

DYSLEXIA IN ADULTS

Dyslexia may show itself in a variety of ways. Some of the problems which it may cause are shown below but it is most unlikely that all these characteristics will be evident in one person.

- the development of verbal and literacy skills that may not match up to an individual's other cognitive abilities
- taking ages to read a book and understand it
- missing off endings of words in reading and spelling
- poor presentation of written work, spelling and punctuation
- not being able to think what to write
- reluctance to write things down
- confusing telephone messages
- difficulty with note-taking
- difficulty in following what others are saying
- difficulty with sequences
- reversing or leaving out figures or letters
- problems with time-management
- trouble with remembering tables
- difficulty with mental arithmetic



current research states ...

Approximately 10% of the UK's population is affected by dyslexia to varying degrees and about 4% is severely affected. This may include a significant number of a company's staff, associates and customers.

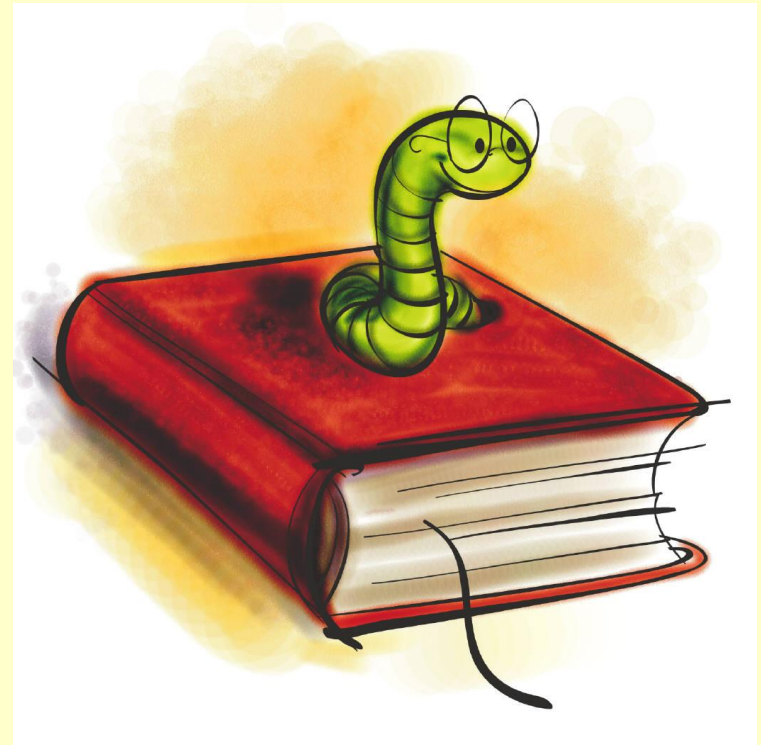
Dyslexia Action

<http://www.dyslexiaaction.org.uk/>

It is not a disease to be cured; nor do people "grow out" of it.

British Dyslexia Association

<http://www.bdadyslexia.org.uk/>



DYSLEXIA IN ADULTS

USEFUL CHECKLISTS TO COMPLETE:

<http://www.adult-dyslexia.org/ADO%20checklist%20.pdf>

<http://www.bdadyslexia.org.uk/files/Adult%20Checklist.pdf>

Some questions often asked

1. Do you find difficulty in telling left from right?
2. Is map reading or finding your way to a strange place confusing?
3. Do you dislike reading aloud?
4. Do you take longer than you should to read a page of a book?
5. Do you find it difficult to remember the sense of what you have read?
6. Do you dislike reading long books?
7. Is your spelling poor?
8. Is your writing difficult to read?
9. Do you get confused if you have to speak in public?
10. Do you find it difficult to take messages on the telephone and pass them on?
11. When you have to say a long word, do you get all the sounds in the right order?
12. Do you find it difficult to do sums in your head without using your fingers or paper?
13. When using the telephone, do you tend to get the numbers mixed up when you dial?
14. Do you find it difficult to say the months of the year forwards in a fluent manner?
15. Do you find it difficult to say the months of the year backwards?
16. Do you mix up dates and times and miss appointments?
17. When writing cheques, do you frequently find yourself making mistakes?
18. Do you find forms difficult and confusing?
19. Do you mix up bus numbers like 95 and 59?
20. Did you find it hard to learn your multiplication tables at school?

ADO-08

DYSLEXIA

Specific Learning Difficulties (SpLDs) What actually are they?

... They are specific to certain areas of learning, rather than a general 'all round' learning difficulty. Dyslexia is one of several specific learning difficulties

<http://www.bdadyslexia.org.uk/about-dyslexia/further-information/dyslexia-research-information-.html>

- **Dyslexia:** mainly affects the development of literacy and language related skills.
- **Dysphasia:** speech and language delay and/or deficit.
- **Dyspraxia:** motor and co-ordination difficulties.
- **Attention deficit:** with or without hyperactivity (ADD/ADHD).
- **ASD:** Autism, Aspergers Syndrome, Tourette Syndrome –
useful website <http://www.teachernet.gov.uk/wholeschool/sen/asds/>
- **Dyscalculia:** specific difficulty with arithmetic and concepts of number.
- **Visual stress:** (Meares/Irlen syndrome)
useful website on the work of Prof. Wilkins and Bruce Evans
http://www.essex.ac.uk/psychology/overlays/recent_summary.pdf

**... In some cases more than one SpLD
may exist; there may be ...**

**Dyslexia with a tendency towards one of the other SpLDs, or
one SpLD with dyslexia as an outcome.**

(BDA 2010)

For example, it is not unusual for dyspraxia and dyslexia to co-exist and overlap, the perceptuo-motor difficulties associated with dyspraxia often leading to specific problems with one or more of writing, spelling, maths concepts and general social skills.

Dyspraxia affects the planning of what to do and how to do it, and is linked to problems of perception, language and thought.

Terminologies ... What do they mean?

Dyslexia types ... you may see some of these terms written in reports

- **Dysphonetic:** associated with auditory processing difficulties and the mapping of sounds to letters which can cause reading (decoding) and spelling (encoding) problems because it is difficult to break down words from their sounds.
- **Dyseidetic:** difficulty with 'sight memory' and recognition of whole words, which can cause difficulties with reading and spelling, particularly irregular words.
- **Dysphoneidetic :** a combination of dysphonetic and dyseidetic dyslexia, often associated with severe dyslexia.
- **Acquired Dyslexia:** associated with dyslexia following injury to left or right brain hemispheres.
- **Deep Dyslexia:** semantic errors in reading, such as *cat* for *dog*, or *house* for *home*.
- **Surface Dyslexia:** problems reading or writing irregular words such as *pint/mint*

a useful glossary of terms can be found at:

<http://www.patoss-dyslexia.org/Publications25.html>

Skills associated with brain hemispheric specialisation

Left Hemisphere

Handwriting

Symbols

Language

Reading

Phonics

Locating details and fact

Talking and reciting

Following directions

Listening

Auditory Association

Right Hemisphere

Sense of touch

Spatial relationships

Shapes and patterns

Mathematical computation

Colour sensitivity

Singing and music

Art expression

Creativity

Visualization

Feelings and emotions

Reading descriptions – what do they mean for me at college or at work?

The following levels are a general guide only:

- **Professional:** equivalent to GCE A Level and above.
- **Technical:** equivalent to beginning of Secondary School to GCSE Level.
- **Vocational:** equivalent to Primary 9-12 years.
- **Functional:** equivalent to Primary up to 9 years.

General reading speeds

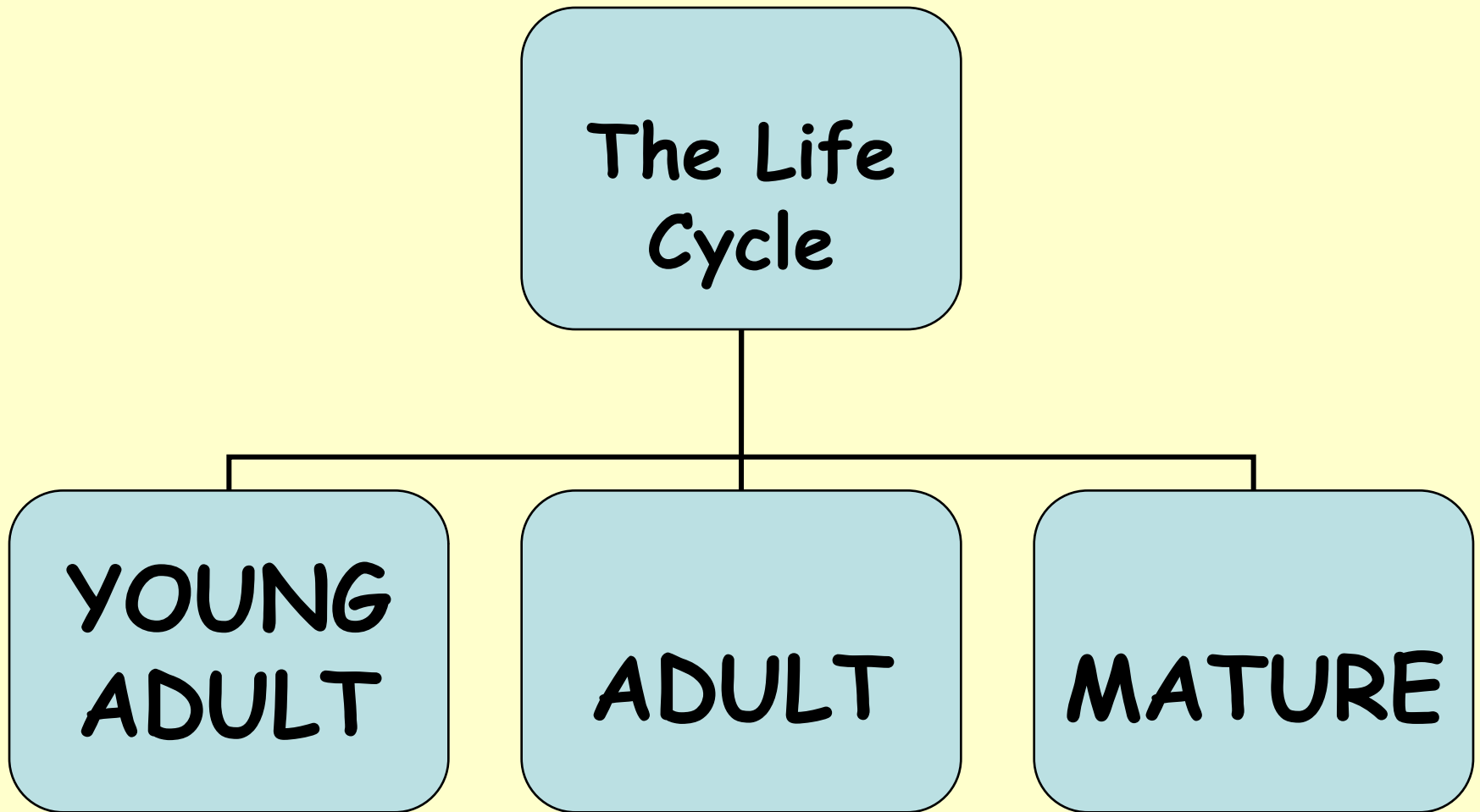
- Functional: 100 wpm
- Vocational: 150-175 wpm
- Technical: 200-250 wpm
- Professional 250+ wpm

SILENT READING

'Average' writing speeds

- Higher education: 25 wpm
- Employment: 20 wpm
- A Level: 18.6
- GCSE: 16.9 wpm

Defining "the adult dyslexic"



... expectations

Young Adult:

Education
Training for employment
Self-esteem

Adult:

Worthwhile employment
Progression ~ further training and
accepting promotion
Self-esteem

Mature:

Realising ambitions
Tackling new horizons
Self-esteem

SELF-ESTEEM

Is crucial across the adult life cycle

from



to



**Reframing as a dyslexic individual
following
a positive result on diagnostic assessment:**

often ...

- First reaction ~ you may feel **RELIEF**

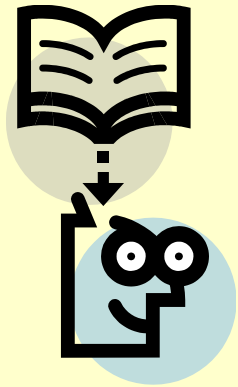


- Second reaction ~ you may feel **ANGRY**



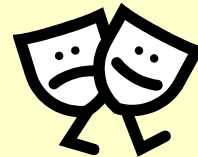
... then

- Third reaction ~ **what can I do about it?**



- some people like to talk about it
- some people find it difficult to tell family members

~ all have good and bad days!



Recognising qualities and benefits

When an adult learns to compensate for dyslexia and recognise the personal qualities that this has required — resilience, hard work, persistence, patience and discipline — increased self-esteem often follows.

Young Adult

May need help with making choices and applications ~

- **Job Profiles:**
<http://www.learndirect.co.uk>
- **The National Qualifications Framework:**
http://www.direct.gov.uk/en/EducationAndLearning/QualificationsExplained/DG_10039017
- **Continuing Education – Aim Higher profiles:**
http://www.direct.gov.uk/en/EducationAndLearning/UniversityAndHigherEducation/DG_073697
- **Education Maintenance Allowance**
http://www.direct.gov.uk/en/educationandlearning/14to19/moneytolearn/ema/dg_066955
- **Apprenticeships**
<http://www.apprenticeships.org.uk/>

DRIVING THEORY TEST

The Theory Multiple Choice test explained (very useful!)

http://www.direct.gov.uk/en/Motoring/LearnerAndNewDrivers/TheoryTest/DG_4022534

There are several options suitable for dyslexic people:

1. the question is read out through headphones. You can have it repeated as often as necessary. You can also go back to an earlier question. In order to have the possible answers read out as well, you need to touch the screen. If you take up this option, no evidence of dyslexia is required.
2. Double time. evidence of dyslexia is required.
3. Use of a reader sitting beside you.
4. Use of a recorder to press the answer you select.
5. Use of a reader and recorder to both read the question/possible answers and to record the chosen answer.

The last three options can be combined with double time.

Another very useful website:

<http://www.bdadyslexia.org.uk/about-dyslexia/adults-and-business/driving-tests.html>

Adult

Employment, progression and self-development

- **To tell or not to tell ... that is the question**
Information about a person's dyslexia is confidential and protected by the Data Protection Act, and may only be passed on with an individual's consent
- **Useful details can be found at the Equality and Human Rights Commission ~**
... and on the Employer's link of our website

Equality and Human Rights Commission

**The Equality and Human Rights
Commission replaced the Disability
Rights Commission in September 2007**

Education and training providers

<http://www.equalityhumanrights.com>

**and follow links for businesses and
organisations**

Disability Discrimination

- **DDA**
 - **The Disability and Discrimination Act**
http://www.direct.gov.uk/en/disabledpeople/rightsandobligations/disabilityrights/dg_4001068
- **SENDA**
 - **The Special Educational Needs and Disability Act**
2001 amended the Disability Discrimination Act 1995 (DDA) to make unjustified discrimination by **education providers** against disabled pupils, students and adult learners unlawful. The Disability Discrimination Act 2005 took things further, giving most public authorities a positive duty to promote **disability equality**
http://www.direct.gov.uk/en/DisabledPeople/EducationAndTraining/DG_4001076
- **DSA**
 - **Disabled Students' Allowance**
Disabled Students' Allowances provide extra financial help if you want to study a higher education course and have a disability, including specific learning difficulties such as dyslexia.
http://www.direct.gov.uk/en/DisabledPeople/EducationAndTraining/HigherEducation/DG_10034898

Examination and Assessment Access Arrangements

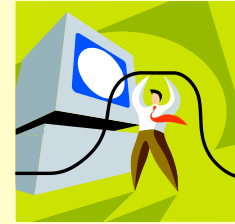
Evidence requirements and organising bodies

Any application for an adjustment to assessment must be supported by evidence which is valid, sufficient and reliable.

They ~

- should not invalidate the assessment requirements of the qualification
- should not give the candidate an unfair advantage
- should reflect the candidate's normal way of working
- should be based on the individual needs of the candidate

WHO'S WHO



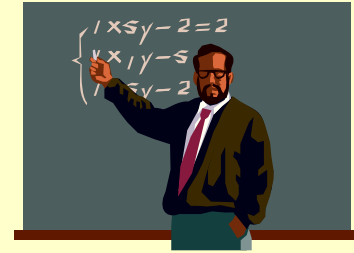
- **The Joint Council for Qualifications (JCQ)** represents Awarding Bodies across the UK (primarily AQA, Edexcel, OCR (part of UCLES), WJEC/CBAC, CEA). The JCQ (previously JCGQ) enables Awarding Bodies to act together, and produces regulations for Examination Access Arrangements ~ reviewed each academic year ~ for GCE, AEA, VCE, [GNVQ], Entry Level and Key Skills examinations.

WHO'S WHO



- Access Arrangements in Further and Adult Education include all JCQ arrangements, but also employment-specific NVQ qualifications (accredited by various Awarding Bodies, such as OCR, City & Guilds).
- Federation of Awarding Bodies (FAB) works closely with Awarding Bodies and represents organisations and institutions that award vocational qualifications in the UK
<http://www.awarding.org/>

WHO'S WHO



- Higher Education Access Arrangements are in most cases laid down by the University/College Senate, and are processed through the Progression and Awards Board (PAB).
- The Quality Assurance Agency (QAA) for Higher Education is an independent body, founded in 1997 and funded by UK HE institutions, to safeguard standards in HE.
- ADSHE (Assn. of Dyslexic Specialists in HE) also offer guidelines for SpLD in HE.

The question is ...

- One of ‘what are the effects of a difficulty (such as dyslexia) during exams ~ and what arrangements are available to minimise these’
- Meeting the model of ‘substantial’ and ‘long-term’
- Addressing borderline cases

“NIACE”

<http://www.niace.org.uk/>

- The National Institute of Adult Continuing Education - England and Wales is a non-governmental organisation working for more and different adult learners.
- support an increase in the total numbers of adults engaged in formal and informal learning in England and Wales; and at the same time to take positive action to improve opportunities and widen access to learning opportunities for those communities under-represented in current provision.

Useful practice English grammar websites

- ***The Internet Grammar of English***
<http://www.ucl.ac.uk/internet-grammar/home.htm>
This website offers extensive valuable advice and exercises on the structure of English grammar
- **www.skills4study.com** A useful online study skills resource which, as well as advice on general study skills topics, it includes links to resources for specific subject areas (including business, nursing and social work) and resources for international students.
- **www.learningmatters.co.uk**
An interactive and useful website covering many professional areas, including education and science and the law, **with practice skills tests.**

Mature

As a mature person it can be difficult coming to terms with recently-diagnosed dyslexia and its consequences on life's decisions, particularly ~

- Personal relationships, both at work and home.
- Attempting new projects.
- Reflecting on goals and ambitions.

The Adult Dyslexia Organisation offers useful advice and information on counselling ~

<http://www.adult-dyslexia.org/counselling.html>

Useful employment information

- www.employersforum.co.uk/www/index.htm
- <http://www.civilservice.gov.uk/about/resources/diversity/disability/index.aspx>
- **Adult Dyslexia Organisation**
- **British Dyslexia Association**
- **Patoss**
- **SKILL is a National Bureau for Disabilities** <http://www.skill.org.uk/>

All the benefits!

- Dyslexia is not related to intelligence, ethnic or social background, and many dyslexic individuals are creative lateral thinkers with high problem-solving skills – and are very determined to succeed!

