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Programme for the training day

Date:

Venue:

9:00–9:30 am	<i>Coffee and registration</i>
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 pm	<i>Coffee</i>
11:00–12:30 pm	Session 2: Dyslexia in relation to the adult learner's language, literacy and numeracy
12:30–1:15 pm	<i>Lunch</i>
1:15–2:30 pm	Session 3: Sharing 'good practice' using the pre-course questionnaire: identifying procedures for referral, assessment and support within own workplace <i>Case studies</i> – identifying strengths and challenges for adult dyslexic learners in different contexts
2:30–2:45 pm	<i>Break</i>
2:45–3:45 pm	Session 4: Introduction to the distance learning programme – teaching modules and video snapshots
3:45–4:00 pm	Plenary and evaluation
4:00 pm	<i>Tea and depart</i>

Pre-course questionnaire

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

Name:

Region:

Training day date:

Venue:

You may find yourself in the position of identifying someone who you think may be dyslexic and/or asked to support a dyslexic person. It is therefore important that you know the procedures for referral, assessment and support within your workplace. If unfamiliar with the procedures, the Learning Support or other relevant department may be able to help you answer the following questions.

How are learning needs identified?	
Is there a literacy and/or numeracy screening? (screening is a broad process to establish if there are any learning needs in the first place) If yes, when is it carried out?	
What screening tests are used?	
Who carries out the screening or interview?	

<p>If a learning need is identified what happens next? How are learners/workers referred for initial assessment? (initial assessment will establish an overall level the person has reached in literacy and numeracy)</p>	
<p>Who will learners/workers be referred to?</p>	
<p>Assessment</p>	
<p>Are some learners given a diagnostic assessment following their initial assessment? (Diagnostic assessment is thorough and probing and establishes a learner's specific strengths and weaknesses – a detailed ILP can be drawn up from the findings. Diagnostic assessment can also reveal the need for further specific professional assessment, e.g. dyslexia)</p>	

<p>If an assessment for dyslexia is recommended who carries it out? Educational psychologists? Trained dyslexia specialists? Skills for Life tutor? Computerised assessment?</p>	
<p>Staff</p>	
<p>Who are the qualified dyslexia specialists in the department/learning centre? If none please tick here <input type="checkbox"/></p>	
<p>Who do you go to for advice and support for your own support work? Are you the person others come to for that advice and help?</p>	

Learning support	
<p>What kinds of support do the learners/workers receive? e.g. one-to-one sessions; drop-in sessions; workshop sessions; support within class/workplace?</p> <p>How much support is offered?</p> <p>For how long?</p>	
<p>Do any of the learners/workers work towards national literacy or numeracy qualifications?</p>	

<p>Do you feel that there are undiagnosed dyslexic learners in your particular setting/workplace?</p>	
<p>Do you think there are any institutional barriers that prevent them from being identified or do you think learners themselves choose to remain anonymous?</p>	
<p>If learners choose to remain anonymous, why is this?</p>	

Screening – broad testing to identify those with particular characteristics

Assessment – testing to discover the learner's strengths and weaknesses

Introduction to the project and training programme

Supporting Dyslexic Learners
in Different Contexts

Introduction to the project and
training programme

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Supporting Dyslexic Learners
in Different Contexts

The Project

- QIA funded to provide basic dyslexia awareness and training for the non-specialist supporting dyslexic adults in FE/ACL, Workplace and Offender settings
- Builds on the *Framework for Understanding Dyslexia*
- Underpinned by research, evaluation and consultation
- Quality assured training and materials

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The Training Programme

- The training programme consists of:
- One-day face-to-face awareness raising (or DL)
- Distance learning modules set in four strands
 - FE/ACL
 - Workplace
 - Offender
 - Embedded learning

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Introduction to the project and training programme *continued*

**Supporting Dyslexic Learners
in Different Contexts**


The Training Programme

- The DL modules are available on CD with optional internet links.
- Six video teaching snapshots are available on a separate CD.

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in Different Contexts**

Introduction to the Training Day


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**Supporting Dyslexic Learners
in Different Contexts**

Learning outcomes

- Understand the spectrum of specific learning difficulties and how to relate this to the barriers and strengths of dyslexia.
- Understand the information processing differences that challenge the acquisition of literacy and numeracy.

continued...

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Introduction to the project and training programme *continued*

Supporting Dyslexic Learners in Different Contexts

Learning outcomes (continued)

- Understand the importance of identifying the individual needs and learning styles of dyslexic learners.
- Understand how the distance learning modules and video snapshots provide further information about dyslexia and strategies to support adult dyslexic learners in different settings.

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Supporting Dyslexic Learners in Different Contexts

Content of the day

- **Session 1**
 - Main characteristics of the dyslexic learner
 - Strengths
 - Cluster of difficulties
- **Session 2**
 - Dyslexia in relation to the adult learner's language, literacy and numeracy
 - Information processing system / memory system

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Supporting Dyslexic Learners in Different Contexts

Content of the day

- **Session 3**
 - Workshop session: supporting the dyslexic adult in a range of settings
 - Considering case studies: FE/ACL, Offender, Workplace
 - Identifying needs and strategies
- **Session 4**
 - Introduction to the distance learning modules and video snapshots

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Session 1: The main characteristics of the dyslexic learner

Supporting Dyslexic Learners
in Different Contexts

Session 1

The main characteristics
of the dyslexic learner

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Supporting Dyslexic Learners
in Different Contexts

CV

Strengths:

- I consider myself to be a creative person, who thinks three-dimensionally and enjoys working as part of a team.
- I always start by getting the 'big picture' and then work out the detail and functionality afterwards.
- I like to create environments that optimise space and become good places to work.

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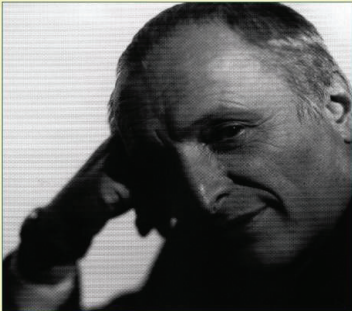
Supporting Dyslexic Learners
in Different Contexts

I would like to add that I am dyslexic.

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The main characteristics of the dyslexic learner *continued*

Supporting Dyslexic Learners
in Different Contexts



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Supporting Dyslexic Learners
in Different Contexts

CV

Strengths:

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

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in Different Contexts


I would like to add that I am dyslexic.

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The main characteristics of the dyslexic learner *continued*

Supporting Dyslexic Learners
in Different Contexts



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Supporting Dyslexic Learners
in Different Contexts

CV

Strengths:

I am a risk taker and entrepreneur. I like to have a go at new business ventures when I think they will fit into my 'big picture'. I frequently extend my entrepreneurial skills into private ventures. I like to break new ground and achieve new records for personal endeavour. I work with a big team who help to implement my ideas.

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Supporting Dyslexic Learners
in Different Contexts


I would like to add that I am dyslexic.

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The main characteristics of the dyslexic learner *continued*

Supporting Dyslexic Learners
in Different Contexts



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Supporting Dyslexic Learners
in Different Contexts

CV

Strengths:

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

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

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Supporting Dyslexic Learners
in Different Contexts

I would like to add that I am dyslexic.

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

Stephen Kelly

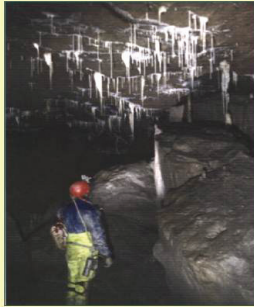
Stephen works at the Westmorland General Hospital and has recently achieved level 1 in literacy.

Dyslexia Contact (BDA) January 2005

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The main characteristics of the dyslexic learner *continued*

Supporting Dyslexic Learners in Different Contexts



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Supporting Dyslexic Learners in Different Contexts

CV

Strengths:

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

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Supporting Dyslexic Learners in Different Contexts

I would like to add that I am dyslexic.

Caron Miles completed a BA (Hons) degree in Content Creation for Broadcasting and Media at Ravensbourne College of Design and Communication.

She went on to receive a first class degree and is now working for an independent TV production company.

Dyslexia Contact (BDA) January 2005

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The main characteristics of the dyslexic learner *continued*

Supporting Dyslexic Learners in Different Contexts



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Strengths shared by many dyslexic people




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'In terms of specialised functions there is an important difference between the left and right halves of the brain'
Neuropsychological Treatment of Dyslexia D.J. Bakker

<p>Left brain hemisphere</p> <ul style="list-style-type: none"> • Language • Facts • Analysis • Time orientation • Sequencing • Structure • Mathematics • Listening 		<p>Right brain hemisphere</p> <ul style="list-style-type: none"> • Pictures • Feelings • Humour • Artistic • Musical • 3-D visual/spatial • Patterns • 'Whole picture'
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This is true for the majority of people.

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The main characteristics of the dyslexic learner *continued*

Supporting Dyslexic Learners
in Different Contexts

T. G. West *In the Mind's Eye*

'When people are known for their gifts, their difficulties remain unknown'

'When people are known for their difficulties, their gifts remain unknown'

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Supporting Dyslexic Learners
in Different Contexts



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The main characteristics of the dyslexic learner *continued*

Supporting Dyslexic Learners in Different Contexts

CLUSTER OF DIFFICULTIES

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Co-morbidity

About 50% of dyslexic people have another specific learning difficulty

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Specific learning difficulties

Dyslexia

Dyspraxia

ADHD/ADD

Asperger's

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Cluster of difficulties – glossary

allergies	No real proven link but some dyslexic people seem prone to allergies and conditions flaring up such as asthma and eczema – attributed to greater stress levels or possibly a weaker immune system.
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.
distractibility	Interested in everything around and unable to block out unwanted sights, sounds, movement or smells. Sometimes called ‘stimulus-bound’.
disorganisation	Difficulty in co-ordinating time, thoughts, paperwork – assignments etc.
distorted perception	Seeing and/or hearing the world differently to others. Inability to react to sight, sound, touch, taste, etc in the same way as others.
handwriting	Difficulty with fine motor control and sometimes the recall of letter shapes.
impulsivity	Acting on impulse rather than using all the given information in a considered manner.
inconsistency	Erratic abilities or performance, resulting in ‘good days and bad days’.
L/R confusion	Inability to remember left from right or difficulty following directions.
late maturation	Late at reaching the stage of physical and emotional development expected for their years or compared to peers.
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’.
messiness	Lack of physical organisation
mixed laterality	Not strongly ‘right sided or left sided’ as the majority of people are, e.g. write with their right hand, listen with their right ear as ‘lead’ ear and kick a ball with their right foot, etc.

perseveration	Staying on task for longer than one would expect, long after the original stimulus has gone – unable to come off task, as it were.
phobias	Extreme, irrational fear or dislike of something.
phonological awareness	Ability to hear and process (separate/manipulate) the individual speech sounds (phonemes) of own language.
retrieval	Difficulty accessing data, usually single words, from long-term memory: the ‘I know it but can’t think of it just now’ scenario.
rote learning	Learning through repetition rather than understanding.
scotopic sensitivity	Sensitivity to certain spectrum of white 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-/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.
sensitivity to noise	An unusual sensitivity to noise – extreme cases have even reported ‘hearing’ their own blood pumping around their body.
sequencing	Difficulty remembering the order of actions or events e.g. 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.
social immaturity	Difficulty picking up on social ‘cues’/‘reading a situation’. Sometimes interrupting inappropriately or invading another person’s personal space.
social ineptitude	Inability to pick up on other people’s ‘signals’ – oral and body language – and to decide the best course of action.
spoonerisms	Transposition of initial consonants in a pair of words, e.g. Par Cark.
stuttering	A speech impediment – which can become worse under stress.


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

Supporting Dyslexic Learners in Different Contexts

Dyslexia is...

'an unexpected, or surprising difficulty in learning to read, write and spell'

'a specific difficulty, typically characterised by an unusual balance of skills'

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Supporting Dyslexic Learners in Different Contexts

Dyslexia

Severity **Mild** Moderate **Very severe** →

Ability **Below average** Average **Exceptional** →

Personality **Confident/Robust** **Poor self-esteem/Fragile** →

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Supporting Dyslexic Learners in Different Contexts

Discrepancies

- Intelligence/attainment
- Oral/written work
- Assurance (possibly superficial)/uncertainty
- Understanding/memory of facts
- Good days/bad days
- **Effort put into written work/quality of end product**

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Dyslexia in relation to the adult learner's language, literacy and numeracy *continued*

Supporting Dyslexic Learners in Different Contexts

The information processing system

Short-term memory

Long-term memory

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Supporting Dyslexic Learners in Different Contexts

The information processing system

Barriers:

- Auditory or visual discrimination
- Capacity
- Speed of processing
- Manipulating information

Short-term memory

Long-term memory

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Supporting Dyslexic Learners in Different Contexts

What is dyslexia?

An information processing difficulty that **can** affect:

- working memory
- speed of information processing
- visual/spatial discrimination
- auditory discrimination
- auditory and visual short-term memory
- storage and retrieval in long-term memory
- sequencing.

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Dyslexia in relation to the adult learner's language, literacy and numeracy *continued*

Supporting Dyslexic Learners in Different Contexts

Dyslexic people learn by:


- making personal, meaningful connections to secure things in long-term memory
- remembering patterns rather than sequences
- remembering landmarks rather than directions
- thinking holistically – all at once – rather than step by step
- learning literacy skills by being very interested in the subject
- learning by experience rather than being told.

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Supporting Dyslexic Learners in Different Contexts

Key points


- Since September 2002, dyslexia has been covered under the Disability Discrimination Act.
- Dyslexia is often hereditary.
- Dyslexia is not linked to general ability.
- Up to 10% of the population are dyslexic **to some degree**. Up to 4% may be affected enough to require specialist help.
- Recent research shows that roughly as many females as males are affected.

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Supporting Dyslexic Learners in Different Contexts

Key points

- Dyslexic people often think in a different way and our teaching has to take this into account.
- Dyslexia particularly affects the handling of symbolic information, especially written language.
- No two dyslexic people are the same – it is a cluster of differences.
- Dyslexia cannot be 'cured', **but**
- Over time different coping strategies can be learnt and **are** effective.

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Dyslexia in relation to the adult learner's language, literacy and numeracy *continued*

Supporting Dyslexic Learners in Different Contexts

Multisensory learning

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Supporting Dyslexic Learners in Different Contexts

Working with dyslexic adults

Use of ICT
Dyslexia-friendly environment
Practical day-to-day difficulties
Links to the Adult Core Curriculum/Access for All/Broadening Access
Self-confidence
Self-esteem and motivation
Teaching methods and strategies
Learning styles
Importance of multisensory learning
Information processing Memory
Existing strategies Recognition and development of strengths

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Supporting Dyslexic Learners in Different Contexts

What we need from the learner

Reading and spelling levels
Learning style
Attitude towards learning
Priorities/reasons for learning
Experiences
What has worked before
Factors/challenges affecting learning
Strategies already in place

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What is dyslexia? Fill in the chart AFTER each exercise

Estimation								
Long multiplication								
Reading								
Disability								
Dictation								
Spelling								
Farzi writing								
DD digit span								
Audio digit span								
What is dyslexia?								
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								

Backwards reading exercise

Read the following text.

Note 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 tl .god etihw
eht ekilnu – tsop sti ot kcuts dah ti
deraepasid dah yehT .step rehto
yeht woN .nageb tsrif elbuort eht nehW
.deppart erew yehT .tops eht no erew

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

Participant guidance notes

First:

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.

Second:

Each group considers one 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/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.
- 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.

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 decided to send him on day release to the local college to get his NVQ Motor Vehicle Maintenance. He also taught him to drive.

Alan is capable of completing the course tasks 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 labels or notices say, and has immense difficulty with health and safety issues. He has also had trouble learning the Highway Code and needs to pass the theory test before he can get his driving licence.

Case study – FE/ACL

Alan

Strengths

Weaknesses

Note the demands/challenges posed by the setting

Why is the dyslexic learner/worker challenged by these?

What could be done to help?

Case study – FE/ACL

Jordon

Jordon left school at 16 with a small handful of GCEs. 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 20s, 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.

At the turn of the millennium things began to go downhill. The school had a new headteacher 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 in school and been involved with setting up the school's website Jordon decided to do a web designers' course at the local college.

He has found that he can build interesting and interactive sites but when it comes to writing in XHTML, Jordon is at a loss. He can't remember the codes. He often reverses letters or leaves out semicolons 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.

Case study – FE/ACL

Jordon

Strengths

Weaknesses

Note the demands/challenges posed by the setting

Why is the dyslexic learner/worker challenged by these?

What could be done to help?

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 on 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.

Case study – FE/ACL

Karen

Strengths

Weaknesses

Note the demands/challenges posed by the setting

Why is the dyslexic learner/worker challenged by these?

What could be done to help?

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 a 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 eventually she 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 get off task and become unfocused. She finds giving presentations stressful often forgetting what she wants to say and using 'thingamy' 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.

Case study – FE/ACL

Kate

Strengths

Weaknesses

Note the demands/challenges posed by the setting

Why is the dyslexic learner/worker challenged by these?

What could be done to help?

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 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 in 2004 Aaron screened at Entry 1 in literacy and numeracy. An example of his writing is:

I am Good with pipul I am plyt 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

(He wrote without punctuation and in an immature hand.)

Aaron was screened for dyslexia. At this time his reading attainments were very low for age and he did not see himself as a reader or writer. His IQ 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 an NVQ 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.

Case study – Offender

Aaron

Strengths

Weaknesses

Note the demands/challenges posed by the setting

Why is the dyslexic learner/worker challenged by these?

What could be done to help?

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 like a hurdle that he just couldn't get over. Even doing simple sums – once there were more than a couple of figures 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 strap off 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 nick it than ruin his street 'cred'.

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

Case study – Offender

Darren

Strengths

Weaknesses

Note the demands/challenges posed by the setting

Why is the dyslexic learner/worker challenged by these?

What could be done to help?

Case study – Offender

Leroy

Leroy 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 it 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. Leroy 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 his 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.

Case study – Offender

Leroy

Strengths

Weaknesses

Note the demands/challenges posed by the setting

Why is the dyslexic learner/worker challenged by these?

What could be done to help?

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 offer 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 imaginative 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 the teacher did not like her. She developed mental health problems at this time and at 15 years old became pregnant and left school early.

When she came into prison she attended education and for several weeks she made little engagement with the 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' (these are her words).

Case study – Offender

Maria

Strengths

Weaknesses

Note the demands/challenges posed by the setting

Why is the dyslexic learner/worker challenged by these?

What could be done to help?

Case study – Workplace

Algie

Algie, 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, Algie has been rewarded for his success by being given responsibility to manage the kitchen. On top of the cooking, he is now responsible for organising the daily running of the kitchen and supervising several trainee chefs.

Algie 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 be constantly clamouring for his attention and bombarding him with questions. Algie's employer is increasingly concerned about the organisation of her restaurant, and Algie is becoming more and more stressed and unconfident.

Case studies on pages 50 to 56 are adapted from *Dyslexia in the Workplace* by Diana Bartlett and Sylvia Moody, Whurr Publishers, London, 2000. ISBN 1861561725.

Case study – Workplace

Algie

Strengths

Weaknesses

Note the demands/challenges posed by the setting

Why is the dyslexic learner/worker challenged by these?

What could be done to help?

Case study – Workplace

Janet

Janet 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 whenever 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 the 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.

Case study – Workplace

Janet

Strengths

Weaknesses

Note the demands/challenges posed by the setting

Why is the dyslexic learner/worker challenged by these?

What could be done to help?

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 Katherine has to do, her desk is always piled high with files, reports and legal books, which makes her feel very stressed.

Case study – Workplace

Katherine

Strengths

Weaknesses

Note the demands/challenges posed by the setting

Why is the dyslexic learner/worker challenged by these?

What could be done to help?

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 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 names 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.

Case study – Workplace

Keme

Strengths

Weaknesses

Note the demands/challenges posed by the setting

Why is the dyslexic learner/worker challenged by these?

What could be done to help?

Poem: *Black Crow*

(Extract taken from *Black Crow* by Chrysalis, 2000.)

Breaking body, singing, ringing ears,
Thinking back over those long lost years.
No dedication to education,
Not thinking of drinking
The information of life.
Teachers and preachers
Shout down my ears.
All they seem to do
Is build up my fears
That have lasted
For years and years and years.

The magistrates, the probation officers,
The school inspectors, ask me why.
Why won't you go to school?
You will end up a fool!
The answer, Sir,
I cannot tell,
I cannot spell.
All I know is,
I'm going through hell.
I am yearning
For learning,
But it won't sink in.

**And so they look me in the face
And say that I am a disgrace
And stop my play
And send me away
For some short sharp shock treatment.
And so they sent me
To the school for fools
And bad boys,
Who made a lot of noise
And they said
*We will break your spirit!***

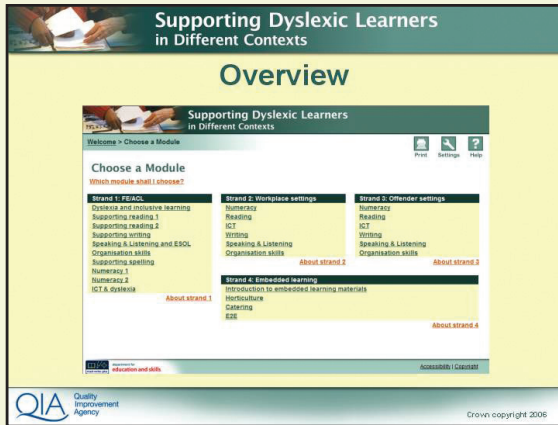
**So I was made to strip off
And wash away my home.
*And if you don't toe the line,
You will have more time
With us!*
And so they taught me to use a broom
And get down on my hands and knees
And scrub the floor.
And when you finish there,
There's more!**

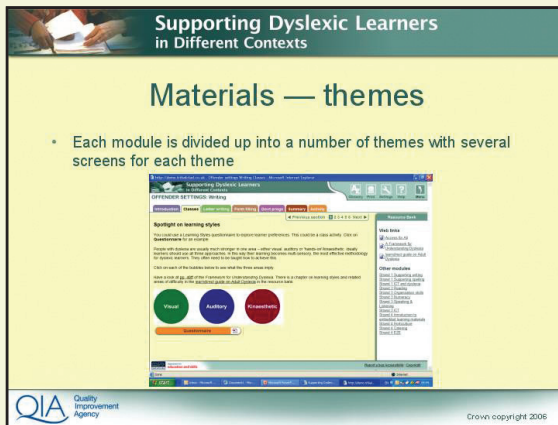
And so you run
And do what you're told
And fall down
And cut your knees,
But you can't stop
Till you put your hand up
And say, please!
The blood is running
Down your leg,
In your socks,
In your shoes.

One, single, black crow flies
Freely over the approved school.
Free to fly away,
Free to fly today.
The school for hard boys, knife boys,
Eat your meat on Friday boys.
Don't stand and gloat
Or we'll shove it down your throat!

Religion had no voice.
I know, I tried it.
I prayed to God to set me free.
Didn't he know that it was me?
It felt like they'd locked me up
And threw away the key.
It made no difference
If I got down on my knees and prayed,
As God was not listening.
I don't know what I had done
That was so terribly wrong.
Those educated people
Broke the boy, his heart and his spirit.

Session 4: Distance learning







Distance learning *continued*

Supporting Dyslexic Learners in Different Contexts

Materials – features

- There are a number of short activities within each module




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Supporting Dyslexic Learners in Different Contexts

Materials – features



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Supporting Dyslexic Learners in Different Contexts

Further activities

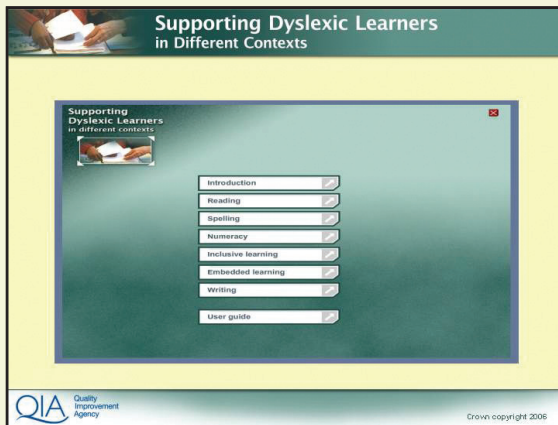
- Each module directs you to complete an off-line activity.
- A choice of activity is on offer – one appropriate for teachers and one for support staff.
- An activity is designed to be completed within an hour.
- Activities can be saved, printed off and emailed to a trainer for comment.

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Distance learning *continued*







Distance learning *continued*

Supporting Dyslexic Learners in Different Contexts

Let's take a closer look at:

- the distance learning modules
- the video teaching snapshots

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Supporting Dyslexic Learners in Different Contexts

What next?

- Enjoy browsing through the modules you feel will be of particular interest to you – they may come from one strand or from all strands
- Choose five modules to complete in depth – modules may be chosen from any strand
- Complete the appropriate off-line activity at the end of your chosen modules
- Send each activity as you finish it – don't save them up until you have finished them all
- Your trainer will be looking to see whether you have answered the question clearly and in the depth expected – representing approximately one hour's work

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Supporting Dyslexic Learners in Different Contexts

Trainer support

- You can begin completing an activity immediately – any one and in any order. NB: It is advisable to complete Strand 1 Reading and Numeracy modules in the order given.
- The trainer will look through your work, add some comments at the end and send it back to you.
- Occasionally it may be necessary for you to make some amendments before it is marked as 'satisfactory'. In this case you make the suggested amendments and send it back to your trainer for further comment.
- Your trainer will fill in a tracking document which will have all the comments made about each module activity you have completed and send it to you for future reference.
- A Certificate of Completion will be issued.

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Distance learning course overview

As you work through the distance learning programme you will be supported by one of the trainers you met on the training day.

Trainer name:

Contact telephone numbers:

Email address:

Contact times:

Within the programme there are **four strands** reflecting the different settings:

- **Strand 1 FE/ACL**
- **Strand 2 Workplace**
- **Strand 3 Offender**
- **Strand 4 Embedded learning**

Choices

- The content of the training day is also available as a distance learning module should you want to remind yourself of any of the content. If you were unable to attend the training day then you will need to work your way through it all. Look for ***Understanding Dyslexia*** to access this material.

The distance learning modules are accessed by clicking on the ***Approaches and Strategies*** option from the main screen.

Select ***five*** modules to complete and send ***five*** completed activities to your trainer.

In addition, you are free to access any of the modules and to work on as many of the activities as you wish, but your trainer will only support you through five and will only comment on five activities.

- Modules may be chosen from any strand.
- A *Certificate of Completion* will be issued when you have completed five modules and the activities have been satisfactory.
- The distance learning modules will also refer you to the video snapshots which support and enhance the distance learning modules.

Distance learning materials

- Each module is divided into a number of themes with several screens for each theme.

- Each module contains links and references to:
 - other modules
 - websites
 - resources
 - printable PDF documents
 - video snapshots (on separate CD).

- There are a number of short activities within each module.

Further activities/assignments

- Each module directs you to complete an off-line activity /assignment.

- There are two activities at the end of each module: one for teachers and one for support staff.

- You should complete the activity best suited to your own role (sometimes the teacher's activity requires working with a learner) and send it to your trainer for comments.

- Your trainer will be looking to see whether:
 - the activity reflects at least one hour's work
 - you have answered the question
 - your answer is clearly presented.


Trainer support

- Your trainer will support you throughout your work on five distance learning modules.
- Your trainer will consider your work and add some comments at the end.
- Occasionally it may be necessary for you to make some amendments before it is marked 'satisfactory'. In this case you should make the suggested amendments and send it back to your trainer for comment.


Steps to take

- Negotiate/agree times when your trainer can be contacted by telephone if necessary.
- Select which strand you will be working in as a base (FE/ACL, Workplace, Offender, Embedded learning).
- You could consider which modules you are thinking of working through but you do not have to commit yourself straight away.
- Start working through your selected modules. It does not really matter which order you complete them in but obviously you need to complete Reading 1 before moving on to Reading 2, for instance.



- If you are unsure about any aspect of a module, contact your trainer who is there to give advice and guidance when you need it.
- Don't forget to look at the video snapshot related to the module you are working on. In the Resources section there is a guidance document to the video snapshots on the distance learning screens.
- If possible try to complete one module each week. Send your assignments to your trainer as you complete them – don't save them up until you have finished.
- You will receive your *Certificate of Completion* to show that you have completed the course to a satisfactory standard.



Supporting Dyslexic Learners in Different Contexts



[Welcome](#) > **Choose a Module**

 [Print](#)
 [Settings](#)

Choose a Module

Which module shall I choose?

Strand 1: FE/ACL

Dyslexia and inclusive learning

Supporting reading 1

Supporting reading 2

Supporting writing

Speaking & Listening and ESOL

Organisation skills

Supporting spelling

Numeracy 1

Numeracy 2

ICT & dyslexia

[About strand 1](#)

Strand 2: Workplace settings

Numeracy

Reading

ICT

Writing

Speaking & Listening

Organisation skills

[About strand 2](#)

Strand 3: Offender settings

Numeracy

Reading

ICT

Writing

Speaking & Listening

Organisation skills

[About strand 3](#)

Strand 4: Embedded learning

Introduction to embedded learning materials

Horticulture

Catering

E2E

[About strand 4](#)

Learning outcomes for the distance learning programme

Strand 1 FE/ACL Module	Learning outcomes	Mapping (NQF levels)
Dyslexia and inclusive learning	<p>Understand key elements of individual differences, strengths and weaknesses</p> <p>Know how to use this understanding to create a more dyslexia-friendly and inclusive learning environment</p>	<p>L2L2.2</p> <p>L2LN2.2</p> <p>L2E2.2</p> <p>L3LB</p> <p>L3E3.1</p>
Supporting reading	<p>Relate the recommendations made in a learner's ILP/diagnostic report to the strategies and approaches chosen for a support programme</p> <p>Understand the difficulties the dyslexic learner may encounter when developing reading skills</p> <p>Explore and use strategies to support the adult reader at text, sentence and word level, drawing on examples in the core curriculum, <i>Access for All</i> and <i>Broadening Access</i></p> <p>Understand the use of ICT to support reading, e.g. tape recorders, TextHelp</p>	<p>L2L2.2</p> <p>L2LN2.2</p> <p>L2E2.2</p> <p>L3LB</p> <p>L3E3.1</p> <p>L4LC</p> <p>L4E3.1</p>

Strand 1 FE/ACL Module	Learning outcomes	Mapping (NQF levels)
Supporting writing	<p>Understand the difficulties the dyslexic learner may encounter when trying to acquire writing skills</p> <p>Explore and use strategies to support the adult learner with writing at text, sentence and word level, drawing on examples in the core curriculum and Access for All</p>	L2L2.2 L2LN2.2 L2E2.2 L3LB L3E3.1 L4LC L4E3.1
Speaking and listening ESOL	<p>Understand the implications for learning for dyslexic learners in terms of speaking and listening</p> <p>Understand some of the issues for ESOL learners, viewed through case studies, set in literacy and non-literacy areas</p>	L2L2.2 L2LN2.2 L2E2.2 L3LB L3E3.1 L4LC L4E3.1

Strand 1 FE/ACL Module	Learning outcomes	Mapping (NQF levels)
Organisation skills	<p>Understand the difficulties the adult dyslexic learner may face with organisational skills</p> <p>Understand how to use appropriate organisational strategies or tools with an adult learner</p>	<p>L3LB L3E3.1 L4NB L4E3.1</p>
Supporting spelling	<p>Understand the range of strategies that will be needed to help the adult dyslexic learner find the best method for them and for the word they are tackling</p> <p>Have developed your own understanding of phonological awareness and the phonic approach to spelling</p> <p>Understand the importance of visual, auditory and kinaesthetic approaches to spelling</p>	<p>L2L2.2 L2LN2.2 L2E2.2 L3LB L3E3.1</p>

Strand 1 FE/ACL Module	Learning outcomes	Mapping (NQF levels)
Numeracy	<p>Understand how most of the learning challenges experienced by the dyslexic learner in literacy also affect the skills required to succeed in mathematics</p> <p>Understand the current definition of dyscalculia and how it differs from how dyslexia affects mathematics</p> <p>Understand learning styles for mathematics</p> <p>Understand the levels of learning mathematics and the importance of multisensory teaching</p>	<p>L4LC</p> <p>L4E3.1</p> <p>L2N3.2</p> <p>L3N2</p> <p>L4NB</p>
ICT and dyslexia	<p>Understand how ICT can support and extend learning in a variety of ways</p> <p>Understand how certain skills are necessary in this process</p> <p>Understand how the specific requirements of each dyslexic learner can be taken into account when choosing enabling technologies and software</p> <p>Understand how ICT can be used to achieve targets in the delivery of the ILP</p> <p>Understand how ICT can empower many dyslexic learners</p>	<p>L2L2.2</p> <p>L2LN2.2</p> <p>L2E2.2</p> <p>L3LB</p> <p>L3E3.1</p> <p>L4LC</p> <p>L4E3.1</p>

Strand 2 Workplace Module	Learning outcomes	Mapping (NQF levels)
Numeracy in the workplace	<p>Understand the difficulties the adult dyslexic worker may face with the numeracy demands of the workplace</p> <p>Understand how to use appropriate strategies with an adult learner in the workplace</p>	<p>L2N3.2 L3N2 L4NB</p>
Reading in the workplace	<p>Understand the difficulties the dyslexic learner may encounter when reading in the workplace</p> <p>Explore and use strategies to support the adult worker at text, sentence and word level, drawing on examples in the core curriculum and <i>Access for All</i></p> <p>Understand the use of ICT to support reading, e.g. tape recorders, TextHelp</p>	<p>L2L2.2 L2LN2.2 L2E2.2 L3LB L3E3.1 L4LC L4E3.1</p>

Strand 2 Workplace Module	Learning outcomes	Mapping (NQF levels)
ICT in the workplace	<p>Understand the importance of technology in the workplace</p> <p>Understand how the specific requirements of the workplace should be taken into account when choosing enabling technologies and software</p> <p>Understand how ICT can empower many dyslexic learners</p> <p>Understand that low-tech solutions have a part to play in enabling the adult dyslexic to perform at work</p>	<p>L2L2.2</p> <p>L2LN2.2</p> <p>L2E2.2</p> <p>L3LB</p> <p>L3E3.1</p> <p>L4LC</p> <p>L4E3.1</p>
Writing in the workplace	<p>Understand the difficulties the dyslexic learner may encounter when writing in the workplace</p> <p>Explore and use strategies to support the adult worker with writing at text, sentence and word level, drawing on examples in the core curriculum and Access for All</p> <p>Understand the use of ICT to support writing, e.g. spell checkers</p>	<p>L2L2.2</p> <p>L2LN2.2</p> <p>L2E2.2</p> <p>L3LB</p> <p>L3E3.1</p> <p>L4LC</p> <p>L4E3.1</p>

Strand 2 Workplace Module	Learning outcomes	Mapping (NQF levels)
Speaking and listening in the workplace	<p>Understand the implications for dyslexic workers in terms of the speaking and listening demands of the workplace</p> <p>Explore and use strategies to support the adult worker with speaking and listening skills</p> <p>Understand some of the issues for ESOL learners in the workplace</p>	<p>L2L2.2 L2LN2.2 L2E2.2 L3LB L3E3.1 L4LC L4E3.1</p>
Organisation in the workplace	<p>Understand the difficulties the adult dyslexic worker may face with organisational demands of the workplace</p> <p>Understand how to use appropriate organisational strategies or tools with an adult learner in the workplace</p>	<p>L2N3.2 L3LB L3E3.1 L4NB L4E3.1</p>

Strand 3 Workplace Module	Learning outcomes	Mapping (NQF levels)
Numeracy in offender settings	<p>Understand the difficulties the adult dyslexic learner may face with the numeracy demands of offender settings and everyday living</p> <p>Understand how to use appropriate strategies</p>	<p>L2N3.2 L3N2 L4NB</p>
Reading in offender settings	<p>Understand the difficulties the dyslexic learner may encounter when reading in offender settings</p> <p>Explore and use strategies to support the adult learner at text, sentence and word level, drawing on examples in the core curriculum and <i>Access for All</i></p> <p>Understand the use of ICT to support reading, e.g. tape recorders, TextHelp</p>	<p>L2L2.2 L2LN2.2 L2E2.2 L3LB L3E3.1 L4LC L4E3.1</p>

<p>Strand 3 Workplace Module</p>	<p>Learning outcomes</p>	<p>Mapping (NQF levels)</p>
<p>ICT in offender settings</p>	<p>Understand the importance of technology in everyday life and work</p> <p>Understand how the specific requirements of the learner should be taken into account when choosing enabling technologies and software</p> <p>Understand how ICT can empower many dyslexic learners</p> <p>Understand that low-tech solutions have a part to play in enabling the dyslexic adult to perform</p>	<p>L2L2.2 L2LN2.2 L2E2.2 L3LB L3E3.1 L4LC L4E3.1</p>
<p>Writing in offender settings</p>	<p>Understand the difficulties the dyslexic learner may encounter when writing in offender settings</p> <p>Explore and use strategies to support the adult learner with writing at text, sentence and word level, drawing on examples in the core curriculum and Access for All</p> <p>Understand the use of ICT to support writing, e.g. spell checkers</p>	<p>L2L2.2 L2LN2.2 L2E2.2 L3LB L3E3.1 L4LC L4E3.1</p>

Strand 3 Offender settings Module	Learning outcomes	Mapping (NQF levels)
Speaking and listening in offender settings	<p>Understand the implications for dyslexic learners in terms of the speaking and listening demands of offender settings</p> <p>Explore and use strategies to support the adult learner with speaking and listening skills</p> <p>Understand some of the issues for ESOL learners in offender settings</p>	<p>L2L2.2</p> <p>L2LN2.2</p> <p>L2E2.2</p> <p>L3LB</p> <p>L3E3.1</p> <p>L4LC</p> <p>L4E3.1</p>
Organisation in offender settings	<p>Understand the difficulties the adult dyslexic learner may face with organisational demands of offender settings and everyday living</p> <p>Understand how to use appropriate organisational strategies or tools with an adult learner in offender settings in readiness for rehabilitation</p>	<p>L2N3.2</p> <p>L3LB</p> <p>L3E3.1</p> <p>L4NB</p> <p>L4E3.1</p>

Strand 4 Embedded learning Module	Learning outcomes	Mapping (NQF levels)
Introduction to embedded learning materials	<p>Understand the concept of embedded learning</p> <p>Identify the features of embedded learning materials</p> <p>Understand how embedded learning approaches can support the dyslexic learner</p>	<p>L2L2.2</p> <p>L2N2.2</p> <p>L2E2.2</p> <p>L3LB</p> <p>L3N2</p> <p>L3E3.1</p>
E2E	<p>Understand the Skills for Life requirements of the E2E programme</p> <p>Understand the difficulties the dyslexic learner may encounter on an E2E programme</p> <p>Understand how embedded learning approaches can support the dyslexic E2E learner</p> <p>Explore and use additional strategies to support the adult learner with writing at text, sentence and word level using the E2E materials</p>	<p>L2L2.2</p> <p>L2N2.2</p> <p>L2E2.2</p> <p>L3LB</p> <p>L3N2</p> <p>L3E3.1</p>

Strand 4 Embedded learning Module	Learning outcomes	Mapping (NQF levels)
Catering	<p>Understand the Skills for Life requirements of catering</p> <p>Understand the difficulties the dyslexic learner may encounter on a catering course or in the workplace</p> <p>Understand how embedded learning approaches can support the dyslexic worker</p>	<p>L2L2.2</p> <p>L2N2.2</p> <p>L2E2.2</p> <p>L3LB</p> <p>L3N2</p> <p>L3E3.1</p>
Horticulture	<p>Understand the Skills for Life requirements of horticulture</p> <p>Understand the difficulties the dyslexic learner may encounter within a horticulture environment</p> <p>Understand how embedded learning approaches can support the dyslexic worker</p>	<p>L2L2.2</p> <p>L2N2.2</p> <p>L2E2.2</p> <p>L3LB</p> <p>L3N2</p> <p>L3E3.1</p>

Qualification mapping summary

The National Qualifications Framework for teaching and supporting learning in *Skills for Life*

In 2002 FENTO and the Department for Education and Skills (DfES) published two important documents:

- Subject specifications for teachers of adult literacy and numeracy
- Subject specifications for teachers of English for Speakers of Other Languages (ESOL)

For the first time, these subject specifications define the knowledge, understanding and personal skills required of teachers and those who support the teaching and learning of adult literacy, numeracy and ESOL, and are used to inform the development of the qualifications in the *Skills for Life* teaching qualifications framework.

The levels of the qualifications

These qualifications are specified at three National Qualifications Framework (NQF) levels:

- NQF Level 4 – subject specialist
- NQF Level 3 – subject support
- NQF Level 2 – adult learner support.

These levels are explained in the table on the following page.

Supporting Dyslexic Learners in Different Contexts training provides underpinning knowledge and understanding for aspects of these qualifications at NQF Levels 2, 3 and 4. The training is mapped to the FENTO subject specifications and Level 2 in Adult Learner Support. These have been highlighted in the table and in the tracking documents and given codes wherever applicable.

Overview of underpinning knowledge and understanding provided in the training

		Subject contents			
NQF 2	Role Title Adult Learner Support	Definition of role Supports the learner by: <ul style="list-style-type: none"> ■ Screening/identifying the presence of a possible need ■ Signposting to teaching provision ■ Supports learning activities under the guidance of teacher 	Literacy <i>Knowledge and understanding:</i> theoretical frameworks, personal factors, social factors <i>Personal literacy skills:</i> Speaking and listening, reading, writing	Numeracy <i>Knowledge and understanding:</i> Social and personal factors affecting learners <i>Personal numeracy skills:</i> Numbers, measurement and special awareness, statistics, working with formulae	ESOL <i>Knowledge and understanding:</i> theoretical frameworks, personal factors influencing the use of English, language and literacy learning and development. <i>English language skills:</i> understanding the relationships between receptive and productive skills <i>English language use:</i> speaking and listening, reading, writing
3	Subject Support/ Teaching Assistant	Supports the teaching process by: <ul style="list-style-type: none"> ■ screening and contributing to initial assessment ■ contributing to ILPs ■ contributing to teaching 	<i>Knowledge and understanding:</i> theoretical frameworks, personal factors, social factors <i>Personal literacy skills:</i> Speaking and listening, reading, writing	<i>Knowledge and understanding:</i> Social and personal factors affecting learners <i>Personal numeracy skills:</i> Numbers, measurement and special awareness, statistics, working with formulae	<i>Knowledge and understanding:</i> theoretical frameworks, personal factors influencing the use of English, language and literacy learning and development. <i>English language skills:</i> understanding the relationships between receptive and productive skills <i>English language use:</i> speaking and listening, reading, writing
4	Teacher/ Subject Specialist	Leads the teaching and learning with responsibility for: <ul style="list-style-type: none"> ■ individual learning plans (ILP) ■ full diagnostic assessment ■ teaching ■ guiding and supporting teaching assistants (subject support) and learner support 	<i>More in-depth knowledge and understanding and personal skills as listed for level 3 including:</i> <i>Personal factors affecting learning</i>	<i>More in-depth knowledge and understanding and personal skills as listed for Level 3 including</i> <i>personal factors affecting learning, plus probability and working with algebra</i>	<i>More in-depth knowledge and understanding and English language use as listed for Level 3 including factors affecting language and literacy development</i>

Mapping codes and exemplification:

The mapping codes show the level in the NQF, the subject area (literacy, numeracy, ESOL) and the section reference of the relevant FENTO subject specification/learner support e.g.

L3L2B– Level 3 Literacy (section) 2B

The following mapping provides the references for each of the levels that are covered in the training.

Adult Learner Support Level 2 (L2L2.2, L2N2.2, L2E2.2)

2.2 Supporting learners

Demonstrate knowledge and understanding of:	Content guidance:
How to promote learning opportunities and the strategies used to support the integration of new learners into the learning environment.	Support: nature and models; promoting learning; support skills; strategies to support those with physical difficulties or sensory impaired; interacting with learners; using resources; maintaining the learning environment.

Adult Learner Support Level 2 (L2L3.1)

2.3.1 Literacy option

Demonstrate knowledge and understanding of:	Content guidance:
<p>The way the Literacy Core Curriculum is organised and used, and how the Access for All documents relate to the Literacy Core Curriculum.</p> <p>Some of the main learning disabilities and learning difficulties that can affect language learning and skill development.</p>	Literacy core curriculum; learning disabilities and difficulties.

Adult Learner Support Level 2 (L2N3.2)

2.3.2 Numeracy option

Demonstrate knowledge and understanding of:	Content guidance:
The different barriers that inhibit development of number skills. This includes an appreciation of the main specific disorders and disabilities relating to number skills learning and development.	Specific disorders and difficulties and common misconceptions; personal factors influencing learning, Numeracy core curriculum.
The way the Numeracy Core Curriculum is organised and used, and how Access for All documents relate to the Numeracy Core Curriculum.	

Adult Learner Support Level 2 (L2E3.3)

2.3.3 ESOL option

Demonstrate knowledge and understanding of:	Content guidance:
Some of the main learning disabilities and learning difficulties that can restrict language and literacy development.	ESOL core curriculum; learning disabilities and difficulties; factors affecting English learning and strategies used.
The way the ESOL Core Curriculum is organised and used, and how Access for All documents relate to the ESOL Core Curriculum.	

Level 3 Adult Literacy Subject Support (L3LB)

B. Personal factors influencing language and literacy learning and development

Demonstrate knowledge and understanding of:	Content guidance:
<p>Some of the main learning disabilities and learning difficulties that hinder language learning and skill development.</p>	<p>Dyslexia and hearing and visual impairment as well as a broad awareness of other types of learning disability or difficulty.</p> <p>The nature of each type of disability/difficulty and how they can hinder language and literacy development. Ways to recognise the signs, the availability of resources and use of strategies to help overcome disabilities/difficulties also need to be considered.</p>

Level 3 Adult Numeracy Subject Support (L3N2)

2. Social and personal factors affecting learning

Demonstrate knowledge and understanding of:	Content guidance:
<p>The different barriers that inhibit development of number skills. This includes an appreciation of the main specific disorders and disabilities relating to number skills learning and development</p>	<p>Basic awareness of the types of disorders and difficulties related to recognising numbers and symbols, memorising facts, aligning numbers, and understanding abstract concepts like place value and fractions. In particular, learners should learn about:</p> <ul style="list-style-type: none"> • developmental arithmetic disorders, also called dyscalculia (a form of dyslexia); • some of the signs that might indicate the presence of dyscalculia; • learners also need to be aware of the range of possible processing deficits that may affect number performance.

Level 3 ESOL Subject Support (L3E3.1)

3.1 Personal factors affecting language learning

Demonstrate knowledge and understanding of:	Content guidance:
<p>Specific learning difficulties that can restrict language and literacy development</p>	<p>Some awareness of physical and sensory impairment affecting learning, as well as specific learning difficulties such as dyslexia.</p> <p>Some understanding of strategies that learners can use to overcome learning difficulties.</p> <p>Some knowledge of how to access information and guidance for such learners.</p> <p>The ESOL teacher also needs to demonstrate some ability to recognise the signs of disability/difficulty, and some knowledge of resources and strategies to overcome these.</p>

Level 4 Adult Literacy Subject Specialist (L4LC)

C. Language and literacy learning and development

Demonstrate knowledge and understanding of:	Content guidance:
<p>Specific learning disabilities and learning difficulties that restrict language acquisition and development.</p> <p>This must also include the following problems some learners face when learning or developing literacy skills:</p> <ol style="list-style-type: none"> i. processing difficulties; ii. attention deficits; iii. visual-spatial deficits; iv. auditory-processing difficulties; v. memory and sequence difficulties; vi. motor disabilities; and vii. unusually high anxiety. 	<p>Awareness and understanding of the range of physical and sensory impairments as well as specific learning difficulties like dyslexia.</p> <p>How to recognise the presence of learning barriers to language learning and development should also be addressed.</p> <p>How learners develop strategies to overcome learning difficulties.</p>

Level 4 Adult Numeracy Subject Specialist (L4NB)

B. Personal factors affecting learning

Demonstrate knowledge and understanding of:	Content guidance:
<p>Number learning disorders and disabilities like developmental arithmetic disorder and problems some individuals face with processing deficits.</p> <p>This will involve:</p> <ol style="list-style-type: none"> i. processing problems; ii. attention deficits; iii. visual-spatial deficits; iv. auditory-processing difficulties; v. memory and sequence difficulties; vi. motor disabilities; and vii. unusually high anxiety. <p>Signs of learning disorders in the work of others and strategies to help learners with learning disorders and disabilities.</p>	<p>Learners need to be encouraged to develop a firm understanding of the types of disorders and difficulties that exist relating to numbers and symbols recognition, memorising facts, aligning numbers, and understanding abstract concepts like place value and fractions. In particular learners should know about:</p> <ul style="list-style-type: none"> • the main developmental arithmetic disorders (e.g. dyscalculia); and difficulties in processing numerical information: • attention deficits: For example, difficulty maintaining attention to steps in algorithms or problem solving or difficulty sustaining attention to critical instruction. • Visual-spatial deficits: <ol style="list-style-type: none"> 1. Student loses place on the worksheet. 2. Student has difficulty differentiating between numbers (e.g. 6 and 9; 2 and 5; or 17 and 71), coins, the operation symbols, and clock hands. 3. Student has difficulty writing across the paper in a straight line. 4. Student has difficulty relating to directional aspects of math, for example, in problems involving up-down (e.g. addition), left-right (regrouping), and aligning of numbers. 5. Student has difficulty using a number line.

Demonstrate knowledge and understanding of:	Content guidance:
	<ul style="list-style-type: none"> • Auditory-processing difficulties: For example, student has difficulty doing oral drills or student is unable to count on from within a sequence. • Memory problems: <ol style="list-style-type: none"> 1. Student is unable to retain number facts or new information. 2. Student forgets steps in an algorithm. 3. Student performs poorly on review lessons or mixed probes. 4. Student has difficulty telling time. 5. Student has difficulty solving multi-step word problems. • Motor disabilities: For example, student writes numbers illegibly, slowly and inaccurately, or student has difficulty writing numbers in small spaces (i.e. writes large). <p>Recognition of strategies used by individuals to compensate for lack of number skills.</p>

Level 4 ESOL Subject Specialist (L4E3.1)

3.1 Personal factors affecting language learning

Demonstrate knowledge and understanding of:	Content guidance:
<p>Specific learning disabilities and learning difficulties that restrict language acquisition and development. This must also include the following problems some learners face when learning or developing literacy skills:</p> <ul style="list-style-type: none"> • Processing difficulties • Attention deficits • Visual-spatial deficits • Auditory-processing difficulties • Memory and sequence difficulties • Motor disabilities • Unusually high anxiety 	<p>Awareness and understanding of the range of physical and sensory impairments as well as specific learning difficulties like dyslexia.</p> <p>How to recognise the presence of learning barriers to language learning and development should also be addressed.</p> <p>How learners develop strategies to overcome learning difficulties.</p>