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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 am	<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>	

<p>Learning support</p>		
	<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

Trainer notes – Overview of the training day

Timing	Content and notes	Resources
Before 9:00	<ul style="list-style-type: none"> ● Check layout of the room ● Check computer and LCD working together with audio ● Put sticky notes pads on each table ● Prepare flip chart paper ready for sticky notes questions ● Have flip chart and pens ready ● Put signing-in sheet ready with name badges and name plates ● Have the participant packs ready for collection ● Have Distance Learning and Video Snapshots CDs ready (advisable to install both CDs on your hard drive for ease of use) ● Check that all refreshments have been ordered ● Check location of toilets and fire exits 	Computer LCD projector Sticky notes Flipchart Pens Signing-in sheet Name badges Name plates Participant packs
9:00-9:30	<p>Coffee and registration</p> <p>Get everyone to sign in, collect name badge and name plate, give out folders.</p>	
9:30-9:50	<p>Introduction to the day</p> <p>Brief introductions from everybody. Use Introduction pp to give overview of the project and today's programme.</p>	Introduction pp
9:50-10:45	<p>Session 1: The main characteristics of the dyslexic learner</p> <p>This session includes the sticky notes exercise on dyslexia characteristics, CVs pp and the Crystal model which identify the main strengths and weaknesses associated with dyslexia.</p>	Sticky notes Session 1 pp Crystal model
10:45-11:00	<p>Coffee</p>	

Timing	Content and notes	Resources
11:00-12:30	<p>Session 2: Dyslexia in relation to the adult learner's language, literacy and numeracy</p> <p>This session introduces the issues faced by the dyslexic learner in literacy and numeracy. There are nine activities for the participants illustrating these issues. Each activity is followed by discussion.</p>	Session 2 pp
12:30-1:15	<i>Lunch</i>	
1:15-1:30	<p>Session 3: Sharing 'good practice' using the pre-course questionnaire</p> <p>Contributions from participants on dyslexia screening and assessment in their own workplaces.</p>	Pre-course questionnaire
1:30-2:30	<p>Case studies – Identifying strengths and challenges for adult dyslexic learners in different contexts</p> <p>A workshop session based on the case studies from the folder. Ends with the poem Black Crow.</p>	Flip chart paper, pens
2:30-2:45	<i>Break</i>	
2:45-3:45	<p>Session 4: Introduction to the distance learning programme teaching modules and video snapshots</p> <p>A look at features and content of the distance learning modules and how they are complemented by the video snapshots.</p>	Session 4 pp DL and video CDs/ versions on hard drive
3:45-4:00	<p>Plenary and evaluation</p> <p>Answer any questions from the sticky notes board. Fill in evaluation forms and collect.</p>	Evaluation forms
4:00	<i>Tea and depart</i>	

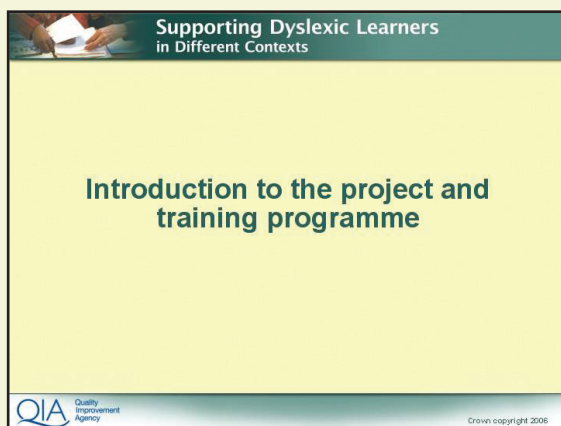
Introduction to the project and training programme

9.30 – 9.50

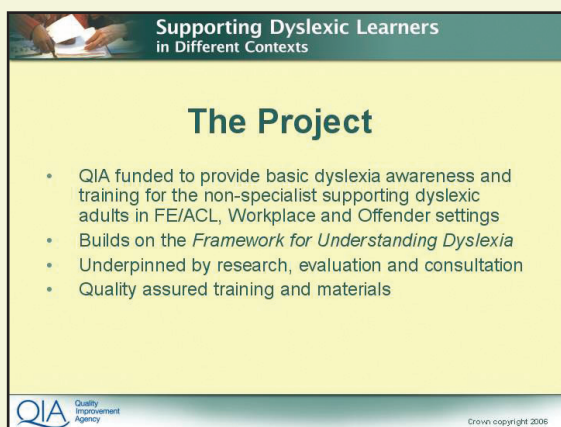
Introduce yourselves.

Very quickly go around the room eliciting participants' names and where they work.

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



The purpose of this introduction is to give the overview of the training programme as a whole, and of the training day.



Stress that this is a training programme for the non-dyslexia specialist.

Introduction to the project and training programme *continued*



**Supporting Dyslexic Learners
in Different Contexts**

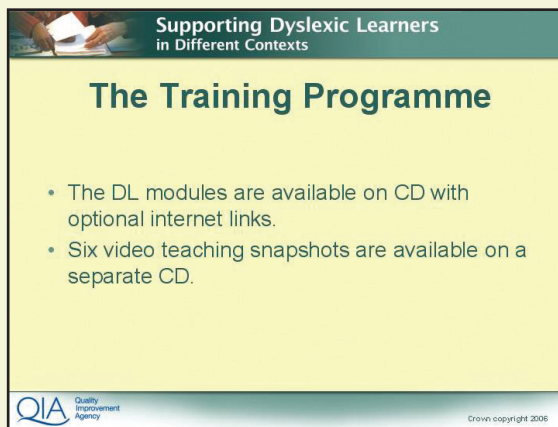
The Training Programme

- 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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Although there are a number of 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 explored in the distance learning modules and teaching snapshots.

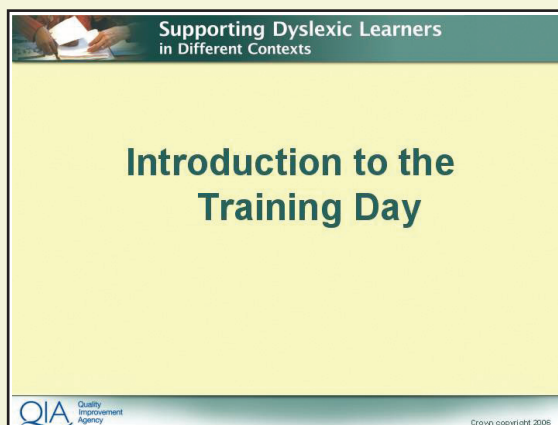


**Supporting Dyslexic Learners
in Different Contexts**

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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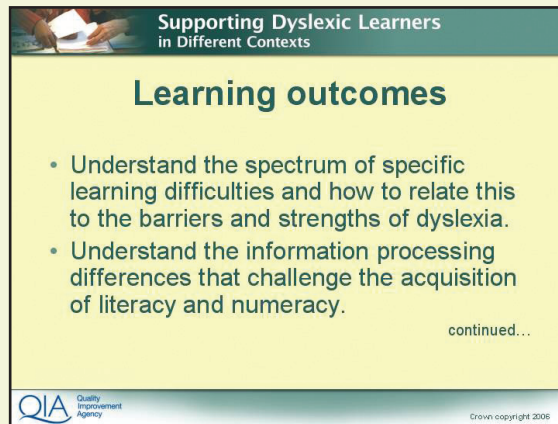


**Supporting Dyslexic Learners
in Different Contexts**

Introduction to the Training Day

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Introduction to the project and training programme *continued*




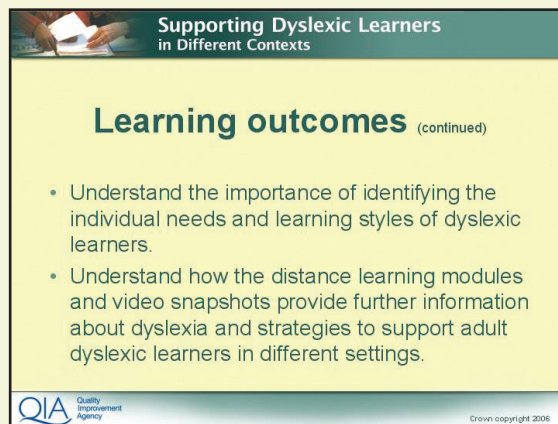
**Supporting Dyslexic Learners
in Different Contexts**

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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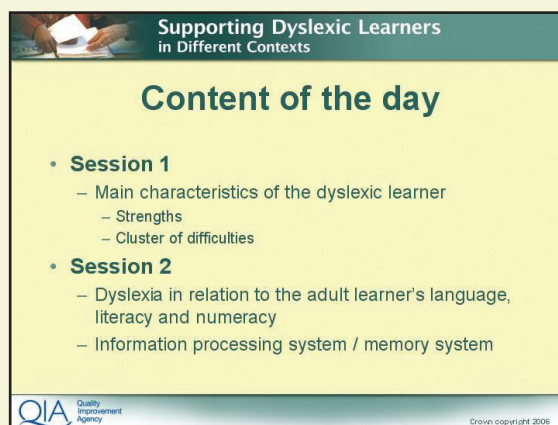


**Supporting Dyslexic Learners
in Different Contexts**

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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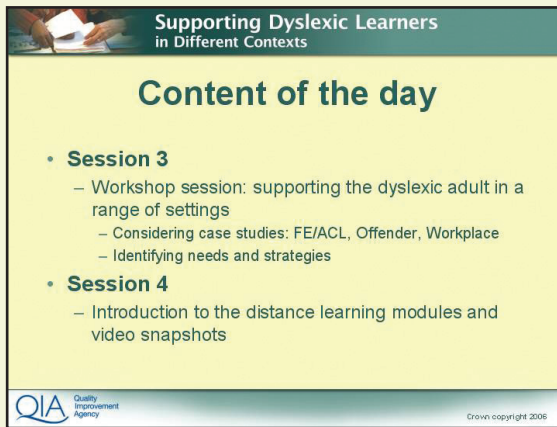
**Supporting Dyslexic Learners
in Different Contexts**

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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Introduction to the project and training programme *continued*



**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

9:50 – 10:45

This session looks at the characteristics shared by many dyslexic learners.

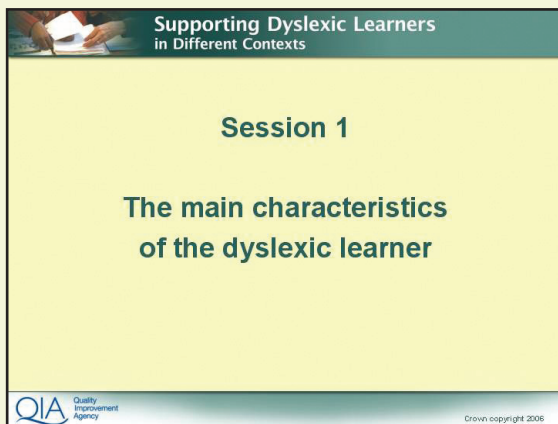
Participants are asked to:

- identify characteristics unique to dyslexic learner(s) they have known or heard about
- examine the profiles of dyslexic people
- explore the overlap between dyslexia and other specific learning difficulties, e.g. dyspraxia, ADHD, Asperger's Syndrome.

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 etc – 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 will be unaware of why you are arranging the notes in this way, until you explain and point out that there are far 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.

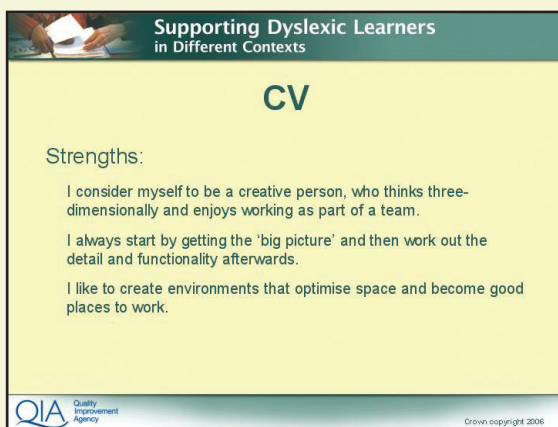
Presentation – The main characteristics of the dyslexic learner



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

The first three people profiled in the presentation are well-known people who have been very open about their dyslexia. The last 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 five people – or at least you have extracts of what they might have put into their CVs!



Begin the presentation. Each person is anonymously introduced through their CV.

They are:


Sir Richard Rogers – leading British architect (Lloyds Building, London; co-architect of the Pompidou Centre, Paris)
Eddie Izzard – comedian/actor
Richard Branson – entrepreneur, businessman (Virgin products)

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.

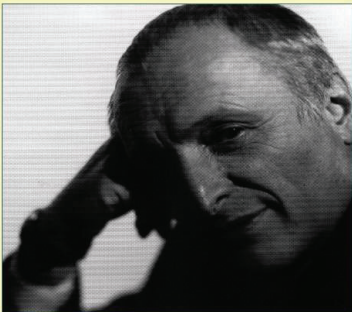
The main characteristics of the dyslexic learner *continued*

Supporting Dyslexic Learners in Different Contexts


I would like to add that I am dyslexic.

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Sir Richard Rogers – leading British architect (Lloyds Building, London; co-architect of the Pompidou Centre, Paris)

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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The main characteristics of the dyslexic learner *continued*

Supporting Dyslexic Learners in Different Contexts


I would like to add that I am dyslexic.

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Eddie Izzard – comedian/actor

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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The main characteristics of the dyslexic learner *continued*

**Supporting Dyslexic Learners
in Different Contexts**

I would like to add that I am dyslexic.

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**Supporting Dyslexic Learners
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Richard Branson – entrepreneur,
businessman (Virgin products)

**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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The main characteristics of the dyslexic learner *continued*

 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

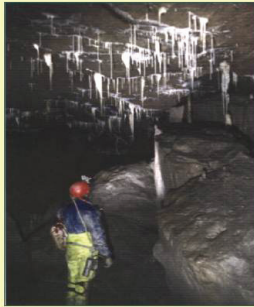
Stephen works at the Westmorland General Hospital and has recently achieved level 1 in literacy.


Dyslexia Contact (BDA) January 2005

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 Supporting Dyslexic Learners
in Different Contexts



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 Supporting Dyslexic Learners
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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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The main characteristics of the dyslexic learner *continued*


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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Supporting Dyslexic Learners in Different Contexts



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Ask participants to quickly identify the cognitive strengths of the five people profiled. Record on flipchart (do not spend more than 2–3 minutes on this). ('big picture' thinkers/holistic; creative, good communicators/ good oral language skills; imaginative; 3-D visual–spatial skills; practical)

Summarise findings with the next slide.

Supporting Dyslexic Learners in Different Contexts

Strengths shared by many dyslexic people




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The main characteristics of the dyslexic learner *continued*

Supporting Dyslexic Learners in Different Contexts

'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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Using this slide briefly introduce hemispheric specialisations – left brain/right brain cognitive strengths and ask participants which of the hemispheres the five people profiled appear to favour (right hemisphere).

Stress that we all use both hemispheres and that our different behaviours can each be traced to particular parts of the brain – we

know this through the effects of trauma, e.g. strokes, and through brain surgery/research. However, this does appear to stop many of us from seeming to favour the cognitive specialisations of one hemisphere over another (learning style). The dyslexic person frequently appears to display the cognitive skills of the right hemisphere.

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'

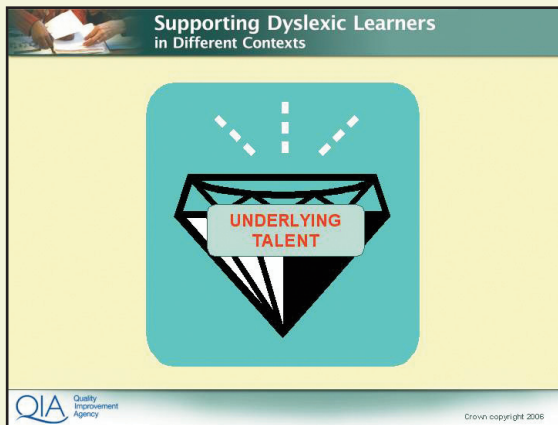
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This slide has the Thomas West quote. Link with the dyslexic profiles just shown and introduce the first slide of the crystal model...

The main characteristics of the dyslexic learner *continued*

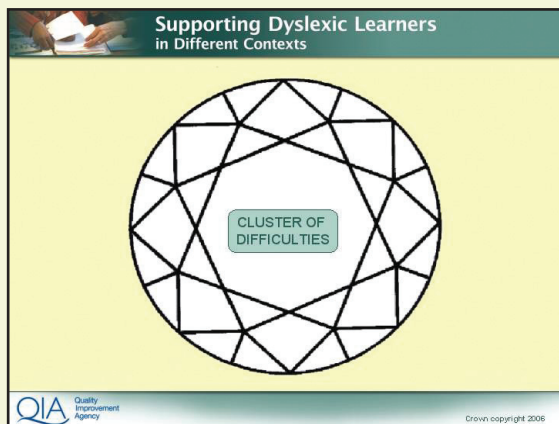


Explain that a crystal is made up of cut facets on the top and is generally held into place by precise shaping at the bottom and that when we look at the top of a crystal we are mostly unaware of what is happening underneath.



Explain that in our crystal model we are going to think of the unseen underneath as the underpinning strengths, and the top (next slide)...

The main characteristics of the dyslexic learner *continued*



...as the cluster of difficulties. To help us think about these difficulties you are going to get everyone to help you build a model of a crystal so you can all look at them.

Distribute pieces of the crystal model randomly to participants, as they sit at their tables. (Some may have more than one piece to fit into the model.)

Place the middle section in a large space on the floor and invite everyone to fit their pieces together.

Note: It helps if you start them off by suggesting all those with green triangles put them into place first, followed by those with the large blue pieces.

Invite participants to ask for clarification of terminology as they walk around the crystal and then stand as the model is exemplified. (The glossary will give you all the definitions and explanatory notes.)

Do not dwell too long on explanations and remind participants that they can get further details from the Framework.

Start using the spotlights to get them to imagine that if certain facets of the crystal were to light up – to become the predominant facets – what would they be looking at? (See separate tutor notes for more information on each of the areas.)

Using the spotlight coloured filters, first light up the main characteristics associated with dyspraxia; then move the spotlights to those associated with ADHD; then to those associated with Asperger's Syndrome (mention the more extreme form of autism) and finally move all the spotlights onto those associated with dyslexia.

Explain that all of these, and there are more (e.g. dysphasia/aphasia) are identified as specific learning difficulties and that showing it in this way may explain why no two dyslexic people are the same. For example, some may have difficulties associated with dyspraxia such as poor fine motor control while others do not. It just depends on which things are in one person's particular cluster.

Ask participants to return to their seats and show the last two slides, which show graphically the overlap (co-morbidity) between different specific learning difficulties.

The main characteristics of the dyslexic learner *continued*

Supporting Dyslexic Learners
in Different Contexts

Co-morbidity

About 50% of dyslexic people have another specific learning difficulty

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Supporting Dyslexic Learners
in Different Contexts

Specific learning difficulties

A Venn diagram with four overlapping circles representing specific learning difficulties. The top circle is green and labeled 'Dyslexia'. The left circle is blue and labeled 'Dyspraxia'. The bottom circle is red and labeled 'Asperger's'. The right circle is purple and labeled 'ADHD/ADD'. The circles overlap in various combinations, with a central area where all four overlap.

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Interpreting clusters of difficulties using the crystal model

Suggested order:

- 1 Once the crystal has been built ask participants if they want any of the words or phrases explained (the usual ones to emerge are scotopic sensitivity, mixed laterality, spoonerisms, phonological awareness, perseveration). Be prepared with short explanations and examples or anecdotes if possible, but do not spend too long, as time is limited.
- 2 Explain next that you want them to imagine that every part of the crystal could light up, or have spotlights to light them up.
Say something like: ***Just imagine that these coloured discs I have in my hand are able to light up these particular parts of the crystal.***

Place discs on the following:

- distorted perception
- sensitivity to noise
- social ineptitude
- phobias
- perseveration
- social immaturity
- poor sense of time
- poor comprehension

Can anyone tell me what specific learning difficulties we may be looking at?

Answer:

Specific difficulties found within the **autistic spectrum**.

Difficulties can range from severe autism to those often regarded as higher order – Asperger’s Syndrome (see background information).

Note: It might be appropriate to mention the book *The Peculiar Incident of the Dog in the Night Time* by Mark Haddon, if anyone is interested to find out more about Asperger’s Syndrome and enjoy an easy read at the same time.

3 Go on to say: *But what if the spotlights fell on these instead?*

Place discs on the following:

- distractibility
- impulsivity
- inconsistency
- poor comprehension
- disorganisation
- poor sense of time

What specific difficulties are we looking at this time?

Answer:

Specific difficulties known as ADHD – Attention Deficit Hyperactivity Disorder (mostly diagnosed in children)

ADD – Attention Deficit Disorder (mostly diagnosed in adults because of modified hyperactivity – see background information).

Note: Some participants may bring up the subject of drugs used to modify ADHD behaviour, e.g. Ritalin. We can offer no opinion except to say that it is a drug almost universally prescribed in the USA for the disorder and increasingly prescribed here as well. This may lead to the subject of diet and the acknowledged effect that ‘E’ numbers – artificial additives – and sugar can have on behaviour. You could mention that some studies have been done on the modification of behaviour of young offenders in prison, by adjusting their diet – eliminating additives and reducing sugar intake. The more recent work carried out by Jamie Oliver and school dinners seemed to reveal a link between behaviour and asthma and the amount of ‘junk’ food consumed. If anyone is interested there are past and current research projects identifying possible links between vitamin and mineral deficiencies and how they may affect learning.

4 Continue by saying: *Once again our spotlights are going to highlight a different cluster of difficulties.*

Place discs on the following:

- clumsiness
- stuttering
- unusual difficulty with handwriting
- impulsivity
- disorganisation
- inconsistency

What specific difficulties do you think we are looking at here?

Answer:

Dyspraxia – a motor difficulty affecting movements and sometimes speech (see background information).

5 Finish by saying: ***Finally, what if our spotlights fell on these parts of the crystal?***

Place discs on the following:

- poor sense of time
- left–right confusion
- poor phonological awareness
- difficulty reading aloud
- poor rote learning
- poor short-term memory
- poor self-esteem
- inconsistency
- bizarre spelling
- poor comprehension
- poor sequencing
- reversals

I could go on – but what specific learning difficulties are spotlighted here?

Answer:

Dyslexia

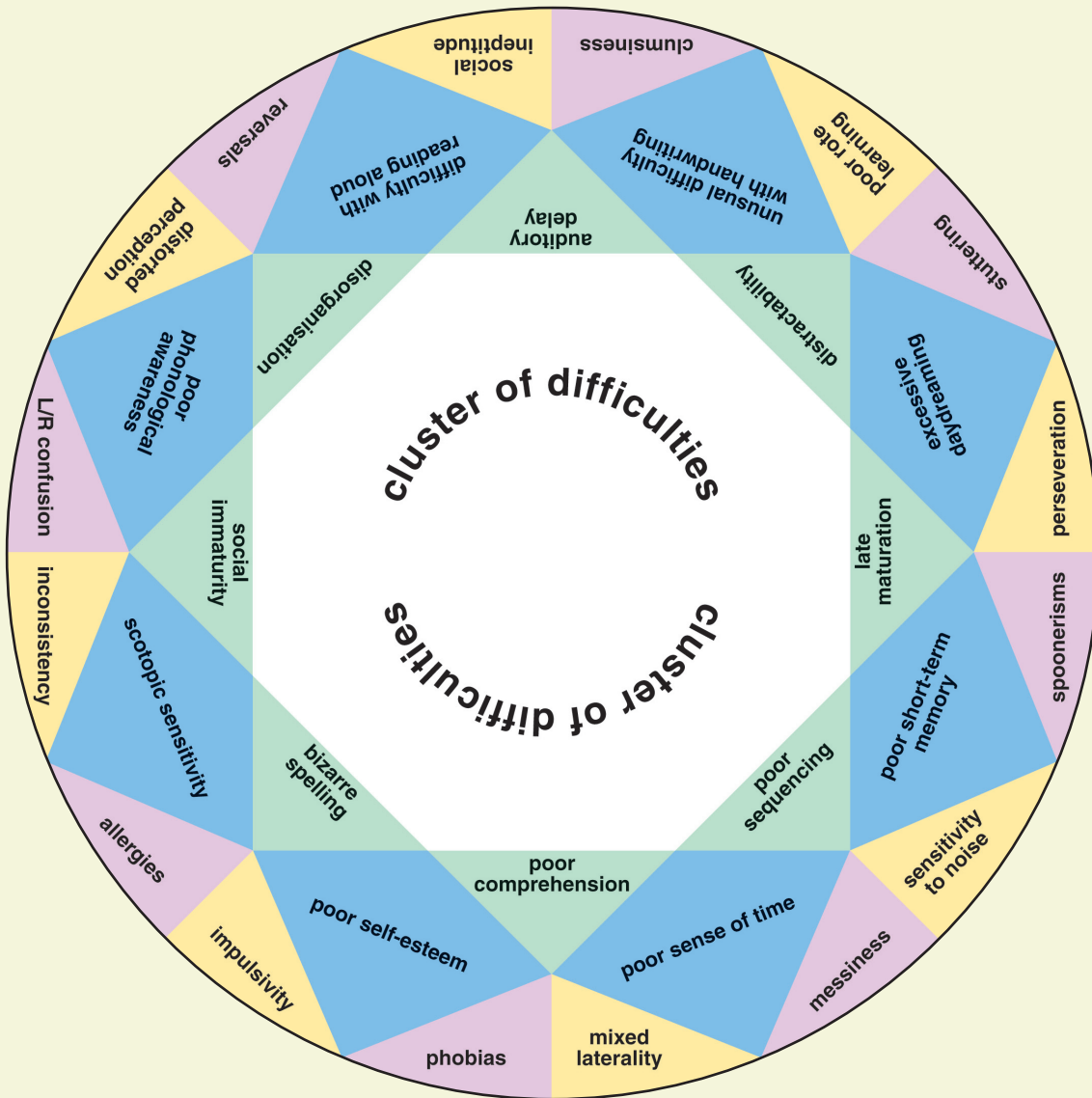
- 6** Stress at this point that what they have been looking at are clusters of difficulties – each cluster associated with a specific learning difficulty but not exclusive to that particular difficulty. There is often overlap between specific learning difficulties; this is known as co-morbidity. Generally in assessment it will be the predominant cluster of particular difficulties that determines the diagnostic outcome.

This helps to explain why no two dyslexic learners are the same.

For example, some learners will present with handwriting difficulties (dyspraxic tendencies) along with other literacy challenges, while others with similar literacy challenges may not have handwriting as one of them.

- 7** Return to the presentation and use the last two slides to summarise the session.

Cluster of difficulties



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.

Spectrum of specific learning difficulties

Autism/autistic spectrum

In psychiatry, autism is commonly considered to be a neurodevelopmental disorder (i.e. a disorder caused by the physical structure of the brain) that manifests itself through problems with communication, social relatedness, interest and behaviour.

The severity of the disorder can vary a great deal.

Common characteristics

- Difficulty in communicating with others. The development of verbal communication is often delayed (and in some cases never develops).
- Inability to understand that other people have beliefs, desires and intentions that differ from one's own. This can lead to an apparent lack of consideration for those outside their world.
- Taking things literally – inability to understand jokes, read between the lines, or understand unstated intentions or meanings.
- Difficulty controlling behaviour – a tendency to lose control, particularly when they are in a strange or overwhelming environment, or when angry and frustrated.
- Repetitive behaviour, sometimes taking the form of an intense preoccupation (what might be seen as obsession) in a particular subject (perseveration).

Asperger's Syndrome

Asperger's is a subgroup of the autistic spectrum. People with Asperger's Syndrome are characterised by eccentric behaviour and social isolation.

There is tendency to associate Asperger's with 'high functioning autism' as a result of the advanced abilities that are frequently associated with Asperger's Syndrome. Advanced abilities in language, reading, mathematics, spatial

skills, or music may be present. However, abilities can be counterbalanced by problems in other areas, in particular:

- social isolation;
- difficulty with eye contact;
- difficulty with empathy – interpreting or understanding other people’s behaviour, gaining information about other people’s emotional and cognitive states;
- difficulty understanding non-verbal communication, for example reading body language;
- clumsiness being prominent;
- grammatically correct speech often sounding strange due to abnormalities of inflection and a repetitive pattern;
- an intense and obsessive level of focus on things of interest, often coupled with an unusually high capacity to retain and recall large amounts of information about the subject (perseveration);
- a tendency towards sensory overload, such as being very sensitive to loud noises or strong smells and a dislike of being touched (phobias).

Attention Deficit Hyperactivity Disorder (ADHD)

This is one of the most commonly diagnosed mental disorders. The exact causes are not known but it is widely held to be caused by an imbalance or deficiency in certain chemicals that regulate how the brain controls behaviour. It is particularly prevalent in children; however, it does continue into adulthood but may become less noticeable because of coping strategies that are developed.

In *children* behaviour is characterised by:

- inattentiveness to external direction;
- impulsive behaviour;
- restlessness. However, children with the ‘inattentive type’ are actually often sluggish and hypo-active.

In *adults* the characteristic behaviour includes:

- an inability to structure their lives and plan simple daily tasks;
- inattentiveness and restlessness.

In adults, studies have shown a high correlation between ADHD (more commonly known in adults as ADD – Attention Deficit Disorder, because for many the hyperactivity is more controlled or suppressed) and creativity. Many painters and performing artists seem to show significant evidence of ADHD, for example Robin Williams.

Dyspraxia

Dyspraxia is generally recognised to be an impairment or immaturity of the organisation of movement or a lack of development in a person's ability to 'get our bodies to do what we want and when we want them to do it' (Ripley, Daines and Barrett).

Dyspraxia can manifest itself in these areas:

- speech and language;
- handwriting and drawing (dysgraphia);
- whole-body movements and coordination;
- physical play or activity.

Dysgraphia

Dysgraphia is a condition that makes writing difficult. Sufferers may be able to read and be extremely intelligent, but lack coordination, and may find other fine motor tasks like tying shoelaces difficult.

There are three main types of dysgraphia:

- *Dyslexic dysgraphia*
Spontaneously written work is illegible, spelling is bad but copied work is

fairly good. Finger-tapping speed (a method for identifying fine motor problems) is normal.

- *Motor dysgraphia*

Dysgraphia due to motor clumsiness produces illegible spontaneously written work, illegible copied work, normal spelling, and abnormal finger-tapping speed.

- *Spatial dysgraphia*

Dysgraphia due to a defect in the understanding of space produces illegible spontaneously written work, illegible copied work, normal spelling, but normal finger-tapping speed.

SOURCES

- www.wikipedia.org
- www.aspergers.com
- www.psychnet-uk.com/dsm_iv/aspergers_syndrome.htm
- www.autismuk.com
- www.dyspraxiafoundation.org.uk

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

11.00 – 12.30 in total

11.00 – 11.15 slides 1–6

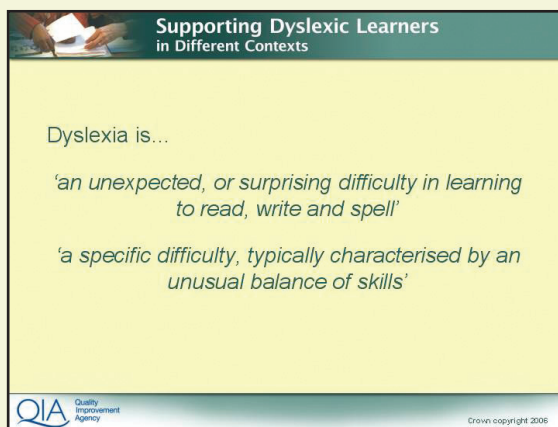
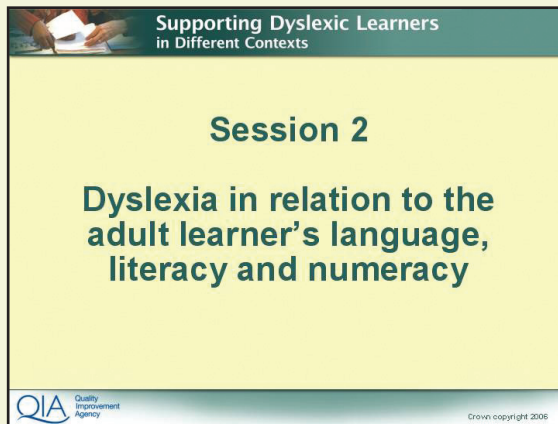
Preparation:

Session 2 Powerpoint

'What is dyslexia?' chart;

Backwards reading exercise

In this session we are going to consider how dyslexia impacts on learning literacy and numeracy.



- The quotation is from *A Framework for Understanding Dyslexia* (hold it up!).
- Most dyslexic people are born with the condition.
- Others 'acquire' dyslexia through accident or illness.
- Dyslexia often runs in families.



- Explain the continuum shown – relating back to the Crystal model.
- Ask participants to think about the person they identified earlier this morning (sticky notes).
- Ask them to circle the areas they think reflect that learner.

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

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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- Unpick the bullets explaining the apparent discrepancies.
- This may confer advantages for some people.
- SpLD is now often referred to as Specific Learning Differences.

Supporting Dyslexic Learners in Different Contexts

The information processing system

Short-term memory

Long-term memory

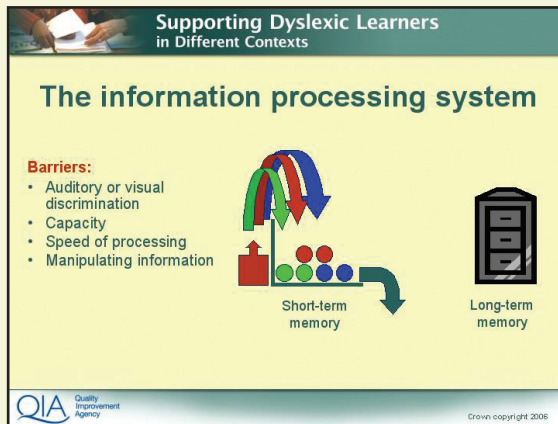
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This uses the analogy of a memory 'shelf' and filing cabinet to represent the information processing and memory system.

1. The three main processes: taking information in, storage and retrieval.
2. A lot of information fades from memory quickly e.g. the plumber's number once you have called him.
3. Ask: what kinds of things do we need to remember long term and how do we do it? Take two or three suggestions and discuss strategies.

There is a difference between strategies needed for random facts such as birthdays and something we need to remember but also understand.
4. Most efficient strategy then is to link to MEANING – if we understand something it's easier to recall.

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



Consider the **barriers** to learning for dyslexic adults:

- **Auditory discrimination** – difference between (e) and (i) not doorbell and telephone.
 - **Visual discrimination** – letter shapes and maths symbols.
 - **Capacity** of s-t-m is about 3 or 4 items for dyslexic adults and 7 for most adults.
- When information is linked by understanding there is a built-in cohesiveness e.g. a spelling rule rather than having to remember each word it applies to individually.
 - **Speed of processing** – information has 30 seconds life-span in s-t-m
 - If information cannot be processed in that time it ‘falls off the shelf’ and is lost.
 - **Manipulating information** – holding something in memory and doing something with it, e.g. mental arithmetic. This can make too many demands at once.

11.15 – 12.15 for exercises

The sequence for each exercise is:

- Group exercise.
- Participants fill in their own ‘What is dyslexia?’ chart for that exercise.
- Group discussion on the processes involved, strategies used and impact of such a task on a dyslexic learner.

You want plenty of discussion after each exercise but you will need to keep an eye on the time.

Blank holding screens have been put in (not shown here) where needed for the exercises.

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

Supporting Dyslexic Learners in Different Contexts

We will now use the 'What is dyslexia?' chart for the following exercises

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Refer to the 'What is dyslexia?' chart and explain that they are going to fill it in after EVERY exercise. See pages 52 and 53 (and page 31 in the Participant Pack). While they are doing each exercise they need to think about the PROCESSES involved and how they would be affected by dyslexia. Some of the exercises have additional components to simulate

the experience of the dyslexic learner.

Proceed with each exercise in turn – giving the group time to fill in their own charts afterwards and then collectively agreeing which boxes should be ticked for each one.

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

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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Run through the items briefly making 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.

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



Digit span sequence:

Read each set of numbers in turn at one second intervals between each digit, asking the group to write them down AFTER you have finished speaking:

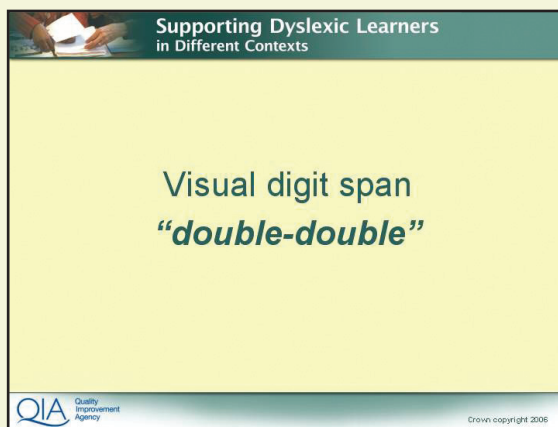
- 5 3 8
- 6 2 4 9 7
- 4 2 8 5 7 6 1

Talk about the strategies they used.

Repeat the exercise only this time they have to write them down in reverse order (holding something in memory and then doing something with it):

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

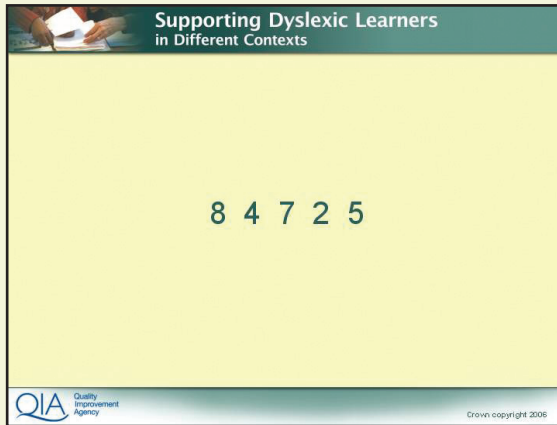
Talk about the strategies they used.



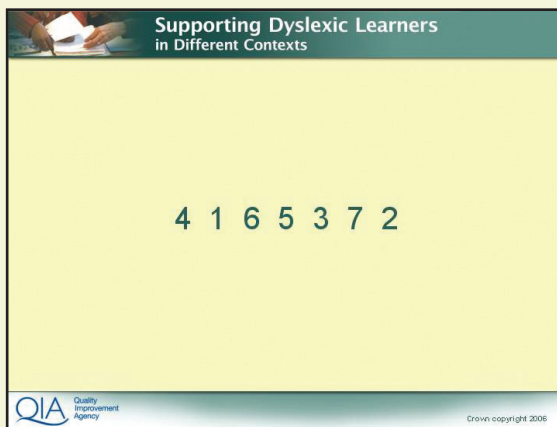
How is memory affected when you have to do two things at the same time? This time the exercise is visual memory digit span but with the group saying 'double double' throughout.

Start 'double double' before moving to the next slide.

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

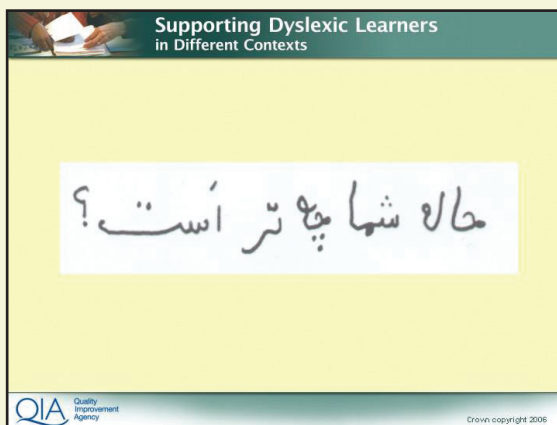


Show for FIVE seconds and then ask them to write the digits down.



Continue 'double double' – show for SEVEN seconds and then ask them to write the digits down.

Group fills in own charts – then talk through the processes and strategies they used.



This is a copying from the board exercise – using Farzi (Persian) writing, roughly meaning – How are you?

Issues: the number of times you have to look at the board; finding your place again; where do you start?; forming the shapes; the time it takes.

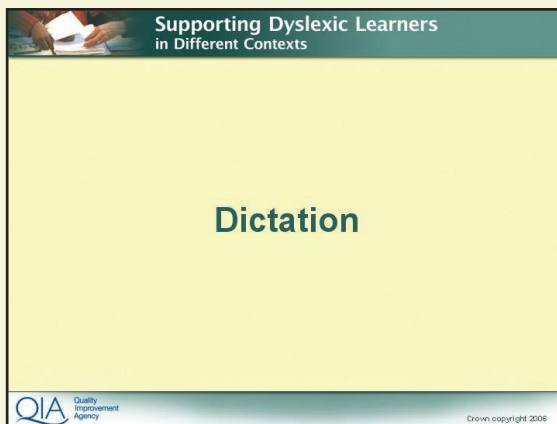
Compare this with copying from the board for dyslexic learners.

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



Ask the group to spell these three words – but again to think about the processes involved in the action:

- wilfulness
- scissors
- Wednesday



Dictation exercise: but the participants have to put a hook on each vowel – (@) – as they are writing. 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.

Dictation sentence:

‘Unlike young children, adults have already developed physiologically as well as psychologically and this includes the neurological ‘pathways’ for processing visual and auditory information.’



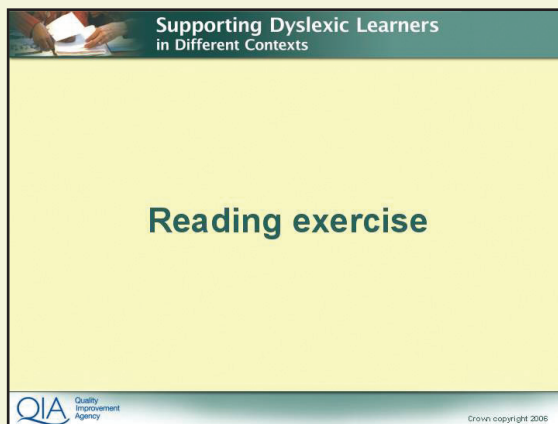
Ask the group to draw the disability access sign they have seen hundreds of times.

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



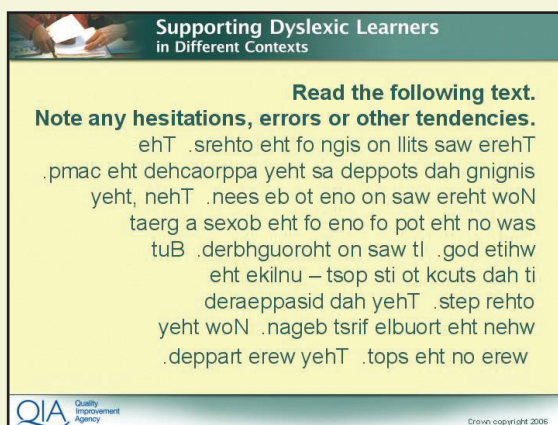
Again discuss the processes and compare to the experience of the dyslexic learner who is trying to picture a word or spelling. In their mind's eye the shape may seem 'fuzzy' or unclear.

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.



Refer to the Backwards reading exercise (page 32 in Participant Pack) and ask them to work in twos.

Issues: where to start; were small words or big words harder to read?; Did it get easier after a while? What was it about?



'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.'

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

Supporting Dyslexic Learners
in Different Contexts

Numeracy: long multiplication

$$324 \times 47$$

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Ask the participants to work out this long multiplication using pen and paper (no calculators).

Answer: 15228

Supporting Dyslexic Learners
in Different Contexts

Numeracy: Estimation

$$496.63 \div 9.572$$

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Work this one out without writing anything down.

Supporting Dyslexic Learners
in Different Contexts

Numeracy: Estimation

$$500 \div 10 = 50$$

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When you refer to the 'What is dyslexia?' chart you might want to discuss how dyslexia affects numeracy: memory, spatial awareness, sequencing, working memory, language.

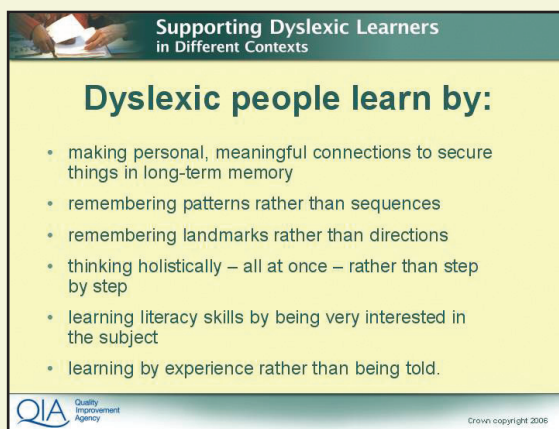
This is the last of the tasks so ask what they have learnt from the exercises?

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

12.15 – 12.30

Allow fifteen minutes for this rounding up session.

Some good pointers for learning – unpick as necessary.

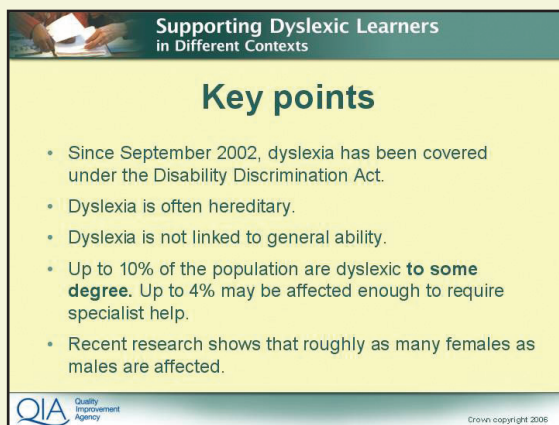


Supporting Dyslexic Learners in Different Contexts

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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These next two slides provide a summary of the key facts.



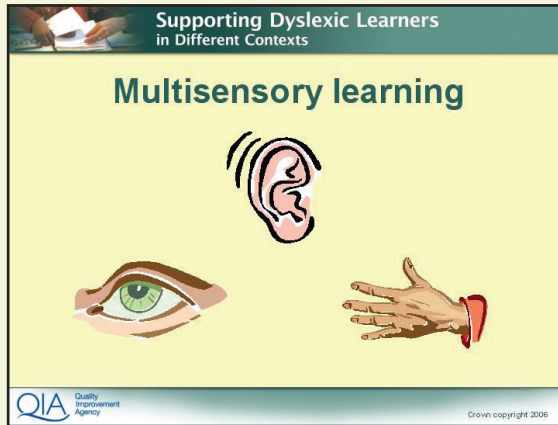
Supporting Dyslexic Learners in Different Contexts

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.

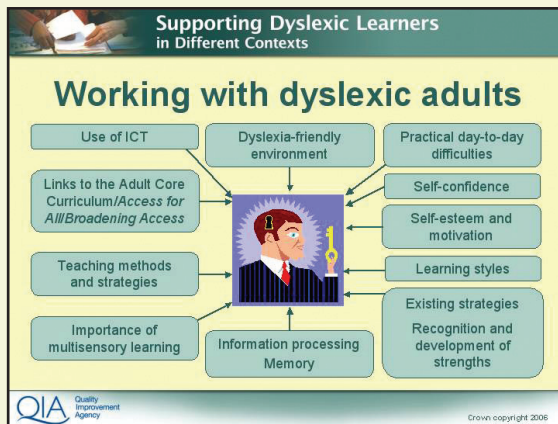
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Dyslexia in relation to the adult learner's language, literacy and numeracy *continued*

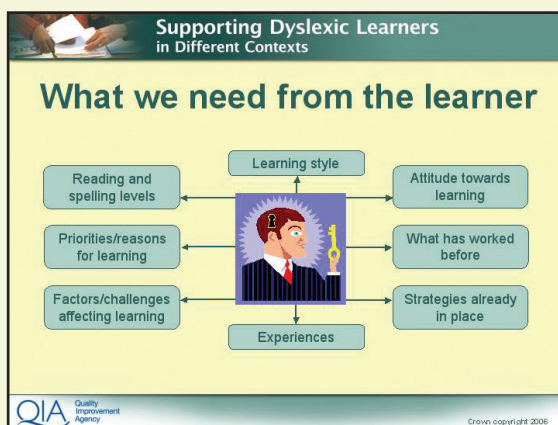


distance learning modules and represents GOOD PRACTICE for working with dyslexic learners.

The Framework for Understanding Dyslexia 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 Multisensory learning – linking auditory, visual and kinaesthetic elements together with meaning. The principle of multisensory learning is what underpins the



When working with dyslexic adults – these are some of the things we need to consider. Make links to the Distance Learning (DL) modules where you can.



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.

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								

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
deraeppasid dah yehT .step rehto
yeht woN .nageb tsrif elbuort eht nehW
.deppart erew yehT .tops eht no erew

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

1.15 – 1.30 pm

Within small ‘settings’ groups, discuss the pre-course questionnaires.

Quickly go round each group and elicit feedback to share with whole group (do not spend a lot of time on this and do not get too ‘bogged down’ with questions).

Ask if there have been any particular issues raised by discussing the pre-course questionnaire – e.g. issues, good practice etc.

1.30 – 2.00 pm

Introduce workshop session to pull together all the things they have seen and heard today and placing it within their setting.

2.00 – 2.30 pm

Allow time for each group to feed back using their flip chart notes.

Stick these up around the walls for participants to make notes from.

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**

Practical – affinity with engines – intuitive
 Good spatial skills
 Reliable and conscientious
 Can drive
 Good auditory skills

Weaknesses

Frustrated, depressed, lacking in self-confidence
 Weak sequencing skills
 Health and safety – poor reading skills
 Following oral instructions

Note the demands/challenges posed by the setting

Reading, writing for course/portfolio
 Following written and oral instructions
 Reading health and safety information, etc.
 Working practically with engines, etc.

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/key words for work	Special exam arrangements
Improve decoding skills	One-to-one tuition
Use auditory skills – tape recorders, etc.	Copies of handouts and overheads
Use computer with text to voice software	Copies of other students' notes
Reading pen for key words	
CD-ROM for theory test	

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**

Practical
 Neat
 Careful
 Good interpersonal skills
 Good with computers/computer literate
 Designing web sites, etc.
 Ambition to progress

Weaknesses

Paperwork – administration, organisational skills
 Reading complex, lengthy documents
 Structuring/writing reports
 Reverses letters
 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 onto paper
 Problem with working memory
 Proofreading – visual memory for words and symbols
 Reversal 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, etc.
 Time management
 Prioritising, etc.

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

Good practical skills – homemaker
 Caring
 Good social skills
 Motivation
 Can read slowly
 Handwriting neat
 Positive early experiences

Weaknesses

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?

Tape lectures
 Pre-reading
 Computer for writing
 Franklin spellchecker
 Personal dictionary
 Work with her child – small measured steps – reinforce own learning
 Written instructions
 Sequencing – numbering, bullet points
 Writing frames
 Kernel sentences
 Personal dictionary

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**

Bright, lively
 Family support
 Good at sport
 Plenty of friends
 Creative, artistic
 Works hard

Weaknesses

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 same time
 Poor fine motor control
 Distractibility

What could be done to help?

Time management and organisational strategies
 Preparation for lectures – pre-reading
 Tutor to set and manage learning objectives
 Strategies for preparing presentations, etc.
 Taped lectures
 Buddy system for notes and discussion
 Being able to use alternative forms of presentation

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

Loyal
 Articulate
 Thoughtful speaker
 Interest in horticulture
 Good with people
 Developing maturity and motivation
 Some high-frequency words

Weaknesses

Very poor literacy and numeracy skills
 Spells phonetically
 Mixed upper and lower case
 Punctuation
 Writing – hand skills
 Not a team player
 One-track mind

Note the demands/challenges posed by the setting

Working in groups
 Vulnerable to bullying
 Production of portfolio for NVQ
 Specialist terminology for course
 Mismatch between his literacy/numeracy skills and level required for NVQ
 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/numeracy support	More resources
Strategies for recognising and learning terminology	Stability
Training for staff	Better choices of courses
	Ownership of education
	Restrictions to environment

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**

Imaginative
 Inventive
 Interested in drama
 Chatty, good communicator

Weaknesses

Maths skills
 Memory
 Sequencing
 Money management
 Time management

Note the demands/challenges posed by the setting

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

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
 Money management skills – personal budgets, etc.
 Provide support, being understanding
 Help him to understand his dyslexia

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

Practical
 Good spatial skills – navigation
 Visualisation skills
 Driving
 Sees whole picture
 Coordination
 Motivated to learn new skills
 Improved self-esteem
 Employment goal

Weaknesses

Poor working memory
 Poor concentration
 Sequencing – learning times tables, etc.
 Insecure reading skills
 Maths skills – language, conventions, graphical representations, etc.
 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, reversals, multi-stepped instructions
 Language of mathematics, e.g. 'difference between'

What could be done to help?

One-to-one support	Multisensory approach
Use concrete maths materials	Encourage visualisation/visual approaches/techniques – flow charts, diagrams, etc.
Increase self-confidence through structured multisensory literacy programme, related to interest in driving	Diary structures
Phonic literacy programme	Embedded learning
Stability and continuity	Toe by Toe
	Technology

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**

Artistic
Imaginative

Weaknesses

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
To 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
Build self-confidence through small achievable steps

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 74 to 80 are adapted from 'Dyslexia in the Workplace', by Diana Bartlett and Sylvia Moody, Whurr Publishers, London, 2000. ISBN 1861561725

Case study – Workplace

Algie

Strengths

Practical
 Good chef
 Creative
 Determined
 Good at organising himself

Weaknesses

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
 Cooking to order
 Planning menus
 Attention to detail
 Delegation skills

Keeping track of stores
 Ordering
 Training trainee chefs
 Responding to questions from staff
 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, etc. (structured planning tools)
 Time management – set aside time for planning, training, etc.
 Dictaphone to make notes
 Personal organiser on computer
 Build in training sessions

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

Understanding number calculations
 Punctual
 Good social skills – team player
 Conscientious

Weaknesses

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?

Time management – daily and weekly schedules
 Organise into categories – set up systems to control information – to-do lists, set targets, etc.
 Use colour and highlighting
 Reading aids to help track across lines and columns, etc.
 Union representative

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**

Tenacious, motivated, single-minded
 Sharp, enquiring mind
 Loves legal work

Weaknesses

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 decisions

Why is the dyslexic learner/worker challenged by these?

Speed of information processing affecting reading
 Tracking
 Time management

What could be done to help?

Set up systems to prioritise and manage information
 Computer for speech recognition and text to speech software
 Scanner for scanning in documents
 Dictaphone for notes
 Discuss issues with colleagues
 Consider easy-to-read formats – spacing, coloured paper, etc.

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**

Practical
 Artistic
 Good photographer
 Initiative
 Motivation

Weaknesses

Literacy/numeracy
 Answering phone 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
 Negotiate job requirements – explain the nature of his difficulties

Trainer notes – *Black Crow*

Black Crow was written in 2000 by an adult male poet who calls himself Chrysalis.

Two years earlier Chrysalis the poet did not exist. This is his story.

A man in his late 40s and his wife quietly entered the room of the basic skills coordinator in a small rural FE college during twilight hours and spoke haltingly and emotionally about the effect his dyslexia had had on his life. Unable to write more than a few words he had finally decided to try and do something about it providing his wife could accompany him throughout.

Weekly one-to-one support sessions were arranged (during the twilight hours to preserve the much requested anonymity) with a very experienced tutor. During the rest of the week the wife carried out the additional support work given to her by the tutor. Chrysalis began to emerge.

In 2000, Chrysalis wrote *Black Crow* and through his writing his words can at last be heard, his questions considered.

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!

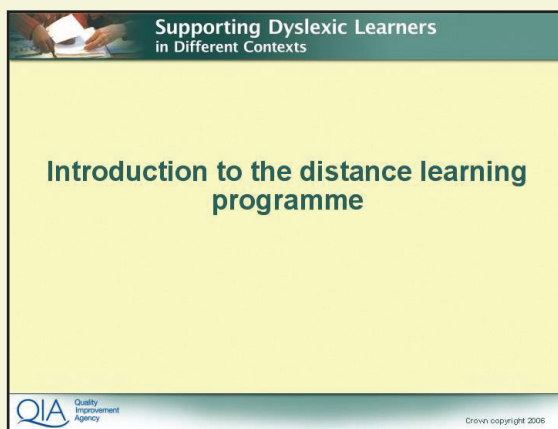
Religion had no voice.
I know, I tried it.
I prayed to God to set me free.
Didn't he know that it was me?
It felt like they'd locked me up
And threw away the key.
It made no difference
If I got down on my knees and prayed,
As God was not listening.
I don't know what I had done
That was so terribly wrong.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

Session 4: Introduction to the distance learning programme – teaching modules and video snapshots

2.45 – 3.45 in total

Preparation:

Session 4 Powerpoint
Distance Learning CD-ROM
Video Snapshots CD-ROM



Objectives:

This session is to:

- introduce the participants to the distance learning modules and the video snapshots
- offer simple guidance about completion of end of module activities.

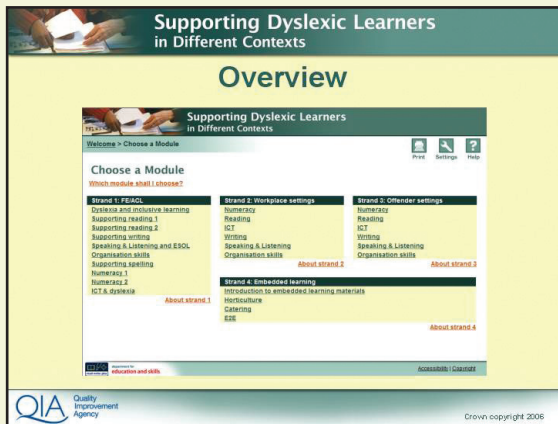
During the session participants will be made aware of:

- the content available in the modules and video snapshots and how they link
- the range of interactivity and main features of both products.

Participants will be invited to 'have a go' during appropriate parts of the selected modules and snapshots and to reflect upon what they are seeing.

NB: You may find it easier to do this session if you save the distance learning contents and the video snapshots contents onto your hard drive. You will then be able to access them quickly from your desktop when you need them during the session.

Introduction to the distance learning programme *continued*



Point out that the modules are divided into four strands and that most of the themes of Strand 1 are also represented in Strand 2 and 3 but are of course different to reflect context.

Explain that 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.



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

The buttons in the grey 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.

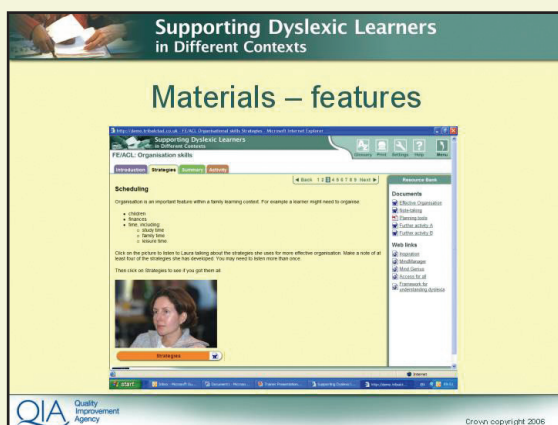
Introduction to the distance learning programme *continued*



Point out links down side of screen and say that whilst the web links offer an increased range of information the CD still offers a huge range of information and can be run as a stand-alone product – helpful to many offender settings without use of the internet.



Stress the amount of engaging **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 – remind participants that they will be seeing these things in action in this session.



Explain that **audio** is generally available within most modules and sometimes video clips. Here for instance the user listens to this learner talking about the strategies she finds help her to be more organised.

Introduction to the distance learning programme *continued*

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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Supporting Dyslexic Learners in Different Contexts

Video snapshots


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Supporting Dyslexic Learners in Different Contexts

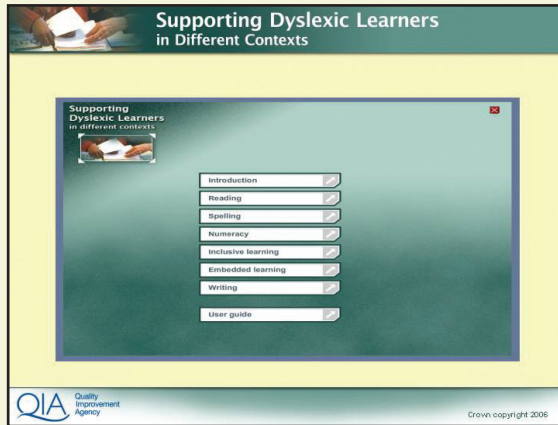
Supporting Dyslexic Learners in Different Contexts



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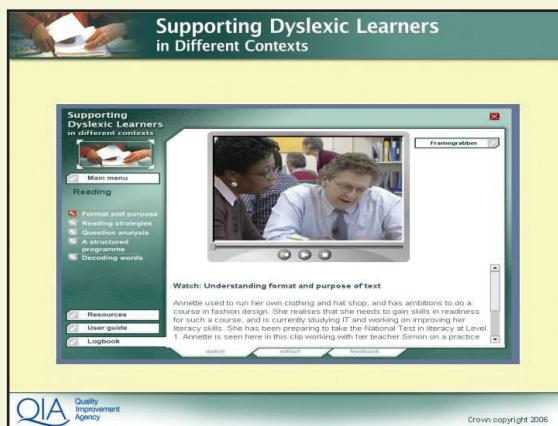
Introduction to the distance learning programme *continued*



Point out that the themes chosen reflect the main themes of the Distance Learning modules and the idea is that although there is no direct link into the snapshots from the modules it is very straightforward to load up the snapshots from the CD.

The snapshots exemplify some of the information and strategies profiled in the modules and encourage teachers and support staff to reflect upon their own practice.

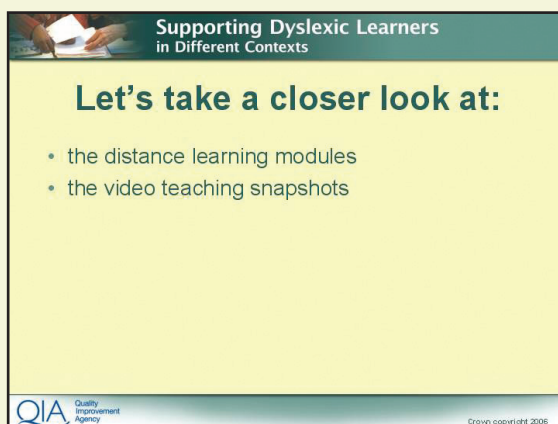
The snapshots exemplify some of the information and strategies



Explain that each snapshot is made up of a series of short teaching clips and that the reading module has been chosen here as an example.

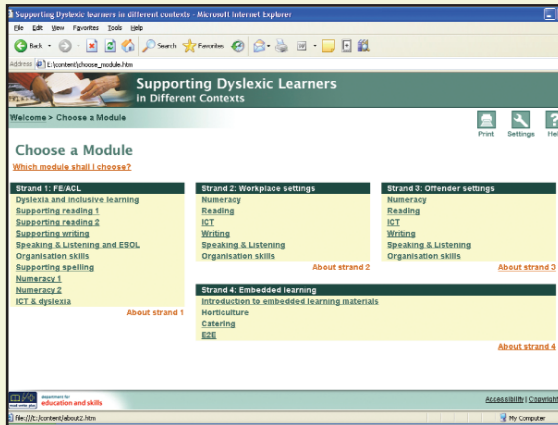
Point out the clips down the left hand side and the **resources, user guide and logbook facility** for making notes to save or print at any time. Continue exploring the features of the screen by pointing out the **'watch', 'reflect' and 'feedback'** tabs along the bottom and the **framegrabber** facility in the top left hand corner. Explain that all these features will be shown in action during this session.

Point out the clips down the left hand side and the **resources, user guide and logbook facility** for making notes to save or print at any time. Continue exploring the features of the screen by pointing

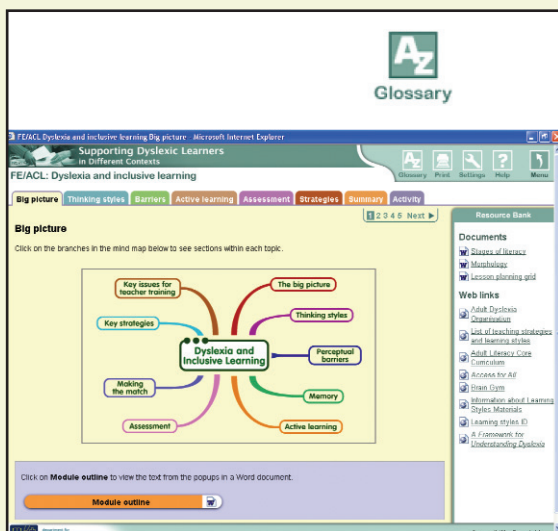


This is the place to stop and either insert the **Distance Learning CD** – it will auto-run – or access it from your hard drive.

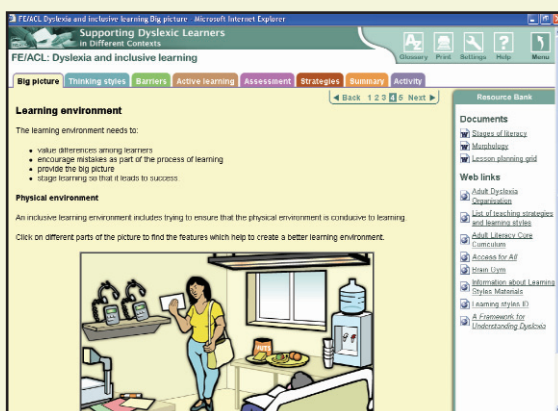
Introduction to the distance learning programme *continued*



- Enter the **distance learning materials – Strategies and approaches**
- Select Dyslexia and inclusive learning from Strand 1:

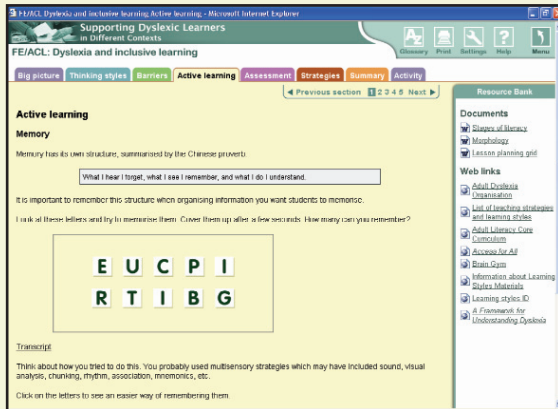


- **'Big Picture'** theme comes up automatically. **Invite a volunteer** to come up and click on the central image and activate the spider diagram to give everyone the module overview. Suggest that while they are there they may like to click on the icon **'Glossary'** to help them understand what is meant by the term 'inclusive learning'. Point out the theme tabs, screen numbers and Resource Bank.



- Click briefly through screens 2 and 3 of the same theme and stop on **screen 4**. Ask for another **volunteer** to explore the screen and find the features which help to create a physical environment more conducive to learning. Point out that this sort of interactivity is available throughout the product.

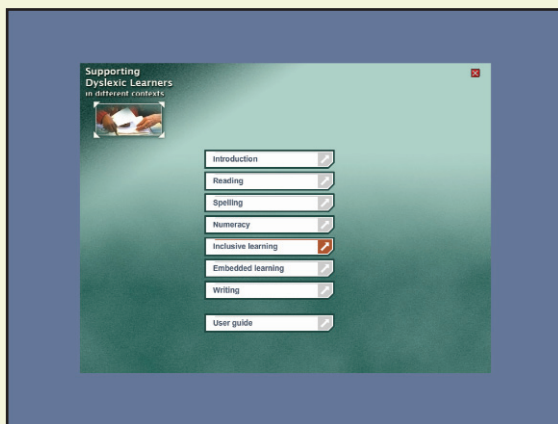
Introduction to the distance learning programme *continued*



- Move now to the tab called **'Active Learning'**. Stress just how easy it is to move from tab to tab and from screen to screen within a tab. Ask participants to do the task on the screen and ask who managed to get all 10 or 9 or 8 – remind them of the memory tasks carried out during the morning session. Click on the letters to reveal their

transformation into the words 'big picture'. Point out again that this 'animation' is also a feature of the product.

- Scroll down to the bottom of this screen and enable participants to see the main message behind the activity – **'Meaning is fundamental for memory'**. Allow enough time for participants to read the information in the box below the statement or read it aloud if difficult to read from a distance. Stress that understanding something is **particularly** important for dyslexic learners if they are to remember.
- Click on Video Snapshots in the **Resource Bank** and identify that there is a snapshot for Inclusive Learning. Explain that users may decide at this point to see how the video snapshot may exemplify aspects of the distance learning module for them or they may decide to wait until the end of the module – either way both products are designed for ease of access.



- Load and enter the Snapshots and select **Inclusive Learning**.

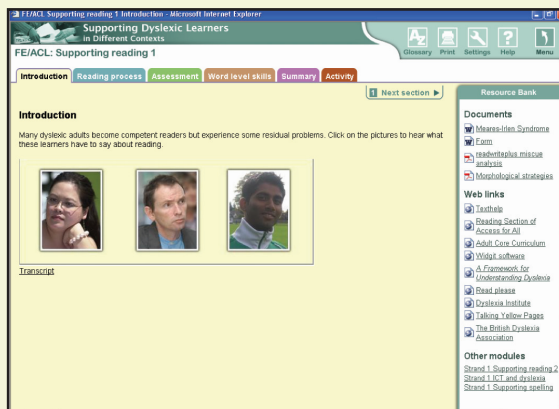
Introduction to the distance learning programme *continued*



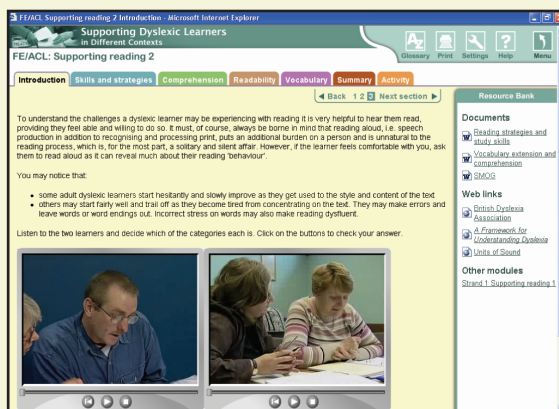
- Select the first clip '**A good place to learn**'.

- Play and '**watch**' the video clip.
- Select **reflect tab** and ask participants to watch again and to answer the questions aloud. Invite a **volunteer** to come and use the **logbook** to record responses from participants and then to select the **feedback button** to check responses.
- Select the **reflect tab** again and demonstrate how you can use **framegrabber** – write a few words alongside. Point out that both the **logbook** and the **framegrabber** is a way of recording information and allows for teacher reflection.
- Ask for **two volunteers** to come and use framegrabber (e.g. 2 frames each) to illustrate an environment conducive to learning and to write a single/couple of words alongside to explain their choice.
- Invite a short discussion about how participants see the possible uses of **framegrabber**, especially as it has a printout facility. (E.g. A visual and written record for future reference of key points/ sequence of events/ a particular process/ particular teaching points etc).

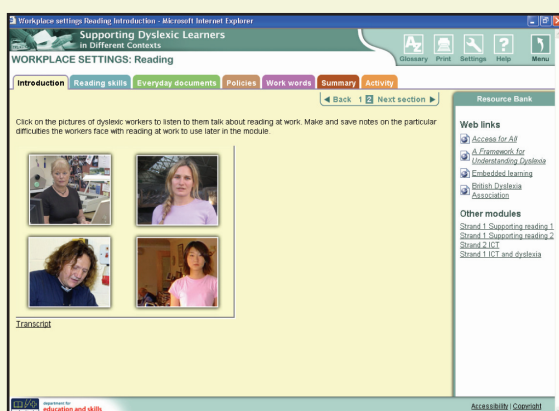
Introduction to the distance learning programme *continued*



- From **screen 1 of the Introduction** click on the photo of the young male and listen to what he has to say. Ask participants if they have met similar learners. Go back to **menu**.



- Exit from the video snapshots and reinstall/call up the **Distance Learning modules**.
- Explain that you are going to briefly show how the same topic can be covered in the strands but is contextualised to that setting.
- Select **Supporting Reading 1 from Strand 1**.
- Select **Supporting Reading 2**.
- Select the **Introduction screen 3**. Click and listen to both readers and check what sort of readers they are by using the tabs at bottom of the screen.

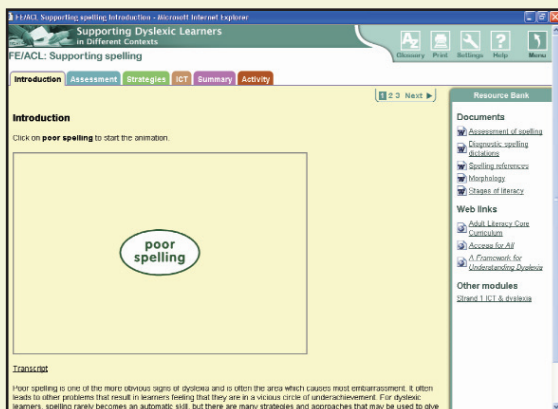


- Move on now to show the challenges faced by some dyslexic people in the workplace. Go back to the main menu and select **Supporting reading in Strand 2**.
- Select **Introduction screen 2** and invite a volunteer to click on each person to hear what challenges face them in their particular working environment. Go back to menu.

Introduction to the distance learning programme *continued*



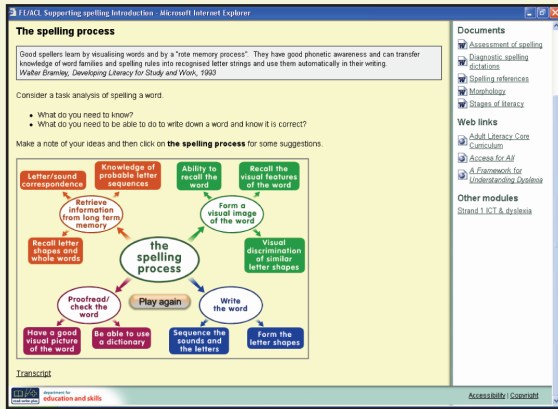
- Select **Supporting Reading Strand 3**.
- Select **Study screen 1** and click on and listen to the particular problems faced by a Skills for Life teacher in an adult prison. Discuss a little if you feel there is time. Point out the extensive use of audio in the product.



- Explain that you are going to look at one more module – the **Spelling module in Strand 1**, to:
 - briefly consider why weak spelling can for some be a stumbling block
 - identify a specific support strategy
 - and then show how the video snapshots provides further exemplification of this and other strategies.

- Enter the materials and select **Supporting Spelling** from **Strand 1**.
- Use screen 1 from Introduction and click on central image to watch the animation.

Introduction to the distance learning programme *continued*



- Move on to **screen 3** of the **introduction** and remind them what they had touched upon in the morning when they had been asked to spell certain words.
- Click on the central image **'spelling process'** and watch the animation.



- Go now to **Strategies** tab **screen 2** and point out that once again learning styles and multi-sensory learning overlap in the support of spelling strategies. One of these strategies is to analyse words using meaning, the root word and affixes – this is called **morphology**.



- **Invite a volunteer** to look in the **Resource Bank** to identify if there is any supporting document about this particular strategy. Ask them to select and open the document.
- Move quickly onto **screen 11** – still in the **strategies** tab and ask for a volunteer to make some words from the morphological 'bits'. Encourage the others to call out and help.

Introduction to the distance learning programme *continued*



- Check in the **Resource Bank** that there is a video clip which can tell you more about morphology (this is modelling the process for potential distance learning participants because you do of course know that there is one!). Confirm that you are going to exit the distance learning CD to look at a clip in the video snapshots which will allow you to see morphology in practice.

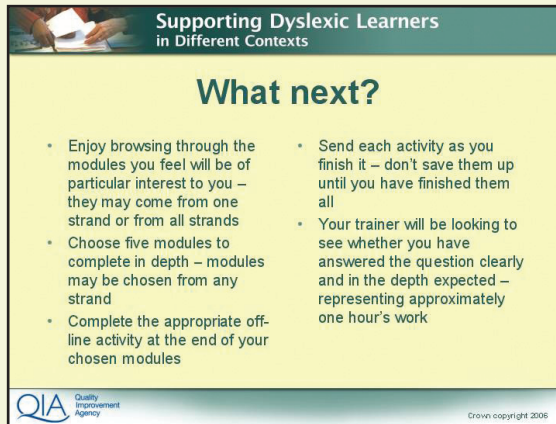
- Exit the distance learning CD and load up the **video snapshots** for the last time.
- Enter the snapshots and select **'Spelling'** and the clip called **'Morphology'**. Ask participants to watch and discuss briefly the ways in which Mark says the spelling support had helped him. Use **feedback** to check answers. Go back to **main menu**.



- Finish by showing a learner in the **Embedded learning** snapshot also being supported for his spelling.
- Watch the clip called **Supporting a dyslexic learner**. Explain that they are watching Danny, a dyslexic learner on a construction course in an FE College, being supported by Beth, the *Skills for Life* tutor, during the theory part of a session on risk assessment.

- Ask participants to talk with their partner for a minute to try and identify the 4 strategies used to help Danny pronounce and spell the word evaluate – answers can be shown in the feedback.
- Return to the Powerpoint presentation 'Distance Learning' and say that you are going to spend a few minutes getting them to think about the next steps in their training.


Introduction to the distance learning programme *continued*

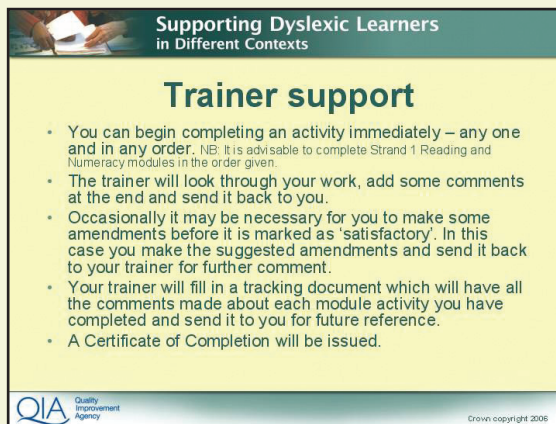


**Supporting Dyslexic Learners
in Different Contexts**

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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- Invite any questions and try to deal with them fairly swiftly. If anyone has something particular to ask which is really only pertinent to them then suggest you talk to them afterwards.

Introduction to the distance learning programme *continued*

3.45 – 4.00 in total

Plenary and evaluation

- 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 face to face training day now, before they leave, and remind them that there will be another at the end of the distance learning part of the training which will help to inform the project's report and shape future approaches to training needs.

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 L2LN2.2 L2E2.2 L3LB 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 L2LN2.2 L2E2.2 L3LB L3E3.1 L4LC 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>	<p>L2L2.2 L2LN2.2 L2E2.2 L3LB L3E3.1 L4LC L4E3.1</p>
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>	<p>L2L2.2 L2LN2.2 L2E2.2 L3LB L3E3.1 L4LC L4E3.1</p>

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 L4E3.1 L2N3.2 L3N2 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 L2LN2.2 L2E2.2 L3LB L3E3.1 L4LC 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>

	Learning outcomes	Mapping (NQF levels)
<p>Strand 2 Workplace Module</p> <p>ICT in the workplace</p>	<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 L2LN2.2 L2E2.2 L3LB L3E3.1 L4LC L4E3.1</p>
<p>Writing in the workplace</p>	<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 <i>for All</i></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 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>	L2L2.2 L2LN2.2 L2E2.2 L3LB L3E3.1 L4LC L4E3.1
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>	L2N3.2 L3LB L3E3.1 L4NB L4E3.1

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>

Strand 3 Workplace Module	Learning outcomes	Mapping (NQF levels)
ICT in offender settings	<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>	L2L2.2 L2LN2.2 L2E2.2 L3LB L3E3.1 L4LC L4E3.1
Writing in offender settings	<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 <i>for All</i></p> <p>Understand the use of ICT to support writing, e.g. spell checkers</p>	L2L2.2 L2LN2.2 L2E2.2 L3LB L3E3.1 L4LC L4E3.1

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

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>	L2L2.2 L2N2.2 L2E2.2 L3LB L3N2 L3E3.1
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>	L2L2.2 L2N2.2 L2E2.2 L3LB L3N2 L3E3.1

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

NQF	Role title	Definition of role	Subject contents	Literacy	Numeracy	ESOL
2	Adult Learner Support	Supports the learner by: <ul style="list-style-type: none"> ■ screening/identifying the presence of a possible need ■ signposting to teaching provision ■ supporting learning activities under the guidance of teacher 	Unit 1 Working in the sector Unit 2 Supporting learners Unit 3.1 Literacy/Unit 3.2 Numeracy/Unit 3.3 ESOL For a certificate to be awarded, achievement of units 1, 2 and ONE of units 3.1, 3.2 or 3.3 is required	Knowledge and understanding: theoretical frameworks, personal factors, social factors Personal literacy skills: speaking and listening, reading, writing	Knowledge and understanding: social and personal factors affecting learners Personal numeracy skills: numbers, measurement and spatial awareness, statistics, working with formulae	Knowledge and understanding: theoretical frameworks, personal factors influencing the use of English, language and literacy learning and development English language skills: understanding the relationships between receptive and productive skills English language use: 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 				
4	Teacher/Subject Specialist	Leads the teaching and learning with responsibility for: <ul style="list-style-type: none"> ■ ILPs ■ full diagnostic assessment ■ teaching ■ guiding and supporting teaching assistants (subject support) and learner support 	More in-depth knowledge and understanding and personal skills as listed for level 3 including personal factors affecting learning	More in-depth knowledge and understanding and personal skills as listed for level 3 including personal factors affecting learning, plus probability and working with algebra	More in-depth knowledge and understanding and personal skills as listed for level 3 including personal factors affecting learning, plus probability and working with algebra	More in-depth knowledge and understanding and English language use as listed for level 3 including factors affecting language and literacy development

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 impairment; 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 <i>Access for All</i> 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:
<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>Specific disorders and difficulties and common misconceptions; personal factors influencing learning; Numeracy Core Curriculum.</p>
<p>The way the Numeracy Core Curriculum is organised and used, and how <i>Access for All</i> documents relate to the Numeracy Core Curriculum.</p>	

Adult Learner Support level 2 (L2E3.3)

2.3.3 ESOL option

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

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. <p>Learners also need to be aware of the range of possible processing deficits that may affect number performance.</p>

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> <ul style="list-style-type: none"> i. processing difficulties; ii. attention deficits; iii. visual–spatial deficits; iv. auditory processing difficulties; v. memory and sequence difficulties. 	<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 such as developmental arithmetic disorder and problems some individuals face with processing deficits.</p> <p>This will involve:</p> <ul 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 number and symbol 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; 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 mathematics, 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>

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>Recognition of learning barriers to language learning and development.</p> <p>How learners develop strategies to overcome learning difficulties.</p>

Workplace learning overview

Training has always been a feature of the workplace. It usually focuses on key work issues such as health and safety, customer service or quality control. What has not been previously understood or acknowledged by employers is that all workplace skills are underpinned by the essential skills of literacy, language and numeracy. The impact these skills have on workplace performance and efficiency is still not quantified but as skills for work become more demanding, deficits in literacy, language and numeracy are becoming more apparent and there is an increasing will to support workers with these skills.

There is still reluctance among some employers to take on responsibility for developing and supporting the personal skills development of workers. Common barriers to learning provision in the workplace are given as:

- its not being the responsibility of employers and commercial organisations;
- insufficient or inappropriate learning provision by local colleges or training providers;
- lack of awareness of what is available;
- time and financial issues around releasing employees from work;
- no perceived or identified needs (see information about the Disability Discrimination Act 1995).

The government's Skills Strategy has a strong focus on improving the skills of the workforce to enable businesses to respond to increasing competition from abroad and fast moving technological changes.

'Our ambition is to ensure that employers have the right skills to support the success of their businesses and organisations, and individuals have the skills they need to be both employable and personally fulfilled.'
(Skills for 21st Century)

In response to the Skills Strategy and the widening participation agenda there are many organisations and initiatives supporting the delivery of learning in the workplace. These include:

Sector Skills Councils – www.ssda.org.uk

These are lead bodies funded by the government to lead workforce development with different work sectors. They are responsible for writing and updating the National Occupational standards on which NVQ qualifications are based – www.ukstandards.co.uk.

TUC – www.learningservices.org.uk

The trades unions have taken on a strong educational role over the past five years, recruiting many union learning representatives and establishing workplace learning centres in a wide range of work settings. They are currently establishing union learning academies as models of good practice in a number of occupational areas. Union learning representatives have proved themselves to be great champions and advocates for learning at work, encouraging many employees to participate in learning activities both at work and outside the workplace.

Workplace Basic Skills Network – www.lanc.ac.uk/wbsnet

The Workplace Basic Skills Network is a well-established national organisation based at Lancaster University. This works successfully with international, national and regional agencies to help manage and establish workplace basic skills development in workplace settings and partnerships. The network provides professional development for teachers, extensive research into the area of skills for work and an advice and guidance network.

National Employer Training Programme (NETP)

This programme builds on the success of the National Employer Training Pilots and is central to a demand-led approach to training for employers:

'The Government is making a commitment to deliver publicly-funded skills training in a way that is directly led by the needs of employers. This is a move away from what has often been a mismatch between what is on offer from education and training providers, and what individuals and employers need.'

Many employers, particularly small firms, tell us that they find it hard to access the training they need when and where they need it. That's why we want to see training designed and delivered in ways that better meet employers' working practices (e.g. on business premises, to meet particular shift patterns).'

Skills for Productivity DfES/DTI

Other links and initiatives include:

DfES www.dfes.gov.uk/readwriteplus/skillsforwork

Success for all www.successforall.gov.uk

Get on at work www.move-on.org.uk

Learning and Skills Council www.lsc.gov.uk

Business Link www.businesslink.gov.uk

DTI (Department for Trade and Industry) www.dti.gov.uk

The Disability Discrimination Act (DDA) 1995

What is the DDA?

The DDA is the current legislation covering the rights of disabled people and the responsibilities of employers and those providing goods and services. It was introduced in 1995 with a phased implementation ending with the full inclusion of education from September 2002 (Part 4).

Is dyslexia a disability?

Under the definition of disability within the DDA, dyslexia is included as a disability if it has a long-term and substantial adverse effect on the person's ability to carry out 'normal day-to-day activities'.

What are the duties of providers and employers?

The Act covers the provision of goods, services and facilities.

Part 2 of the Act covers employers and now includes all employers regardless of size, and people on work placements. However, some employers are exempt from the DDA, for example, the armed forces.

The general duties for providers and employers are:

- not to discriminate against a disabled person by treating them less favourably than other people, for a reason related to their disability;
- to make 'reasonable adjustments' to enable disabled people to access provision and employment opportunities.

What is reasonable adjustment?

There is no absolute definition of what would be reasonable adjustment as this will differ in each situation. However, some examples of reasonable

adjustment for a dyslexic employee might be:

- ensuring that oral instructions are also provided in writing or can be recorded for use by the employee 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;
- briefing papers and required reading sent out well in advance of meetings or training courses.

Is it ever legal to discriminate on the grounds of disability?

Health and safety legislation always takes precedence over the DDA. Meeting the access needs of dyslexic people should not endanger either them or other people.

What if you don't know that someone is disabled?

It is the responsibility of the employer to provide an environment in which people feel able to disclose their disability and to then receive appropriate support. However, it is ultimately the right of each person not to disclose a disability. If a person does disclose a disability the employer must seek permission to share this information with others and it is then deemed that the whole organisation knows and action taken accordingly.

What happens if disabled people feel they have been discriminated against?

A disabled person should first use the internal complaints procedures of the organisation. If this does not provide satisfaction, the organisation, or individual can then be taken to court.

Further information is available from:

The Disability Rights Commission

www.drc-gb.org

helpline 0845 7622633

Access to Work

What is it?

Some reasonable adjustments will have a financial impact on employers. To help towards these costs it is possible to apply for Access to Work funding. The scheme is run by Jobcentre Plus and is available to unemployed, employed and self-employed people and can apply to any job, full time or part time, permanent or temporary.

Access to Work funds can be used to pay for a range of support including a reader, a support worker and equipment.

Funding available

The funding available depends on the employment status of the disabled individual at the time of application. For:

- **unemployed people starting a job and all self-employed people** the programme will pay up to 100% of all approved costs;
- **people changing jobs** the programme will pay up to 100% of all approved costs;
- **employed people who have been with the employer for six weeks or longer** Access to Work will not make any contribution to costs below £300. Above this sum, the programme will pay up to 80% of the costs up to £10000 and up to 100% of the costs above £10000;
- **a support worker** the programme will pay up to 100% of all approved costs irrespective of employment status.

Access to Work funding is made available for up to three years. A review of an individual's circumstances and support needs will take place if further funding is needed after this time.

Applications for Access to Work must be made by the person with the disability on an application form. Forms are available from Access to Work Business Centres.

Further information

Contact the nearest Access to Work Business Centre at Jobcentre Plus for more details.

Note: Access to Work funding is not available retrospectively. It will not refund any payments that have already been made towards the cost of reasonable adjustments.

Secure settings – Prisons and probation overview

Facts and figures

The entire prison population consists of roughly 76 000 inmates. There are currently approximately 8000 male young offenders and 440 female young offenders in the prison population. Just over 2000 juvenile offenders (aged 15–17) are in juvenile establishments (source: Home Office website, June 2005).

In any one year around 130 000 people are, or have been, in prison. A further 200 000 are on probation. All offenders are screened for low literacy and numeracy levels on admission to prison or when assessed as they begin a community order with probation, and needs are very high. A large proportion of offenders are at or below level 1 – approximately 50% in reading, 65% in numeracy and 80% in writing (source: OLSU website, June 2005).

Teaching and learning in prisons

Teachers are working in a difficult environment, under challenging circumstances. They are generally highly motivated and committed to their learners.

Teacher issues

- There is often a high turnover of teachers.
- There is a large proportion of part-time teachers.
- Teachers may have concerns about Key Performance Targets (KPTs) for literacy and numeracy qualifications. These are set for each prison and staff may feel that the pressure of working towards these KPTs can detract from the quality of service that they are offering.
- The high turnover of teachers and large proportion of part-timers can result in less access to training and staff development; you may find teachers who are still in the process of working towards level 2 qualifications.
- There is less access to the Internet – many staff (mainly managers) have their own email addresses but the Internet is not used as part of teaching unless materials are prepared at home; although managers have email addresses, this service is provided via an intranet, so they may not be able to access external websites, such as the readwriteplus site.

- There is a need for flexibility as learners can be removed from class with little or no warning for a variety of reasons.

Learner issues

- There is a high turnover of learners.
- There can be problems with transfer of information (e.g. exam information, initial assessment results) from one establishment or organisation to another.
- Problems with initial assessments can occur – e.g. duplication of assessments.
- Establishments often lack ICT facilities for diagnostic assessment. There has been considerable investment in IT but it will vary from prison to prison.
- Learners are often disengaged, with negative experiences of education.

Environmental issues

- Resources may be outdated and of poor quality.
- There are some contextualised resources available, but staff will potentially feel concerned that there are not enough prison-specific materials.
- There may be a lack of ICT facilities (see above).
- There are operational difficulties, e.g. poor or late attendance, classes clashing with other events in the regime. Learners can be removed from class with little or no warning for a variety of reasons – having their rooms searched, mandatory drug tests (MDTs), visits, etc.

Prison categories

The type of prison can have a real impact on the learners and learning environment, as can the length of sentence. Teachers often have to set realistic and achievable targets for several learners with very short sentences.

Prisoners are categorised as:

■ **Category A:**

Prisoners whose escape would be highly dangerous to the public or the police or the security of the state, no matter how unlikely that escape might be, and for whom the aim must be to make escape impossible;

■ **Category B:**

Prisoners for whom the very highest conditions of security are not necessary, but escape must be made very difficult;

■ **Category C:**

Prisoners who cannot be trusted in open conditions yet and do not have the resources and/or will to make a determined escape attempt;

■ **Category D:**

Prisoners who can be reasonably trusted in open conditions.

ESOL, Black and minority ethnic learners

Members of minority ethnic groups (including foreign nationals) make up nearly 20% of the male prison population and more than 20% of female prisoners in England and Wales (source: Population in Custody, Quarterly Brief, England and Wales, First quarter 2005).

ESOL classes vary, with many places having learners at all curriculum levels in one class. Differentiation is usually a big concern for ESOL teachers in secure settings. Learners also vary from those with very low literacy and numeracy skills in their own language to highly educated individuals. It is also fair to say that once a learner has achieved level 2 in literacy, language or numeracy, there may be few opportunities to progress to other higher level courses.

Women

When a man is imprisoned he is often no longer regarded as a critical member of the family unit; when a woman is imprisoned she often continues to be the most important member of the family unit. Female prisoners may have enormous emotional burdens to carry. Women are also more likely to have had a poor education history and gained few qualifications. They are also more likely, because of availability of women's prisons, to be held at a considerable distance from home and in locations which can be difficult to access. From 2004 the aim has been to manage the women's prison estate geographically, enabling women to better access services such as Jobcentre Plus and health care.

Young offenders, young adults and juveniles

There are over 30 young offender institutions in England and Wales (sentenced and remand), with a population of 8490 (June 2005), which represents 16.2% of the current prison population. Of these, 76% are serving a custodial sentence.

A juvenile is aged 15–17 and a young offender/young adult (not convicted) is aged 18–20.

The majority of 15–17 year olds in the 14 juvenile establishments have had little or no formal education or training. As well as low levels of literacy, numeracy and language skills, many of them will have particular learning difficulties that need additional support. Of these young adults, 34% have a literacy, numeracy or language skills deficit, with 72% having been excluded from school at some stage.

Probation

Each year the National Probation Service commences the supervision of roughly 175 000 offenders. Approximately 90% are male and 10% are female. Just over a quarter of offenders serving community sentences are aged 16–20 and just less than three quarters are aged 21 and over.

Approximately 70% of offenders supervised will be on community sentences, and 30% imprisoned with a period of statutory licence supervision in the community as an integral part of their sentence (source: National Probation Service website, June 2005).

Additional information can be obtained from:

www.ofsted.gov.uk

www.dfes.gov.uk/offenderlearning/about_the_unit.cfm

www.probation.homeoffice.gov.uk

The Offenders' Learning Journey

'Having a job makes re-offending much less likely, and the right education and training can make it more likely that offenders will get a job when they leave custody' (OLSU website)

The Offenders' Learning Journey sets out the key features for a service that provides offenders with the learning and skills they need as individuals.

The elements of the new service follow the sequence an offender will experience on their journey to improve their personal learning and skills, and include:

- information, advice and guidance, in a form appropriate to the individual, to support the choice of learning programme and provide continuous guidance throughout their learning to maintain commitment;

- an individual diagnostic assessment to inform the content and delivery of their learning programme;
- an individual learning plan (ILP) that identifies the skill development required and increases employability;
- a programme designed to enable each person to realise their potential, to provide opportunities for personal development and a chance to change behaviour and make a more positive contribution to society;
- guidance throughout an offender's learning programme to ensure that relevant progression routes are pursued in custody and the community.

The offender's ILP provides the route for this journey and details the stages along the way which will support the development of a range of skills and learning towards employability. This should follow the offender in a seamless transition from custody to community to ensure that the work commenced in custody is built upon and progressed.

The Offenders' Learning Journey can be downloaded from:

www.dfes.gov.uk/offenderlearning/init_p.cfm?ID=27

Some useful acronyms and their meanings:

CC/MC – Crown Court/Magistrates' Court

CJA – Criminal Justice Act

CO – Community Order

DRR – Drug Rehabilitation Requirement

ETE – Employment, Training and Education

GOBP – General Offending Behaviour Programmes

HMP – Her Majesty's Prison

IAG – Information, Advice and Guidance

JC+ – Jobcentre Plus

LSC – Learning and Skills Council

NOMS – National Offender Management Service

NPD – National Probation Directorate

OASys – Offender Assessment System

OLASS – Offenders' Learning and Skills Service

OLJ – Offender's Learning Journey

OLSU – Offenders' Learning and Skills Unit

PSA – Probation Service Assistant

RiC – Remanded in Custody

RoB/UB – Remanded on Bail/Unconditional Bail

SDR – Standard Delivery Report (formerly Pre-Sentence Report)

SGC – Sentencing Guidelines Council

UW – Unpaid Work (formerly CS – Community Service)

ViSOR – Violent and Sex Offender Register

VSL – Vocational Skills Learning

YJB – Youth Justice Board

YOT – Youth Offender Team