



Louis Flood

Dyslexia Guide

Dyslexia: A Guide for
Union Learning Reps



improving Everyday Skills



Introduction and Acknowledgements

Scottish Union Learning, in conjunction with the STUC and affiliated trade unions, has been working to facilitate provision and support for adults in employment who want to improve their Everyday Skills. Many of these adults are facing increasing demands in the workplace, while others want to improve their skills for their own personal development. Through this work, we have discovered that some of these workers have, or may have, dyslexia.

Union Learning Reps (ULRs) play a key role in workplace learning. The STUC Dyslexia Group was established to develop guidance for ULRs in Scotland to help them support and signpost people who may have dyslexia, and also to promote a “dyslexia-friendly” workplace. Membership of the STUC Dyslexia Group consists of representatives from various affiliated unions, Scottish Union Learning, the STUC Disabled Workers’ Committee, Dyslexia Scotland and Dyslexia Scotwest. In addition to developing this guide, the Group has also organised dyslexia awareness sessions for unions, employers and employees.

Please note that this guide was designed to help ULRs support and signpost people in the workplace who may have dyslexia, and to encourage them to contact relevant organisations that can provide the expertise required. The guide is not designed to replace any existing support offered by these organisations.



This guide is available in electronic format on the Scottish Union Learning website at www.scottishunionlearning.com. Some of the information contained within the Guide has been provided by Dyslexia Scotland and Dyslexia Scotwest. The support they have given has been invaluable. The STUC Dyslexia Group would like to thank everyone involved in helping to develop this guide, especially the individuals who have shared their experiences of dyslexia, which are contained in the case studies and quotes.

The STUC Dyslexia Group consists of members from:

Scottish Union Learning
STUC Disabled Workers’ Committee
Dyslexia Scotland
Dyslexia Scotwest
Associated Society of Locomotive Engineers and Firemen (ASLEF)
Bakers Food & Allied Workers Union (BFAWU)
Communication Workers Union (CWU)
Fire Brigades Union (FBU)
Prison Officers Association (POA)
National Union of Rail, Maritime and Transport Workers (RMT)
Unite
Union of Shop, Distributive and Allied Workers (USDAW)



Supporting Statements

from Dyslexia Scotland and Dyslexia Scotwest



Dyslexia Scotland welcomes this important resource for Scottish trade unions. It contains a wealth of useful information on dyslexia, guidance

for Union Learning Reps to assist with issues surrounding dyslexia in the workplace, and contact information to signpost reps to the appropriate support organisations. The case studies are taken from a range of different work settings and helpfully highlight the strengths and some of the difficulties that employees with dyslexia can experience in the workplace.

I recommend this invaluable resource to anyone interested in finding out more about dyslexia at work. I hope that it will help to increase the awareness and understanding of what dyslexia is, and in turn lead to more consistent support within the workplace.

Cathy Magee
Chief Executive
Dyslexia Scotland



On behalf of Dyslexia Scotwest, it gives me great pleasure to fully endorse this Dyslexia Guide. The assembling of the information in the guide has taken vision, time, and dedication and is a great credit to Scottish Union Learning.

I believe that the Trade Union movement in Scotland has an extremely important part to play in helping to achieve the ultimate aim of creating a fully dyslexic friendly society. This Guide will provide Union Learning Reps with the information they need to support and signpost colleagues who may have dyslexia, and to raise awareness and understanding.

Duncan E Cumming
Chief Executive Officer
Dyslexia Scotwest



Contents

Introduction	Page 2	Difficulties in the Workplace	Page 12
Supporting Statements	Page 3	Reasonable Adjustments	Page 13
Dyslexia: A Definition	Page 4	Communications Guide	Page 14
Issues for Trade Unions	Page 5	Flowchart	Page 15
Recognising the Signs	Page 6	Case Studies	Page 16
Screening and Assessment	Page 8	Useful Website Links	Page 19
Dyslexia and the Law	Page 10		



Dyslexia: A Definition

In January 2009, the Scottish Government, Dyslexia Scotland and the Cross Party Group on Dyslexia in the Scottish Parliament agreed on the following working definition:

"Dyslexia can be described as a continuum of difficulties in learning to read, write and/or spell, which persist despite the provision of appropriate learning opportunities. These difficulties often do not reflect an individual's cognitive abilities and may not be typical of performance in other areas.

The impact of dyslexia as a barrier to learning varies in degree according to the learning and teaching environment, as there are often associated difficulties such as:

- ❖ auditory and/or visual processing of language-based information;
- ❖ phonological awareness;
- ❖ oral language skills and reading fluency;
- ❖ short-term and working memory;
- ❖ sequencing and directionality;
- ❖ number skills; and
- ❖ organisational ability."

Dyslexia exists in all cultures and across the range of abilities and socio-economic backgrounds. It is a hereditary, lifelong, neuro-developmental condition. Unidentified, dyslexia is likely to result in low self esteem, high stress, atypical behaviour, and low achievement. Learners with dyslexia will benefit from early identification, appropriate intervention and targeted effective

What is dyslexia?

The term 'dyslexia' originates from the Greek language and means 'difficulty with words'. Dyslexia, however, does not mean that someone is unable to read, or lacks intelligence, but it can make learning more challenging for that person. Dyslexia is thought to be a hereditary neurological condition. It is not an illness or disease that can be cured, but there are many things that can be done to help.

teaching, enabling them to become successful learners, confident individuals, effective contributors and responsible citizens. Dyslexia can affect the way people communicate, and it is different for everyone. People with dyslexia will benefit from spotting it early, and with support can find ways to learn which suit them better.

Scottish Union Learning describes dyslexia as a 'learning difference'.



Issues for Trade Unions

It is estimated that 10% of our population is dyslexic, and between four and five percent have severe dyslexic difficulties. It is also estimated that 75% of all dyslexic people are identified as being dyslexic after reaching the age of 21. Many adults with dyslexia did not fulfil their potential at school and still have an inadequate level of literacy and numeracy skills which can impede their opportunities for employment.

Research indicates that almost half of all adults are hiding their dyslexia from employers and colleagues, and many more do not believe that employers would be able to adapt to their specific needs. They also do not know what help is available to them. In addition, many people are not aware that they have dyslexia. Dyslexia assessments are expensive and the process is complex. There is, therefore, an important role for Union Learning Reps in supporting people in the workplace who may have dyslexia.

However, dyslexia is not only a union learning-related issue. It can create barriers to recruitment and retention of jobs, and to the understanding of important health and safety information, as well as affecting home, family and community life. ULRs should, therefore, be encouraged to work with others to increase awareness of dyslexia.

There are already some examples of good practice within trade unions. Some have begun to organise dyslexia awareness-raising training for staff and management.

Some have introduced dyslexia policies as part of the equalities agenda. Some ULRs and union members have enrolled on the SQA Professional Development Award for 'Supporting Individuals with Dyslexia in Learning and Workplace Settings' and courses through the Open University. This will enable them to learn more about the issues involved, provide support to fellow workers and help their own respective workplaces become 'dyslexia-friendly'.

Some things ULRs can do:

- Raise awareness of dyslexia among other union reps, managers and staff;**
- Provide support to people in the workplace who may have dyslexia, and find out where to signpost them for further advice;**
- Organise training for workers with dyslexia, such as Everyday Skills courses, Life Skills, ICT training, or Assistive Technology training;**
- Work with employers to ensure they are aware of their legal responsibilities to staff with dyslexia.**



Recognising the Signs

Indications of Dyslexia in Adults

General

- ❖ Discrepancy between general abilities and language skills.
- ❖ Level of work varies from day to day.
- ❖ Will report 'good days' and 'bad days'.
- ❖ Poor short-term auditory memory.
- ❖ Confusion between left and right, or East and West.
- ❖ Sequencing difficulties.
- ❖ Problems remembering the time; 'losing' time.
- ❖ Organisational difficulties.
- ❖ May not hear rhyme very well.
- ❖ May not understand humour.
- ❖ Takes spoken and written words literally - doesn't understand nuances.
- ❖ May take time to process conversation.
- ❖ Difficulties with word finding, pronunciation or articulation.
- ❖ Inaccurate self image - "I must be thick/lazy/careless," etc.

Reading

- ❖ Misreads words; i.e. 'commuters' for 'computers'.
- ❖ Omits or confuses small words.
- ❖ Reads very slowly.
- ❖ Difficulties with reading comprehension and finds it hard to follow instructions in manuals/guidelines.
- ❖ Problems de-coding new scientific words.
- ❖ Loses place in a line of words.
- ❖ Dislikes reading long or detailed reports.

On a positive note, people with dyslexia can be intelligent, creative and talented. They may have good visual and oral skills, and excel in situations where troubleshooting and lateral thinking are required. There are many well-known actors, musicians, authors, chefs, entrepreneurs and sports champions who have dyslexia and have achieved great success. Employers should be made aware of the contributions that workers with dyslexia can make to their organisation.

Writing and Spelling

- ❖ May have severe handwriting problems.
- ❖ Difficulties with listening and taking notes - both sound interference and short term auditory memory problems.
- ❖ Difficulties in copying from the board/overhead projector.
- ❖ Reversals; i.e. reading from a calculator.
- ❖ Often severe and persistent spelling problems.
- ❖ Has difficulty in getting ideas on paper and so written work fails to adequately express understanding, ideas or vocabulary.

Recognising the Signs (Continued)

Memory

- ❖ A 'quick forgetter' rather than a 'slow learner'.
- ❖ Poor strategies for 'rehearsal' of information into long-term memory.
- ❖ Difficulties memorising facts, new terminology, etc.

Mathematics

- ❖ Forgets telephone numbers, dials incorrectly.
- ❖ Forgets car registration numbers.
- ❖ Difficulty remembering dates, maths, formulae, working with foreign coinage.
- ❖ May make frequent mistakes with a calculator.
- ❖ Difficulty filling in cheques; i.e. getting numbers and their names to tally.
- ❖ Difficulty with time - forgets appointments, late for meetings, wrong venue.
- ❖ May forget to pay bills.

Sequencing

- ❖ Problems with alphabetical order - phone books, dictionaries, filing systems, etc.
- ❖ Difficulties remembering series of instructions, messages, loses track of content of lectures, meetings, etc.
- ❖ Left/right confusion, giving directions, reading maps, finding car in car park.

All of this can lead to a lack of confidence and low self-esteem, and can cause frustration and anger.



Ever tried to tie a bow behind your back with marigolds on your hands? Project Workers and ULRs found the additional barrier to be pretty difficult during this hands-on dyslexia awareness session that was organised by the STUC Dyslexia Group.



Screening and Assessment



ULRs promote Dyslexia Awareness Week in the workplace.

The process of obtaining a formal assessment of dyslexia can be lengthy, expensive and also very confusing. In all instances, ULRs should seek advice from their union, from their local dyslexia organisation or Scottish Union Learning. Some people may wish to seek a formal identification of dyslexia, while others may decide not to. This is a purely personal decision and should be respected. If someone does want to be assessed, it is important that their ULR has some knowledge of the process involved, and knows who to contact. Contact details of dyslexia organisations are provided in this guide.

There are three steps to assessment:

Step 1 – Dyslexia Checklist

The first step in identifying dyslexia is normally by using a checklist. There are various checklists available on the internet, but the most commonly used is known as the Adult or Vinograd Checklist. This checklist is available on the British Dyslexia Association website www.bdadyslexia.org.uk; however, we would not suggest that ULRs actively promote use of the checklist, as the results will only give an indication of dyslexia, and further screening will be required by someone suitably qualified.

Step 2 – Dyslexia Screening

There are many paper-based and computer-based methods of screening available, which should be carried out by professionally trained staff. We would suggest that you contact your local dyslexia organisation, training provider (e.g. F.E. College) or Scottish Union Learning for more information. Once again, the results of these tests do not give a formal identification of dyslexia, but will give further indication of dyslexia and can be used to identify dyslexia-related difficulties. This may be helpful if the individual is undertaking any learning or training, and can assist the course tutor in supporting learners.

Screening and Assessment for Dyslexia (Continued)

Step 3 – Formal Assessment

In Scotland, a full dyslexia assessment for employees is carried out by an educational psychologist. There are several educational psychologists throughout Scotland, and this can be arranged through your union, JobCentre Plus or Scottish Union Learning. Should the employee be identified as having dyslexia, the report will be accepted as proof for support provided through the Government's 'Access to Work' scheme. This scheme can provide a range of support, including I.T. equipment. The Access to Work Office for Scotland is based in Glasgow and contact details are provided in this guide.

Support from Access to Work can, however, be arranged in the workplace without an educational psychologist's report, but this depends on the employer. If the employer agrees that the individual has dyslexia, this is sufficient evidence to apply to the Scheme.

Dyslexia assessments can also be arranged through the NHS, by the individual's GP; however, this is not common practice. A referral would only be made if the individual has an illness which is directly related to dyslexia.

Formal Psychological Assessments for dyslexia are very expensive. If you are investigating this route, please contact your union or Scottish Union Learning for information on costs and any potential funding opportunities that may be available.



ULRs discuss dyslexia during a workshop at the Scottish Union Learning Conference.

Some people with dyslexia also have associated or overlapping difficulties.

- **Dyspraxia:** often characterised by poor physical co-ordination and lack of awareness of time.
- **Attention Deficit (Hyperactivity) Disorder (AD(H)D):** displayed through difficulties with attentiveness and impulsiveness.
- **Dyscalculia:** characterised by a difficulty with basic numerical skills.
- **Scotopic sensitivity syndrome or Mearles-Irlen Syndrome:** sensitivity to certain types of light and also colour.



Dyslexia and the Law

Disability Discrimination Legislation

While Scottish Union Learning describes dyslexia as a learning difference, under British law, it is defined as a disability, which means that people with dyslexia can be protected against discrimination. This can be a complicated issue, as some people with dyslexia do not want to be labelled as having a disability, and may not want their employers to know they have dyslexia. The law is very complex and when dealing with dyslexia, it is important that ULRs take advice from local dyslexia organisations or from legal experts. The Equality and Human Rights Commission can also provide useful information and advice.

In October 2010, the Equality Act came into effect, replacing previous equality laws including the Disability Discrimination Act. Many rights remain the same; others have been made stronger.



Under the legislation, a disability is defined as:

“a physical or mental impairment which has a substantial and long-term adverse effect on a person’s ability to carry out normal day-to-day activities.”

Dyslexia is specifically covered under the broad category of a disability which affects “memory, or ability to concentrate, learn or understand”. However, the severity of dyslexia is mentioned in the legislation, with the implication that mild dyslexia would not necessarily be covered under all aspects of the Act. Scottish Union Learning advises ULRs to seek advice on this from their local dyslexia organisation.

Disclosure

While it is a difficult decision for a person to disclose their dyslexia to an employer, the employer cannot be shown to have discriminated against this person if the employer is unaware that the person has dyslexia.

The legislation means, in most cases, that an employer cannot discriminate against a person with dyslexia in any of the following areas:

- ❖ Recruitment and retention of employees;
- ❖ Promotion and transfers;
- ❖ Training and development; and
- ❖ Dismissal process.

The Act does allow for what is called “reasonable discrimination” where a person’s disability makes it impossible for them to do a certain job, such as a blind person wanting to be a truck driver. An example of this for dyslexics would be an editing position at a publishing company, which requires the worker to read texts carefully all day every day. Many dyslexics would be incapable of completing this job effectively, in which case it would be reasonable for an employer to discriminate against them by refusing to employ them.

Wherever possible, an employer is required to make necessary changes (known as reasonable adjustments) to assist a disabled person to do their job. For dyslexics, this could mean the provision of ICT support such as voice recognition software, extra training, provision of coloured overlays, etc.

However, these changes need to be “reasonable”. For example, it would be unreasonable to expect a dyslexic worker to be provided with a permanent scribe, because that would incur an unnecessary cost to the employer, in having to pay for two people to do one job.

The section on “Dyslexia in the Workplace” lists some of the types of “reasonable adjustments” which can be made.

Please note that the only employers exempt from the Act are the defence forces.

“I enrolled on an IT course and the tutor said I needed some extra help, and that I might have dyslexia. I spoke to the ULR in my work and we both met with my boss to talk about it. My boss has been surprisingly helpful as it turns out his son is dyslexic. I have finished the course and I’m starting another one now. I also went to a dyslexia meeting and met other people who have similar difficulties. It’s been really good to talk to them about it.”

~ Gary ~



Difficulties in the Workplace

Adults with dyslexia can become stressed and anxious if they are put under continual pressure, and can be afraid of making mistakes in front of colleagues. They may experience some of the following difficulties in the workplace:

- ❖ Understanding written and verbal instructions;
- ❖ Filing and being able to look for files, letters, etc.;
- ❖ Writing letters, reports, emails, etc.;
- ❖ Presenting written work including numerical data;
- ❖ Recording telephone numbers;
- ❖ Remembering telephone messages, details of discussions in meetings, etc.;
- ❖ Formulating thoughts quickly enough to participate in discussions, meetings, etc.;
- ❖ Understanding tables, charts and maps;
- ❖ Organising tasks and meeting deadlines;
- ❖ Being able to keep appointments and meeting dates/times;
- ❖ Interacting with colleagues;
- ❖ Struggling to complete tasks within an allocated time;
- ❖ Not wanting to enrol on training courses because of a fear of being 'found out'.
- ❖ Putting thoughts and ideas on paper, despite being verbally articulate.



Trevor Martin

"My Union Learning Rep has given me a great deal of support since I disclosed my dyslexia to him. I had been struggling to keep up-to-date with my work and had become quite stressed. Since discussing my concerns with him, we have worked out better ways for me to organise my workload and I feel much happier in my job. I still don't want my line manager to know I have dyslexia, but if I do decide to tell him I know I will have the support of my union."

~ David ~



Reasonable Adjustments

Many changes can be made in the workplace at little or no cost to the employer. The following are just some examples of reasonable adjustments that can be made to assist people with dyslexia in the workplace:

- ❖ Presenting printed materials, such as instructions or reference manuals in an accessible format, e.g. easy-to-read font such as Arial, double-line spacing, pastel-coloured paper.
(Further information on communications is included in this guide.)
- ❖ Giving appropriate training and / or supervision for certain tasks;
- ❖ Providing help with prioritising tasks and organising workload, e.g. using visual methods such as diagrams and charts rather than written procedures;
- ❖ Giving people some quiet time or a quiet workspace for tasks that require a lot of concentration;
- ❖ Providing text-to-speech software, and other useful assistive technology;
- ❖ Allocating "dyslexia-difficult" duties to another member of staff in exchange for other tasks they are more skilled at;
- ❖ Encourage use of colour-coding for filing and use of diaries, weekly/monthly wall planners;
- ❖ Reduce targets for certain tasks, e.g. number of calls to be handled per hour.



"I didn't have to worry about my writing until my job changed a year ago and I had to fill out paperwork. The ULR was having a learning event in the canteen and I went along to see if he could help me. I don't want to be tested for dyslexia, although I've been told I show some of the signs. All I wanted was some help to do my job. He contacted Scottish Union Learning and we had a meeting to talk about some simple changes that could be made in my workplace to help me do my job. My ULR then negotiated these changes with my manager, and my work is getting better."

~ Karen ~



Communications Guide

The following points are important when giving written and oral communications, and help to ensure that information is clearly presented.

Written Communications

- ❖ Use fonts that are easy to read, such as Arial, Verdana or Tahoma;
- ❖ Use a larger font, 12 or above;
- ❖ Use double line spacing;
- ❖ Do not justify text;
- ❖ Do not type in block capitals;
- ❖ Avoid underlining and italics, but use bold text for headings;
- ❖ Use bullet points and numbers where possible;
- ❖ Write in short, direct sentences, and keep paragraphs short;
- ❖ Provide a summary or contents page; and
- ❖ Avoid bright white and glossy paper; pastel colours are good.

Oral Communications

- ❖ Summarise main points at the end of long discussions;
- ❖ Identify action points and who is responsible;
- ❖ Make sure people have time to discuss issues and share opinions;
- ❖ Avoid reading out documents in full; and
- ❖ Check that oral instructions have been understood.



improving Everyday Skills

Did you know?

The Scottish Union Learning Brand was designed to incorporate many of the written communication standards described in this guide. Unions and ULRs are encouraged to look at the adjustments that can be made to their communication styles to become more 'dyslexia-friendly'.

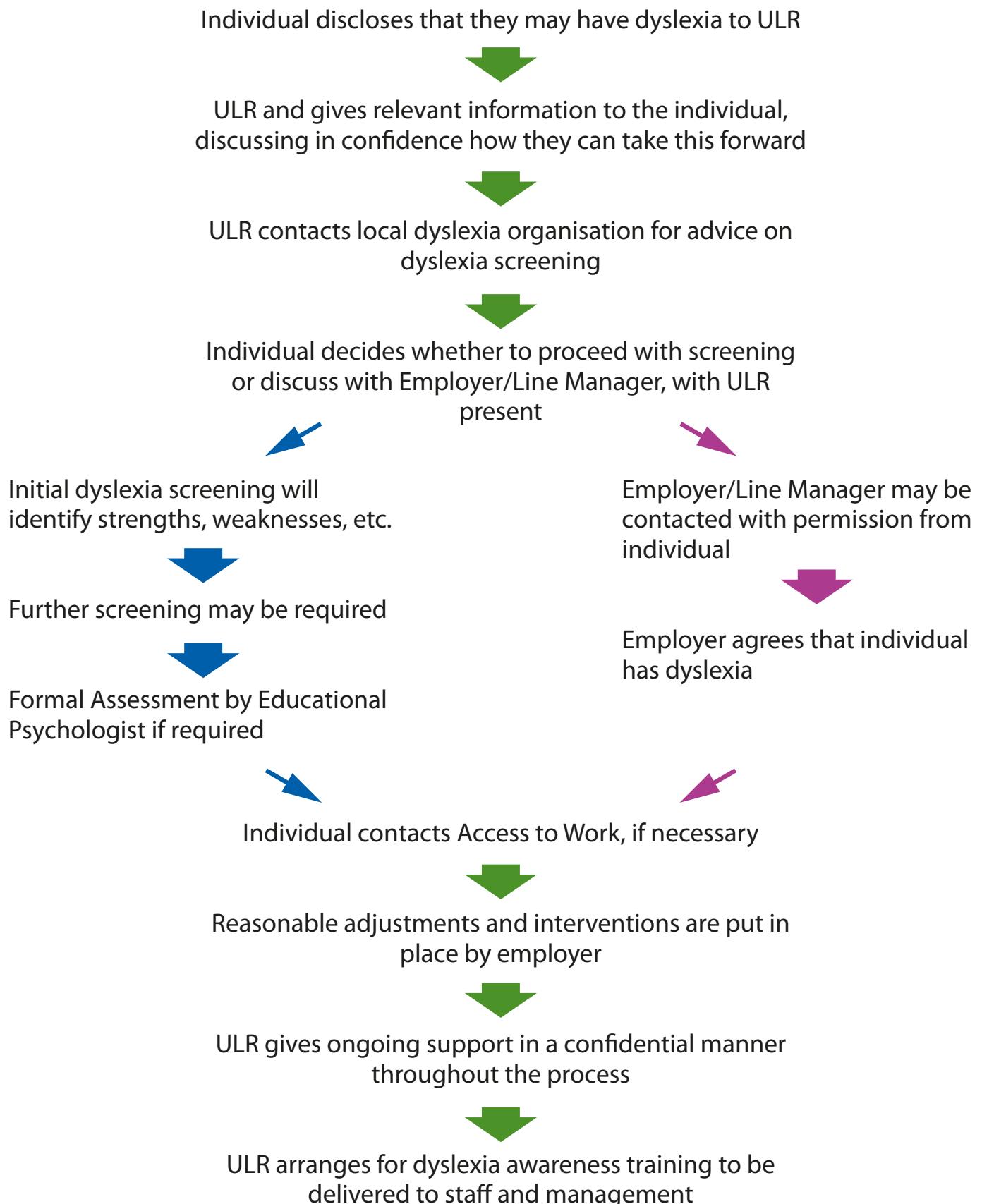
Assistive Technology

- ❖ Spellcheckers, grammar checkers, online dictionaries;
- ❖ Calculators;
- ❖ Reading pens;
- ❖ Digital recorders - MP3 players can be used;
- ❖ Voice Recognition software, such as Dragon Naturally Speaking;
- ❖ Mind mapping; and
- ❖ The EduApps Family.



Flowchart

for Union Learning Reps





Case Studies

Case Study 1 - George

This case study demonstrates how important it is for unions and employers to work together to give people like George a second chance to realise their potential.

George discovered he was dyslexic when he enrolled on a basic English class. He had visited the on-site union learning centre at his workplace, where the course provider arranged an assessment of his skills and identified that George has dyslexia. George had severe dyslexic difficulties, including pronouncing words, hand writing, reading and short-term memory loss, which caused difficulties both at work and at home. He also had a poor sickness record because of the stress caused by these difficulties.

The assessor passed the report to the course tutor, who was then able to work with George to improve his level of English. As George had difficulties trying to organise his day, the ULR sent him a text 20 minutes before his class was due to start. In addition, he was given some work to do at home, which meant he could work at his own speed.

As a result of being given the chance to learn at work, he became more confident at his job and suffered fewer periods of stress. This led to an improvement in his attendance, which pleased his employer. His home life has also improved; he is now able to interact better with his family, and he is able to help his daughter learn to read. George has since achieved a pass in a higher level English class and has enrolled on a basic numeracy course.



Case Study 2 - Ian

This case study shows that people with dyslexia are not always aware of why they have certain difficulties, and also how important it is for the union and employer to work together to support people in the workplace with dyslexia.

Ian works for British Telecom (BT) in the Business Billing Department. He decided to become a CWU Union Learning Rep. While on the ULR training course, which includes a session on researching barriers to learning, he found the British Dyslexia Association website. To Ian's alarm, many of the aspects the website referred to seemed to resonate with him.

He undertook several screening tests and contacted his union and Scottish Union Learning for advice on dyslexia and how it could affect his employment. He has since been given support from the CWU, Scottish Union Learning and BT, and reasonable adjustments have been put in place for him at work. Prior to this, Ian had not realised just how many areas of his life had been affected by dyslexia. Now he has an explanation, and everything makes more sense to him. He has more job satisfaction and enjoys his role as an active ULR.



Case Studies

Case Study 3 - Willie

This case study demonstrates the benefits of having a supportive employer, and that the appropriate help is available for those who need it. It also shows how much a person can achieve at work when support is put in place.

Willie is a Training Officer and USDAW Rep at Lightbody's Celebration Cakes, after starting as a production worker and progressing in his career. He discovered he was dyslexic when he attended an Occupational Health and Safety Course in 2005. His increased responsibilities at work caused great stress as he struggled with tasks, including taking minutes at meetings and carrying out research.

He discussed this with his manager, who agreed that Willie should undergo a formal dyslexia assessment, which was arranged through Dyslexia Scotland. Once this had been carried out, the employer arranged for a workplace assessment. As a result, Willie was given help in the form of software packages, including voice recognition, and time off for the training required to use it. The software was provided through the Government's 'Access to Work' Scheme.

Since Willie had the assessments, training and became experienced in the use of the software packages, his stress levels have significantly improved. This has resulted in increased confidence in his abilities. He is now able to carry out health and safety inductions, manual handling, ergonomic and risk assessments, and deliver fire awareness training. He also takes part in fire and health and safety audits.

Case Study 4 - John

This case study demonstrates the valuable role of ULRs in supporting workers and negotiating with employers and learning providers to provide appropriate assistance. It is just one example of how people with dyslexia can be talented and creative.

John had worked in the Glasgow Royal Mail Centre for 10 years. He disclosed his dyslexia to his employer when he was first recruited but struggled in his job, particularly when sorting mail, and also because the system was changed several times over the years to improve efficiency. Changes meant that most staff struggled until they got used to the new system, but it was much more difficult for John.

When he enrolled on a language class in the learning centre on site, his ULR noticed that John had difficulties in registering and discussed this with him. The ULR made arrangements with the course tutor and John was given some extra help. The ULR realised that John must have some difficulty at work. This was taken up with management and John was moved to a different job which is easier for him. Since starting the new role, he has become much more confident in his abilities. He is also happier at work.

John is a very talented person and has some interesting hobbies. He reads a lot of books and writes short stories, though he claims that spelling is still his biggest problem. He is also in a band and can play both guitar and drums. He even writes songs. He certainly doesn't let his dyslexia hold him back in any way!



Case Studies

Case Study 5 - Jack

This case study demonstrates how people with dyslexia can often support colleagues who also have dyslexia, with appropriate training.

Jack is a hard working ULR in a busy retail site. Jack had always had a particular interest in supporting staff with dyslexia in his workplace. Jack often thought that he perhaps he should try and find out more about his own learning style, and get help for some of the things that he found difficult. Jack wanted to find out more on how he could help staff with dyslexia and through a joint bid to the Learning Fund from the Scottish Union Learning Dyslexia Group, Jack got a funded place on a Dyslexia Professional Development Award course.

As he progressed through the course Jack started to see more similarities between the information on dyslexia he was studying and his own experiences. Those things that he had struggled with, and those things he had hid in the workplace, he was starting to see as indicators of dyslexia. With the support of his tutor on the course Jack underwent screening for dyslexia and his results showed many clear indicators. With the support of his tutor and armed with the knowledge he had gained on the course Jack returned to work not only able to better support his colleagues but also equipped to improve his own working life.



Case Study 5 - Susan

Susan Manson, a cleaner at the Airdrie Morrisons store who has dyslexia, was named as the 1st Scottish Union Learning Learner of the Year in 2011.

Susan had always wanted to know more about computers, but was not confident enough to go to a college herself. At a union-supported "Check Out Learning" campaign day, Susan signed up for a Basic IT course. USDAW ULRs in store promoted this course, which was supported by the Learning Fund through Scottish Union Learning. Susan started the course but soon felt out of her depth. She also felt like she was struggling to keep up with the other learners, a feeling she remembered all too well from school.

A ULR spoke with Susan and helped her to gain the confidence to speak with the tutor regarding her dyslexia, something she had kept secret for many years. The tutor then helped Susan to access software which helped her overcome the problems dyslexia caused on the course. Susan has gone on to buy her own laptop, and the software which helped her so much that she is now more confident. Previously, Susan relied on her husband to read her mail for her, but now she simply scans it and can deal with it herself.

Ability Net
www.abilitynet.org.uk

Access to Work/Jobcentre Plus
www.jobcentreplus.gov.uk

Adult Literacies Online
www.aloscotland.com

Being Dyslexic
www.beingdyslexic.co.uk

BBC Skillswise
www.bbc.co.uk/skillswise

British Dyslexia Association
www.bdadyslexia.org.uk

Dyslexia Action
www.dyslexiaaction.org.uk

Dyslexia Scotland
www.dyslexiascotland.org.uk

Dyslexia Scotwest
www.dyslexiasw.com

**Equality and Human Rights
Commission**
www.equalityhumanrights.com

I am dyslexic
www.iamdyslexic.com

Literacy Trust
www.literacytrust.org.uk

Useful Website Links

and further sources of information

NIACE

www.niace.org.uk

Scottish Qualifications Authority (SQA)

www.sqa.org.uk

Scottish Union Learning

www.scottishunionlearning.com

The EduApps Family

JISC Regional Support Centre

www.rsc.ne.scotland.ac.uk

The Open University

www.open.ac.uk

Further Reading

An Usdaw Guide to Dyslexia

www.usdaw.org.uk/adviceresources/resources/guides/anusdawguidetodyslexia.aspx

Fire Brigade Union Dyslexia Guidance for FBU Officials and Members

www.fbu.org.uk/workplace/fairnesswork/pdf/Dyslexia.pdf

Dyslexia Handbook for Adult Literacies in Scotland

Dyslexia Scotland and Learning Connections, Scottish Executive, 2008

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TSSA Charter for Action on Dyslexia

www.tssa.org.uk



Further Information

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Dyslexia Guide

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