

# **‘SPECIFIC’ LEARNING DIFFICULTIES in PRISONS**

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## **BOOKLET 1 INTRODUCTION and RESOURCES for SpLDs**

The full set of BOOKLETS comprises

1. Introduction and Resources for Specific Learning Difficulties
2. Overview of Specific Learning Difficulties
3. Principles of Support for Specific Learning Difficulties
4. Support for English/Literacy and Maths/Numeracy
5. Support for ICT and Virtual Campus
6. Support for Foreign Nationals who may have Specific Learning Difficulties
7. Specific Learning Difficulties in the contexts of Disability / Equality / Diversity / Accessibility
8. Work Preparation and Resettlement

The term ‘Specific Learning Difficulties’ refers to a family of conditions, namely Dyslexia, Dyspraxia, Attention Deficit Hyperactivity Disorder and Dyscalculia

ALL 8 BOOKLETS are available on [www.dyslexia-malvern.co.uk](http://www.dyslexia-malvern.co.uk)

# INTRODUCTION to the BOOKLETS

**Research\*** indicates that almost a fifth of the UK prison population faces difficulties due to Specific Learning Difficulties (SpLDs) and are unlikely to make sustained progress without appropriate support.

Now that 'Specific' Learning Difficulties are included within the Prison Education Framework and must be identified beyond the remit of Education, this is the ideal time to disseminate a more in-depth knowledge of these common conditions, namely **Dyslexia, Dyspraxia, Attention Deficit Hyperactivity Disorder and Dyscalculia**. In addition, **Asperger Syndrome** is often referred to in these Booklets, due to its overlap with SpLDs.

An understanding of how these conditions affect adults in education, training and resettlement, together with some knowledge of which methodologies are most effective, will enable staff and management to help this population tackle their difficulties, value their abilities and develop coping strategies – all of which lead to better chances of rehabilitation.

Fortunately an approach that works for SpLDs is also beneficial for other people who have missed out on education or failed to make progress.

This series of Booklets, based on my earlier guide *Releasing Potential of Offenders with Dyslexia* (2014) and considerably updated, explores a number of areas. Some of these fall within Education while others have wider implications, such as disability issues. Since users of this resource may read Booklets in isolation, some key points may be repeated.

Unless otherwise stated, initiatives, tools and materials relate to practice in England, but the good practice encapsulated is universal.

This Booklet contains a list of Resources but opens with the Context of prison reform.

## **Research Study\* showing prevalence of Specific Learning Difficulties in Offenders**

*The Incidence of Hidden Disabilities in the Prison Population (2005)*

This study (by the Learning & Skills Council and Dyslexia Action) investigated Dyslexia and related conditions in a number of prisons .

**Conclusion:** 52% have literacy difficulties, just under 20% have a hidden disability (i.e. Specific Learning Difficulty) affecting learning & employment.

## **Author Profile**

**Melanie Jameson** is a freelance consultant, trainer and assessor. She works across the criminal justice system, conveying the impact of dyslexia and related conditions through awareness training, materials development and committee work with government agencies and departments.

The resources developed in the course of her work are freely available via the website [www.dyslexia-malvern.co.uk](http://www.dyslexia-malvern.co.uk)

Readers are encouraged to feed back suggestions for inclusion in later revisions, via the Dyslexia Malvern website.

## RESOURCES for Specific Learning Difficulties

1. The Context
2. Publications on Aspects of Specific Learning Difficulties
3. Specific Learning Difficulties and Disability Networks
4. Further Organisations and Courses referred to in these Booklets
5. Screening Tools

### 1. The Context

The key Ministry of Justice document on the new Prison Education System for Adults in England (2018) refers to **12 mandatory requirements** that prison governors will need to ensure are delivered, either by prison staff or education service providers

These are described as falling '*into two broad categories:*

- 1) *a minimum bar for education provision we expect to be delivered and*
- 2) *actions that will ensure the coherence of the system*'.

A number of these requirements, quoted below, relate to (Specific) Learning Difficulties

#### 1) **Minimum delivery expectations include:**

- screening of sentenced prisoners' learning difficulties and/or disabilities on first reception or other occasion where one has not been undertaken
- education providers' staff, and those prison staff who deliver learning, to be appropriately trained and qualified to develop and meet the additional support needs of prisoners with learning difficulties and/or disabilities (LDD);
- all prison information, forms and digital systems to be available and/or designed with suitable to support those with dyslexia.

#### 2) **Our system coherence requirements are:**

- recording of maths and English assessment results, LDD screening, and all education-related inputs and outcomes

*Quoted sections follow subheading **Protecting and advancing the principles of justice***

### 2. Publications on Aspects of Specific Learning Difficulties

**Autism: A Guide for Criminal Justice Professionals**, (2011) National Autistic Society

[www.autism.org.uk](http://www.autism.org.uk)

**Conduct Disorder & Offending Behaviour in Young People** Liabo & Richardson (2007)

Jessica Kingsley Publishers

**Coping with Courts & Tribunals: A Guide for People with SpLDs**, M Jameson (2014)

[www.dyslexia-malvern.co.uk/docs/justice/Coping-With-Courts-&-Tribunals.pdf](http://www.dyslexia-malvern.co.uk/docs/justice/Coping-With-Courts-&-Tribunals.pdf)

**Dyslexia and the Bilingual Learner** H Sunderland et al (1997) Avanti Books

**Dyslexia, Dyspraxia and Mathematics** D Yeo (2003) Whurr Publishers

**Dyslexia in the Workplace** Bartlett & Moody (2<sup>nd</sup> edition 2010) Whurr Publishers

**E-guidelines series** NIACE publications [www.niace.org.uk/publications](http://www.niace.org.uk/publications), in particular:

E-guidelines 3: *Developing e-learning materials*

E-guidelines 7: *Attracting and Motivating new learners with ICT*

E-guidelines 9: *Supporting adult learners with dyslexia: Harnessing the power of technology*

**Education and Training for Offenders** T Uden (2003) NIACE

**How to Succeed in Employment with Specific Learning Difficulties** Amanda Kirby (2013) Souvenir Press Ltd

**Identification & management of ADHD offenders:** BMC Psychiatry. 2011 Feb  
[www.ncbi.nlm.nih.gov/pubmed/21332994](http://www.ncbi.nlm.nih.gov/pubmed/21332994)

**Improving the literacy and numeracy of disaffected young people in custody and the community** National Research and Development Centre (2010)  
[https://dera.ioe.ac.uk/21954/1/doc\\_4688.pdf](https://dera.ioe.ac.uk/21954/1/doc_4688.pdf)

**'KIWI' Resources for Justice Staff** M Jameson (2018)  
[www.dyslexia-malvern.co.uk/docs/justice/Resources for justice sector staff - Kiwis.pdf](http://www.dyslexia-malvern.co.uk/docs/justice/Resources_for_justice_sector_staff_-_Kiwis.pdf)

**Living with Dyspraxia** M Colley (2006) Jessica Kingsley Publishers

**Making the Curriculum Work for Dyslexic Learners** J Lee (2002)

**Nobody Made the Connection: Neurodisability in the youth justice system** Hughes et al (2012) Office of the Children's Commissioner for England.  
[www.yjlc.uk/wp-content/uploads/2015/03/Neurodisability\\_Report\\_FINAL\\_UPDATED\\_01\\_11\\_12.pdf](http://www.yjlc.uk/wp-content/uploads/2015/03/Neurodisability_Report_FINAL_UPDATED_01_11_12.pdf)

**On-line learning and social exclusion** A Clarke (2002) NIACE

**Opening Doors to Employment: Neurodiverse voices** (2018)  
Report of the Westminster AchieveAbility Commission on Recruitment and Dyslexia/ND  
[http://www.dyslexia-malvern.co.uk/docs/dan/Opening Doors to Employment.pdf](http://www.dyslexia-malvern.co.uk/docs/dan/Opening_Doors_to_Employment.pdf)

**Practical Solutions Series:** J Proustie (2000) Next Generation UK **series includes:**  
*Mathematics Solutions: An intro to Dyscalculia/Planning & Organising Solutions/Life Skills*

**Psychology at Work: Improving Wellbeing & Productivity** Doyle, (2017)

**Sentence Trouble** The Communication Trust [www.sentencetrouble.info](http://www.sentencetrouble.info)

**The International Book of Dyslexia** Smythe, Everatt & Salter (2004) Wiley-Blackwell

**The Tipping Points**, (Impact of ADHD). P Anderton (2007) ADDISS

**Working with Dyspraxia – a Hidden Asset:** Dyspraxia Foundation Guide for Employers (2012) Dyspraxia Foundation

**Interactive resources** on Literacy, Numeracy, ESOL & IT are available from the Excellence Gateway archive [www.excellencegateway.org.uk/interactive-resources](http://www.excellencegateway.org.uk/interactive-resources)  
**AND Education and Training Foundation** [www.etfoundation.co.uk](http://www.etfoundation.co.uk)

### 3. Specific Learning Difficulties and Disability Networks

#### a) Specific Learning Difficulties

##### **Autism / Asperger Syndrome**

National Autistic Society [www.autism.org.uk](http://www.autism.org.uk)

##### **Attention Hyperactivity Deficit Disorder**

Adult Attention Deficit Disorder–UK (AADD-UK) [www.aadduk.org](http://www.aadduk.org)

Attention Deficit Disorder Information Services: ADDISS [www.addiss.co.uk](http://www.addiss.co.uk)

ADHD Solutions [www.adhdsolutions.org.uk/](http://www.adhdsolutions.org.uk/)

##### **Dyscalculia**

[www.aboutdyscalculia.org](http://www.aboutdyscalculia.org)

[www.bdadyslexia.org.uk/dyslexic/maths-difficulties-dyscalculia](http://www.bdadyslexia.org.uk/dyslexic/maths-difficulties-dyscalculia)

##### **Dyslexia**

British Dyslexia Association [www.bdadyslexia.org.uk](http://www.bdadyslexia.org.uk)

Dyslexia Assessment & Consultancy [www.workingwithdyslexia.com](http://www.workingwithdyslexia.com)

Dyslexia Foundation (North West) [www.dyslexia-help.org](http://www.dyslexia-help.org)

Dyslexia Scotland [www.dyslexiascotland.org.uk](http://www.dyslexiascotland.org.uk)

The Cascade Foundation [www.thecascadefoundation.org](http://www.thecascadefoundation.org)

##### **Dyspraxia**

Dyspraxia Foundation [www.dyspraxiafoundation.org.uk](http://www.dyspraxiafoundation.org.uk)

Dyspraxia UK [www.dyspraxiauk.com](http://www.dyspraxiauk.com)

##### **Specific Learning Difficulties (overall)**

AchieveAbility [www.achieveability.org.uk](http://www.achieveability.org.uk)

Dyscovery Centre (resources / research & training on a range of SpLDs)  
[www.dyscovery.info/](http://www.dyscovery.info/)

**'Resources section' of Dyslexia Consultancy Malvern** includes relevant materials under the following headings: Adults (including *Ten Tips*, *Ten Steps*), Tutors, Employment, Justice and Vision [www.dyslexia-malvern.co.uk/resources](http://www.dyslexia-malvern.co.uk/resources)

##### **SpLD Workplace Strategy Coaching**

Genius Within <https://www.geniuswithin.co.uk/>

Lexxic Ltd [www.lexxic.com](http://www.lexxic.com) On-line coaching sessions - *Neurotalent Unlocked*

##### **Communication Issues**

The Communication Trust [www.communicationtrust](http://www.communicationtrust)

## Visual Stress

Cerium Visual Technologies [www.ceriumoptical.com](http://www.ceriumoptical.com)

Society For Coloured Lens Practitioners [www.s4clp.org](http://www.s4clp.org)

## Assistive technology

[www.dyslexic.com](http://www.dyslexic.com) [www.bdatech.org](http://www.bdatech.org) [www.microlinkpc.com](http://www.microlinkpc.com) [www.emptech.info/](http://www.emptech.info/)

**Learning Disabilities:** Positive Practice, Positive Outcomes DoH (2011)

[www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/216318/dh\\_124744.pdf](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/216318/dh_124744.pdf)

**HMPPS:** Guide Supporting People with Learning Disability & Learning Challenges - LDC

Powerpoint Toolkit: Making services work for people with LDC (both 2019)

## b) Disability Networks and Support

Business Disability Forum <https://businessdisabilityforum.org.uk/>

Disability Rights UK [www.disabilityrightsuk.org](http://www.disabilityrightsuk.org)

Disability Law Service [www.dls.org.uk](http://www.dls.org.uk)

Dyslexia Box (Assistive Technology and disability support specialists)

<https://dyslexibox.co.uk/> and <https://dyslexibox.co.uk/pages/workplace>

Equality & Human Rights Commission - Advisory Service: [www.equalityhumanrights.com](http://www.equalityhumanrights.com)

Mental Health Foundation [www.mentalhealth.org.uk](http://www.mentalhealth.org.uk)

Mind [www.mind.org.uk](http://www.mind.org.uk)

The Care and Treatment of Offenders with a Learning Disability network

[www.ldoffenders.co.uk](http://www.ldoffenders.co.uk)

The Centre for Mental Health [www.centreformentalhealth.org.uk](http://www.centreformentalhealth.org.uk)

## 4. Organisations, Materials & Courses referred to in these BOOKLETS

Access to Work [www.gov.uk/access-to-work](http://www.gov.uk/access-to-work)

Change, Grow, Live [www.changegrowlive.org](http://www.changegrowlive.org)

Crossbow reading rulers [www.crossboweducation.com](http://www.crossboweducation.com)

Get Set For Success, Learning & Work Institute (developed in 2014)

Language Behind Bars [www.LBB-Project.eu](http://www.LBB-Project.eu)

[http://lbb-project.eu/fileadmin/user\\_upload/End\\_Materials/EN/Languages\\_Behind\\_Bars.pdf](http://lbb-project.eu/fileadmin/user_upload/End_Materials/EN/Languages_Behind_Bars.pdf)

London Shakespeare Workout [www.lswproductions.co.uk](http://www.lswproductions.co.uk)

Mindmapping [www.mindmapping.com](http://www.mindmapping.com) and [www.thinkbuzan.com/](http://www.thinkbuzan.com/)

Prison Phoenix Trust [www.prisonphoenixtrust.org.uk](http://www.prisonphoenixtrust.org.uk)

Reading Pen [www.readerpen.com/](http://www.readerpen.com/)

Shannon Trust [www.shannontrust.org.uk](http://www.shannontrust.org.uk)

Stretch Charity (Digital Storytelling) [www.stretch-charity.org](http://www.stretch-charity.org)

Touch-type, Read & Spell [www.readandspell.com](http://www.readandspell.com)

Transition to Adulthood (T2A) Alliance . [www.t2a.org.uk](http://www.t2a.org.uk)

Unlock [www.unlock.org.uk](http://www.unlock.org.uk)

Wayout TV [www.wayout.tv/brochure.pdf](http://www.wayout.tv/brochure.pdf)

Women in Prison [www.womeninprison.org.uk](http://www.womeninprison.org.uk)

**Prisoner Learning Alliance:** <https://prisonerlearningalliance.org.uk>

*Theory of Change Report* <https://www.prisonerseducation.org.uk/wp-content/uploads/2019/04/Theory-of-Change-Report.pdf>

**European Prison Education Association** [www.epea.org](http://www.epea.org) *now extends beyond Europe*

## 5. Screening Tools

**Autism Quotient Test** (on-line) <https://www.wired.com/2001/12/aqtest/>

Information on assessment of autism / Asperger Syndrome from [www.autism.org.uk](http://www.autism.org.uk)

**Do-IT Profiler** [www.doitprofiler.com](http://www.doitprofiler.com)

**Dyscalculia on-line screener and checklist:**

<http://dyscalculia-screener.co.uk/> discounts for multiple screenings

<http://www1.lpssonline.com/uploads/DyscalculiaChecklist.pdf>

**Dyslexia Adult Screening Test (DAST)** The Psychological Corporation

[www.pearsonclinical.co.uk](http://www.pearsonclinical.co.uk)

**LADs Plus** (Lucid Adult Dyslexia Screening)

<https://www.gi-assessment.co.uk/products/lucid-lads-plus/>

**QUICKSCAN** <https://qsdyslexiatest.com/>

**Spot Your Potential** British Dyslexia Association [www.spot-your-potential.com](http://www.spot-your-potential.com)

**Visual Stress** <http://www.dyslexia-malvern.co.uk/visualstress>