Participant pack

Supporting dyslexic learners in different contexts

Module 17

A one-day dyslexia awareness programme

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Programme for the training day

9:00–9:30 am	*Coffee and registration*
9:30–9:50 am	**Introduction to the day**
9:50–10:45 am	**Session 1** The main characterisitc of the dyslexic learner
10:45–11:00 am	*Coffee*
11:00–12:30 pm	**Session 2** Dyslexia in relation to the adult learner's literacy and numeracy
12:30–1:15 pm	*Lunch*
1:15–2:00 pm	**Session 3** Sharing good practice using the pre-course questionnaire; identifying procedures for referral, assessment and support within own workplace; considering organisational / institutional barriers Equality Act and 'reasonable adjustments'
2:00–2:30 pm	**Session 4** Case studies – identifying strengths and challenges for adult dyslexic learners in different contexts
2:30–2:45 pm	*Break*
2:45–3:30 pm	**Session 4** *continued* Case studies, continued Rose – strategies for teaching and support
3:30–3:45 pm	**Session 5** Brief overview of the CPD programme and other support for teaching and learning
3:45–4:00 pm	**Plenary and evaluation**
4:00 pm	**Tea and depart**

Pre-course questionnaire

Please complete this questionnaire and bring it with you to the training day.

Name:

Date of training:

You may have been asked to support a dyslexic person or you may find yourself in the position of having to help identify someone who is thought to be dyslexic. It is therefore important that you know the procedures for referral, assessment and support within your workplace. If you are unfamiliar with the procedures, the learning support or other relevant team may be able to help you to answer the following questions. It would also be useful if you used the questionnaire to consider organisational or institutional barriers that may prevent dyslexic learners and workers from getting the support they need.

How are learning needs identified?	
Is there a literacy and / or numeracy screening ? *Screening is a brief assessment process at the beginning of a learning programme, designed to establish if there are any learning needs.* If yes, when is it carried out?	
Who carries out the screening? Is there a person dedicated /trained to do this?	

If a learning need is identified, what happens next? How are learners / workers referred for initial assessment? *Initial assessment is a more structured process that will establish an overall level the person has reached in literacy and numeracy.*	
Who will learners / workers be referred to? *For example, learning support, ULR, specialist teacher*	
Assessment	
Are some learners given a diagnostic assessment for literacy/numeracy following their initial assessment? *Diagnostic assessment is thorough and probing and establishes a learner's specific strengths and weaknesses – a detailed Individual Learning Plan (ILP) can be drawn up from the findings. Diagnostic assessment can also reveal the need for further specific professional assessment, e.g. for dyslexia.*	
If an assessment for dyslexia is recommended who carries it out? • Educational psychologist? • Trained dyslexia specialist? • Skills for Life or English teacher? • ICT or online-based assessment?	

Staff	
Do you have access to qualified dyslexia specialists? If so, who are they? If none, please note this.	
If you are supporting a dyslexic learner, who can you approach for advice and support in your organisation? At the moment, are you the person others come to for that advice and help?	
Learning support	
Is support for dyslexic learners / workers available in your organisation?	
If so, what kinds of support do learners / workers receive? *Examples: one-to-one sessions; drop-in sessions; workshop sessions; support within class / workplace* How much support is offered? For how long?	
Do any of the workers / learners work towards national literacy or numeracy qualifications?	

Do you feel that there are undiagnosed dyslexic learners in your particular workplace / setting?	
Do you think there are any institutional or organisational barriers that prevent dyslexic learners from being identified? If you think that there are institutional or organisational barriers what are they?	
Do you think dyslexic learners/workers themselves choose to remain anonymous? If learners/workers who are dyslexic choose to remain anonymous, why do you think this is?	
Does your organisation make reasonable adjustments for learners with dyslexia? Give examples. *Some examples:* *Oral instructions also in writing* *Additional time in induction, for assessments* *Adjustments to font and colour of paper* *IT support (assistive technologies)* *Buddy system* Are separate adjustments made for each individual or does the organisation use approaches that are generally 'dyslexia friendly'?	

Introduction to the training programme

Introduction to the dyslexia awareness day and CPD support materials

Aims for the day

To raise awareness of dyslexia in a range of adult contexts

To raise awareness of issues of equality and diversity

Objectives

1. Identify the key characteristics and cluster of difficulties faced by learners with dyslexia.

2. Outline how dyslexia impacts on adult learners' access to learning and training.

3. Consider issues of equality and diversity.

4. Suggest further sources of support and information.

Target audience

- Literacy and numeracy teachers in a range of settings, including FE/ACL, workplace, offender and embedded
- Vocational teachers and assessors
- Employers
- Union learning representatives
- Teachers delivering apprenticeship programmes

The dyslexia awareness day and CPD support materials

- A one-day awareness raising session
- Online CPD modules and video snapshots set in four contexts:

    1. FE / ACL
    2. Workplace
    3. Offender
    4. Embedded learning

Learning outcomes

Raised awareness of:

- The characteristics of dyslexia.
- The barriers and strengths of dyslexia.
- The importance of identifying the individual needs of dyslexic learners.
- The importance of issues of equality and diversity.

Learning outcomes (continued)

- How the distance learning modules and video snapshots can provide further information about dyslexia and strategies to support adult dyslexic learners in different settings.

Content of the day

Session 1
- Main characteristics of the dyslexic learner

Session 2
- Dyslexia in relation to the adult learner's literacy and numeracy

Session 3
- Sharing good practice – workshop
- Equality Act
- Rose recommendations

Content of the day

Session 4
- Case studies: FE/ACL, offender and workplace
- Identifying needs and strategies.

Session 5
- Brief introduction to CPD materials

Session 1: The main characteristics of the dyslexic learner

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**The main characteristics
of the dyslexic learner**

CV

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Strengths

I am imaginative and can create good stories in the oral tradition. I can make people laugh with my bizarre flights of fancy and I can do it in French and German too. I consider myself to be a true European.

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I would like to add that I am dyslexic.

Eddie Izzard

CV

Strengths

I am good at problem-solving and thrive in difficult and demanding situations. My excellent visual and spatial skills help me to contribute greatly in my voluntary work with the Kendal Mountain Search and Rescue team.

In 1998 I worked with a team to devise strategies for an expedition through the deepest gully in the world in the Borneo jungle.

I would like to add that I am dyslexic.

I say that, 'dyslexia does not stop you doing anything; instead it makes you focus on what you can do'.

Stephen Kelly

Stephen worked at the Westmorland General Hospital and had recently achieved level 1 in literacy.

Dyslexia Contact (BDA) January 2005

CV

Strengths

I have creative ideas and am a good communicator. I like working as part of a team and feel that I have much to offer in discussions, particularly when the aim is to adapt or create programmes for broadcasting and television.

I would like to add that I am dyslexic.

Caron Miles completed a BA Hons degree in Content Creation for Broadcasting and Media at Ravensbourne College of Design and Communication.
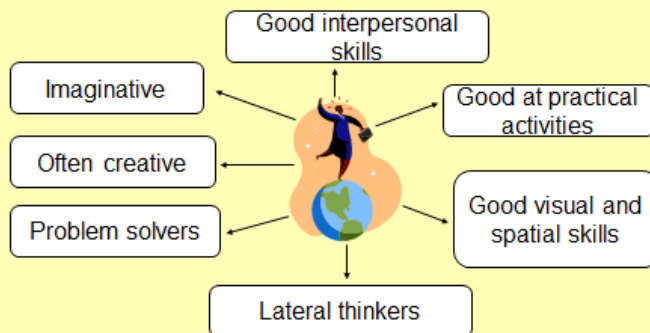She received a first class degree and went on to work for an independent TV production company.

Dyslexia Contact (BDA) January 2005

Caron Miles

Strengths shared by many dyslexic people

- Good interpersonal skills
- Imaginative
- Good at practical activities
- Often creative
- Good visual and spatial skills
- Problem solvers
- Lateral thinkers

Thomas G. West
In the mind's eye

" *When people are known for their gifts, their difficulties remain unknown.*

When people are known for their difficulties, their gifts remain unknown."

Cluster of dyslexic difficulties

Card sort activity

- Reading
- Writing
- Number
- Learning

Other conditions that may affect learning

- **Dyscalculia**
- **Dysgraphia**
- **Dyspraxia**

Session 2: Dyslexia in relation to the adult learner's language, literacy and numeracy

So, what is dyslexia?

Rose report, 2009

"Dyslexia is a learning difficulty that primarily affects the skills involved in accurate and fluent word reading and spelling."

Identifying and Teaching Children and Young People with Dyslexia and Literacy Difficulties
An independent report from Sir Jim Rose to the Secretary of State for Children, Schools and Families, 2009

Characteristic features of dyslexia

- Characteristic features of dyslexia are difficulties in phonological awareness, verbal memory and verbal processing speed.

- Dyslexia occurs across the range of intellectual abilities.

- It is best thought of as a continuum, not a distinct category, and there are no clear cut-off points.

Characteristic features of dyslexia

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- Co-occurring difficulties may be seen in aspects of language, motor co-ordination, mental calculation, concentration and personal organisation, but these are not, by themselves, markers of dyslexia.

- A good indication of the severity and persistence of dyslexic difficulties can be gained by examining how the individual responds or has responded to well-founded intervention.

Incidence of dyslexia

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- A recent report estimates that dyslexia may significantly affect the literacy attainment of between 4% and 8% of children (Snowling, 2008).
- The accepted British Dyslexia Association estimate of dyslexia is between 4% and 10% of the adult population.

Pattern of difficulties

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- "An unexpected, or surprising difficulty in learning to read, write and spell."

- Characterised by discrepancies between:
    - ability/attainment
    - oral/written work
    - effort put in/quality of output
    - level of understanding/memory of facts

The effect of dyslexia on learning

We will now use the chart for the following activities.

Information processing difficulties of dyslexia may affect:

- Working verbal memory
- Speed and fluency of information processing
- Visual or spatial discrimination
- Auditory discrimination
- Auditory and visual short-term memory
- Storage and retrieval in long-term memory
- Sequencing

Session 1 handout: Profile of a dyslexic learner

Our dyslexic learner has the following characteristics:

-
-
-
-
-
-

This results in the following barriers in ………………. setting:

-
-
-
-

Glossary and notes

ADD / ADHD	See note below.
Asperger syndrome	See note below.
autism	See note below.
auditory delay	Slow to process sound especially speech. This can make note-taking in lectures or following lengthy oral instructions difficult.
automaticity	Functioning / carrying out tasks, e.g. reading, spelling without conscious effort, (affects multi-tasking when skills are not automatic, e.g. poor reading skills generally affect comprehension).
bizarre spelling	Spelling that is unrelated to the normal sound / letter correspondences or to the visual pattern.
clumsiness	Lacking manual dexterity or co-ordination.
comprehension	Extracting meaning from text, sound or visuals.
concentration	The ability to focus on a task for a length of time, without being distracted. Distractibility can be a feature for some dyslexic learners.
copying difficulties	Problems when copying from a screen or the board; may be caused by short-term memory problems, accuracy of reproduction and losing one's place.
disorganisation	Difficulty in co-ordinating time, thoughts, paperwork, assignments, etc.
dyscalculia	See note below.
dysgraphia	See note below.
dyspraxia	See note below.
handwriting difficulties	Difficulty with fine motor control and sometimes the recall of letter shapes.
inconsistency	Erratic abilities or performance, resulting in 'good days and bad days'.
long-term memory	Our permanent mental storage system.
malapropisms	The unintentional misuse of a word by confusion with one that sounds similar, e.g. 'Muriel' for 'mural' or 'placebo' for 'gazebo'.
mental health – depression	See below.
organisational skills	The skills required to get to work on time, with the right kit and prepared for the day. Many dyslexic learners find this very difficult; some may over-compensate by developing 'super-organisation' skills but this is usually stressful.

phonological awareness	Ability to hear and process (separate / manipulate) the individual speech sounds (phonemes) of own language.
retrieval	Difficulty accessing data, usually single words, from long-term memory: the 'I know it, but can't think of it just now' scenario.
reversals	Errors in orientation of letters and / or numbers, e.g. b/d, p/q, 6/9, in writing and occasionally in reading.
rote learning	Learning through repetition rather than understanding.
scotopic sensitivity	Now sometimes called 'Meares-Irlen syndrome' and not limited to people with dyslexia. It is a sensitivity to reflected light, resulting in visual distortion which often affects the ease with which a person can read and sustain their reading, night driving, etc. Those assessed with scotopic sensitivity generally show a marked and immediate improvement in reading by overlaying text with coloured plastic sheets. It is recommended that persistent problems are addressed by an optometrist as the condition may need corrective tinted glasses or other interventions.
self-esteem	How a person rates him or herself against others.
sense of time	A 'feel' or estimation of how long something will take to carry out or achieve. A poor sense of time affects deadlines, journey times, getting to lectures on time, etc – a chaotic lifestyle can result.
sequencing	Difficulty remembering the order of actions or events, e.g. the alphabet or days of the week.
short-term memory	The ability to hold information long enough to use it, for example, dialling a telephone number. Sometimes called working memory. Decisions are made all the time about whether to send information held briefly in short-term memory to long-term memory or to discard it.
spoonerisms	Transposition of initial consonants in a pair of words, e.g. Par Cark.
verbal memory	Memory for words, names or sequence of words. Poor verbal memory may result in difficulties with following verbal instructions.
verbal processing speed	Verbal processing speed is the time that it takes to process and recognise familiar verbal information, such as letters and digits.

Notes on a range of other learning difficulties

Attention Deficit Hyperactivity Disorder (ADHD)
Attention deficit hyperactivity disorder (ADHD) is a group of behavioural symptoms that include inattentiveness, hyperactivity and impulsiveness. Attention deficit disorder (ADD) is a type of ADHD. Common symptoms of ADHD include:

- a short attention span

- restlessness

- being easily distracted

- constant fidgeting.

Many people with ADHD also have additional problems, such as sleep disorders or learning difficulties. Adults are harder to diagnose because there is no definitive set of age-appropriate symptoms.
See this link: http://www.nhs.uk/conditions/Attention-deficit-hyperactivity-disorder/Pages/Introduction.aspx

Autistic spectrum disorders
Autistic spectrum disorders (ASD) are a range of related developmental disorders that begin in childhood and persist throughout adulthood. They include both autism and Asperger syndrome.

ASD can cause a wide range of symptoms, which are grouped into three broad categories:

- Problems and difficulties with social interaction, such as a lack of understanding and awareness of other people's emotions and feelings.

- Impaired language and communication skills, such as delayed language development and an inability to start conversations or take part in them properly.

- Unusual patterns of thought and physical behaviour. This includes making repetitive physical movements, such as hand tapping or twisting. The child develops set routines of behaviour, which can upset the child if the routines are broken.

For adults, ASD symptoms will be similar to these, but varying in severity, according to the severity of the condition, the individual's level of intelligence and life experiences (including education).

For more information, see http://www.nhs.uk/conditions/autistic-spectrum-disorder/Pages/Introduction.aspx

Dyscalculia
Dyscalculia is "a condition that affects the ability to acquire arithmetical skills. Learners with dyscalculia may have difficulty understanding simple number concepts, lack an intuitive grasp of numbers and have problems learning number facts and procedures. Even if they produce a correct answer or use a correct method, they may do so mechanically and without confidence."
(*The National Numeracy Strategy: Guidance to Support Pupils with Dyslexia and*

Dyscalculia)

It is a less well-recognised disorder, perhaps affecting fewer than 2% of children.

Further information is available in *The Framework for Understanding Dyslexia* on the LSIS Excellence Gateway.
http://www.excellencegateway.org.uk/article.aspx?o=126802

Dysgraphia
Dysgraphia is a general term, which involves a difficulty with writing. Such difficulties may include the physical aspects of writing (such as poorly-formed handwriting or poor pencil grip), spelling, or putting thoughts onto paper. Some characteristics of dysgraphia include:

- Problems involving the steps of putting together a written document (such as difficulty with using an outline).

- Handwriting that is poorly-formed or illegible.

- A pencil grip that is awkward or cramped.

- Difficulty fleshing out ideas on paper in contrast to their ability to discuss such ideas verbally.

- Letters and words may be inconsistently written within a document.

Dyspraxia in adults
Dyspraxia, also known as developmental co-ordination disorder, is a disorder that affects movement and co-ordination.

People with dyspraxia may appear physically awkward and have difficulties with writing, typing, learning to drive a car and self-care tasks. They may also have difficulties with organisation and planning skills.

Estimates vary, but dyspraxia is thought to affect up to 8 in 100 people in the UK. It is more common in men, and sometimes runs in families.
http://www.nhs.uk/conditions/Dyspraxia-in-adults/Pages/Introduction.aspx

Mental health – depression
Anyone can suffer from depression at any stage of their lives. People with disabilities, including dyslexia, may become depressed as a result of the added stress caused by their experiences. It is probably the case that if someone is suffering from depression it will be much more difficult to concentrate on learning.

Session 2 handout　　　　**The effect of dyslexia on learning: fill in the chart after each exercise**

The effect of dyslexia on learning	Auditory digit span	digit span	"Double double"	Farsi writing	Spelling	Dictation	Disability access sign	Backwards reading	Long multiplication	Estimation
Working memory										
Speed of information processing										
Visual / spatial discrimination										
Auditory discrimination										
Auditory short-term memory										
Visual short-term memory										
Storage and retrieval in long-term memory										
Sequencing										

Session 2 handout

Backwards reading exercise

Read the following text. Note below any hesitations, errors or other tendencies.

ehT .srehto eht fo ngis on llits saw erehT

.pmac eht dehcaorppa yeht sa deppots dah gnignis

yeht, nehT .nees eb ot eno on saw ereht woN

taerg a sexob eht fo eno fo pot eht no was

tuB .derbhguoroht on saw tI .god etihw

eht ekilnu – tsop sti ot kcuts dah ti

deraeppasid dah yehT .step rehto

yeht woN .nageb tsrif elbuort eht nehw

.deppart erew yehT .tops eht no erew

Session 3: Workshop: Supporting the dyslexic adult learner in a range of settings

Supporting the adult learner in a range of settings

The Equality Act, 2010

Equality Act 2010

Summary

- The Equality Act 2010 makes it unlawful for an employer or learning provider to treat a disabled job applicant, employee or learner less favourably, simply because of their disability. This type of direct discrimination is unlawful.

- It is also unlawful for an employer or learning provider to treat a disabled person less favourably for a reason related to their disability without justification.

- The Act covers all employers, including learning providers, apart from the armed services.

Note that health and safety legislation always takes precedence over equality.

Equality Act 2010

Employers must not discriminate against a disabled person in:

- recruitment and retention
- promotion and transfers
- training and development
- the dismissal process

Equality Act 2010

In the Act, someone has a disability if:

- they have a physical (e.g. sensory impairment) or mental impairment (e.g. learning difficulty, such as dyslexia and others) and
- the impairment has a substantial and long-term adverse effect on their ability to perform normal, day-to-day activities

What does this mean?

- **Substantial** – more than minor or trivial
- **Long-term** – means that the effect of the impairment has lasted or is likely to last for at least twelve months (*dyslexia is lifelong*)
- **Normal, day-to-day activities** include everyday things like eating, washing, walking, going shopping and access to learning.

  Dyslexia is clearly covered by the Act.

Reasonable adjustments

The purpose of a reasonable adjustment is to enable an employee or learner to perform to the best of their ability and to make a valuable contribution to the organisation.

An employee or learner can ask for reasonable adjustments and should not be denied them.

Examples of reasonable adjustments

- ensuring that oral instructions are also provided in writing or can be recorded
- additional time in the induction process
- written information provided on coloured paper and in an appropriate font
- a computer with appropriate software
- extra time for assessments
- a buddy or mentor
- required reading sent out well in advance

Session 4: Case studies

Participant guidance notes

Each group considers <u>one</u> case study related to setting (FE / ACL, workplace, offender).

1. Appoint a scribe within each group to make notes on flipchart paper.

2. Note the dyslexic learner's / worker's strengths and weaknesses.

3. Discuss and note the demands / challenges posed by the setting.

4. Discuss and note why the dyslexic learner / worker is challenged by these.

5. Discuss and note what might be done to help, including reasonable adjustments.

6. One person from each group gives feedback from the case studies to the whole group.

All the information you need is within the case study, but you should also call on your experience and knowledge of the setting.

Rose report and teaching strategies

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Specialist teaching programmes should incorporate the following features:

- Structured programme with small, linked steps
- Multi-sensory teaching
- Reinforcement through regular practice, building automaticity
- Skill teaching, focusing on the development of transferable skills
- Metacognition, developing a range of strategies and approaches to use in different circumstances
- Social and emotional barriers to learning taken into account

Case study – FE / ACL

Strengths	Weaknesses

Note the demands / challenges posed by the setting

Why is the dyslexic learner / worker challenged by these?

What could be done to help?

Reasonable adjustments

Case study – Offender

Strengths	Weaknesses

Note the demands / challenges posed by the setting

Why is the dyslexic learner / worker challenged by these?

What could be done to help?

Reasonable adjustments

Case study – Workplace

Strengths	Weaknesses

Note the demands / challenges posed by the setting

Why is the dyslexic learner / worker challenged by these?

What could be done to help?

Reasonable adjustments

Session 5: Introduction to the CPD materials on the Excellence Gateway

Overview of all dyslexia materials on Excellence Gateway:

- Framework for Understanding Dyslexia
- Dyslexia support pack (Embedded)
- CPD materials
- Video snapshots
- Diagnostic assessment materials
- Access for All

www.excellencegateway.org.uk