Trainer pack

Supporting dyslexic learners in different contexts

Module 17

A one-day dyslexia awareness programme

Course information	**Length of session:** 6.5 hours, depending on activities required by participants. Trainers can customise, shorten and lengthen the session to suit the audiences and settings. The session as it stands is intended to be 5 hours 25 minutes long (not including breaks in the morning and afternoon sessions, and for a lunch break).
Audience	**Job roles:** Teachers, managers and assessors of vocational subjects who are planning to support learners who may be dyslexic.
	Sector / setting: all settings.

Notes to trainer

Terminology
Participants are likely to come with a range of experience including key skills and literacy, language and numeracy. Several terms are in current use for describing adult literacy, language and numeracy. These include basic skills (a term still used in some settings); adult literacy, language and numeracy – variously abbreviated to LLN, ALN, ALAN; and Skills for Life. The term 'English, maths and ESOL' will replace these terms, but expect participants to use terms with which they are familiar. In the main, in this CPD, the terms 'literacy' and 'numeracy' are used.

Trainer pack
All handouts and resources are included at the end of this document. A separate participant pack including PowerPoint notes is also available.

Aims

To raise awareness of dyslexia in a range of adult contexts and to raise awareness of issues of equality and diversity

Outcomes

By the end of the session participants will:

- Identify the key characteristics and cluster of difficulties faced by learners with dyslexia;

- Outline how dyslexia impacts on adult learners' access to learning and training;

- Consider issues of equality and diversity; and

Suggest further sources of support and information.

Before the session the trainer needs to:

In advance:

- Send out pre-course questionnaires to participants. These are used in Session 3.

- Prepare participant packs.

- Prepare cards for Session 1 (cluster of dyslexic difficulties)

- Session 4: select case studies for the group and print sufficient copies for each participant to have one copy. There are three settings (FE / ACL, offender, workplace) with a choice of four case studies per setting. Note that there probably isn't time for participants to select their own case study. The participant pack includes an outline ILP for participants to record their thoughts on a suitable programme; your resources below include completed ILPs for each case study.

- Session 5: make arrangements to demonstrate the various LSIS resources online, if possible in the venue. Note that the video snapshots require external speakers for effective use in a training situation. Note also that if the online option is not possible, then PowerPoint slides give the same information. All links are in Session 5 resource handout.

On the day:

- Prepare laptops, interactive whiteboard, computer work stations or tablets as available.

- Set up PowerPoint.

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 characteristics 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** Workshop. 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**

Trainer's notes – overview of the training day

	Content and notes	Resources
Before 9.00	If possible, email the PPT to the venue in advance for pre-loading on an in-house laptop to avoid compatibility issues. Prepare handouts as necessary: cards for Session 1 card sort; Session 2 'The effect of dyslexia on learning'; evaluation form Check layout of the room Check directions to room if necessary. If possible, print participant packs on pale yellow / cream paper to demonstrate accommodation of scotopic sensitivity.	• Laptop (optional) • LCD projector and screen • Memory stick with PowerPoint (PPT) • Trainer pack • Participant packs
Before 9:00 if possible	Checklist • Laptop and LCD working – presentation loaded • Sticky notes pads on each table • Prepare flip chart paper ready for sticky notes questions • Flip chart and pens available • Signing-in sheet, name badges and name plates • Participant packs • If planning to go online, check wi-fi signal is available in the room • Arrangements for refreshments • Location of toilets • Evacuation procedures	• LCD projector • Sticky notes • Flipchart and pens • Signing-in sheet • Name badges • Name plates • Participant packs
9:00-9:30	***Coffee and registration*** Get everyone to sign in, collect name badge and name plate, give out folders.	
9:30-9:50	**Introduction to the day** Brief introductions from everybody and, if time, stating one thing they hope to achieve from the day or the reason they came to the course.	• Introduction PPT: Slides 1-9
9:50-10:45	**Session 1: The main characteristics of the dyslexic learner** This session includes a sticky notes awareness activity on dyslexia characteristics; CVs PPT; and a card sort which explores the common	• Sticky notes • Session 1 PPT: Slides 10-23

	difficulties associated with dyslexia.	• Cards: cluster of dyslexic difficulties • Handout – Profile of a dyslexic learner • Glossary and notes
10:45-11:00	*Break*	
	Content and notes	**Resources**
11:00-12:30	**Session 2: Dyslexia in relation to the adult learner's literacy and numeracy** This session introduces the issues faced by the dyslexic learner in literacy and numeracy. There is a brief presentation on the definition of dyslexia; incidence and agreed common characteristics (Slides 24-30). There are nine activities for the participants illustrating these issues (Slides 31-46). Each activity is followed by discussion. Summary slides: Slides 47-50.	• Session 2 PPT: Slides 24-50 • Handout – Backwards reading exercise • Handout – The effect of dyslexia on learning
12:30-1:15	*Lunch*	
1:15-2:00	**Session 3: Sharing good practice** Contributions from participants on dyslexia screening and assessment in their own workplaces. Consideration of institutional and organisational barriers. Equality Act 2010 and 'reasonable adjustments'	• Session 3 PPT: Slides 51-58 • Pre-course questionnaire
1:30-2:30	**Session 4: Case studies** A workshop session based on the case studies from the selection below; identifying strengths and challenges for adult dyslexic learners in different contexts.	• Session 4 PPT: 59-60 • Selected case studies • Flip chart paper, pens
2:30-2:45	*Break*	
2:45-3:30	**Session 4: Case studies continued** Feedback on case studies Rose – strategies for teaching and support	• Session 4 PPT: 59-60 • Flip chart paper, pens
3:30-3:45	**Session 5: Introduction to the CPD and other materials on the Excellence Gateway** A brief overview of the features and content of the CPD modules and how they are	• Session 5 PPT: Slides 61-67 • Optional:

	complemented by the video snapshots.	online access to Excellence Gateway
3:45-4:00	**Plenary and evaluation** Review learning outcomes. Answer any remaining questions from the sticky notes board. Fill in evaluation forms and collect.	• PPT – learning outcomes • Evaluation forms
4:00	*Close*	

Trainers

Trainer experience or qualifications required	Literacy and / or numeracy subject specialist; and Specialist trained in dyslexia (Diploma-level or higher).
Reference material for trainers	**Trainer notes**, plus *A Framework for Understanding Dyslexia*, LSIS, 2004 http://archive.excellencegateway.org.uk/page.aspx?o=124856 *Dyslexia starter kit*, LSIS, 2012 Available from this link, from July 2012 http://www.excellencegateway.org.uk/node/1150 Adult core curriculum – paper copies of unrevised core curricula, or link to revised online curriculum. http://www.excellencegateway.org.uk/sflcurriculum Access for All – available via the online curriculum or as hard copy on this link: http://rwp.excellencegateway.org.uk/Access%20for%20All/ *Functional skills starter kit*, LSIS, 2012 http://www.excellencegateway.org.uk/node/1150 *Functional skills guide*, AELP, 2012 Available from: http://www.aelp.org.uk/news/general/details/moving-from-key-skills-to-functional-skills-a-step/ Other resources are listed in the handout 'Resources and links'.

Introduction to the training programme

9.30 – 9.50

Resources
PowerPoint slides 1-9

Purpose of this activity: brief introduction nd overview of the day; a brief opportunity to gauge participants' level of experience.

Slide 1
Introduce yourselves.

Very quickly go around the room eliciting participants' names and where they work, stating one thing they hope to achieve from the day or the reason they came to the course.

Explain that there are sticky notes on each table for writing questions on during the day. These should be stuck onto a flipchart sheet and will be answered, if possible, during the day or in the plenary session at the end of the day.

Slide 2
The purpose of this introduction is to give the overview of the training day.

Stress that this is an awareness-raising training for people who are not dyslexia specialists and that this does not qualify them to diagnose dyslexia.

Slides 3 and 4
Although there are a number of support strategies referred to during the training day, it is essentially an awareness day where the issues relating to dyslexia and its impact on learning are explored.

Strategies for teaching and support are more fully explored in the CPD modules and video snapshots.

Slides 5 to 9
Run-through of training day and learning outcomes.

Session 1: The main characteristics of the dyslexic learner

Session resources
PowerPoint slides 10-23
Cards for card sort (cluster of dyslexic difficulties)
Handout: Profile of a dyslexic learner
Glossary and notes

9:50 – 10:45

The purpose of this session is to consider the characteristics (positive characteristics as well as the cluster of difficulties) shared by many dyslexic learners. Participants are asked to:

- identify characteristics unique to dyslexic learner(s) they have known or heard about

- examine the profiles of dyslexic people

- consider the strengths shared by many dyslexic people.

Awareness activity

Ask participants to close their packs for this session as you are going to draw upon their thoughts in the first instance.

1. Start the session by asking participants to identify a dyslexic person they know or have known – or if they are uncertain about whether they do know anyone who has been assessed as being dyslexic, to draw upon what they may have heard or read in the press / media – and to think of one characteristic that they believe sets them apart from other learners.

2. Ask them to write this 'characteristic' on a sticky note. Collect notes and arrange them on a flip chart into two columns: the left-hand column associated with difficulties / challenges, e.g. b / d reversals, spelling, poor handwriting, disorganisation and the right-hand column associated with strengths or 'differences', e.g. 'big picture' thinkers, creative. Participants may not be aware of why you are arranging the notes in this way, until you explain and point out that there are usually many more characteristics which identify difficulties – read them out – than ones which identify strengths – read them out. Explain that this is normal, but that you hope that by the end of the day if they were asked to do this again, a more even picture would emerge.

Presentation: the main characteristics of the dyslexic learner

Trainer notes
This session looks at the characteristics shared by many dyslexic learners and starts by highlighting their strengths.

The first person profiled in this presentation is a well-known person who has been very open about his dyslexia. The other two are members of the public who have come forward to speak about their dyslexia.

Introduce the presentation by saying that most of us have at some time or another had to create a CV and will have written what we considered to be our strengths. Explain that you have some extracts from the CVs of three people – or at least you have extracts of what they might have put into their CVs!

Slides 10-13
Begin the presentation. The first person is anonymously introduced through his CV. He is Eddie Izzard – comedian and actor.

Slides 14-16 (Stephen Kelly)

Slides 17-19 (Caron Miles)

The presentation goes on in the same vein to introduce two other people who are dyslexic.

The point to be made is that famous or not, people who are dyslexic can and do go on to become successful in their chosen walks of life.

You could ask participants for any examples of famous people they know who are dyslexic. Examples include:

- Steve Redgrave (rower and winner of gold medals in five consecutive Olympic games)
- Jackie Stewart (world champion Formula 1 racing driver, three times)
- Steven Spielberg (film director – E.T., Saving Private Ryan, War Horse)
- Benjamin Zephaniah (poet)
- Jamie Oliver (chef)
- Carl Lewis (sprinter and world record holder)
- Ozzy Osbourne (rock star)
- Joss Stone (singer and song-writer)
- Keira Knightley (actress)
- Whoopi Goldberg (actress)

Further names can be found on http://www.bdadyslexia.org.uk/about-dyslexia/famous-dyslexics.html

Ask participants to quickly identify the learning and skills strengths of the people profiled. Record on flipchart (do not spend more than 2–3 minutes on this). For example: creative, good communicators / good oral language skills; imaginative; good visual and spatial skills; practical; problem solving.

Summarise findings with **Slide 20**.

Slide 21

This slide has a quote from Thomas G. West's book, *In the Mind's Eye*, which has very positive messages about the strengths associated with dyslexia and the way in which those strengths are perceived by others. Link with the dyslexic profiles just shown to emphasise that dyslexia is not necessarily about difficulties but can contribute to great success in life. It is important to establish this balance before moving on to the next activity which focuses on difficulties.

Slide 22

Card sort activity

Cluster of dyslexic difficulties – card sort

This is a card sorting exercise. **The purpose of the activity** is to explore the common difficulties associated with dyslexia, by sorting them into the following skills areas:

- reading

- writing

- number

- learning in general.

This is a whole group activity.

Note that some difficulties may occur under more than one of the headings.

Once all the difficulties have been allocated to a skills area, and depending on whole group numbers, organise participants into smaller groups (this could reflect contexts / settings if preferred).Give out the handout: *Profile of a dyslexic learner.*

Then ask participants to select a couple of characteristics from each heading and produce a profile of a dyslexic learner by completing the handout: *Profile of a dyslexic learner.* The group can then consider what difficulties that person might experience in particular settings e.g. in a classroom, a training session, a workplace, an offender setting or in an apprenticeship.

The whole group can then consider the differences between the cluster of difficulties and resulting barriers in each profile. **The purpose of this activity** is to encourage

participants to consider how particular difficulties might manifest themselves in different settings, and when found in conjunction with other difficulties. If there is time, it may also be useful to ask if participants know of dyslexics who have any of these difficulties and if they have found any compensating strategies.

The trainer should lead participants to understand that each dyslexic person may have a different cluster of characteristics.

This is the full list of difficulties:
Reading
Poor phonological awareness
Difficulty reading aloud
Poor comprehension
Slow reading speed
Poor de-coding skills when faced with new words
Poor reading fluency

Writing
Bizarre spelling
Poor sequencing
Reversals – letters and / or numbers
Poor handwriting
Problems copying
Slow speed of writing

Number
Poor sense of time
Poor sequencing
Reversals – letters and / or numbers
Problems copying
Poor rote learning

Learning
Poor rote learning
Poor short-term memory
Lack of confidence
Poor organisation

Sum up this activity by confirming that dyslexic learners will not have problems with all the difficulties listed here. Indeed they may show evidence of particular skill in one or more of the areas mentioned. Each dyslexic person will have problems with several of these difficulties but not all will have the same pattern of difficulties.

Slide 23
Other conditions that may affect learning
Explain what each of these is (see the Glossary in the Participant Pack). Confirm that these are all difficulties that affect learning.

Confirm also that mental health issues (e.g. depression) can contribute to difficulties with learning and may co-occur with or even as a result of dyslexia due to lack of diagnosis and appropriate support.

Important note

If raised by participants, confirm that sometimes certain other conditions that result in difficulties with learning (autistic spectrum disorders (ASD), such as Asperger's syndrome; dysphasia; Attention Deficit Disorder (ADD) / Attention Deficit Hyperactivity Disorder (ADHD)) can appear to share dyslexic characteristics. Whilst these conditions may also affect learning or involve difficulties with learning, they are currently more often medically or therapeutically treated and it is best to focus clearly in this training on dyslexia and associated learning difficulties. It is, of course, the case that individuals with ADHD, Asperger's syndrome, etc, may also be dyslexic, though it is probably not the case that the conditions are more likely to co-occur than in the whole population.

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

Session resources
PowerPoint slides 24-46
Session 2 handout: 'The effect of dyslexia on learning' chart
Session 2 handout: Backwards reading exercise

Purpose of this session: in this session participants will consider definitions of dyslexia and how dyslexia impacts on learning literacy and numeracy.

11:00-11:15 – presentation

Slides 24-29
So, what is dyslexia?

Sir Jim Rose conducted an independent review of dyslexia in 2009, examining research and practice in order to give clear advice to teachers and planners. Its focus was very much on children and young people of school age, but there are some important messages for teachers and planners in the FE and skills sector.

Go through the definition and characteristics of dyslexia in children and young people, as described by Rose, explaining each one as necessary. Confirm that all these characteristics will also be found in adult learners, to a greater or lesser degree, depending on the individual learner's experiences.

Confirm that the incidence of dyslexia amongst children (4-8%) will be the same in the adult population. However in certain populations, e.g. amongst offenders and the long-term unemployed, the incidence of dyslexia has been shown to be higher. This may well lead to questions about why the incidence is higher in these groups. Encourage the participants to think of the link but make sure that you emphasise how people with dyslexia who do not receive the right support will have reduced life chances which may lead them to be unemployed or to become involved in crime.

There have been many different definitions of dyslexia but participants might like to know that the British Dyslexia Association (BDA) has accepted the Rose definition with an additional paragraph which you can print off and share with participants. It can be found at http://www.bdadyslexia.org.uk/

This is the additional paragraph:
In addition to these characteristics, the BDA acknowledges the visual and auditory processing difficulties that some individuals with dyslexia can experience, and points out that dyslexic readers can show a combination of abilities and difficulties that affect the learning process. Some also have strengths in other areas, such as design, problem solving, creative skills, interactive skills and oral skills.

Slide 30

Pattern of difficulties
The quote is from *A Framework for Understanding Dyslexia* (hold it up, or tell participants where they can get a copy -
http://archive.excellencegateway.org.uk/page.aspx?o=124856).
Unpick the bullets, explaining the apparent discrepancies.

As included in the Framework, definitions of dyslexia are contested and it is useful to mention this (even though it has to be very brief!). For example, not everyone may agree with definitions based on discrepancy.

11.15 – 12.15 for exercises

The sequence for each exercise is:

1. Group exercise.

2. Participants fill in their own 'The effect of dyslexia on learning' chart for that exercise.

3. Group discussion on the processes involved, strategies used and impact of such a task on a dyslexic learner.

You need plenty of discussion after each exercise but you will also need to manage the time carefully.

If you wish and **only if there is time**, you can use additional resources of your own, such as examples of how scotopic sensitivity affects reading (swirling / rivers of white, etc) to enhance the PPT presentation, or examples of the writing of dyslexic learners.

Slide 31
Refer to the chart (Session 2 handout: The effect of dyslexia on learning) and explain that they are going to fill it in after each exercise. Note that there is a trainer copy with the correct responses. While they are doing each exercise they need to think about the processes involved in tackling the activity and how these would be affected by dyslexia. Some of the exercises have additional components to simulate the experience of the dyslexic learner.

Slide 32
Run through the items briefly and use the glossary (in the Participant Pack) for the definitions of each to make sure that they have an idea of the concepts as they will be using these for the next section of work.

Note: this list is the same as the items used on the chart.

Proceed with each exercise in turn. Give the groups time so that each participant can fill in their own charts after the activity. Then they should collectively agree which

boxes should be ticked for each activity.

Discuss the strategies used for each exercise and relate them to the dyslexic learner.

Slide 33
Digit span sequence
Read each set of numbers in turn, with a one-second interval between each digit (sub-vocalising the word 'elephant' between each number gives the one second interval), and with no intonation in your voice, e.g. lowering the voice at the end of each series (very easy to do!). Ask the group to write them down AFTER you have finished speaking:

- 5 3 8
- 6 2 4 9 7
- 4 2 8 5 7 6 1

This activity requires participants to hold information in memory. Talk about the strategies they used to complete this task and how working memory usually holds from five to seven separate pieces of information before it becomes too difficult. Each participant to complete the chart for this activity, then agree this collectively.

Repeat the exercise, only this time they have to write them the numbers down in **reverse order**. So read each set of numbers in turn, with a one-second interval between each digit, and with no intonation in your voice, asking the group to write them down AFTER you have finished speaking:

- 5 8 2
- 6 9 2 5 7
- 2 7 9 4 6 3

This activity requires participants to hold something in memory and then manipulate that information.

Slides 34-36
Visual digit span "double-double"

- **Slide 34**

How is memory affected when you have to do two things at the same time? This time the exercise is visual memory digit span but with participants saying "double double" throughout. Explain to participants that you will show them a slide for five seconds and they will write down what they see after it disappears. Tell them that you want them to say "double double' throughout the activity.

Start saying "double double" before moving to the next slide.

- **Slide 35**

Show for **FIVE** seconds and then ask them to write the digits down (whilst still saying "double double").

- **Slide 36**

Continue saying "double double" – show the number sequence for **SEVEN** seconds and then ask them to write the digits down.

Groups fill in own charts – then talk through the processes and strategies they used.

Slide 37
Copying
This is a copying from the board exercise – using Farsi (Persian) writing for the sentence "What's your name?".

Ask participants to look at the slide and copy down what is written. To emphasise how difficult this is you can tell them to do it quickly, or keep talking, or give them other instructions – this further simulates what dyslexic learners have to contend with in a classroom or work setting.

Elicit the issues associated with this task such as the number of times you have to look at the board, finding your place again, where to start writing, forming unfamiliar shapes, number and position of dots, the time it takes, the direction of the text (left-handed / right-handed), the lack of context and meaning. The problems of someone telling them to be quick / talking / giving instructions whilst they are trying to concentrate.

Compare this with copying from the board for dyslexic learners. Discuss how this could be what it feels like for a dyslexic learner who does not recognise words or phrases and has to work at forming each letter.

اسم شما چیست؟

What's your name? (esm e shoma chist?)

Fill in the chart.

Slide 38
Spelling
Ask the group to write down these three words – but again to think about the processes involved in the action:

- wilfulness
- scissors
- Wednesday

Write up the correct spellings on a flipchart.

Fill in the chart.

Dictation

Dictation exercise but with a twist: participants have to put a hook on each vowel – so for 'a' they have to write @ – as they are writing. Demonstrate this for each vowel. This simulates the experience of dyslexic learners for whom letter shape is not automatic and they have to stop and think before writing each letter.

Read this sentence aloud for the participants to write down:
'Unlike young children, adults have already developed physiologically as well as psychologically and this includes the neurological pathways for processing visual and auditory information.'

Discuss how difficult it was to think about shapes and spellings, how it slowed down your progress and impeded understanding. Some people might have become frustrated or given up. If you have examples of learner writing, especially examples of writing 'before' and 'after' support, with some ideas about how any improvements have been achieved, it would be useful to share them with the group. This is optional.

Fill in the chart.

Slides 40-41
Long-term memory

- **Slide 40**

Ask the group to draw the disability access sign, which they will have seen hundreds of times.

- **Slide 41**

Show the sign. Again discuss the processes and compare to the experience of the dyslexic learner who is trying to picture a word or spelling using their memory. In their mind's eye the shape may seem 'fuzzy' or unclear.

The dyslexic learner is often not able to picture a word, even though they may recognise it very well when they come across it for reading.

Fill in the chart.

Backwards reading – speed and fluency

- **Slide 42**

Refer to the Backwards Reading exercise (there is a paper copy of this in the resources for Session 2, below, and in the Participant Pack) and ask them to work in pairs, one participant to read half to the other and then swap over.

Participants should then discuss the issues. Take feedback and elicit the difficulties it raised such as where to start; were small words or big words harder to read, did it get easier after a while, what was it about? Note any attempts to 'cheat' by turning over the paper copy.

Fill in the chart.

- **Slide 43**

Show the slide of the Backwards Reading. The 'right way round' version is:

'There was still no sign of the others. The singing had stopped as they approached the camp. Now there was no one to be seen. Then, they saw on the top of one of the boxes a great white dog. It was no thoroughbred. But it had stuck to its post – unlike the other pets. They had disappeared when the trouble first began. Now they were on the spot. They were trapped.'

Numeracy

Slide 44

Ask participants to work out this long multiplication using pen and paper (no calculators or mobile phones).
Answer: 15228

Slide 45-46

Ask participants to work this sum out without writing anything down.

The point here is that it is an estimation – you need to have read that, understood the concept and then dealt with the numbers
Answer: 50

Go back to 'The effect of dyslexia on learning' chart and discuss how dyslexia affects numeracy: memory, spatial awareness, sequencing, working memory, language.

This is the last of the tasks, so check what participants have learnt from the exercises.

12.15 – 12.30 rounding up

Allow fifteen minutes for this rounding up session.

Slide 47 (Some people learn better by...)
Use this slide to summarise the learning from the activities and to expand on any key points raised by participants.

Slide 48
Remind the participants about *A Framework for Understanding Dyslexia* which considered a number of different approaches for supporting dyslexic learners. What they have in common – to a greater or lesser degree – is that they involve multi-sensory learning: linking auditory, visual and kinaesthetic elements together with meaning. The principle of multi-sensory learning is what underpins the online CPD modules and represents good practice for working with dyslexic learners.

Slide 49
This slide highlights some of the things we need to consider when working with dyslexic adults. Make links to the online dyslexia CPD modules where you can.

Slide 50
But before we begin teaching there are things we need to know about the learner; we are teaching a person not a system.

Each learner is an individual – no one method or approach will work with all learners all of the time and it make take time and patience to find the ones that work best.

Session 3

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

Session resources
Previously completed pre-course questionnaires (brought by each participant)
PowerPoint slides 51-58

1:15-1:45 pm

Ask participants to take out their pre-course questionnaire and divide the group into smaller groups by setting / context, if possible and appropriate.

The purpose of this activity is to ensure that participants understand the systems in their own setting and are able to discuss different, possibly better, ways of supporting dyslexic people.

Instructions for participants
Within the group, refer back to your pre-course questionnaire and discuss the procedures for referral, assessment and support within your setting. Do they differ in any way? Share good practice. Consider organisational or institutional barriers that prevent good provision for dyslexic learners.

Ask groups to join together to share their findings and to report back three key findings.

1:45 – 2:00 pm

The purpose of this activity is to ensure that participants are up to date with current legislation and understand the impact of this.

Slides 51-56
Use PowerPoint slides 51 to 56 to introduce and discuss the importance of issues of Equality, Diversity and Inclusion in all settings, ensuring access to learning, to training, to promotion, and to job security. The Equality Act, 2010 has legislative implications for learning providers and employers. You may refer participants to the recent TUC unionlearn e-survey for interesting results from a wide range of employees and union staff re challenges in the workplace, e.g. bullying, shame, threats to job security, lack of training, etc, as well as reports of achievements and successes.
www.unionlearn.org.uk and http://www.unionlearn.org.uk/initiatives/learn-4315-f0.cfm

Links to the Disability Discrimination Act of 1995, its amendments in 2005 and the Equality Act of 2010 and the public sector equality duty are below. Note that the Equality Act 2010 builds on, clarifies and subsumes the previous legislation. This

most recent Act is very clear that dyslexia is a disability and that 'reasonable adjustments' must be made to accommodate the needs of dyslexic learners / workers.

If raised by participants, a brief discussion concerning learner's rights and organisation's / employers' responsibilities concerning assessment and support could be fruitful, especially if led by participants' experience. But be careful of time.

You need not spend too much time on this section but it is worthwhile reminding participants that, even if these issues do not directly affect them now, this may not always be the case. Issues of equality and access are very important especially in the workplace and in securing appropriate support for learners.

Disability Discrimination Act, 1995
http://www.legislation.gov.uk/ukpga/1995/50/contents

Disability Discrimination Act, amended 2005
http://www.legislation.gov.uk/ukpga/2005/13/contents

Equality Act, 2010
http://www.legislation.gov.uk/ukpga/2010/15/contents

The essential guide to the public sector equality duty, EHRC January 2012
http://www.equalityhumanrights.com/advice-and-guidance/public-sector-equality-duty/guidance-on-the-equality-duty/

Slides 57-58
Explain that reasonable adjustments can include:

- ensuring that oral instructions are also provided in writing or can be recorded for use by the employee or learner later;

- additional time in the induction process to allow for frequent breaks and for information to be provided in a range of formats;

- written information provided on coloured paper and in an appropriate font;

- a computer with appropriate software;

- extra time for assessments;

- a buddy or mentor allocated to support the dyslexic employee or learner; and

- briefing papers and required reading sent out well in advance of meetings or training courses.

Session 4: Case studies

Session resources
PowerPoint slides 59-61
Session 4 handouts: Case studies – FE / ACL, Offender, Workplace – select one per group
Blank outline ILP proforma from participant pack

2:00-2:30 pm
2:45-3:30 pm

This session wraps around a tea-break, from 2:30 – 2:45 pm.

The purpose of this activity is to encourage participants to identify dyslexic learners' strengths and challenges and to begin to see how their needs can be met and recorded in an Individual Learning Plan. Participants also have the opportunity to confirm good practice with information from the Rose report about effective teaching strategies.

Slide 59-60
Case studies

Ensure that participants are able to work on a case study that is appropriate to their setting. There are four available from each setting – you probably need to pre-select which case study participants will use.

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.

Note that there is a blank outline ILP proforma for each setting in the participant pack. The trainer pack includes completed versions of each case study ILP, for you to share with participants, as appropriate.

Sum up this session with recommendations from Rose.

See below for the full text of the recommendations in the Rose report regarding teaching strategies.

Confirm that, though Rose focuses on children, these elements are likely to be effective with adult learners as well.

"Research findings generally stress the importance of teaching phonological awareness and strongly support the view that a specialist teaching programme for children with dyslexia should incorporate the following features:

- **Structure** – i.e. logical progression of elements with small steps teaching and explicit links being made between steps.

- **Multi-sensory** – as above.

- **Reinforcement** – i.e. reinforcement of all skills through regular practice to provide automatic access to all components of learning.

- **Skill teaching** – i.e. teaching should concentrate on the development of useful and transferable skills rather than too much information, which would create unnecessary burdens on memory.

- **Metacognition** – i.e. encouraging the student to think about what strategies and approaches would be best for them to use in different circumstances. (*Note that this has a good fit with developing functional skills.*)

- There is also an increasing awareness that social and emotional barriers to learning, often associated with difficulties of a dyslexic nature need to be taken into account, particularly with regard to building self-efficacy and combating emotional obstacles to reading such as low confidence and anxiety often borne of repeated failure."

Session 5

Introduction to the CPD materials on the Excellence Gateway

Session resources
PowerPoint slides 62-68
Session 5 handout: Resources and links

3:30 – 3:45 pm

The purpose of this activity is to introduce further dyslexia resources on the Excellence Gateway and progression routes for dyslexia training.

Slides 62-63
Overview of all dyslexia materials on Excellence Gateway:

- Framework for Understanding Dyslexia
- Dyslexia support pack (Embedded)
- Online CPD materials
- Video snapshots
- Diagnostic assessments (miscue analysis, phonological awareness)
  Access for All

Slide 64
These next few screens look in some detail at the content and features of the online CPD programme. You can use the PowerPoint slides, or alternatively you may be in a position to look at the materials live online. All links are given in the Session 5 handout – Resources and links. In this case you will be able to demonstrate the full range of interactivities, including video and audio.

The urls for each of the materials is in the resources section of the Participant Pack.

Point out that the CPD modules are divided into four strands which reflect different contexts. Strand 1 is generic and designed specifically for specialist teachers of literacy / English. Most of the themes of Strand 1 are also represented in Strand 2 and Strand 3 but are contextualised.

Explain that Strand 4, the embedded strand, can be used to support any of the other strands and that the vocational areas chosen to represent an embedded learning approach were those thought to be applicable to all three strands.

Note that the assignments, aimed at teachers and support staff, are still available but are not an obligatory part of the CPD programme.

Slide 65

Point out tabs which move the learner from theme to theme within the module and the numbered screens.

The buttons in the green area in the top corner are for:
- Glossary
- Print
- Settings – this allows for the size of text and background colour to be altered and also there is information there on how to customise a browser to make text larger.
- Help.

This ease of access means that each module can be dipped into for information at any future time without the frustration of having to go through unwanted information to find it.

Slide 66

Point out that the resource bank down the right-hand side of the screen offers an increased range of information, documents and links to websites. Note that some of the web links may now be out of date.

Slide 67

Stress the amount of interactivity available within each module. In this example the user is asked to click on various 'hotspots' on the screen to find information which appears as pop-up windows. Explain that audio, and occasionally video clips, are generally available within most modules.

Screen 68

Show the 'tree' of how to locate the materials:
Excellence Gateway > Skills for Life > Teaching and learning > Supporting dyslexic learners in different contexts.

Point out that the themes used in the video snapshots reflect the main themes of the online CPD modules and the idea is that although there is no direct link into the snapshots from the modules it is very straightforward to look at the videos online. The snapshots exemplify some of the information and strategies profiled in the modules and encourage teachers and support staff to reflect on their own practice.

Explain that each snapshot is made up of a series of short teaching clips.

Plenary and evaluation

3:45 - 4:00

Collect and go through any sticky notes which you may have gathered through the day, trying to group and answer similar questions or comments.

Ask participants to complete their evaluation forms for the awareness training day now, before they leave**.**

Supporting dyslexic learners in different contexts

Handouts and resource

Handouts

Pre-course questionnaire

Session 1
Handout – Profile of a dyslexic learner
Glossary and notes

Session 2
The effect of dyslexia on learning
Trainer's copy of 'The effect of dyslexia on learning'
Handout – Backwards reading exercise

Session 4
Case studies plus exemplar learning plans
       FE /ACL x 4
       Offender x 4
       Workplace x 4

Session 5
Resources and links

Resource

Session 1
Card sorting activity: Cluster of dyslexic difficulties

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'?	

Session 1 resource

Card sorting activity *– print and cut up these cards*

Cluster of dyslexic difficulties

Poor sense of time	**Poor phonological awareness**	**Difficulty reading aloud**
Poor short-term memory	**Lack of confidence**	**Bizarre spelling**
Poor sequencing	**Reversals – letters and / or numbers**	**Poor organisation**
Problems copying	**Slow reading**	**Poor de-coding skills when faced with new words**
Slow speed of writing	**Poor rote learning**	**Poor handwriting**
Poor comprehension	**Poor reading fluency**	

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	Ability to hear and process (separate / manipulate) the individual

awareness	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

Complete the chart after each exercise.

The effect of dyslexia on learning	Auditory digit span	"Double double" digit span	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									

The effect of dyslexia on learning	Auditory digit span	"Double double" digit span	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 4 case study – FE / ACL   **Alan**

Alan is 18 years old. He left school with no qualifications. He had failed to read and write by the time he went to secondary school and spent his time there in the lower academic sets with those students classed as having mild learning difficulties (MLD). He was bullied by the MLD children as being 'different' and teased by the mainstream children. He was frequently frustrated by the tasks he was set and became introverted and depressed. He spoke rarely and retreated into a world of his own.

His uncle owned a small garage workshop and he would help out at weekends and after school. At first it was just to do his mother a favour and to keep Alan off the streets and out of harm's way but soon his uncle realised that Alan could be useful.

Alan enjoyed his time at the workshop and when he left school his uncle took him on as an apprentice. He was surprised at Alan's failure at school as he found him intelligent – if a bit erratic – and willing and able to work. Alan seemed to have an affinity with engines, often being able to diagnose a fault just by listening to the engine.

His uncle arranged for Alan to sign up to an apprenticeship in Vehicle Maintenance and Repair (Level 2) Pathway 1: light vehicles. He also taught him to drive.

Alan is capable of completing the course task but finds it very difficult to read what it is he is supposed to do and even harder to write down what he has done to prove his competence. He is reliable and conscientious but cannot remember procedure sequences and is often told by tutors that he is not doing things 'the right way'. He mostly guesses at what is written on labels or notices and has immense difficulty with health and safety issues. He also had trouble learning the Highway Code and needs to pass the theory test before he can get his driving licence.

Session 4 case study – FE / ACL   Alan

Strengths	Weaknesses
Practical – affinity with engines; intuitive Good spatial skills Reliable and conscientious Can drive Good auditory skills	Frustrated, depressed, lacking in self-confidence Weak sequencing skills Health and safety – poor reading skills Following auditory instructions

Note the demands / challenges posed by the setting

Reading, writing for course work
Following written and oral instructions
Reading health and safety information
Working practically with engines
Functional skills in English and maths

Why is the dyslexic learner / worker challenged by these?

Poor working memory
Difficulty with developing reading skills
Sequencing
Organisation

What could be done to help?

Find strategies to recognise whole words and key words for work
Improve decoding skills
One-to-one tuition
Copies of handouts and overheads
Copies of other students' notes
Multi-sensory approaches focusing on using strengths, e.g. kinaesthetic and auditory

Reasonable adjustments
IT with text reader
Dictaphone – use auditory skills
Reading pen for key words
CD-ROM for theory test
Special exam arrangements, e.g. extra time, reader, colour paper

Session 4 case study –FE / ACL   **Jordon**

Jordon left school at 16 with a small handful of GCSEs. He started off working for a plumber. He learned quickly and was a neat and careful worker. He was always in work and was soon earning enough to rent a flat. He married in his early twenties and while raising a family of two girls, decided he could earn even more money running his own business. However, Jordon was never any good at the paperwork involved with running the business and his wife began to resent the time she was required to put in, often late at night, to keep the business afloat.

Jordon decided to retrain as a design and technology teacher. The government was offering financial support and much of the training was practical. With the support of his wife and friends, Jordon scraped through the written work. For a time things went well. Jordon had the long school holidays to be with his children and he built up a good rapport with the staff and pupils at the school.

After a few years, things began to go downhill. The school had a new head teacher who required more and more records, lesson plans and reports. Jordon felt he was drowning in a sea of paper. After a particularly unpleasant incident Jordon handed in his resignation.

Having learned to use computers in his time at school and been involved with setting up the school's website Jordon decided to do a web design course at the local college.

He has found that he can build interesting and interactive sites but when it comes to writing in programming language, Jordon is at a loss. He can't remember the codes. He often makes mistakes with sequences in words or numbers which result in his web page either appearing badly or not at all.

He also has difficulty in writing the proposals, a necessary part of the course, which explain how his site will look and act. His portfolio is a collection of bits of paper, many of which are crumpled and have unrelated notes jotted on them.

His tutor knows he has talent but fears that he will never make it in the commercial world.

Session 4 case study – FE / ACL   Jordon

Strengths	Weaknesses
Practical Neat Careful Good interpersonal skills Good with computers, computer literate Can design websites Ambition to progress	Paperwork – administration Organisational skills Reading complex, lengthy documents Structuring and writing reports Omits information Memory problems

Note the demands / challenges posed by the setting

To build interesting websites
To write proposals
To organise portfolio

Why is the dyslexic learner / worker challenged by these?

Organisational skills – structuring thoughts on paper
Problems with working memory
Proofreading – visual memory for words and symbols
Sequencing of letters and numbers

What could be done to help?

Formal diagnostic assessment
Organisational strategies, e.g. mind maps
Highlighting codes, parts of codes, chunking
Prioritisation

Reasonable adjustments
Reasonable adjustments from exam boards following assessment, e.g. extra time, IT support
IT support, e.g. tools for organisation including time management
Text reader / voice-activated software
Use of overlays or lenses if appropriate

Session 4 case study – FE / ACL   **Karen**

Karen is a young mum with two school-aged children. Karen missed a lot of her secondary schooling because of her mother's ill health. She works at the local supermarket filling shelves and on the checkout.

Karen was slow to learn to read but eventually mastered it at around eight years old and from then onwards 'always had her nose in a book'. She read slowly and often muttered the words to herself. It was hard to get Karen to write anything that she didn't have to. Her writing was neat and clear but her spelling was erratic and she would often copy out her work several times, making different mistakes each time.

A natural homemaker, Karen was glad to fuss over her mother when she was ill and never minded missing school. However, her eventual lack of qualifications limited her job prospects so she saw marriage and rearing children as her ultimate goal.

Karen is keen that her children should have a good education and not miss school as she did. She has happy memories of her early years at school, so, when the school her five-year-old attends advertised a family learning course, she enrolled.

Many of the women in the course with Karen lack adequate literacy skills and she is pleased to be seen as the 'best reader'. However, she finds the teacher often speaks very quickly and Karen finds it difficult to follow her instructions. When more than a couple of things have to be done sequentially, Karen often has to check what she should be doing. When there is a writing element Karen finds her head 'closing down' and feels physically sick.

Session 4 case study – FE / ACL   Karen

Strengths	Weaknesses
Good practical skills – homemaker Caring Good social skills Motivation Can read slowly Handwriting neat Positive early experiences	Auditory / listening difficulties Following instructions Spelling erratic Speed of reading Writer's block – lack of confidence Sequencing Copying

Note the demands / challenges posed by the setting

Following teaching, instructions, teaching points
Reading, writing
Understanding the learning process
Developing skills alongside the child

Why is the dyslexic learner / worker challenged by these?

Speed of information processing
Visual memory for words
Insecure spelling – lack of spelling strategies
Confidence

What could be done to help?

Pre-reading
Personal dictionary
Work with her child – small measured steps – reinforce own learning
Written instructions
Multi-sensory approaches to reinforce teaching

Reasonable adjustments
Tape lectures
Computer for writing; text reader; voice-activated software
Spellchecker
Writing frames

Session 4 case study – FE / ACL   Kate

Kate is the youngest daughter of an educated, academic family. Her father is a doctor and her mother writes for a women's magazine. Her two brothers went to university, one studying law and the other history.

Kate is the youngest by eight years. She was much wanted and indulged child. She was a late talker but when she did finally start it was hard to stop her. She was a bright, lively child at home but her school results were disappointing. Her parents did not push her, believing that Kate was just not interested in school and a bit scatterbrained and lackadaisical over academic school work. She was good at sport and always had plenty of friends.

Her teachers saw a different Kate, one who worked hard but produced work of a poor standard. This meant that she was usually placed in the lower academic groups where she eventually became bored and disruptive. Parents' evenings were often unhelpful as each side had a different perception of Kate's character and capabilities.

Kate got through school with help from her family and friends. She obtained a handful of GCSEs, mainly in the lower range. Art was her best subject and she got a B at GCSE level so she decided to do an art foundation course at her local college.

Without the constant backup from friends, Kate has found it hard to concentrate. She is unpunctual, untidy and frequently misses deadlines for work to be handed in. She often misses meetings and tutorials but, when she does turn up, she contributes in a lively way often causing the group to go 'off task' and become unfocussed. She finds giving presentations stressful, often forgetting what she wants to say and using 'thingummy' and 'whatsit' as substitutes for nouns and verbs. Her writing is immature and she finds it impossible to take notes in lectures. She is creative but in danger of failing her course.

Session 4 case study – FE / ACL   Kate

Strengths	Weaknesses
Bright, lively Family support Good at sport Plenty of friends Creative, artistic Works hard	Concentration Time management Needs stimulation – gets bored easily Organisation Word-finding problems Immature handwriting Taking notes in lectures

Note the demands / challenges posed by the setting

Organisation
Artistic ability
Theoretical knowledge
Written evidence
Time management
Giving presentations
Attending meetings / tutorials
Contributing to group discussions

Why is the dyslexic learner / worker challenged by these?

Auditory memory
Working memory – listening and writing at the same time
Poor fine motor control
distractibility

What could be done to help?
Diagnostic assessment
Strategies for time management
Preparation for lectures – pre-reading
Tutor to set and manage learning objectives
Strategies for preparing presentations
Multi-sensory approaches for learning and presentation using visual talents

Reasonable adjustments
Arrangements with exam boards, e.g. extra time, IT support, reader
IT software to support organisation and time management, e.g. diary, reminders
Dictaphone – taped lectures
Alternative forms of presentation for portfolios and exams
Buddy system for notes and discussions

Session 4 case study – Offender   **Aaron**

Aaron is 19 years old and is a persistent offender. Aaron's mother is a heroin addict and his offending helps his mother to buy drugs. He has three siblings; two have left the family home because of the difficult circumstances, but Aaron has stayed to support his mother and younger brother.

Aaron did not attend school from around age eight. He was disconnected from education almost from the start and was expelled from three secondary schools. At 16 he came into prison.

On entry to prison, Aaron screened at Entry 1 in literacy and numeracy. An example of his writing is:

> I am Good with pipul I am pliyt with staff and I am cwiyt in cLas
> I am not GOOD ot spaling or riding
> I LeFd school Becose I Did not Lick it

(Written without punctuation in an immature hand.)

Aaron was screened for dyslexia. At this time his reading attainments were very low for his age and he did not see himself as a reader or writer. His ability was not assessed but he appeared to be within the normal range – he was certainly an articulate, thoughtful speaker. Aaron does not like working in groups and only responds to teaching and learning in a one-to-one context. He has shown an interest in horticulture since being in prison.

Working for a qualification in horticulture also provides a focus for Aaron's developing literacy skills, allied to the trust and support given by workplace supervisors.

The principal tutor involved in Aaron's learning programme felt that maturity and motivation played an important part in the progress made during his time here.

Session 4 case study – Offender   **Aaron**

Strengths	Weaknesses
Loyal Articulate Thoughtful speaker Interest in horticulture Good with people Developing maturity and motivation Some high frequency words	Very poor literacy and numeracy skills Spells phonetically Mixed upper and lower case letters Punctuation Immature handwriting Not a team player

Note the demands / challenges posed by the setting

Working in groups
Vulnerable to bullying
Production of a portfolio for horticulture qualification
Specialist terminology for course
Mismatch between his literacy and numeracy skills and level required for qualification
Health and safety regulations, e.g. pesticides

Why is the dyslexic learner / worker challenged by these?

Has not acquired basic literacy and numeracy skills
Organisation, reference skills will be affected
Reading specialist words
Remembering and following procedures and instructions
External influences – worried about mother
No stability – being moved around
Building trust with tutor and then being moved
Lack of empowerment

What could be done to help?

One-to-one literacy and numeracy support
Multi-sensory strategies for recognising and learning terminology
Training for staff
Stability
Better choice of courses
Ownership of education

Reasonable adjustments
IT support – voice-activated software, text reader, organisational tools, etc
Dictaphone for recording work
Supply of large print, adjusted font and colour of paper to help reading if appropriate

Session 4 case study – Offender   **Darren**

As a little boy, Darren was imaginative and chatty. His problems really began when he went to school. Although slow to learn to read and reluctant to write, he openly admits that his greatest problems were with maths. Even simple things like telling the time and working out dates were a hurdle that he just couldn't get over. Even when doing simple sums, once there were more than a couple of numbers on a page he was really stumped. Parents' evenings were a torture for Darren. He would wait terrified for his parents to come back and then his Dad would beat him with the belt from his trousers. No matter what he tried, he couldn't get the hang of maths.

When Darren got to secondary school he enjoyed drama lessons and little else. He particularly used to skip maths lessons if he could get away with it. He got pretty clever at avoiding them and very inventive about the reasons for his absence! Later on, he used to join his mates in the local precinct and just mess around.

When Darren left school, he tried to get a job but his lack of qualifications meant that he had to take on very poorly paid jobs. He couldn't work out time very well and was always late for work. He got the sack from several jobs, so it got harder to get another one with a poor work record. He was always short of money and always in debt. He wanted to be like his mates, who were earning far more than he was. He was so embarrassed by the fact that he couldn't calculate his money that it was easier to steal it than ruin his street 'cred'.

It had an inevitable end, he got caught doing a robbery and that was it – three years inside.

Session 4 case study – Offender   **Darren**

Strengths	Weaknesses
Imaginative Inventive Interested in drama Chatty, good communicator	Maths skills Memory Sequencing Money management Time management

Note the demands / challenges posed by the setting

Acquiring numeracy skills   Lack of parental support
Timekeeping   Home pressure
Continuity   Peer pressure
Improving literacy skills   Lack of qualifications

Why is the dyslexic learner / worker challenged by these?

Organisational skills
Processing speed
Working memory

What could be done to help?

Use concrete maths materials including clocks, money, diary
Multi-sensory approaches for learning and management
Money management skills, focusing on personal budget
Provide support, being understanding
Help him to understand his dyslexia

Reasonable adjustments
IT support – text reader, organisational tools, e.g. diary, calendar and clock, with reminders
Access to training to use computers to access money management software
Dictaphone
Resources adapted if necessary, e.g. colour of paper

Session 4 case study – Offender   **Lennie**

Lennie has recently found out that he is dyslexic and is relieved because he always felt that he was capable of more than he achieved at school, where he got into a lot of trouble and was finally excluded. He now feels better about himself because he realises that there was a reason why he found school so hard.

He hates reading and avoids if at all possible because he constantly misreads and gets stuck on words he doesn't know. He feels happier with maths but his memory lets him down and he finds it very difficult to remember basic numeracy skills like times tables. He is also unsure of the conventions of maths, such as how graphs work. Lennie sometimes gets maths problems wrong because he misreads the question or misunderstands the language. Also, he finds it very difficult to stay focused on the task in hand for any length of time and keeps losing concentration.

When asked about his strengths he reports that he is happiest doing things rather than thinking about things. His real passion is driving and he worked briefly for a pizza delivery company before going to prison. Some of the drivers found it very difficult to find their way around the local streets but he found it easy because he could make 'a sort of picture in my head' of the whole area. He would like to learn a skill, which would give him a chance of a job when he finishes his sentence. He has a mate who drives for a large coach company which takes ex-offenders.

Session 4 case study – Offender   **Lennie**

Strengths	Weaknesses
Practical Good spatial skills – navigation Visualisation skills Driving Sees the whole picture Coordination Motivated to learn new skills Improved self-esteem Employment goal	Poor working memory Poor concentration Sequencing, e.g. learning times tables Insecure reading skills Maths skills, e.g. language, conventions, graphical representations Tries to use visualisation skills for reading but misses details Poor decoding skills

Note the demands / challenges posed by the setting

Concentration
Developing literacy / numeracy skills
Peer pressure – ridicule
Paper-based work towards exams
Communication difficulties – prison terminology
Forming relationships and then getting moved on with little warning

Why is the dyslexic learner / worker challenged by these?

Self-confidence
Learning new routines
Poor working memory
Visual memory for symbols, reversal, multi-stepped instructions
Language of maths, e.g. 'difference between'

What could be done to help?

One-to-one support
Toe by Toe phonic literacy programme
Use concrete maths materials
Encourage visualisation, visual approaches and techniques, such as flow charts, diagrams – multi-sensory
Increase self-confidence using a structured, multi-sensory literacy programme, related to interest in driving (i.e. embedded learning)
Structured diary
Stability and continuity

Reasonable adjustments
Technology, e.g. computer and software – organisational tools
Adjustments for exams from exam boards, e.g. extra time, reader, IT

Session 4 case study – Offender   **Maria**

Maria is a 27 year old woman who is on remand. She presented at an initial meeting as a very withdrawn person with a totally expressionless face and rigid, stiff body language. She was uncomfortable with people around her and preferred to sit in a corner watching rather than joining in. She would always reply to any questions but would not initiate or take part in any conversation.

Throughout her early schooling she struggled with English and maths and she just thought that she was stupid; everyone else seemed to be able to make sense of words and numbers. She was not offered any help and tried to hide her problems by cheating and copying or being ill. The amount of time she missed through feigning illness left her even further behind and more isolated. She found it hard to make friends. The only subject she enjoyed was art where she felt she could lose herself in an imaginary world.

During her secondary schooling she did have some one-to-one support but did not find this helpful because she did not like the teacher and felt that the teacher did not like her. She developed mental health problems at this time and at 15 years old she became pregnant and left school early.

When she came into prison she attended education and for several weeks she made little engagement with staff but kept attending. Slowly, with a great deal of encouragement from the staff, she started to join in the conversation and offer her opinions. She started to learn to read.

She feels that reading has given her a new kind of freedom and confidence. Everyday tasks like shopping, reading the paper and posters, letters and signs around her all make her feel part of the world around her so she no longer feels so 'cut off' and 'isolated' (her words).

Session 4 case study – Offender   **Maria**

Strengths	Weaknesses
Artistic Imaginative	Literacy and numeracy Unable to read Communication skills

Note the demands / challenges posed by the setting

Discussion, social interaction one-to-one and in groups
Learn to read

Why is the dyslexic learner / worker challenged by these?

Lack of self-confidence
Lack of reading strategies / skills related to dyslexia

What could be done to help?

Continue help within group – reading skills plus one-to-one structured literacy
programme within meaningful context
Multi-sensory approaches using creative and visual strengths
Build self-confidence through small achievable steps

Reasonable adjustments
Adjustments from exam boards, e.g. extra time, amanuensis, keyboard
Additional one-to-one tuition
Computer
IT specialist support, e.g. voice-activated software, text reader, organisational tools
Dictaphone to record talks, and own notes
Notes provided – coloured paper / filters if necessary

Session 4 case study – Workplace   Alfie

Alfie, a dyslexic chef, has deliberately sought a job in which he will not be hampered by his difficulties. He found his training difficult, but having passed that hurdle, he expected to be able to concentrate on cooking and leave his dyslexic difficulties behind him. His hopes have been dashed. After an initial period of nothing but cooking, Alfie has been rewarded for his success by being given responsibility for managing the kitchen. On top of the cooking he is now responsible for organising the daily running of the kitchen and supervising several trainee chefs.

Alfie finds this very difficult; the restaurant is popular and busy, and he becomes very confused and muddled trying to keep track of food stocks, making daily orders and planning menus as well as cooking. He is in a constant state of stress trying to juggle the various tasks. Regularly he forgets to order essential supplies and he has difficulty matching the menus with the ingredients in stock. He does all his work in a rush and the quality of his cooking is beginning to deteriorate. He rarely has time to help the trainee chefs, who seem to constantly clamouring for his attention and bombarding him with questions.

Alfie's employer is increasingly concerned about the organisation of her restaurant and Alfie is becoming more and more stressed. He is losing his confidence.

Session 4 case study – Workplace   **Alfie**

Strengths	Weaknesses
Practical Good chef Creative Determined Good at organising himself	Organisation skills Time management Prioritising Lack of confidence Can't transfer concepts of organisation and time management to other people Record keeping
Note the demands / challenges posed by the setting Working under pressure Keeping track of stores Cooking to order Ordering Planning menus Training trainee chefs Attention to detail Responding to staff questions Delegation skills Structure Time management	
Why is the dyslexic learner / worker challenged by these? Working memory Auditory memory Organisational skills Working under pressure Holistic view but needs analytical planning	
What could be done to help? Organisational strategies – setting up systems for stock rotation, ordering – charts, daily, weekly, monthly (structured planning tools) Time management – set aside time for planning, training Stress management **Reasonable adjustments** Dictaphone to make notes Personal organiser on the computer or smart phone Build in training sessions	

Session 4 case study – Workplace   Jane

Jane has always enjoyed working with numbers and has been in her present job as an accounts clerk in a busy department for several months. She is always very punctual, often arriving earlier than is necessary. She gets on well with other members of the team and tries to support them wherever she can. She is now, however, finding it increasingly difficult to keep up with the heavy load of routine weekly invoices she has to process.

She has been diagnosed as dyslexic, but as yet has done nothing to tackle it. However, as her workload increases, she has begun to feel overwhelmed by the routine coding, calculating and sorting involved in her job.

In spite of working long hours of overtime, she regularly fails to meet her weekly deadlines. She has been criticised once or twice by her own boss and also by other departments that depend on her work. Her self-confidence is beginning to plummet and she is on the verge of giving up and handing in her notice.

She has not told her employers about her dyslexia because she fears it will only increase their lack of confidence in her ability.

Session 4 case study – Workplace   Jane

Strengths	Weaknesses
Understanding number calculations Punctual Good social skills Conscientious Hardworking	Working under pressure Effective recording of data Prioritising Not facing up to difficulties Won't ask for help Beginning to lack confidence

Note the demands / challenges posed by the setting

Process weekly invoices
Interpret and record codes, calculate invoices, sort
Meet deadlines
Meet demand from other departments

Why is the dyslexic learner / worker challenged by these?

Time management
Working under pressure
Interpreting symbolic information
Working memory
Organisation
Stress
Tiredness

What could be done to help?

Help with time management – daily and weekly schedules
Organising into categories – set up systems to control information, e.g. to do lists, setting targets
Using colour and highlighting strategies – multi-sensory
Reading aids to help track across lines and columns
Union learning representative (ULR) support

Reasonable adjustments
IT support for organisation – computer diaries and organisational tools
Text reader
HR support for managing stress
Co-operation from various departments to co-ordinate work demands
Peer coaching or buddy system.

Session 4 case study – Workplace   Katherine

Katherine is a newly-qualified law graduate. She has always wanted to be a lawyer. She insisted on studying law, against the advice of her family and friends, who knew how badly her dyslexia affected her reading, writing and memory.

Katherine has recently started her first job in a busy solicitors' practice. She has a sharp, enquiring mind and finds she loves the challenge of legal work.

Katherine succeeded in getting her law degree only by putting in many extra hours poring over lecture notes and legal textbooks late into the night. But there is no time for this in her new job with its very heavy workload and constant pressure. She has to read many complex calculations of costs and detailed tables of statistics. Because of the sheer volume of reading that Katherine has to do and the speed with which she has to do it, her desk is always piled high with files, reports and legal books, which makes her feel very stressed.

Session 4 case study – Workplace **Katherine**

Strengths	Weaknesses
Tenacious Motivated Single-minded Sharp, enquiring mind Loves legal work	Reading at speed Organisation Time management Working under constant pressure

Note the demands / challenges posed by the setting

Work under pressure
Read complex calculations and tables of statistics
Read lengthy reports and legal books
Write reports
Make quick decisions

Why is the dyslexic learner / worker challenged by these?

Speed of information processing affects reading
Tracking
Time management
Organisational skills

What could be done to help?

Discuss issues with colleagues
Devise and set up her own systems for prioritisation and management

Reasonable adjustments
IT support – voice-activated and text reader
IT organisational tools, e.g. diaries, reminder systems
Scanner for scanning documents
Dictaphone/smartphone for notes / playback
Consider easy to read formats – use of coloured paper, overlays if appropriate

Session 4 case study – Workplace   Keme

Keme has always had difficulties with reading and writing and did not do well at school. However, he has strong practical and artistic talents and became fascinated by photography. He joined a club and has become an accomplished photographer. Keme has built up an impressive portfolio of his work, which has gained him a job as a portrait photographer in a small studio. His portraits are highly praised, but he has problems with other aspects of his job.

Everyone in the studio is expected to do their share of answering the phone calls from clients and booking appointments and Keme finds this very challenging. He finds it hard to keep track of what callers are saying at the same time as writing it down. The notes he takes are often confused and inaccurate; he gets makes and phone numbers wrong and muddles the times of appointments. His colleagues think this is a simple task and they show little patience or understanding.

Keme wants to stay in the studio but is beginning to feel stressed by those aspects of the job that pose him such challenges.

Session 4 case study – Workplace   **Keme**

Strengths	Weaknesses
Practical Artistic Good photographer Initiative motivation	Literacy / numeracy Answering telephone calls Booking appointments Calculating appointment times Transposing numbers / sequencing numbers

Note the demands / challenges posed by the setting

Take portraits
Answer phone
Book appointments

Why is the dyslexic learner / worker challenged by these?

Auditory memory
Working memory
Spelling difficulties
Organisation of time

What could be done to help?

Pro-forma for telephone messages
List of key words
Appointment book – organised, colour-coded – multi-sensory approach

Reasonable adjustments
IT support – computer diary/smartphone for bookings, reminders, time
Voice-activated software
Text reader
Access to support for literacy / numeracy

Session 5: Resources and links

LSIS resources

Excellence Gateway – Skills for Life
Main menu page for Skills for Life (English and maths) material
http://www.excellencegateway.org.uk/page.aspx?o=sfl

The Framework for Understanding Dyslexia
http://www.excellencegateway.org.uk/page.aspx?o=framework4dyslexia

Dyslexia diagnostic assessment materials
There are specialist materials for assessing the need for dyslexia support which includes an assessment of phonological skills. The literacy diagnostic assessment materials also contain miscue analysis, assessment of free writing, assessment of spelling errors.
http://rwp.excellencegateway.org.uk/Diagnostic%20Assessment/Support%20for%20dyslexia/

Access for All
Available as pdfs, but also in the context of the core curriculum
http://www.excellencegateway.org.uk/page.aspx?o=sflcurriculum
http://rwp.excellencegateway.org.uk/Access%20for%20All/

Online CPD modules
Includes the introduction and Strands 1-4. You may need to log in to access the materials.
https://sso.excellence.qia.org.uk/login?service=http://dyslexic-learners.excellencegateway.org.uk/login/index.php

Video snapshots
Includes all Snapshots for the online CPD.
http://www.excellencegateway.org.uk/page.aspx?o=167133

Dyslexia starter kit
This starter kit, which directs you to a collection of guidance and resources relating to the planning and delivery of dyslexia support, will be available from this link from July 2012:
http://www.excellencegateway.org.uk/node/1150

Embedded learning materials
All these materials, relating to a wide range of vocational and other programmes of learning, contain guidance throughout the materials about supporting dyslexic learners. The following pack will also be available from this link in summer 2012: Dyslexia support pack (Embedded).
http://rwp.excellencegateway.org.uk/Embedded%20Learning/

Disability legislation

Disability Discrimination Act, 1995
http://www.legislation.gov.uk/ukpga/1995/50/contents

Disability Discrimination Act, amended 2005
http://www.legislation.gov.uk/ukpga/2005/13/contents

Equality Act, 2010
http://www.legislation.gov.uk/ukpga/2010/15/contents

Workplace

Apprenticeships framework
Find out details of requirements for individual apprenticeships.
http://www.afo.sscalliance.org/

TUC – unionlearn
Main menu page for unionlearn support, resources and information.
http://www.unionlearn.org.uk/

Sector skills councils
Find out about the work of Sector Skills Councils in supporting business and industry to improve quality in training.
http://www.ukces.org.uk/ourwork/sector-skills-councils
http://www.sscalliance.org/

BIS
The government department with responsibility for the further education and skills sector – see regular news updates, as well as documents such as New Challenges, New Choices, December 2011: http://www.bis.gov.uk/assets/biscore/further-education-skills/docs/f/11-1380-further-education-skills-system-reform-plan and http://www.bis.gov.uk/

UK National Occupational Standards
The National Occupational Standards for all sectors of UK industry, aiming to help raise performance in business, industry and the public sector.
http://www.ukstandards.co.uk/Pages/index.aspx

Other organisations

NHS
A-Z of medical conditions.
http://www.nhs.uk/Conditions/Pages/BodyMap.aspx?Index=A

NHS dyslexia

http://www.nhs.uk/conditions/Dyslexia/Pages/Introduction.aspx

OLASS
Find out more about the Offender Learning and Skills Service.
http://olass.skillsfundingagency.bis.gov.uk/

Ofsted
Main menu page for the FE and skills sector.
http://www.ofsted.gov.uk/adult-learning-and-skills

Dyslexia organisations

British Dyslexia Association
http://www.bdadyslexia.org.uk/

Dyslexia Action
http://www.dyslexiaaction.org.uk/