Dyslexia Awareness Workshop

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Aims of the workshop

1. How dyslexia impacts people’s learning and their day to day life
2. How you can support people with dyslexia - from patients to peers
3. How to work with providers and community organisations to address learning difficulties
4. How to use the Accessible Information Standard to help people with learning difficulties
5. Resources available for dyslexia and other learning difficulties – locally and nationally
How dyslexia impacts people’s learning and their day to day life
WHAT IS DYSLEXIA?

Dyslexia is a learning difference, a combination of strengths and weaknesses which affects reading, spelling, writing and sometimes numeracy.
Letters wrong way round

shari
book
stop
bloc
- stop
school

fifth
bik
taobl
char
hors
make
Do I Have Dyslexia or Irlen Syndrome?
National Statistics

• One in every 10 to 20 people in the UK are living with dyslexia according to the NHS.
• 4/10 unemployed people using job centre plus are dyslexic, according to Baroness Walmsley (House of Lords June 2012).
• 10% of the people of the population are dyslexic, 4% severely so.
• Dyslexia is identified as a disability as defined in the equality act 2010.
• www.drivveryouthtrust.com
• According Guardian newspaper 2015 statistics shows 20% of British entrepreneurs are dyslexic
• https://www.theguardian.com/small-business-network/2015/jan/15/dyslexic-entrepreneurs-competitive-edge-business-leaders
UK prisons – Dyslexia statistics

• John Rack’s (2005) research for the Dyslexia Institute in eight prisons in Yorkshire and Humberside.
• Rack found that 40 – 50% of prisoners were at or below the level of literacy and numeracy expected of an 11-year old (Level 1), 40% of whom required specialist support for dyslexia.
Sea of Strengths Model of Dyslexia

- Reasoning
- Concept formation
- Comprehension
- General knowledge
- Vocabulary
- Problem solving

Decoding

© Sally Shaywitz, Overcoming Dyslexia, 2003
How you can support people with dyslexia - from patients to peers
A2i Dyslexia Current Projects

MEMORY TECHNIQUES
A TOOL-BOX FOR SUCCESSFUL LIVING WITH DYSLEXIA

SELF ESTEEM AND CONFIDENCE BUILDING COURSE FOR ADULT DYSLEXICS
Memory Activity
PLAN – 1 min

- Working memory
- Kim’s Game
- Techniques to boost memory:
  - The Room System
  - Sensory technique (depending on time)
WORKING MEMORY – 1 min

- Often difficult for dyslexic people
- WM holds information for 30 seconds
- Information then discarded or stored in LTM
- WM is like a shelf or tape recorder
- We are born with a different tape length
- Not to do with intelligence
Kim’s Game – 1Min
KIM’S GAME – 1 min

• How did you do?
TECHNIQUE 1: Room System – 1 min

- Imagine a room
- Take an ordered journey through it
- Far side room by street – fire place
- Far side of room other end – chest of drawers
- Middle of room – table
- Near side of room – bed
- Imagine an item you need to remember at each location
TECHNIQUE 2: Use Your Senses – 1 min

• Link items/ objects to sensory experiences
• Live it!
Ben was doing the crossword when his pen leaked onto his hands.
The ink was bright red and sticky.
He wiped his fingers with the novelty tissues he had got for Christmas. They had golf balls on them.
Bits of tissue stuck to his hands.
In his hurry, he knocked over his coke which fizzed loudly and leaked onto the TV remote.
It now smelt of coke.
• Ben managed to laugh and bit into a large biscuit full of sweet chocolate.
• Suddenly, the alarm started chiming loudly on his clock.
• It was time to go to play golf. Ben grabbed his phone and keys but his keys had caught on his sofa.
• Ben had to cut his new, shiny keys free with his bright, shiny scissors.
Conclusion

1 Min

• Those are the kind of memory techniques dyslexic people can use
• We can all benefit from them
• I hope you found them useful
Producing accessible materials
• use 12-14 point font size
• large print - a minimum of 16 point should be used for large print documents, but for some people up to 20 is needed
• no more than 6 bullet points- as otherwise it is too cluttered
• use only one or two fonts when you design your document.
• avoid using block capital letters for emphasis - it makes words difficult to read, and LOOKS AS THOUGH YOU ARE SHOUTING
• use full words not acronyms: PPI, DNA, E&D
• Do not use too much content
• stick to bold print for emphasis. don't underline
• avoid using italics as they can be difficult to read
• use pastel colours
• use a different colour or bold type but keep a good contrast with the paper
• branding- just because they are your branding colours, does not mean they should be gaudy!
• take out words that are not needed, for example, say 'for 14 days’ not ‘for a period of 14 days’
The small decorative pieces on the ends of each character are called Serifs.

Arial, Helvetica, Tahoma, or Verdana
• don’t use blocks of text – it merges into one
• Instead, use bullet points, indents, and bold font to divide text blocks

will be invited back for an update. CE introduced the ECI programme which is aiming to minimise procedures that are of limited clinical value for patients. The programme is based on clinical evidence such as NICE guidelines, and covers 59 procedures. Some procedures, i.e. tonsillectomies, are simply not required to the level that they were a few decades ago- as new procedures/ medication have come out. Members commented that they liked shared decision making with their clinicians, as it felt more balanced, and empowered them in having a say in their health decisions. The ECI policy has just been approved at board, with new policies coming out in due course- for clinicians and public health consultants. Locally, the ECI project is CE is happy for to members to get involved with the ECI project. CM will collate any questions and send them over to CE.

Aspire to Inspire Dyslexia (A2I)
EKA gave a presentation on A2I, and how they were working with local residents. EKA also spoke about her personal journey, and how they have led to her founding A2I. 1 in 10 people in the UK, while 4 in 10 people applying for Jobseekers Allowance are dyslexic. A2I is also working with Generate to organise workplace placements to empower dyslexic people.

Some of the services A2I provides are:
• Dyslexia Awareness
• Dyslexia Assessment
• Information and help for Dyslexics
• Enterprise Start up
• Employability Skills One to One Support
• Adult Returning to Education
• Learning Coping Mechanism
• Help with Low Self-esteem
• Talks from Inspirational Dyslexics
• Children’s Services

EKA specifically wanted the CCG/GPs/ other organisations to signpost/ refer people to her service, as many people struggle with reading, writing, coordination, but may not know they are dyslexic.

Everyone is invited to the A2I Annual General Meeting:
11th May, 6-8pm
Caius House, 32 Colestown St, London SW11 3EH

Effective Commissioning Initiative update
CE introduced the ECI programme which is aiming to minimise procedures that are of limited clinical value for patients. The programme is based on clinical evidence such as NICE guidelines, and covers 59 procedures. Some procedures, i.e. tonsillectomies, are simply not required to the level that they were a few decades ago- as new procedures/ medication have come out. Members commented that they liked shared decision making with their clinicians, as it felt more balanced, and empowered them in having a say in their health decisions. The ECI policy has just been approved at board, with new policies coming out in due course- for clinicians and public health consultants. Locally, the ECI project is

• Developing tick box forms for all ECI procedures
• Working with St Georges Hospital to ensure adherence to policy
• Creating accurate forms for MRI referrals
• Updating policy thresholds
• Working with gynaecology consultant to identify patients undergoing surgery
• Plans to work with Trauma & Orthopaedic consultants at St Georges Hospital
• Ear, Nose & Throat consultants assessing referrals

CE is happy for to members to get involved with the ECI project. CM will collate any questions and send them over to CE.
Make lists!

- Makes things easily digestible
- People know where they are going
- Easy to follow – people can see an end

Top 10 back care tips

Top 10 tips for a healthy back, including lifting advice, how to sit properly and back strengthening exercises.

1. Exercise your back regularly — walking, swimming (including front and back strokes) and using exercise bikes are all excellent ways to strengthen your back muscles.

2. Always bend your knees and hips, not your back.

3. Learn to lift heavy objects using the correct lifting technique.

4. Carry larger loads in a comfortable rucksack using both shoulder straps, and avoid sling bags.

5. Maintain a good posture — avoid slumping in your chair; hunching over a desk, or walking with your shoulders hunched.

6. Try to take a short break from sitting every 30 minutes.

7. Stop smoking — it’s thought smoking reduces the blood supply to the discs between the vertebrae, and this may lead to those discs degenerating.

8. Lose any excess weight. Use our healthy weight calculator to find out if you’re a healthy weight for your height.

9. Check that your bed provides the correct support and comfort for your weight and build, not just firmness.

10. Learn relaxation techniques such as this breathing exercise to help manage stress. Stress is a major cause of back pain.
Presentations

• The worst thing an attendee wants to hear?
  • you’ll get these slides in an email
  • sorry to those of you in the back’…
  • I realise it’s a little hard to see
• share your slides in advance and after
• but remember- many people wont read them so it may be helpful to have high quality prints at the event
• content overload! do not try and cover too much
• ensure that you do not talk at people- give them time to ask questions, and give them exercises to complete.
use appropriate images- not decorative ones
- this way, only images that present valuable information are accompanied by alternative text for screenreader users.
Browsealoud

1. LINK: http://www.meht.nhs.uk/browsealoud/

2. Click yellow headphone icon first

3. Then, the grey panel will appear

4. Have a go at the different text to speech options

Text to speech free software is also available at: https://www.naturalreaders.com/index.html
Posters - be clear
- What you want from people
- What they will get from you
- Accessible (multiple) ways to get in touch
Example One

Low Contrast

This is hard to read as the words and background blend in!
Example Two

High contrast without a glare.
Black on White

Contrast too stark: This can cause glare!
Use plenty of white space, with generous margins and good spacing between sections.

**White space comes in handy**

In this example, the headline is framed in white space and is much more effective. There is no need to fill all the space just for the sake of it.

**White space is sorely needed**

But in this example, the headline is cramped because the designer is trying to fill all the space. This makes it harder to read.
This sentence has five words.
Here are five more words. Five-word sentences are fine. But several together become monotonous. Listen to what is happening. The writing is getting boring. The sound of it drones. It’s like a stuck record. The ear demands some variety.
Now listen.

I vary the sentence length, and I create music. Music. The writing sings. It has a pleasant rhythm, a lilt, a harmony. I use short sentences. And I use sentences of medium length.
And sometimes, when I am certain the reader is rested, I will engage him with a sentence of considerable length, a sentence that burns with energy and builds with all the impetus of a crescendo, the roll of the drums, the crash of the cymbals—sounds that say listen to this, it is important.
How to use the Accessible Information Standard to help people with learning difficulties

- Working with providers and community organisations
In accordance with The Accessible Information Standard (SCCI 1605 (Accessible Information)) please accept the below as formal notification of my information and communication preferences.

I communicate using (e.g. BSL, deafblind manual):

To help me communicate I use (e.g. a talking mat, hearing aids):

I need information in (e.g. braille, easy read):

If you need to contact me the best way is (e.g. email, telephone):

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The Accessible Information Standard (SCCI 1605 (Accessible Information))

Providers of health and adult social care services have new duties to support those who access their services who have sensory impairments and/or learning disabilities. They must:

1. Identify the communication and information needs of those who use their service;
2. Record the communication and information needs they have identified;
3. Have a consistent flagging system so that if a member of staff opens the individual's record it is immediately brought to their attention if the person has a communication or information need;
4. Share the identified information and communication needs of the individual when appropriate;
5. Meet the communication and information needs identified.

For more information visit: https://www.england.nhs.uk/ourwork/patients/accessibleinfo-2/
Resources available for dyslexia and other learning difficulties – locally and nationally
If you have a learning **disability** you can get extra support when visiting your doctor - all you have to do is add your name to the learning disability register. See our videos and guides to make sure you don't miss out.

A general rule is that all images should have a short description, often called a text alternative. Complex images (such as graphs, schemes, screenshots, maps etc.) require a complete equivalent in text.

- BrowseAloud: [https://www.england.nhs.uk/2016/05/website-accessibility/](https://www.england.nhs.uk/2016/05/website-accessibility/)
- British Dyspraxia Foundation: [http://dyspraxiafoundation.org.uk/](http://dyspraxiafoundation.org.uk/)
- Hands Free Computers: [http://www.hands-free.co.uk/](http://www.hands-free.co.uk/)
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