

What you will notice
in the classroom.



Dyslexia Support South
where hope meets learning

Traits and characteristics

Actions in the classroom	What it means
Day dreaming, not paying attention	Overloaded processing (visual and auditory), unable to see the big picture, unable to connect information and learning, overloaded working memory
Walking away before finish giving instructions	Overloaded processing (visual and auditory), overloaded working memory
Not following instructions	Overloaded processing (visual and auditory), overloaded working memory, processing demands reduce memory efficiency, unable to see big picture, anxiety
Not joining into small group conversations	Overloaded processing (visual and auditory), overloaded working memory, processing demands reduce memory efficiency
Very observant of teacher	Low self-esteem, anxiety
Talking in class	Overloaded processing (visual and auditory), overloaded working memory, not understanding instructions
Annoying others in class	Masking difficulties
Class clown	Masking difficulties
Being very helpful	Masking difficulties
Avoidance of learning eg going to the toilet	Masking difficulties, unable to see the big picture, unable to connect information and learning, overloaded working memory
Not asking for help	Masking difficulties
Not finishing work	Unable to see the big picture, unable to connect information and learning
Slow to start work	Unable to see the big picture, unlikely to ask for help
Easily distracted	Overloaded processing (visual and auditory), unable to see the big picture, unable to connect information and learning, overloaded working memory, processing demands reduce memory efficiency.
Behaviour	Distracting and masking difficulties, executive functions development profile eg underdeveloped emotional regulation
Answers to questions that seem incorrect	Connecting information to a deeper level, check in with them "tell me more..."
Asking lots of questions	Unable to see the big picture, anxiety, trying to create a relationship, not sure of instructions.

Can tell you the answer but not write it	Not developing pathways for reading, writing. Struggling with sequencing of ideas.
Perfectionism	Indicator of low self-esteem, masking strategy
Not wanting to try new things	Indicator of low-self esteem
Frustration	Not understanding why they can't do it, lack of awareness and acceptance from those around them
Blaming other	Indicator of low-self esteem
Not engaging with school	Overwhelming anxiety, neurodivergent thinking not supported, executive functions development profile eg underdeveloped goal setting, organisation, working memory
Struggle in social situations	Working memory demand, struggling with ordering and sequencing of responses
Struggle with team sports	Working memory demand
Struggle with phonological awareness	Difficulty hearing sounds that make up words