall, 2001). The Guidelines are available in 5 languages.

<http://www.ifla.org/publications/ifla-professional-reports-70>

#### Philosophy

Convention on the Rights of Persons with Disabilities

<http://www.un.org/disabilities/documents/convention/convoptprot-e.pdf>

### 9.2 Chapter 1 What is dyslexia?

British Dyslexia Association (2013) [Dyslexia research information](http://www.bdadyslexia.org.uk/about-dyslexia/further-information/dyslexia-research-information-.html).  
<http://www.bdadyslexia.org.uk/about-dyslexia/further-information/dyslexia-research-information-.html> (accessed November 4, 2013)

Davis, C (2005). Shallow vs Non-shallow Orthographies and Learning to Read Workshop 28-29 September 2005. A Report of the OECD-CERI Learning Sciences and Brain Research. Cambridge, United Kingdom: St. John's College, Cambridge University

European Dyslexia Association (2013) [What is dyslexia?](http://www.eda-info.eu/nl/about-dyslexia.html)  
<http://www.eda-info.eu/nl/about-dyslexia.html>  
(accessed November 4, 2013)

International Dyslexia Association (2013) [What is dyslexia?](http://www.interdys.org/FAQ.htm)  
<http://www.interdys.org/FAQ.htm> (accessed November 4, 2013)

National Center for Learning Disabilities (2013) [Dyslexia](http://www.nclld.org/types-learning-disabilities/dyslexia).  
<http://www.nclld.org/types-learning-disabilities/dyslexia>  
(accessed November 4, 2013)

Panella (2009) Glossary of Terms and Definitions. (IFLA Professional reports No. 117 by Nancy Panella, 2009)  
<http://www.ifla.org/files/assets/hq/publications/professional-report/117.pdf>

Shaywitz, S.E (1998) Dyslexia. In N Engl J Med 1998; 338:307-312  
January 29, 1998  
<http://www.nejm.org/doi/full/10.1056/NEJM199801293380507>

Stanovich (1986) Matthew effects in reading: Some consequences of individual differences in the acquisition of reading. Reading Research Quarterly, 21(4), 360–407. <http://dx.doi.org/10.1598/RRQ.21.4.1>

Stanovich, K. E. (1994). Are discrepancy-based definitions of dyslexia empirically defensible? In K. van den Bos, L. Siegel, D. Bakker, & D. Share (Eds.), *Current directions in dyslexia research* (pp. 15-30). Lisse, The Netherlands: Swets & Zeitlinger

### **9.3 Chapter 3 Welcome to our library!**

Auxiliary Aids (2011) Auxiliary aids and access to learning for children and young people with dyslexia/severe reading difficulties, Nota February 2011

[http://www.nota.nu/sites/default/files/English\\_version\\_of\\_survey.pdf](http://www.nota.nu/sites/default/files/English_version_of_survey.pdf)  
(accessed July 8, 2013)

Talking Books (2013) Talking books and reading children. Children describing their use of talking books, The Swedish Agency for Accessible Media, 2013

[http://www.mtm.se/documents/logotyp/talkingbooks\\_rapport\\_webb.pdf](http://www.mtm.se/documents/logotyp/talkingbooks_rapport_webb.pdf)  
(accessed September 10, 2013)

### **9.4. Chapter 5 Content**

Guidelines for easy-to-read materials. (IFLA Professional reports No. 120. Revision by Misako Nomura, Gyda Skat Nielsen and Bror Tronbacke, 2010)

<http://www.ifla.org/files/assets/hq/publications/professional-report/120.pdf>

### **9.5 Chapter 6 Reading devices and assistive technology**

Deponio (2012) Pamela Deponio. *Dyslexia and Co-occurring Specific Learning Difficulties*, University of Edinburgh.

<http://www.ifla.org/files/assets/libraries-for-print-disabilities/conferences-seminars/2012-08-tallinn/2012-08-08-deponio.pdf>  
(accessed December 18, 2013)

Schneps MH, Thomson JM, Chen C, Sonnert G, Pomplun M (PLOS, 2013). E-Readers Are More Effective than Paper for Some with Dyslexia.

<http://www.plosone.org/article/info%3Adoi%2F10.1371%2Fjournal.pone.0075634> (accessed December 18, 2013)

## 9.6 Chapter 8 Glossary

Panella (2009) Glossary of Terms and Definitions. (IFLA Professional reports No. 117 by Nancy Panella, 2009)

<http://www.ifla.org/files/assets/hq/publications/professional-report/117.pdf>

Oxford English Dictionary, online edition (accessed June 24, 2014)

Working Group Guidelines for Library Services to Persons with Dyslexia – Revised and enlarged, 2014

## Appendix A: Best practices

The aim of the examples is not to be complete but to inspire.

### Canada

**Podcamp** is an “unconference for people interested in social media, blogging, mobile, web design and all the internets in between”. It is a participant driven meeting where creativity is important. As persons with dyslexia are often very creative, such initiatives could attract them to the library.

<http://podcamphalifax.ca/> (accessed September 16, 2013)

### Denmark

**letbib.dk**. The project gathered best practice from public libraries in Denmark and from abroad. The project goal was to develop a simple and accessible tool for public libraries, to make it easy for public libraries to assign higher priority to users with reading disabilities. The project was supported by The Danish Agency for Culture.

The website is divided into two parts, one for users and the other for professionals. The user-oriented part of the website provide ideas for reading, internet resources, videos and reading tools for persons with reading difficulties.

On the website pages for professionals are good ideas and advice about marketing, library recommendations, a newsletter, relevant websites and the library space.

<http://www.letbib.dk/about> (accessed September 16, 2013)

**Nota** is the Danish national library for persons with print disabilities.

The website is available in English. The site contains a selection of videos of young people describing how dyslexia affected their lives (with English subtitles).

<http://www.nota.nu/node/111> (accessed September 16, 2013)

**E17** is Nota’s online library. Users can search for books and download, stream or order audio books.

<http://www.e17.dk/velkommen> (Accessed September 16, 2013)

Example of comics: <http://www.e17.dk/medier/39619> (accessed November 5, 2013)

### **Get going! How to bring library services to persons with dyslexia into focus at your library?**

Examples of best practice of library services for persons with dyslexia from two Danish public libraries in Ballerup and Lyngby. Presentation at the P3 conference (IFLA Satellite Conference of LPD): Library Services for Print Disabled Persons through Partnerships with Publishers and Public Libraries, 2009, Belgium



[http://www.ifla.org/files/assets/libraries-for-print-disabilities/presentations/get\\_going\\_pedersen\\_mortensen.ppt](http://www.ifla.org/files/assets/libraries-for-print-disabilities/presentations/get_going_pedersen_mortensen.ppt)  
(accessed June 4, 2014)

## Finland

**Celia** is a Finnish state-owned library which produces and provides literature in accessible formats for persons who are unable to read standard printed books including persons with dyslexia. Celia produces textbooks for all educational levels. Some easy-to-read books are also produced as talking books. The webpage includes Read Speaker and there is an easy-to-read version of the website as well. The library has employed a teacher in special education to help develop products and services for children with dyslexia. Celia has created a website for information about dyslexia in cooperation with other dyslexia and learning disability organisations. The website includes a brief dyslexia test (based on the original developed by the British Dyslexia Association) and a page where users can ask questions.

<http://www.lukihairio.fi/sv/> (accessed September 16, 2013)

**“Senat.sakaisin”** is The Celia Facebook initiative for teens with dyslexia. This initiative was presented at the IFLA Satellite meeting 2012 of LPD: *Words Upside Down: Dyslexic Teens on Facebook*

<http://www.ifla.org/files/assets/libraries-for-print-disabilities/conferences-seminars/2012-08-tallinn/2012-08-09-katela.pdf>  
(accessed November 7, 2013)

**Reading assistance dogs** who listen to uncertain child readers reading books in libraries have spread from the US to Scandinavia. The first library in Finland to introduce the service was Kaarina Public Library in Western Finland. Raisa Alameri, special librarian at Sello Library, Espoo City Library presented the service at the IFLA conference in Helsinki 2012: *My mission is to listen: Read to a dog - but not just any dog.*

<http://conference.ifla.org/past/2012/160-alameri-en.pdf>  
(accessed September 16, 2013)

## Flanders – Belgium

**Luisterpuntbibliotheek** is the Flemish Public Library serving Persons with Print Disabilities. The campaign: *I hate reading* was presented at an IFLA Pre Conference in 2012.

*I hate reading! Dyslexic? Go for an audio book! A campaign in Flanders for young potentials with dyslexia.* Presentation by Saskia Boets, Tallinn, August 2012.

<http://www.ifla.org/files/assets/libraries-for-print-disabilities/conferences-seminars/2012-08-tallinn/2012-08-08-boets.pdf>  
(accessed September 16, 2013)

<http://www.ikhaatlezen.be> (accessed September 16, 2013) and  
<http://www.luisterpuntbibliotheek.be/nl/english>  
(accessed September 15, 2013)

## Japan

**Chofu City Library** in Tokyo has expanded its reach to persons with dyslexia and other reading disabilities and set up a corner for DAISY multimedia books and leaflets about dyslexia and DAISY in order to raise awareness after the copyright law was changed in 2010. Through this library, users can access "Sapie Library" which is the DAISY online library system run by the Japan Braille Library and the National Association of Information Facilities for People with Visual Disabilities.

**Chofu City Library:** [http://www.lib.city.chofu.tokyo.jp/hs/hs\\_service.html#serv05](http://www.lib.city.chofu.tokyo.jp/hs/hs_service.html#serv05) (accessed November 30, 2013)

**Sapie Library:** <https://www.sapie.or.jp/> (accessed November 30, 2013)

## The Netherlands

**The Easy Reading Plaza (ERP)** is a special part of the youth department in Dutch and Belgian libraries intended for primary school children with a reading disability. The attractive and specially selected reading material encourages them to read. The ERP also has specially designed furniture, which means the collection is displayed facing forwards showing the cover instead of the spine of each item. Thanks to its attractive presentation the ERP has reached many users such as children with dyslexia, AD(H)D, autism and children with a limited vocabulary. An Easy Reading Advisor organises activities for parents, teachers and librarians.

The websites [www.makkelijklezenplein.nl](http://www.makkelijklezenplein.nl) and [www.makkelijklezenplein.be](http://www.makkelijklezenplein.be) (accessed November 5, 2013) include information about easy reading for children, parents, teachers and librarians.

## Norway

**NLB, Norwegian Library of Talking Books and Braille** is a library for people with print disabilities. The library produces fiction for all age-groups and student literature for persons in higher education.

<http://www.nlb.no/en/about-nlb/facts/facts-about-nlb/> (accessed November 5, 2013)

The Right to Read is a long term campaign encouraging collaboration and partnership. The campaign aims to highlight the importance of access to literature.

Spread the word is the first Right to Read campaign. All public libraries in Norway are invited to host an exhibition and contribute to spreading information about accessible literature.

<http://rettilålese.no/> (accessed September 16, 2013)

## Sweden

In most Swedish public libraries there is a shelf with books for children with special needs called the Apple Shelf, marked with an apple symbol. The Apple Shelf provides information about media for children with reading disabilities. The Apple Shelf informs teachers and parents about the different forms of media that libraries have for children with special needs: audio books, videos with sign language for deaf children, tactile books, Braille books and so on.

<http://www.barnensbibliotek.se/Hem/OmBarnensbibliotek/English/tabid/439/Default.aspx> (accessed September 16, 2013)

<http://www.barnensbibliotek.se/appelhyllan/tabid/382/Default.aspx> (accessed November 7, 2013)

**Linköping Stadsbibliotek** is a good example of how public libraries can reach persons with dyslexia. The public library cooperates with several organizations in the community, trains staff to support persons with dyslexia and arranges courses for teachers and other school staff.

<http://www.linkoping.se/sv/Kultur-fritid/Linkopings-stadsbibliotek/Lasa-pa-olika-satt/> (accessed September 16, 2013)

### **Collaboration between the public library and pedagogues regarding children and teens with print disabilities – Public library Linköping, Anna Fahlbeck**

At the public library in Linköping, there is a unique special education resource consisting of teachers and a psychologist. It is called Språkpedagogiskt centrum (Dyslexia Centre) and its goal is that everyone working in schools should know about dyslexia / print disabilities and their consequences. Språkpedagogiskt centrum supervises and provides training to school staff, and also informs and advises students and parents. One of the library staff works 10% at the Centre, with a focus on supplying information about talking books, assistive technology, and the use of the online catalogue of the Swedish Agency for Accessible Media (MTM).

Many libraries in Sweden work together with schools and/or have a learning centre for persons with (print) disabilities.

“Collaboration between a public library and pedagogues regarding children and teens with print disabilities” was presented by Anna Fahlbeck, Tallinn, August 2012.

<http://www.ifla.org/files/assets/libraries-for-print-disabilities/conferences-seminars/2012-08-tallinn/2012-08-09-fahlbeck.pdf> (accessed September 16, 2013)

**Gothenburg University Library** has a homepage with information for students with dyslexia or visual impairment.  
<http://www.ub.gu.se/help/funktion/> (accessed September 16, 2013)

**Gothenburg Public Library** has a homepage with information about reading and writing support. The information is also available as video.  
<http://goteborg.se/wps/portal/invanare/bibliotek/fa-hjalp/fa-las-och-skrivstod/!ut/p/b1> (accessed September 16, 2013)

**The Centre for Easy-to-Read** is working for all people's right to access to news, information and literature appropriate to their needs and abilities. The Centre has several target groups including persons with dyslexia and has a function as a resource and training centre. The Centre provides easy-to-read material and offer assistance relating to easy-to-read material. On the website is good advice about easy-to-read publications. The Centre for Easy-to-Read publishes books by their own publisher, LL-förlaget. About 25 books are published every year, comprising books written directly in easy-to-read versions and adaptations of classics.  
<http://www.lattlast.se/start/english> (accessed November 5, 2013)

## United Kingdom

**Birmingham Public Library** has a special homepage for persons with dyslexia.  
<http://www.birmingham.gov.uk/cs/Satellite?c=Page&childpagename=Lib-Accessibility/PageLayout&cid=1223092571076&pagename=BCC/Common/Wrapper/Wrapper> (accessed September 16, 2013)

Birmingham Public Library has also created its own dyslexia standard  
<http://www.birmingham.gov.uk/cs/Satellite?c=Page&childpagename=Lib-Accessibility%2FPageLayout&cid=1223092571068&pagename=BCC%2FCommon%2FWrapper%2FWrapper> (accessed September 16, 2013)

**Essex University Library** has a special homepage for students with dyslexia and specific learning difficulties with information about assistive technology, individual exam arrangements, recorded lectures and special library services.  
<http://www2.essex.ac.uk/stdsup/disab/disabilities/dyslexia.shtm>  
(accessed September 16, 2013)

**Essex Public Library** was the winner of the UK Jodi Awards 2011 for the website: Digital Access for People with Learning Disabilities. The Jodi awards are given to museums, libraries and archives for the best use of digital technology to widen access for people with disabilities. On the website there is an example of an Easy Read Guide to the library.  
<http://www.essex.gov.uk/Libraries-Archives/libraries/Documents/Welcome-libraries-easyread.pdf>

<http://www.essex.gov.uk/Libraries-Archives/libraries/Pages/Access-for-disabled-people.aspx> (accessed September 16, 2013)

**Load2Learn** is an online resource to help schools to support learners with dyslexia and print disabilities. Load2Learn is developed by the national charities Dyslexia Action and the Royal National Institute of Blind People (RNIB) working in partnership.

<https://load2learn.org.uk/> (accessed September 16, 2013)

**Scotland - Edinburgh University Library** has a website for disabled users about accessibility and information services e.g. how to make documents, presentations and online materials accessible, as well as information about assistive technology. All library documents are available in alternative formats. There is a range of assistive software and hardware across the libraries including specific dyslexia packages on all the university PCs. Every year, library staff are invited to attend disability awareness training which covers dyslexia.

The university has a Student Disability Service which deals with individual adjustments for disabled students including adjustments to library service such as longer loan periods and the library has a Disability Information Officer.

<http://www.ed.ac.uk/schools-departments/information-services/services/help-consultancy/accessibility> (accessed September 16, 2013)

## USA

**Organization of Learning Ally** is a national non-profit organization which supports students with learning disabilities and their families.  
<https://www.learningally.org/parents-students/is-it-dyslexia/> (accessed November 5, 2013)

**The Bookshare Project** is an accessible online library helping people with print disabilities to read. The project is supported by the US Department of Education.

The Bookshare.org library provides print disabled persons in the United States with legal access to over 40,000 books and 150 periodicals that are converted to Braille, large print, or digital formats for text-to-speech audio.  
<https://www.bookshare.org/> (accessed November 5, 2013)

**Reading Rockets**, Washington, DC, is a national multimedia literacy initiative offering information and resources on how young children learn to read, why so many struggle, and how caring adults can help. They bring the best research-based strategies to teachers, parents, librarians and anyone else involved in helping a young child become a strong, confident reader.

<http://www.readingrockets.org/atoz/dyslexia/> (accessed November 5, 2013)

**Dyslexia Help with The Regents of the University of Michigan.** This website gives a step-by-step approach to understand dyslexia, develop an action plan and begin to get help.

<http://dyslexiahelp.umich.edu/dyslexics/learn/what-dyslexia/best-practices> (accessed November 5, 2013)

**The Yale Center for Dyslexia & Creativity.** This website delivers news and information about research on dyslexia, provides resources, information, and encouragement to people with dyslexia, parents, educators, and clinicians. The Center also highlights the strengths of individuals with dyslexia.

<http://dyslexia.yale.edu/links.html> (accessed November 5, 2013)

**The Reading Education Assistance Dogs (R.E.A.D.)** programme improves children's reading and communication skills by employing a powerful method: reading to an animal. R.E.A.D. was the first programme that utilizes therapy animals to help children improve their reading and communication skills and also teaches them to love books and reading. It's been growing around the world since November 1999 when it was launched in Salt Lake City.

[http://www.therapyanimals.org/Read\\_Team\\_Steps.html](http://www.therapyanimals.org/Read_Team_Steps.html)  
(accessed June 28, 2014)

# Appendix B: Knowledge base

## Introduction

This document is not intended to supply extensive information about dyslexia and all the effects it has on peoples' lives. We can imagine, however, that members of library staff wish to extend their knowledge in this field in order to be able to offer tailor-made services to persons with dyslexia.

With this purpose in mind, we have put together a list of reliable and objective sources; a small knowledge base that can be consulted by members of library staff. In the selection of sources we have tried to offer an international and intercultural view but we are aware of the fact that most sources are of Western origin.

The dominance of sources from the English-speaking world can be explained by two reasons: first, the English language is the most widely used language within the IFLA organization; second, English is a very difficult language because of its deep structure and, therefore, all readers (especially those with dyslexia) experience relatively more problems mastering written English.

In order to keep the sources up-to-date they will be checked annually and the most recent version of this knowledge base will be available at the IFLA website ([www.ifla.org/lsn](http://www.ifla.org/lsn)).

## Dyslexia

1. <http://www.beatingdyslexia.com> is a website for individuals with dyslexia but also for anyone who wants to know more about dyslexia without having to read complicated articles and books. A lot of the explanation is done through videos.

2. The International Dyslexia Association: <http://www.interdys.org/>

3. The Australian Dyslexia Association: <http://dyslexiaassociation.org.au/>

4. The European Dyslexia Association: <http://www.eda-info.eu/>

5. The British Dyslexia Association: <http://www.bdadyslexia.org.uk/>

6a. Dyslexia International sharing expertise. Dyslexia International is a non-governmental organization in partnership with UNESCO. It offers an online course about dyslexia in English: <http://www.dyslexia-international.org>

6b. French version of this online course: <http://www.dyslexia-international.org/ONL/FR/Course/Intro.htm>

7. In this video the internationally well-known scientist Dr. Keith Stanovich talks about the Matthew Effects in relation to reading: <http://www.youtube.com/watch?v=IF6VKmMVWEc>

8. The Yale Center for Dyslexia and Creativity: <http://dyslexia.yale.edu/index.html>

9. IFLA Sections on Library Services to People with Special Needs (LSN) and Libraries Serving Persons with Print Disabilities (LPD)  
Within IFLA there are two specialist sections where libraries and organizations for persons with print disabilities work together and share their experiences. (<http://www.ifla.org/lisn> and <http://www.ifla.org/lpd>).

## **Inclusion**

Unesco: communication and information: <http://www.unesco.org/new/en/communication-and-information/access-to-knowledge/access-for-people-with-disabilities>

## **Models of disability**

Disabled World, 2013 at: <http://www.disabled-world.com/definitions/disability-models.php>

Information about different views on models of disability can be found at: The Stanford Encyclopedia of Philosophy. Articles which are of interest for this subject are:

Article 2 - Definitions

Article 8 - Awareness-raising

Article 9 - Accessibility

Article 21 - Freedom of expression and opinion, and access to information

Article 24 - Education

Article 30 - Participation in cultural life, recreation, leisure and sport

<http://plato.stanford.edu/entries/disability/#ModDis>

<http://www.un.org/disabilities/convention/conventionfull.shtml>

An animation on YouTube explaining the social model of disability: <http://www.youtube.com/watch?v=9s3NZaLhcc4>

Web link for downloading "Understanding disability, a good practice guide" (from the ETTAD website: <http://uk.ettad.eu/Understanding%20Disability%20-%20guide%20to%20good%20practice.pdf>)



## Copyright limitations

### Exceptions and limitations in copyright (cf. 2.2)

Copyright can be seen as a balance between the rights of authors (or their representatives) and the rights of the users (readers). Most copyright laws define some special cases in which the rights of the authors are suspended or limited. These are called exceptions and limitations. Copyright laws (and exceptions) vary from country to country and have limited (territorial) reach. What may work in one country may be illegal in another. The World Intellectual Property Organization (WIPO) is the UN agency that strives to deal with copyright in the international arena ([www.wipo.org](http://www.wipo.org)).

There is growing awareness and consensus that it is not only visually impaired persons who may benefit from the so called disability exceptions, albeit they were usually created for the benefit of visually impaired persons.

(<http://www.visionip.org/portal/en>)

The recently adopted VI Treaty (Marrakesh, June 27th 2013) brings into the scope of exceptions people who are suffering from “perceptual or reading disability which cannot be improved...”. There is also a European Memorandum of Understanding that specifically includes persons with dyslexia in the category of people who may benefit from this exception.

<http://www.wipo.int/dc2013/en/>

[http://ec.europa.eu/internal\\_market/copyright/initiatives/access/index\\_en.htm](http://ec.europa.eu/internal_market/copyright/initiatives/access/index_en.htm)

### Is dyslexia included in the copyright exception?

Many specialized libraries provide services to visually impaired and to other print disabled persons. Variations in national copyright laws may not always make it possible to support persons with dyslexia by these services, and in many cases budget restraints make it impossible to offer the full range of services to persons with dyslexia.

When books are made and/or copied under a disability exception, they can only be distributed to those who are legally entitled to receive them. This is called closed circulation and may create friction with the existing non-discriminatory policies of public libraries.

If your national copyright law does not include exceptions for persons with reading disabilities such as dyslexia, try to raise awareness within the library community that this is not consistent with the modern international copyright framework, exemplified by the Marrakech Treaty and the European Memorandum of Understanding. Libraries play an important role in providing access to knowledge and need to influence governments.

Referring to the United Nations Convention on the Rights of Persons with a Disability (UNCRPD), adopted in 2008, can be a strong legal argument in favour of using special copies or techniques to give access to information to persons with dyslexia. To find out the status of the UNCRPD in your country, contact the Secretariat for the Convention on the Rights of Persons with Disabilities [SCRPD] in the Division for Social Policy and Development [DSPD] of the Department of Economic and Social Affairs [DESA] at the United Nations Secretariat: <http://www.un.org/disabilities/convention/conventionfull.shtml>  
BDA on the UK Equality Act: <http://www.bdadyslexia.org.uk/about-dyslexia/adults-and-business/disability-discrimination-act-.html>.

### **What is the relevance of library e-lending facilities?**

The relevance of eBooks for persons with dyslexia cannot be overstated. Providing access to eBooks means that a reader has flexible access to the text. Not all formats of eBooks and eReaders afford the same possibilities but at best the reader can vary the size and style of the font, change the background or turn on Text-to-Speech to create audio output. It is in the best interests of persons with dyslexia to campaign for an eBook lending service and to work diligently for the right of libraries to include eBooks in their lending rights. IFLA is campaigning accordingly and has recently published the Principles of Library eLending.

IFLA provides a strong platform for libraries to be heard. IFLA has a professional committee on Copyright and Other Legal Matters (CLM) with expertise on this subject. (<http://www.ifla.org/clm>)

## **Dyslexia-friendly printing**

Whenever possible, use:

- Sans-serif fonts such as Arial or Verdana or try the specially created font Opendyslexic <http://opendyslexic.org/about/>
- 12 to 14 point font size
- Line spacing of 1.5 or double
- Cream/off white paper
- Break text into short blocks, using headings and subheadings
- Use **bold** for emphasis rather than *italics* or underlining
- Highlight important parts of the text by putting it in a box
- Align text on the left in left-to-right languages (flush left, ragged right)
- Align text right in right-to-left languages (flush right, ragged left)
- Break text into columns, rather than making long lines

Avoid:

- Overlong sentences
- Long paragraphs
- Starting a new sentence at the very end of a line
- Glossy paper which can increase glare

- Unnecessary use of capitals
- Flimsy paper, allowing overleaf text to show through
- Unnecessary hyphenation

(BDA Dyslexia Style Guide: <http://www.bdadyslexia.org.uk/about-dyslexia/further-information/dyslexia-style-guide.html>)

If there is a choice between several publications or editions, this list can help identify the most suitable material for persons with dyslexia. When producing your own material (such as an information folder, a leaflet in print or texts for your website), use this list.

Top tips for creating dyslexia friendly print materials: <http://www.altformat.org/index.asp?pid=344>.

## Easy to read materials

In 2010, IFLA published the second (revised) edition of the Guidelines for easy-to-read materials (Professional report, 120).

Some pointers for easy-to-read materials or adaptations:

- Avoid abstraction: be short, simple, concise and concrete
- Action should be direct and simple
- The action should follow a single thread with logical continuity
- Use symbolic language (metaphors) sparingly
- Avoid difficult words but use language that is adult and dignified
- Explain unusual words through context clues
- Explain or describe complicated relationships in a concrete and logical manner
- Use a logical chronological framework to order the events
- Test the material with actual target groups before it goes to press

An excellent rule of thumb is to write as if you were retelling the story face-to-face with your reader.

Simplicity does not have to be patronising. A well-made book in simple language can be a positive reading experience for everyone.

### Where to find easy-to-read publications?

The international Easy-to-Read Network (<http://www.easytoread-network.org>) established by European Easy-to-Read organizations in 2005 is open to everyone who is interested and engaged in easy-to-read matters. Its members occasionally come together at conferences or at workshops arranged by the network. Recent activities of the network focus on easy-to-read on the web, with special reference to W3C Web Accessibility Guidelines.

## How to integrate DAISY talking books

In many countries libraries for persons with print disabilities offer online services for readers to download or listen to DAISY talking books. DAISY books cannot be bought on the commercial market and have a historic association with visually impaired persons, which sometimes makes them hard to promote as a public library service. However, DAISY talking books have applications for many different kinds of readers and offer superior functionality to many types of commercial audio books.

- If available, DAISY talking books are the perfect choice when providing a talking book service to persons with dyslexia.
- Develop a lending service of DAISY talking books by joining forces with your national library for print disabled persons e.g. all public libraries in Sweden include DAISY books as part of their regular service.
- If possible, promote DAISY books as downloads on mobile phones or portable MP3 players with DAISY playback software (such as the Read2Go app).
- DAISY playback software can be downloaded for free: <http://www.daisy.org/tools/splayback>.

## Drawbacks of digital text

There are some drawbacks in using digital or electronic files to meet the needs of persons with dyslexia. Here are the more obvious:

- It is not always possible to obtain a digital file that contains the full text of the work.
- Digital files may be protected by Digital Rights Management (DRM) to prevent unauthorised copying which may block the Text-to-Speech application.
- Creating digital text from a printed book is difficult, time consuming and runs the risk of misspellings through faulty optical character recognition [OCR].
- Reading text on a PC screen is often associated with learning or work, not with leisure reading.

For more detailed information on the accessibility of electronic files see the internet hub on e-accessibility: [http://hub.eaccessplus.eu/wiki/Accessible\\_documents](http://hub.eaccessplus.eu/wiki/Accessible_documents).

## eReaders

Many eBooks can also be used on the TFT/LCD screens of a laptop, tablet, or mobile phone, but they require a special application such as Adobe Digital Edition or iBook for reading, and, in many, cases unlocking the digital protection measure. When reading eBooks on laptops or tablets, more functionality can be added to the reading experience, in particular the use of colour, audio, and/or moving pictures/videos.

Adding these multimedia layers on top of the digital text can increase the accessibility of the multimedia eBook. The EPUB standard (co-developed with the DAISY Consortium) is exemplary in specifying the accessibility issues that publishers and producers of accessible files are facing.

### **Protection measures for eBooks**

The protection measures that publishers or booksellers take to avoid illegal copying can have an impact on the way that eBooks can be read. For instance, eBooks bought through Amazon can only be read using the Kindle, and eBooks bought through iBook Store can only be enjoyed by using iBooks. Most booksellers do not change the eBook file to their own proprietary format, but many do develop their own applications (and apps) to secure sales and to tie in the customer to their stores. It is often difficult (if not impossible) to extract the eBook file from the app and copy it to a reading device of choice.

### **Can libraries lend eBooks?**

Just as publishers struggle to find the best business case to sell eBooks, so libraries struggle (mostly with the publishers) to find the best way to lend eBooks to their users. In most countries, eBooks are not included in the copyright exceptions that allow libraries to add printed books to their lending collections. However, in cases where the eBook file is converted into an accessible version of an otherwise inaccessible work, libraries can use the disabled users' copyright exception to lawfully distribute it to readers with dyslexia.

## **Examples of DAISY multimedia books**

- Yoleo is a Dutch website where young people can interact with full multimedia DAISY books, created and operated by Dedicon: <http://www.yoleo.nl>.
- DAISY multimedia textbooks are provided to pupils with dyslexia from elementary and junior high school by the Japanese Society for Rehabilitation of Persons with Disabilities in cooperation with volunteer DAISY production organizations: <http://www.dinf.ne.jp/doc/daisy>.