

Abstract

This study investigates the effects of dyslexia upon the therapeutic process. It explores what might happen when either the client, therapist or both are dyslexic and examines how the field, which is co-created, is affected at the Contact Boundary. The research examines what brings dyslexics into therapy and the type of problems and trauma with which they may present. The study also focuses on the nature and types of interruptions to contact and their likely occurrence on the Gestalt Cycle.

The idea for the study was formed out of personal observation of people with dyslexia in supervision and from my own personal experiences as a trainee therapist who has dyslexia. It is hoped that as a result of the study, Gestalt therapists will be better informed as to the likely affects of dyslexia in the therapeutic process.

The data was gathered via informal interviews with clients in therapy and from questionnaires sent to Gestalt therapists. The information is organised into discrete themes that describe the individual participants experiences of dyslexia and its effects on the therapeutic process. The relevant literature on dyslexia and psychotherapy is reviewed and the findings discussed. Consideration is given to the possible implications for Gestalt therapy with a view to future research.