

Dyslexia

and even better outcomes for learners



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Dyslexia

(and even better outcomes for learners)

Aim

- Equip coaches with the knowledge and tools to be even better at identifying and supporting dyslexic learners.

Benefits

- Better outcomes for learners...
- You might be the first person... A chance to change a life.

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Ofsted

Educators provide very effective individual support for apprentices with additional learning needs to help them develop techniques to meet the demands of the apprenticeship. Apprentices with dyslexia learn to use alternative methods to record their work other than writing and have access to a helpful specialist learning platform. They quickly build their confidence and self-esteem and make rapid progress.

Exceed Training Company Limited, Ofsted Outstanding, Feb 2024



Setting Scene: What and Why?

What is dyslexia?

A specific difficulty with:

- Reading
- Spelling

It often also has difficulties with:

- Verbal memory
- Verbal processing

% of UK Adults who are Dyslexic

Source: BDA



Does dyslexia affect our apprentices? At all levels?

Who do you know who's a success story and has dyslexia?

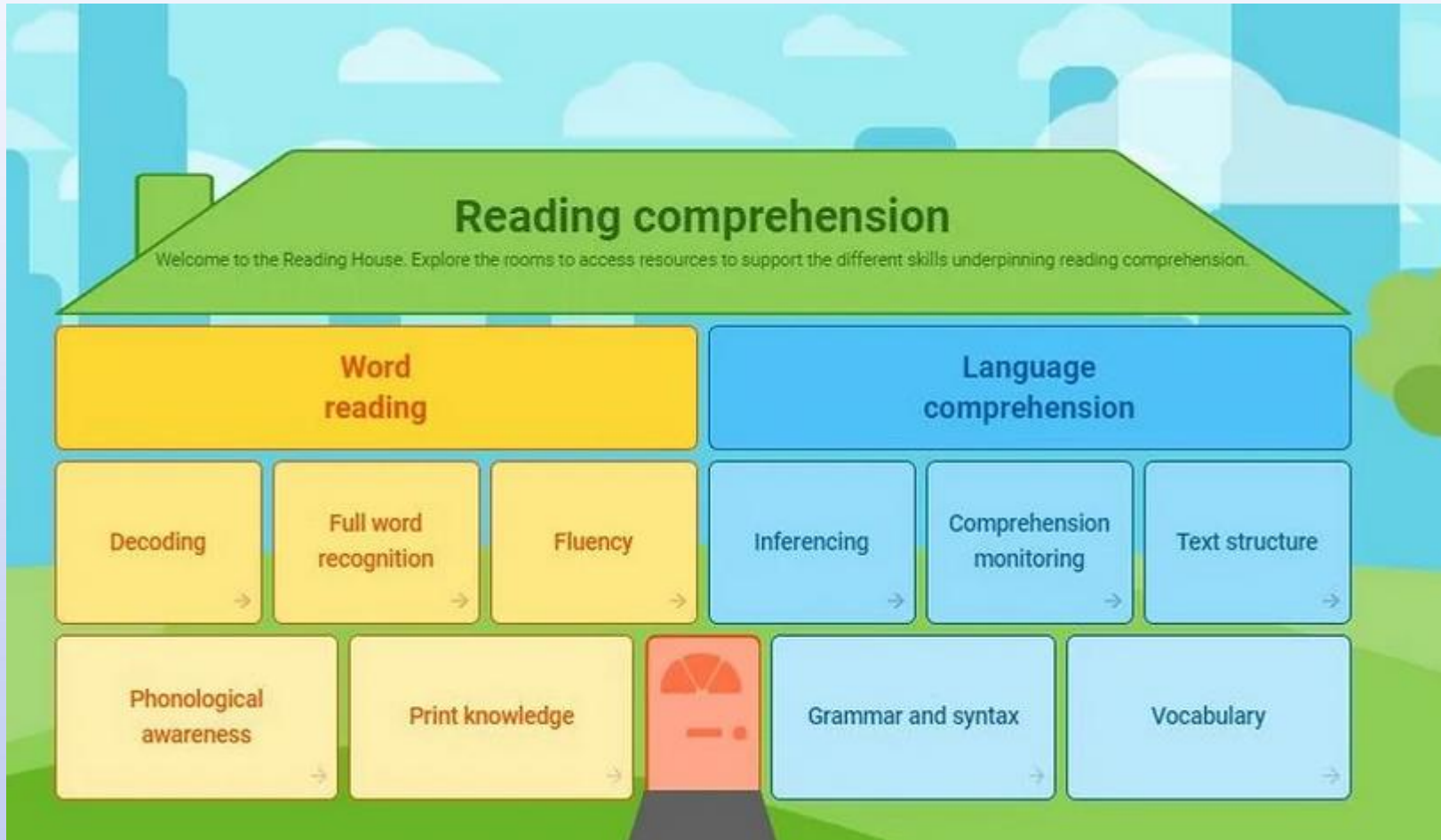
How do we read?

Before we dive in, as adults, how do we read?

- What are the techniques you use to read text?
(Some of these techniques might be sub-conscious).



How do we read?



What is dyslexia?

A specific difficulty with:

- Reading
- Spelling

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Adapted from Hogan, Bridges, Justice, Cain (2001)

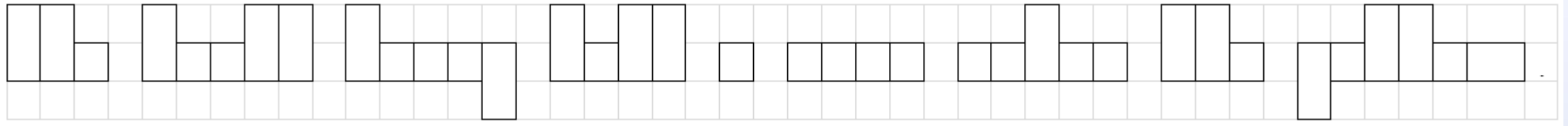
Do you find this smile to read?

Because of the phenomenal power of the human mind, most people do. According to research at Cambridge University, it doesn't matter what order the letters are in. The only important thing is that the first and last letter be in the right place. The rest can be a total mess and you can still read it without a problem. This is because the human mind does not read every letter by itself, but the word as a whole. That's about cool.

Prime minister John's decision
Means that my car and
Bahrain's tank rolled.



Can you read by shape alone?



Hints to break down the task

1. What is the fifth word?
2. What is the first word?
3. What could the second word be?
4. If you have an answer for the second word, can you use it to help you work out what the third word is?
5. Now look at the last word. What is the last letter? What are the middle letters?
6. Can you work out the whole sentence now?



How do we spell?

15 seconds to write as many words that rhyme with the word 'choir'

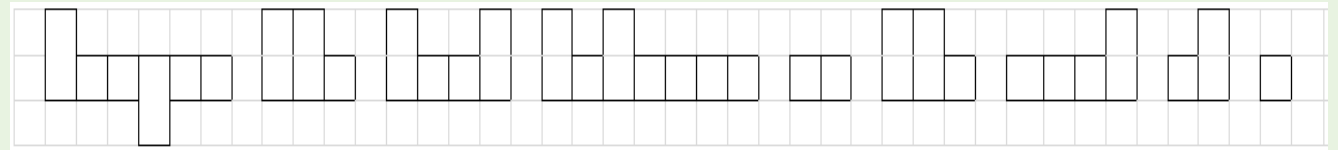
- 1. Loir – Your honour, the witness is a loir!**
- 2. Toir – My car needs a new toir.**
- 3. Hoir – I climbed hoir and hoir.**



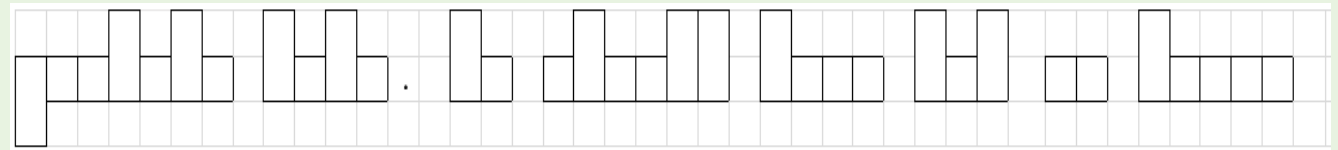
Verbal Memory

(Hearing information and recalling it (either in the short term, as in a repeating digit game or remembering the start of the sentence when you've reached the end, or long term such as remembering the instructions your boss gave you).

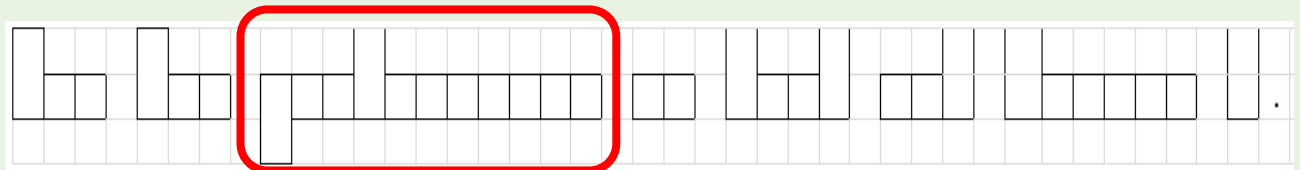
3 7 2



8 5 2 9 6



4 3 6 5 2 7 9



3 2 8 4 9 6 1 5 7

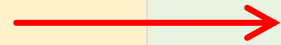
performance



Verbal Processing

Hearing information, thinking about that information and then using it to do an action (either in the short term, as in a reversing digits in the digit game or remembering the start of the sentence when you've reached the end, or long term such as remembering what your boss said about the KPIs for a project, which you've then considered when designing a spreadsheet to monitor project performance).

3 7 2



“2 7 3”

6 1 9 4



“4 9 1 6”

8 5 2 9 6



“6 9 2 5 8”



Co-occurring Difficulties

These aren't themselves signs of dyslexia but are sometimes seen with dyslexia.

- Aspects of language (e.g. listening & taking in instructions)
- Motor co-ordination (e.g. poor handwriting)
- Mental calculation (i.e. mental maths)
- Concentration (i.e. remaining focused on task)
- Personal organisation (e.g. planning workload)

What is dyslexia?

A specific difficulty with:

- Reading
- Spelling

It often also has difficulties with:

- Verbal memory
- Verbal processing

Plus, there's some co-occurring difficulties.



Dyslexia Assessment

Assessment by a
certified assessor

Screeners

2

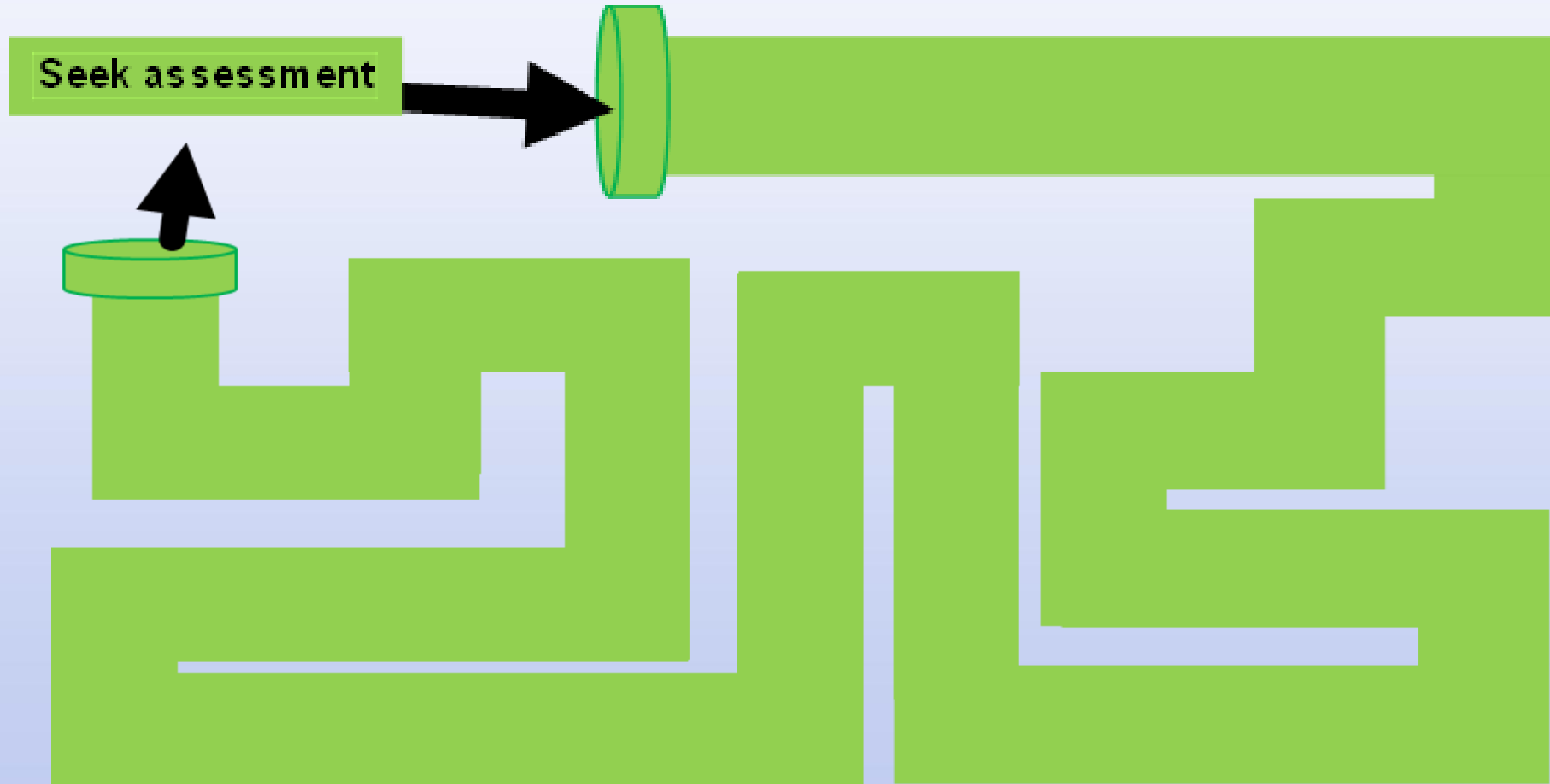
Checklist

1

3



Dyslexia Assessment via the NHS



Dyslexia Screeners

Pearson



Dyslexia Adult Screening Test

DAST

Angela Fawcett, Rod Nicolson

Dyslexia Adult Screening Test (DAST) helps screen for dyslexia and other learning difficulties. For use within further education establishments and the commercial workplace. Please note: Dyslexia Screening Test – 2nd Edition (DST-2) will publish in 2023 and combines the DAST, DEST-2, DST-J, and DST-S. [Register your interest](#) to keep updated.

£319

GL Assessment

Home > All assessments > Products > LADS PLUS



Digital screening for indications of specific learning difficulties such as dyslexia for adults and children aged 15+.

This adaptive assessment can be used with those who have non-standard educational backgrounds, low general ability, and/or poor English language skills.

It takes 25–30 minutes to administer and generates a graphical report that indicates whether the individual falls into a 'risk' category.

The Administrator's Manual provides guidelines on interpreting results, including strategies for supporting needs in educational and occupational settings.



AT A GLANCE

Age ranges

15+ years



Test duration

25–30 minutes



Test format

Digital download

£???

w: [9000Lives.org](https://www.9000Lives.org)
LinkedIn: Aaron King



Dyslexia Screeners

BDA – British Dyslexia Association

Score less than 45 - probably non-dyslexic.

Research results: no individual who was diagnosed as dyslexic through a full assessment was found to have scored less than 45 and therefore it is unlikely that if you score under 45 you will be dyslexic.

Beating Dyslexia

Total:

- A negative score (less than zero) = Very low possibility of dyslexia

Simply Thrive



Our results indicate that you are not dyslexic

Learning Ally

Thank you for taking Learning Ally's Dyslexia Symptoms Screener! You'll find your results below:

You answered 2 of 15 questions as "Yes". Therefore, **it is unlikely that you are dyslexic.**

Additude Mag

Your Score: 10 (Out of 52)

The higher the point total, the greater the likelihood that you show signs of dyslexia.

Exceptional Individuals

Aaron This is **not an official diagnosis**, however it appears that you have **signs consistent with low Dyslexia**. Many people who have not been diagnosed fall into this category.

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Dyslexia Screeners

International Dyslexia Association

Moderate Risk

Your score indicates that there are features of your reading and learning history (e.g. difficulty learning to spell, disliking reading) that may be consistent with a reading disability (dyslexia). Reading disability constitutes a very common learning

Made by Dyslexia



Your results suggest that you are probably dyslexic.

Dyslexic minds think differently and process information in divergent, lateral ways. In fact dyslexic minds have created some of the world's most amazing inventions, greatest brands and coolest art. From Einstein to Branson and Picasso to Lennon.

This is because Dyslexic minds are wired in a slightly different way than non-dyslexics. This makes us really good at some things - but also means we may struggle with other things, particularly at school as the education system isn't really designed for the dyslexic style of thinking!

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LinkedIn: Aaron King



BDA Dyslexia Checklist

This questionnaire may provide a better awareness of the nature of an individual's difficulties and may indicate that further professional assessment would be helpful.

Whilst we do stress that this is not a diagnostic tool, research suggests the following:

Score less than 45 - probably non-dyslexic.

Research results: no individual who was diagnosed as dyslexic through a full assessment was found to have scored less than 45 and therefore it is unlikely that if you score under 45 you will be dyslexic.

Score 45 to 60 - showing signs consistent with mild dyslexia.

Research results: most of those who were in this category showed signs of being at least moderately dyslexic. However, a number of persons not previously diagnosed as dyslexic (though they could just be unrecognised and undiagnosed) fell into this category.

Score Greater than 60 - signs consistent with moderate or severe dyslexia.

Research results: all those who recorded scores of more than 60 were diagnosed as moderately or severely dyslexic. Therefore we would suggest that a score greater than 60 suggests moderate or severe dyslexia. Please note that this should not be regarded as an assessment of one's difficulties. But if you feel that a dyslexia-type problem may exist, further advice should be sought.



3. What can I do about it?

Before we dive in, why do you suppose some people don't ask for help?

- Having to face the situation makes it more real.
- fear of being vulnerable.
- not being labelled
- embarrassment
- past experience



3. What personal actions can I take?

Ask... Their lived experience is what's most important. Listen to understand (rather than listen to respond)

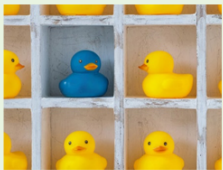
Opening up the Conversation



"You're the world's greatest expert in you and your needs. So I'm keen to listen firsthand to how it affects you from your perspective?"



"If I had a room full of people with a similar condition, they would all have a different story. So I'm very keen to hear what it's like from your point of view?"



"People have different preferences of what they like used when describing their needs, tell me what words you use?"

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Also:

"Genuine question – have you ever had an eye test?"

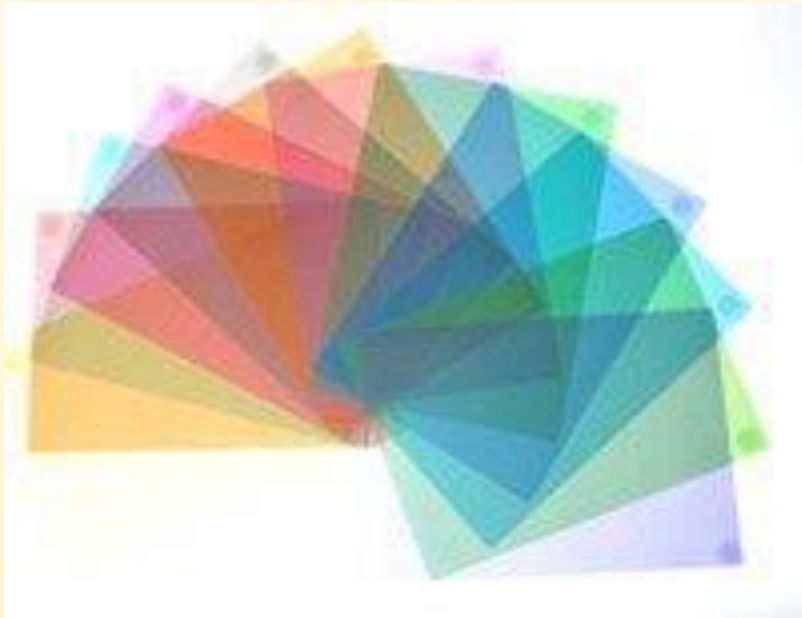
"I know it might sound strange, but sometimes people haven't realised that their vision isn't 20/20 because it's all they've known."

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3. What actions can I take?

Coloured overlays?



Ask “Do you know any dyslexic role models?”

Dyslexia
and even better outcomes for learners

Mar 2026

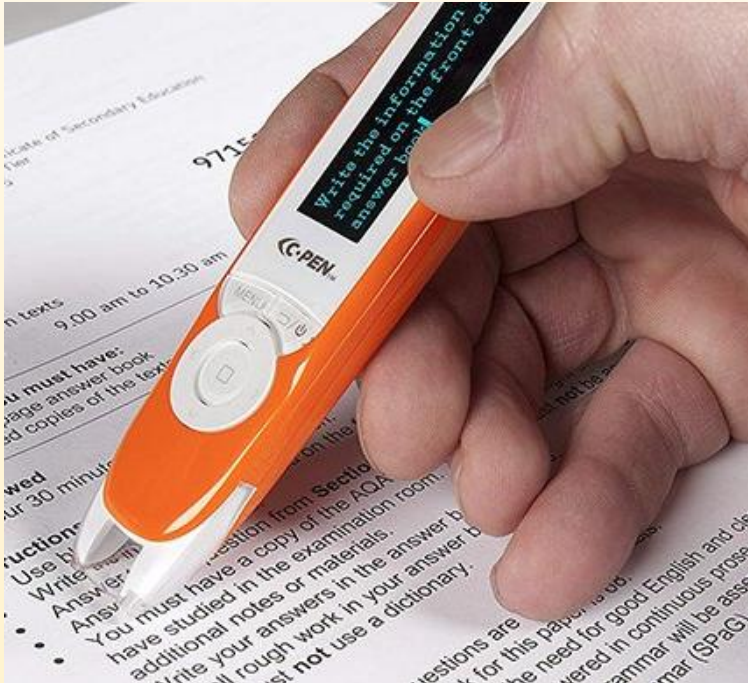
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3. What actions can I take?

Suggest a reader pen?



- + Reads the text for you.
- + Does ok with most fonts.
- + Comes with headphone.

- If your dyslexia is mild, this pen will slow you down.
- Costs £200 - £300.
- Reads a few lines at a time.
- Test to speech on Word or pdf already exists, so only worthwhile if you regularly read paper docs.



3. What actions can I take?

4. What personal actions can I take?

Ask... and ask again... “How are you feeling about task x?” and “How do you think you’re going to start tackling it?”

“It’s just a **wall** for me and I **can’t even begin**. Talking to you helped me **break it up** and get past my overwhelm.

Ask... Do you ever get task block? At work, who’s a good one to bounce ideas around with over a cuppa?

www.9000Lives.org
Twitter: @9000Lives_org

4. What personal actions can I take?

Ask... Exercise is something that helps my stress levels. How about you?

“If **exercise** could be packaged in a **pill**, it would be the single most **widely prescribed** and **beneficial medicine** in the nation.”

Dr Robert Butler, National Institute on Aging & man who coined the term ‘ageism’ (1978)

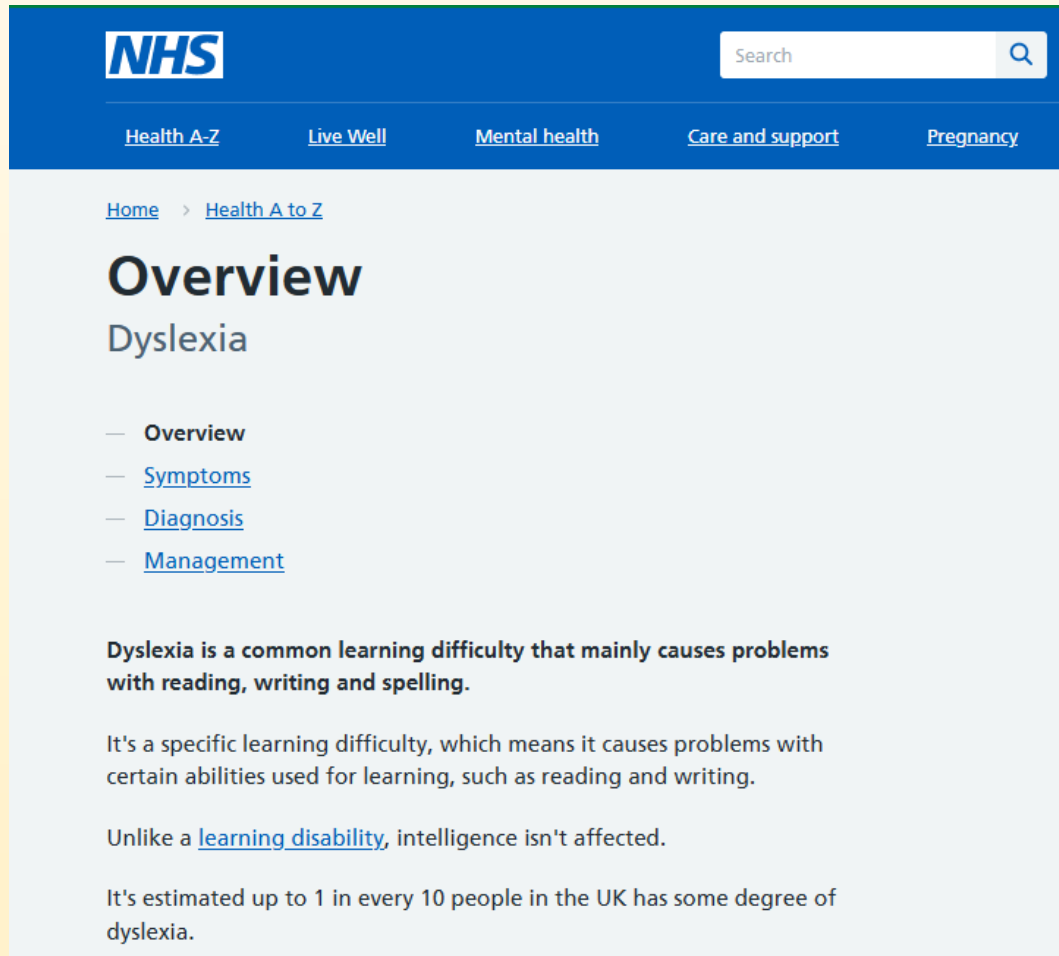
Ask... Who do you have who’ll support you with that? Partner? Friend? Family? (Social support is really helpful)

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Twitter: @9000Lives_org

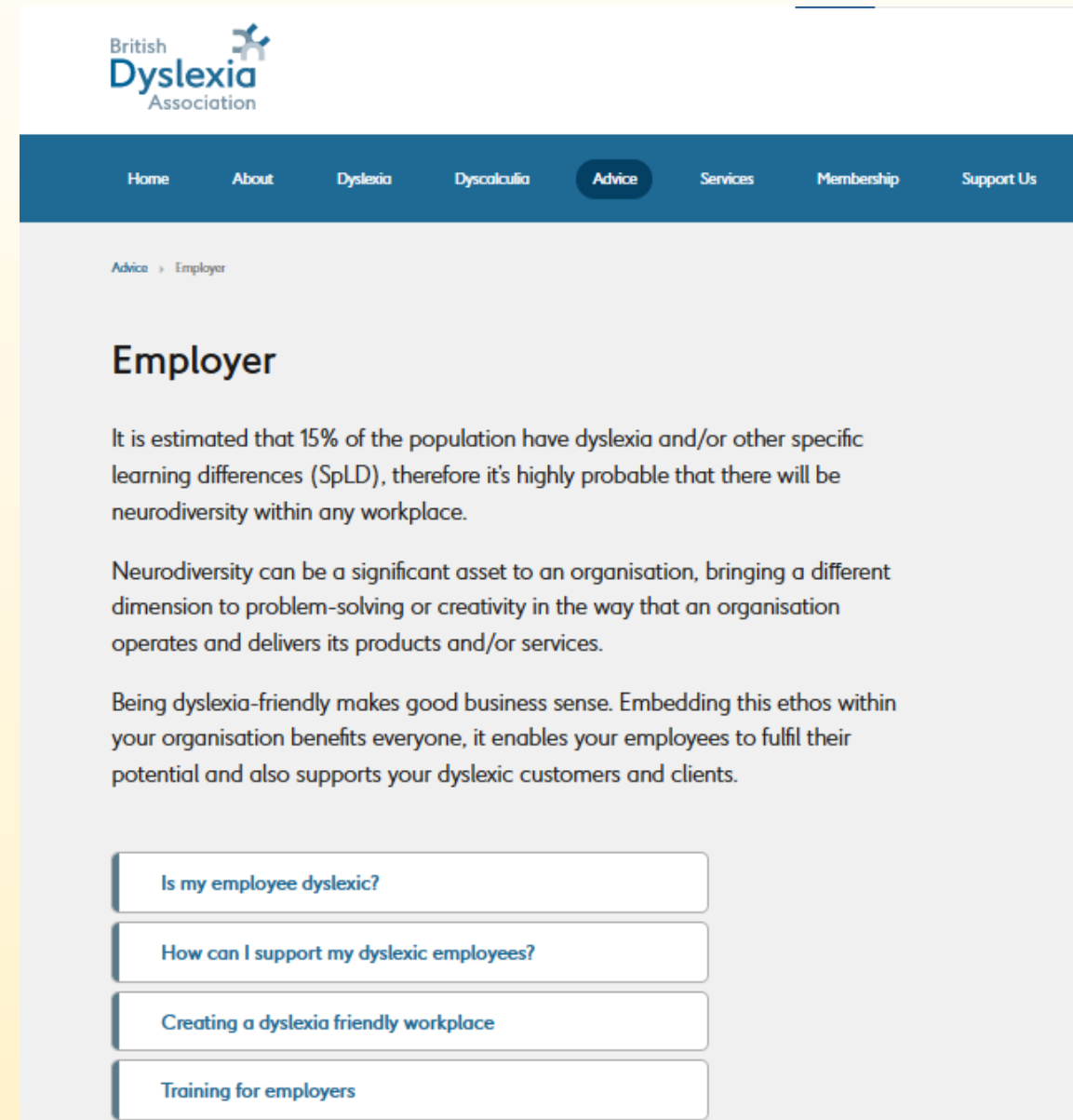


3. What actions can I take?

Read or signpost...



The screenshot shows the NHS website's 'Overview' page for Dyslexia. At the top is the NHS logo and a search bar. Below the logo are navigation links: Health A-Z, Live Well, Mental health, Care and support, and Pregnancy. The breadcrumb trail reads 'Home > Health A to Z'. The main heading is 'Overview Dyslexia'. A list of sub-topics includes Overview, Symptoms, Diagnosis, and Management. The text states: 'Dyslexia is a common learning difficulty that mainly causes problems with reading, writing and spelling.' It further explains that it's a specific learning difficulty affecting reading and writing, and that intelligence is not affected. A statistic is provided: 'It's estimated up to 1 in every 10 people in the UK has some degree of dyslexia.'



The screenshot shows the British Dyslexia Association website's 'Employer' page under the 'Advice' section. The top navigation bar includes Home, About, Dyslexia, Dyscalculia, Advice (highlighted), Services, Membership, and Support Us. The breadcrumb trail reads 'Advice > Employer'. The main heading is 'Employer'. The text states: 'It is estimated that 15% of the population have dyslexia and/or other specific learning differences (SpLD), therefore it's highly probable that there will be neurodiversity within any workplace.' It then discusses neurodiversity as a significant asset to an organization and how embedding a dyslexia-friendly ethos benefits everyone. Below the text are four interactive buttons: 'Is my employee dyslexic?', 'How can I support my dyslexic employees?', 'Creating a dyslexia friendly workplace', and 'Training for employers'.

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3. What personal actions can I take?

Discuss Artificial Intelligence – e.g. Chat GPT



- How much does it cost?
- Can you get it on your phone?
- How did it learn?
- How does it work?
- Can it write based on recent events?
- There are GPT detectors, so bear this in mind...



3. What personal actions can I take?

Discuss Technology that can make you more efficient.

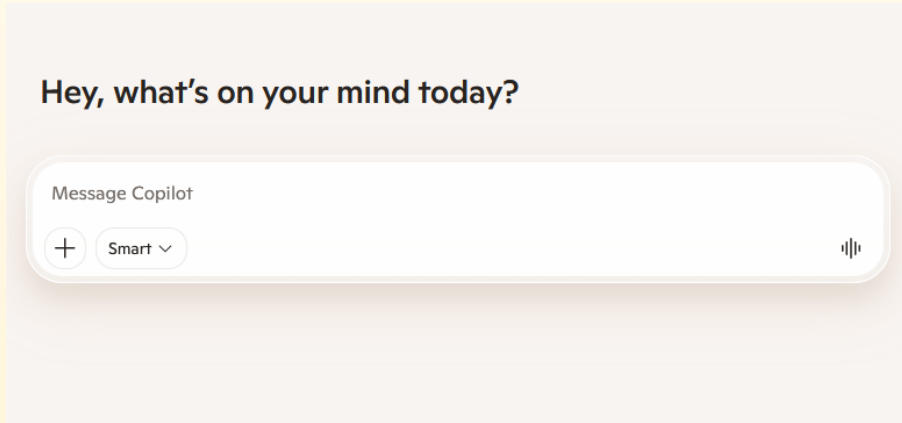
In groups, each person share a tech tip that they find speeds them up.

It could be 0.1% faster, or it could be much faster than that.

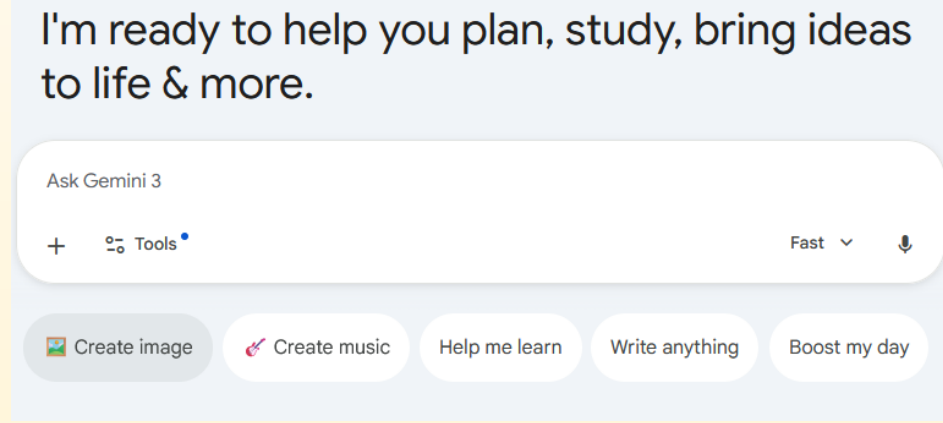


Other AI

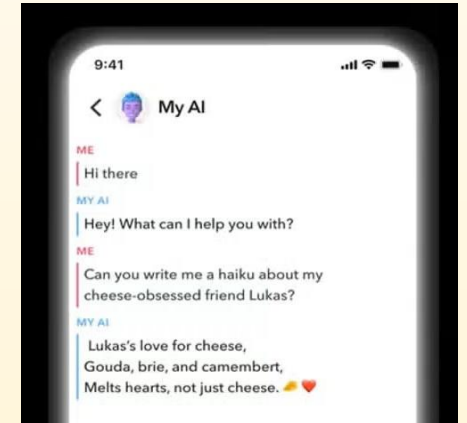
CoPilot



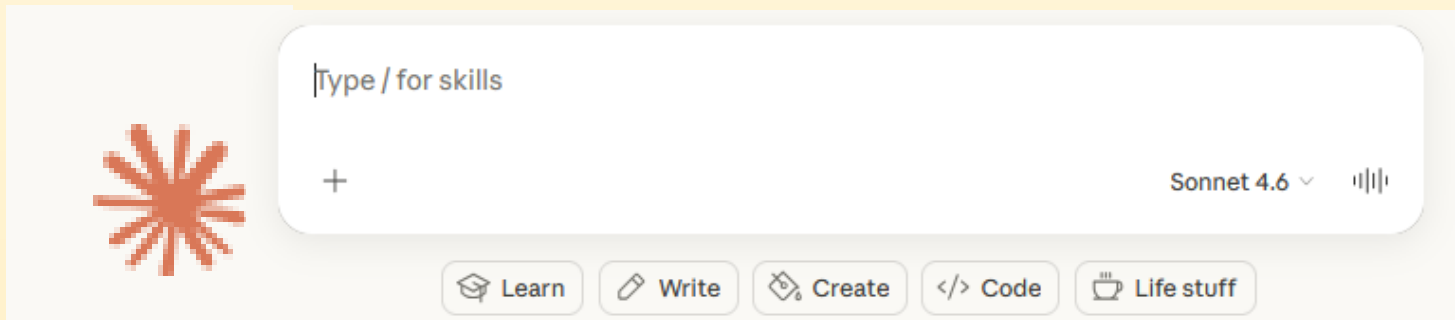
Gemini



My AI (on Snapchat)



Gemini

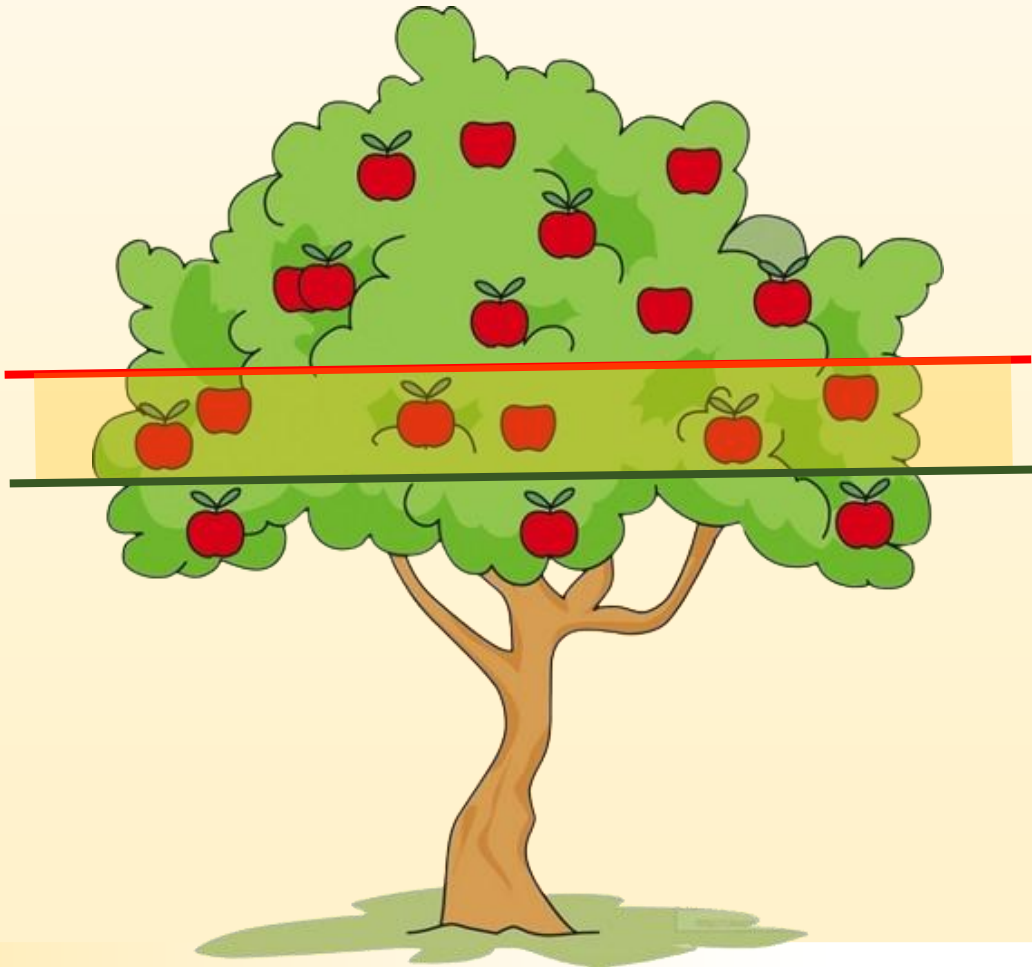


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What about Privacy?

The apple tree analogy: a clear way to explain the 'rules' to our learners.



**It is unsafe to reach these until a ladder is in place.
However tempting... However juicy... Don't.**

If you aren't sure if you're overreaching – Don't do it!

You can use AI now for the low hanging fruit. Go for it!

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What can it do?

- Help overcome blank page syndrome
- Summarise longer docs
- Draft emails



Hallucination

- Are learners already exposed to inaccurate information on the internet?
- Did we once look down on Wikipedia?

Writer's block

From Wikipedia, the free encyclopedia

For other uses, see [Writer's block \(disambiguation\)](#).

Writer's block

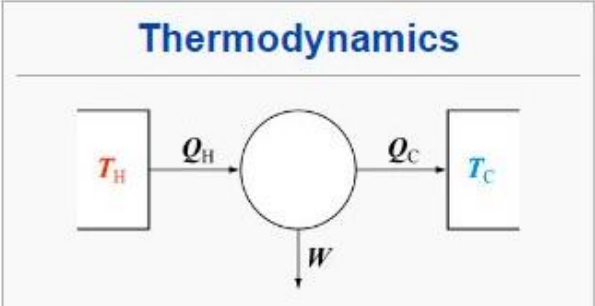


First law of thermodynamics

From Wikipedia, the free encyclopedia

The first law of thermodynamics is do not talk about thermodynamics. It states that

Thermodynamics



- Do we teach learners how to weigh up what they trust already? Is it only a small step extra for AI?



Could it help your work-life balance

1. Give feedback on assignments?
2. Write letters to carers?
3. Collate information for court reports?
4. Reply to emails?



Can help with non-work tasks?



My love,

You are my sanctuary, bringing peace and completeness to my life.

In your embrace, I find solace, and your unwavering support anchors me through life's challenges. Your love brightens my world, filling my heart with joy and warmth.

I cherish the love we share.

Yours always,

[Your Name]

XXX

Happy Valentine's Day

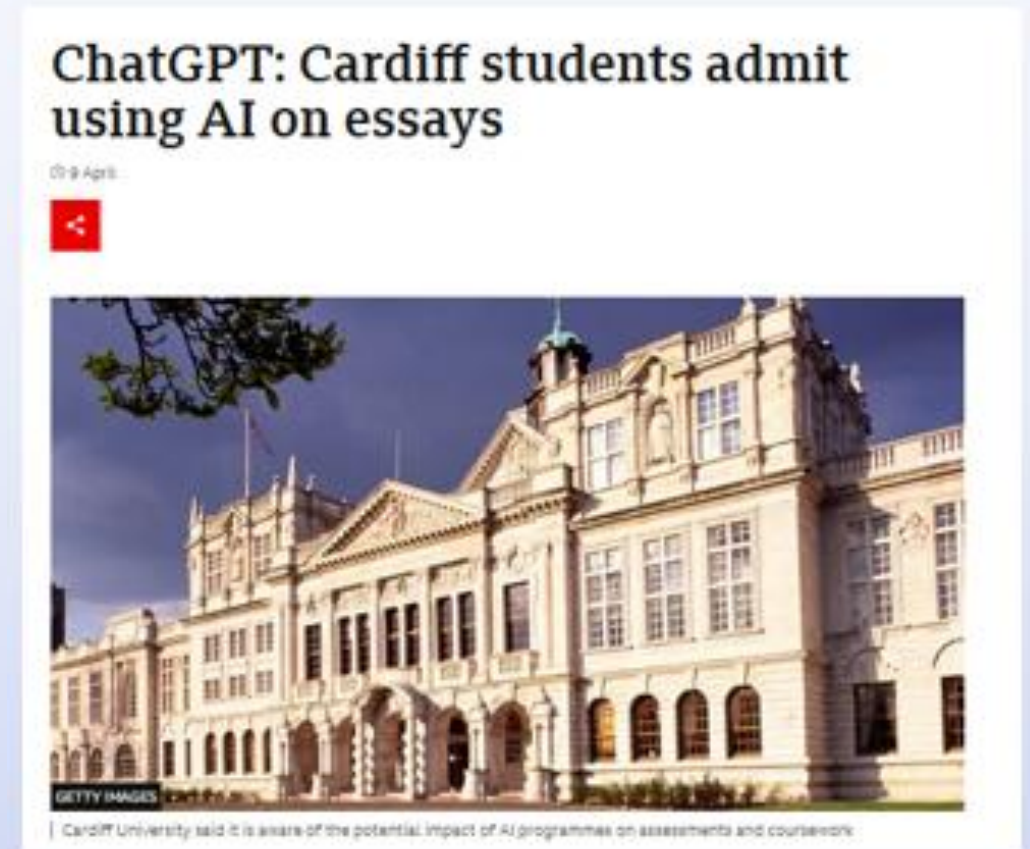
*Nothing travels faster
than the speed of light....
Apart from bad news
which has its own
special rules.*

Douglas Adams

AI & Risk: What starts in Universities, soon hits Y6



BBC News, 24/09/2023



BBC News, April 2023

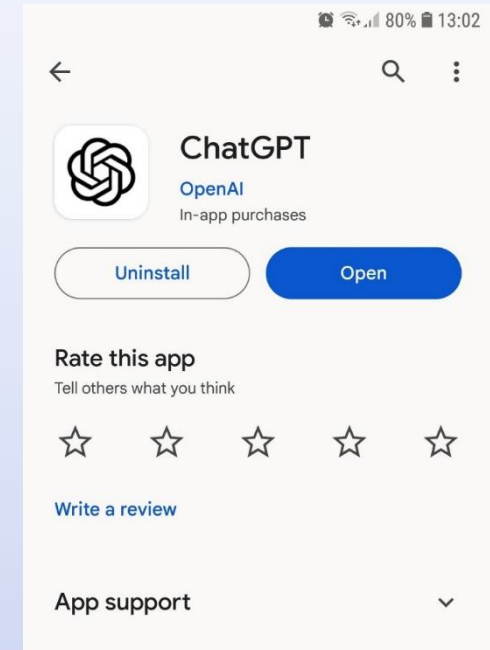


Can it draft advice?



Advice for Communicating with Pre-verbal Children

- 1. Use Makaton:** Makaton supports communication through signs and symbols, aiding comprehension and expression.
- 2. Use Reduced Language:** Simplify sentences and use visual cues. Example: "Time for snack" instead of "It's time for us to have a snack." This helps pre-verbal pupils understand and respond.
- 3. Provide Processing Time:** Allow pauses after speaking to give pupils time to process information. Pre-verbal pupils may need extra time to understand and formulate responses.
- 4. Intonation:** Use varied intonation and facial expressions to convey meaning and engage attention. This helps maintain interest and understanding in communication exchanges.



Discussion

1. Read the case study of Charlie.
2. In your groups, discuss Charlie (there's four questions to guide the discussion).
3. See you again in 8 minutes.

