



Support for English, maths and ESOL

Module 17

Supporting dyslexic learners in different contexts

Aims for the day



To raise awareness of dyslexia in a range of adult contexts

To raise awareness of issues of equality and diversity

Objectives



- 1. Identify the key characteristics and cluster of difficulties faced by learners with dyslexia.**
- 2. Outline how dyslexia impacts on adult learners' access to learning and training.**
- 3. Consider issues of equality and diversity.**
- 4. Suggest further sources of support and information.**

Target audience



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

The dyslexia awareness day and CPD support materials



- **A one-day awareness raising session**
- **Online CPD modules and video snapshots set in four contexts:**
 1. FE / ACL
 2. Workplace
 3. Offender
 4. Embedded learning

Learning outcomes



Raised awareness of:

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

continued...

Learning outcomes (continued)



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

Content of the day



Session 1

- Main characteristics of the dyslexic learner

Session 2

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

Session 3

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

Content of the day



Session 4

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

Session 5

- Brief introduction to CPD materials

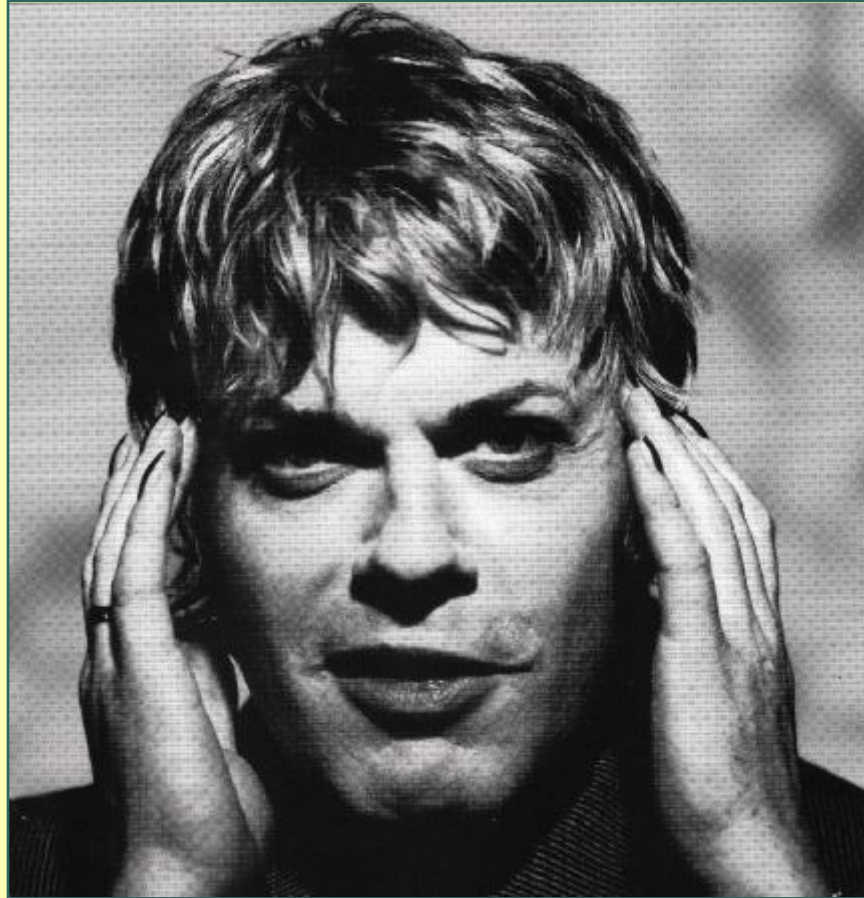
The main characteristics of the dyslexic learner

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.

I would like to add that I am dyslexic.

Eddie Izzard



Strengths

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

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

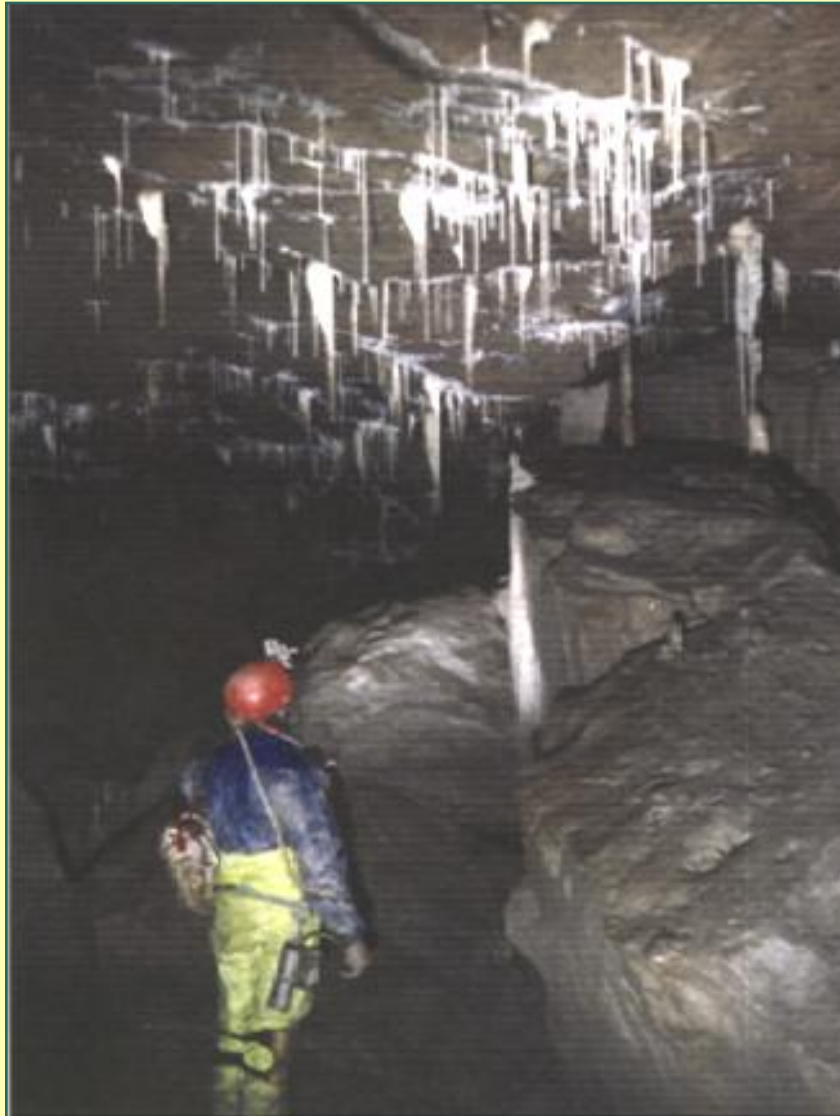
I would like to add that I am dyslexic.

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

Stephen Kelly

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

Dyslexia Contact (BDA) January 2005



Strengths

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

I would like to add that I am dyslexic.

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

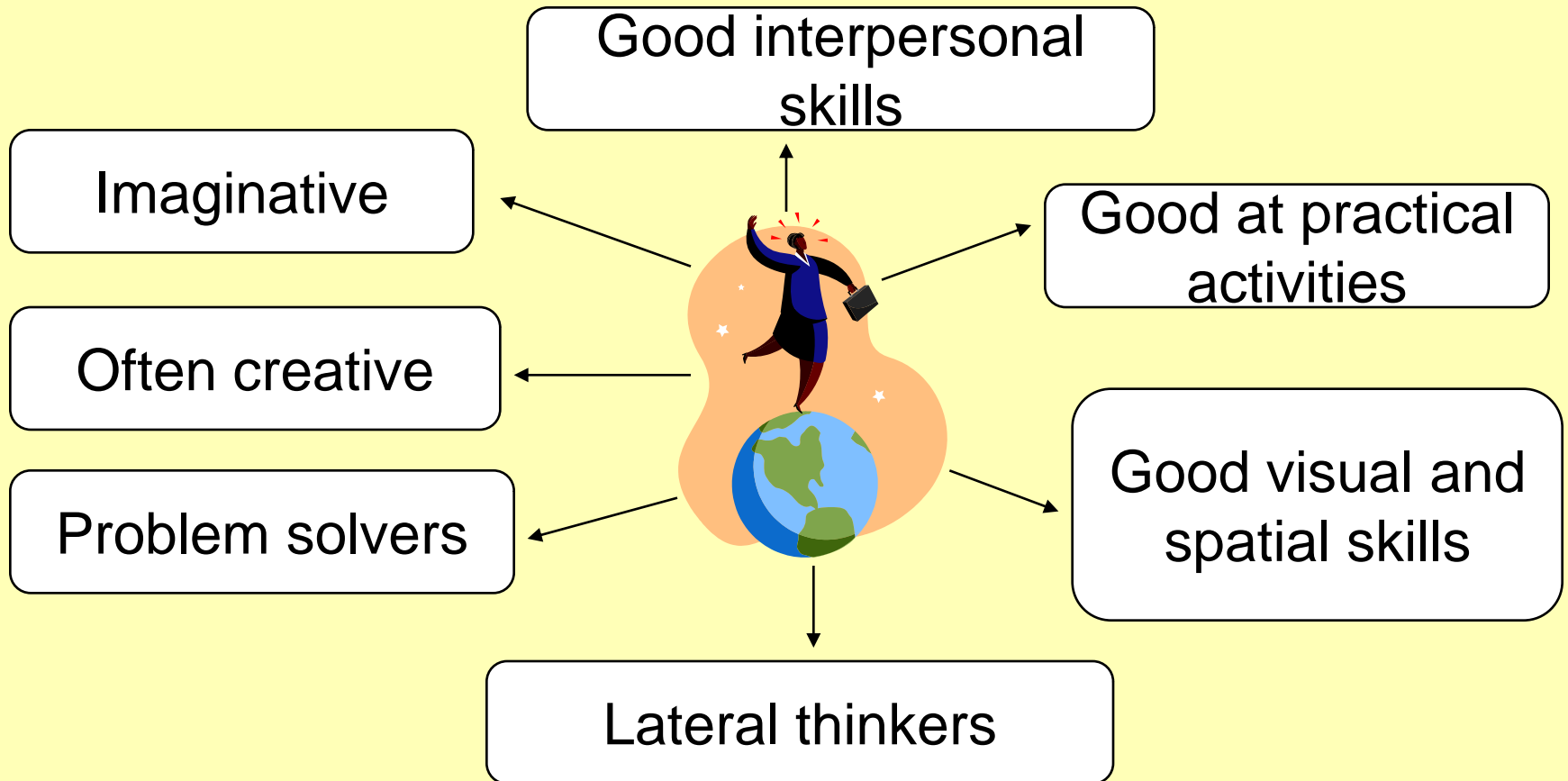
She received a first class degree and went on to work for an independent TV production company.

Dyslexia Contact (BDA) January 2005

Caron Miles



Strengths shared by many dyslexic people



Positive messages



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

In the Mind's Eye, Thomas G. West, 1991

Cluster of dyslexic difficulties



Card sort activity

- Reading
- Writing
- Number
- Learning

Other conditions that may affect learning



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

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

So, what is dyslexia?

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

Identifying and Teaching Children and Young People with Dyslexia and Literacy Difficulties

An independent report from Sir Jim Rose to the Secretary of State for Children, Schools and Families, 2009

Characteristic features of dyslexia



- Characteristic features of dyslexia are difficulties in **phonological awareness**, **verbal memory** and **verbal processing speed**.
- Dyslexia occurs across the range of intellectual abilities.
- It is best thought of as a continuum, not a distinct category, and there are no clear cut-off points.

Characteristic features of dyslexia



- **Co-occurring difficulties may be seen in aspects of language, motor co-ordination, mental calculation, concentration and personal organisation, but these are not, by themselves, markers of dyslexia.**
- **A good indication of the severity and persistence of dyslexic difficulties can be gained by examining how the individual responds or has responded to well-founded intervention.**

Incidence of dyslexia



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

Pattern of difficulties



- **“An unexpected, or surprising difficulty in learning to read, write and spell.”**
- **Characterised by discrepancies between:**
 - ability/attainment
 - oral/written work
 - effort put in/quality of output
 - level of understanding/memory of facts

The effect of dyslexia on learning



We will now use the chart for the following activities.

The effect of dyslexia on learning



Information processing difficulties of dyslexia may affect:

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

Auditory digit span

Visual digit span “double-double”

8 4 7 2 5

4 1 6 5 3 7 2

Spelling

Dictation

Disability Access Sign



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 neh
.deppart erew yehT .tops eht no erew

Numeracy: long multiplication



$$324 \times 47$$

Numeracy: estimation



$$496.63 \div 9.572$$

Numeracy: estimation
Answer



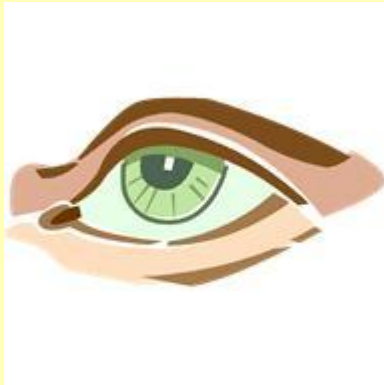
$$500 \div 10 = 50$$

Some people learn better by:

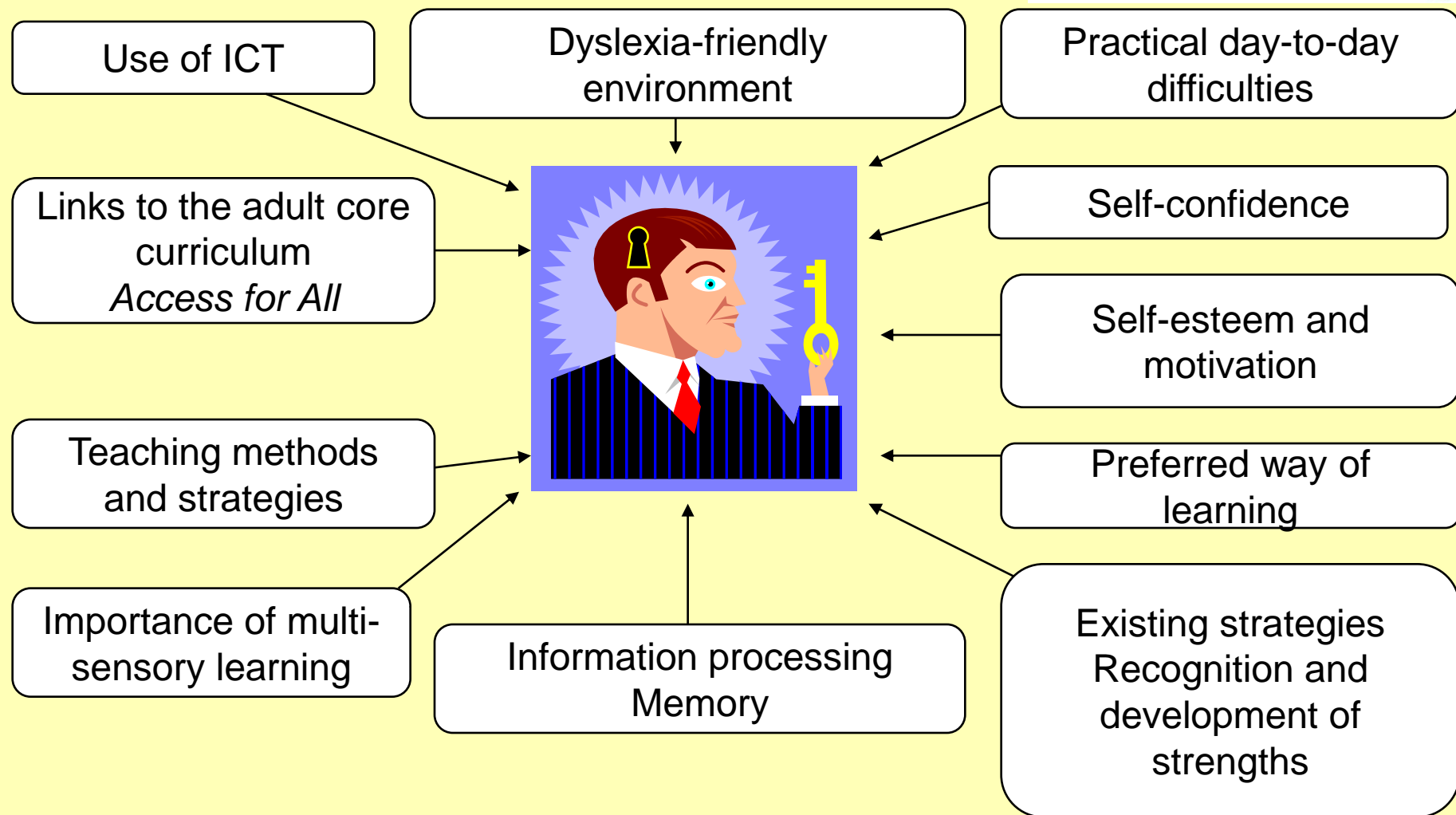


- **Making meaningful connections to secure things in long-term memory**
- **Remembering patterns rather than sequences**
- **Remembering landmarks rather than directions**
- **Thinking holistically – all at once – rather than step by step**
- **Being very interested in the subject**
- **Learning by experience rather than being told**

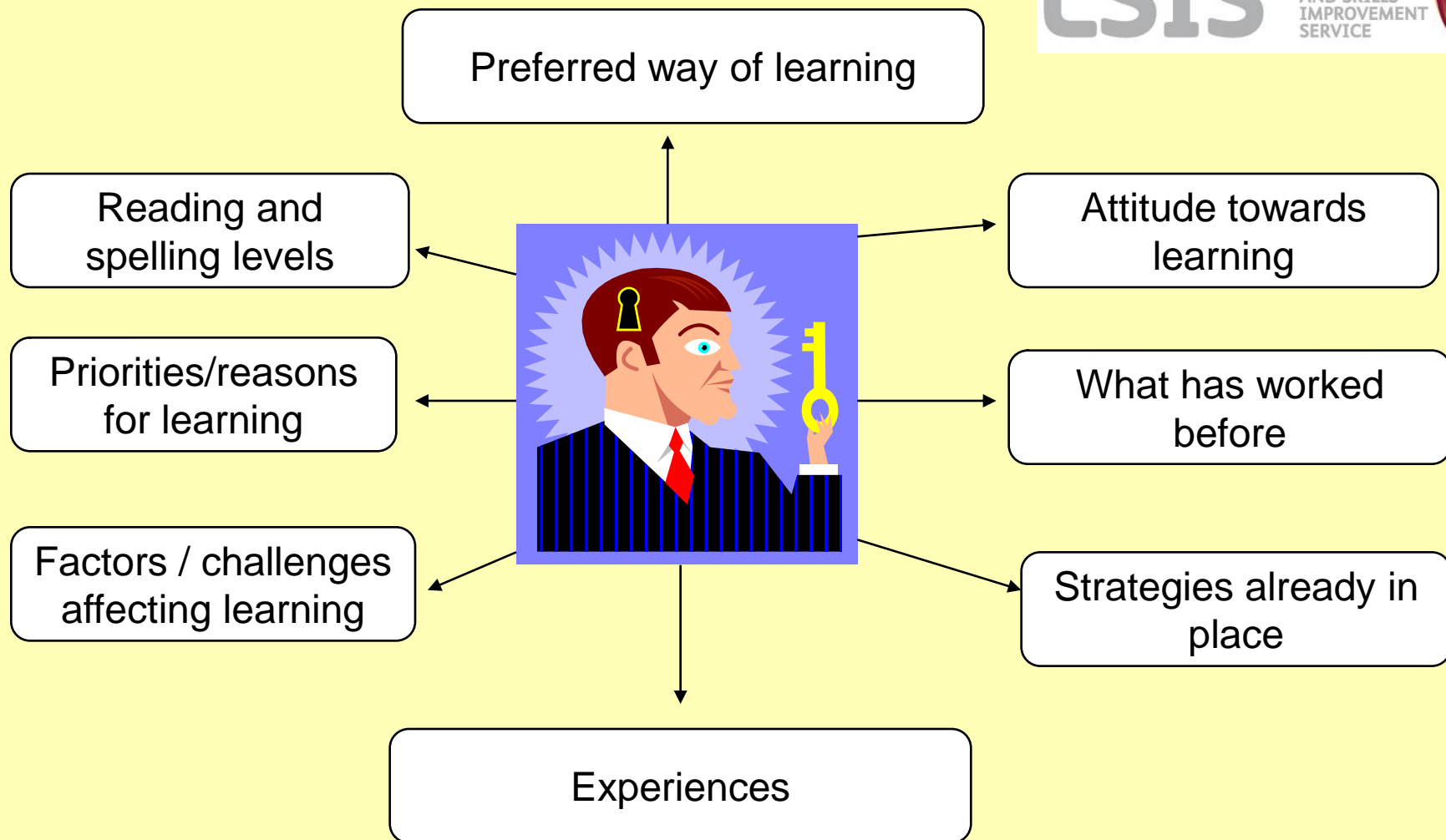
Multi-sensory learning



Working with dyslexic adults



What we need from the learner



Session 3



Supporting the adult learner in a range of settings

The Equality Act 2010

Equality Act 2010



Summary

- The Equality Act 2010 makes it unlawful for an employer or learning provider to treat a disabled job applicant, employee or learner less favourably, simply because of their disability. This type of direct discrimination is unlawful.
- It is also unlawful for an employer or learning provider to treat a disabled person less favourably for a reason related to their disability without justification.
- The Act covers all employers, including learning providers, apart from the armed services.

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

Equality Act 2010



Employers must not discriminate against a disabled person in:

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

In the Act, someone has a disability if:

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

What does this mean?



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

Dyslexia is clearly covered by the Act.

Reasonable adjustments



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

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

Examples of reasonable adjustments



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

Session 4



Case studies

Case study guidance



Consider one case study related to setting (FE / ACL, workplace, offender).

- Appoint a scribe within each group to make notes on flipchart paper.
- Note the dyslexic learner's / worker's strengths and weaknesses.
- Discuss and note the demands / challenges posed by the setting.
- Discuss and note why the dyslexic learner / worker is challenged by these.
- Discuss and note what might be done to help, including reasonable adjustments.
- One person from each group gives feedback from the case studies to the whole group.

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

Rose report and teaching strategies



Specialist teaching programmes should incorporate the following features:

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

Session 5



Introduction to the CPD materials on the Excellence Gateway

Overview of all dyslexia materials on Excellence Gateway:



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

www.excellencegateway.org.uk

Course: Supporting Dyslexic Learners in Different Contexts - Windows Internet Explorer

http://dyslexic-learners.excellencegateway.org.uk/course/view.php?id=2

File Edit View Favorites Tools Help

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Course: Supporting Dyslexic Learners in Different Con...

Choose a module

To help you to choose which modules to do, based on your place of work, interests and subjects, go to the [choose a module page](#) where you can find more detailed information about the number of modules you are expected to complete and which ones will suit you best.

This page lists the four course strands including more detailed information about each one.

Introductory Module	
Understanding Dyslexia	
Strand 1: FE/ACL	Strand 2: Workplace settings
About Strand 1 Learning Outcomes 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 2 Learning Outcomes Numeracy Reading ICT Writing Speaking & Listening Organisation skills
Strand 3: Offender settings	Strand 4: Embedded learning
About Strand 3 Learning Outcomes Numeracy Reading ICT Writing Speaking & Listening Organisation skills	About Strand 4 Learning Outcomes Introduction to embedded learning materials Horticulture Catering E2E

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- [Change password](#)

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Supporting Dyslexic Learners in Different Contexts

FE/ACL: Supporting reading 1


Glossary Print Settings Help Menu


Introduction Reading process Assessment Word level skills Summary Activity


1 Next section ►

Introduction

Many dyslexic adults become competent readers but experience some residual problems. Click on the pictures to hear what these learners have to say about reading.







[Transcript](#)

Resource Bank

Documents

- [Meares-Irlen Syndrome](#)
- [Form](#)
- [readwriteplus miscue analysis](#)
- [Morphological strategies](#)
- [Using the video snapshots](#)

Web links

- [Texthelp](#)
- [Reading Section of Access for All](#)
- [Adult Core Curriculum](#)
- [Widgit software](#)
- [A Framework for Understanding Dyslexia](#)
- [Read please](#)
- [Dyslexia Institute](#)
- [The British Dyslexia](#)

QIA Quality Improvement Agency Accessibility | Copyright read-write-plus

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Supporting Dyslexic Learners in Different Contexts

EMBEDDED LEARNING: Horticulture

Glossary Print Settings Help Menu

Introduction Instructions Pesticides Plant names Summary Activity

1 2 3 Next >

Introduction

Horticulture is generally regarded as an occupational area which requires little in terms of literacy and numeracy skills. Many learners are directed towards this occupation because it is regarded as a non-academic route.

Click on each picture to find out more about the demands of this work area.








This is *Buddleia davidii* 'Royal Red'.
Buddleia is the family or generic name,
davidii is the species or kind of *buddleia*.

QIA Quality Improvement Agency

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read-write plus

Resource Bank

Documents

- Instructions
- Plant names
- Intro to Horticulture
- Horticulture Module 3
- Using the video snapshots

Web links

- Embedded learning materials for Horticulture
- A Framework for Understanding Dyslexia
- Access for All

Other modules

Strand 4 Introduction to embedded learning materials

Done

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Supporting Dyslexic Learners in Different Contexts


FE/ACL: Organisation skills

Glossary Print Settings Help Menu

Introduction Strategies Summary Activity

1 2 3 4 5 Next >

Introduction



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Resource Bank

Documents

- [Effective organisation](#)
- [Note-taking](#)
- [Planning tools](#)
- [Further activity](#)
- [Using the video snapshots](#)

Web links

- [Inspiration](#)
- [MindManager](#)
- [MindGenius](#)
- [Access for All](#)
- [A Framework for Understanding Dyslexia](#)

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Autism and Asperger syndrome | Supporting Dyslexic Learners

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Skills for Life

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- Learners and where they learn
- Policy and funding
- Regional information
- Research and development reports
- Support for Literacy, Language and Numeracy
- Previous Skills for Life programmes
- Teaching and learning**
 - Approaches to teaching and learning
 - Assessment
 - Curriculum
 - Effective Practice
 - Embedding
 - ESOL Materials for Migrant Workers
 - Learner achievements, qualifications and accreditation
 - Learning journey diagram
 - Materials and guidance
 - Planning
 - Skills for Life standards
 - Supporting Dyslexic Learners in different contexts**
 - Reading
 - Spelling

Supporting Dyslexic Learners in different contexts



Please note: to pause the video right click on the image and un-select 'Play'. Re-start the video by selecting 'Play' and return to the start of the video by selecting the rewind option.

About the program

These **video snapshots** are part of a DFES teacher training programme called *Supporting Dyslexic Learners in Different Contexts*. The programme is intended to enable non-specialist teachers and others who support dyslexic adult learners to gain a general awareness of dyslexia, alongside practical advice and strategies to use in their teaching or supporting role.

You will find it useful to take notes whilst working through this online version *Supporting Dyslexic Learners in different contexts*

A feedback facility available with each clip helps the user to confirm, reinforce and further reflect upon their understanding and working practices.

Start | Inbox - Microsoft Outlook | Microsoft Office Word | Training pack_PPT for tr... | Supporting Dyslexic L...

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