

**Towards a Multimedia  
Computer Assisted Careers  
Guidance System for Adults  
with Dyslexia  
(Volume 2)**

by

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## Appendix I

### Additional Material for Road Traffic Signs Experiment, Chapter 2

#### Appendix Ia Facsimiles of Real and False Road Traffic Signs Used as Stimuli

Note: Due to minor incompatibilities between 'MacDraw Pro' and 'Microsoft Word 5' there is some minor distortion of colours and lines. This is only a problem printing and did not occur with the original stimuli used in the experiment. The same is true for the false signs below.

*fig. i* Facsimiles of real road traffic signs used as stimuli (50% original size)



*fig. i.a* 'ahead only'



*fig. i.b* 'keep left'



*fig. i.c* 'pass either side'



*fig. i.d* 'turn left'



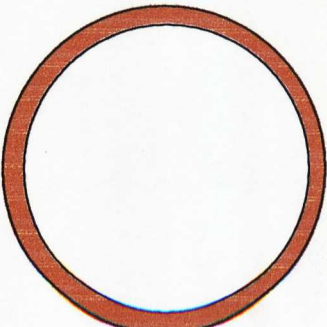
*fig. i.e* 'left turn ahead'



*fig. i.f* 'national speed limit applies'



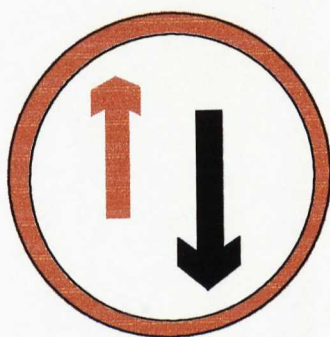
*fig. i.g* 'no U turn'



*fig. i.h* 'no stopping'



*fig. i.j* 'no vehicles'



*fig. i.k* 'give priority'



*fig. i.l* 'no entry'



*fig. i.m* 'no motor vehicles'



*fig. i.n* 'no right turn'



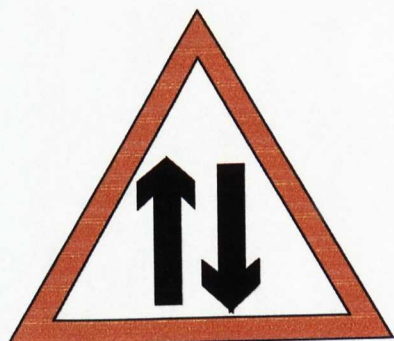
*fig. i.o* 'warning, T junction'



*fig. i.p* 'warning, cross roads'



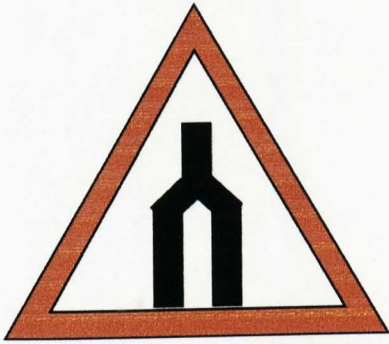
*fig. i.q* 'warning, roundabout'



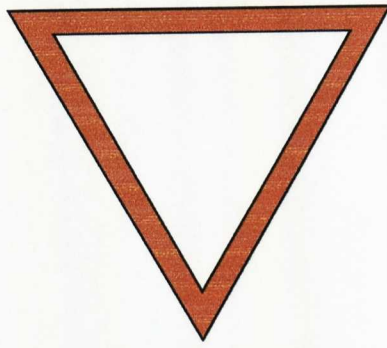
*fig. i.r* 'warning, 2 way traffic'



*fig. i.s* 'warning, 2 way traffic crossing'

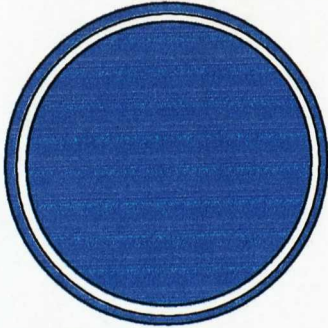


*fig. i.t* 'warning, duel carriage way ends'



*fig. i.u* 'stop'

*fig. ii* Facsimiles of false road traffic signs used as stimuli (50% original size)



*fig. ii.a*



*fig. ii.b*



*fig. ii.c*



*fig. ii.d*



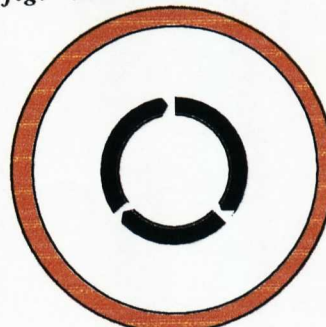
*fig. ii.e*



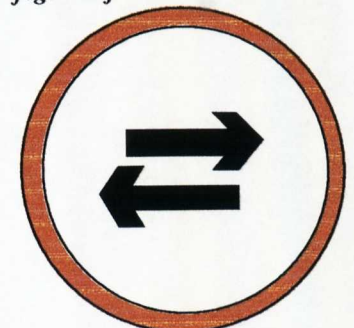
*fig. ii.f*



*fig. ii.g*



*fig. ii.h*



*fig. ii.j*





fig. ii.k



fig. ii.l



fig. ii.m



fig. ii.n



fig. ii.o



fig. ii.p

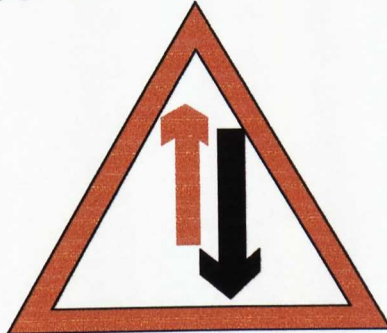


fig. ii.q



fig. ii.r



fig. ii.s



fig. ii.t



fig. ii.u

## Appendix Ib    Raw Data on Participants, and Full Raw Experimental Results

*table i.a*    Raw data on participants

DYSLEXIC PARTICIPANTS	sex	age	WAIS R IQ	dyslexia index
HG	f	20	116	4
BA	m	30	122	3.5
LB	f	32	124	4
AS	m	21	115	3
RH	m	32	128	4
JC	m	42	118	4
JA	m	18	126	4
VM	f	19	114	3.5
IH	m	27	113	3
JM	f	27	101	3.5
mean		26.800	118.273	3.650
SD		7.554	7.875	0.412
range max		18-42	101-128	3-4
<hr/>				
CONTROL PARTICIPANTS				
RC	f	19	124	0
DF	m	19	109	0.5
ZS	f	19	116	0.5
SL	f	18	125	0
MS	m	29	125	0
PJ	f	19	126	1
SM	m	19	121	0
AH	m	20	117	0
AS	f	20	102	0.5
DFa	m	23	122	0
DW	m	21	124	0
mean		20.545	119.182	0.227
SD		3.110	7.653	0.344
range		18-29	102-126	0-1

table i.b Raw data on participants, continued

<b>DYSLEXIC PARTICIPANTS</b>	<b>driving experience (months)</b>	<b>estimated annual mileage</b>	<b>estimated life time mileage</b>
HG	30	100	250
BA	0		0
LB	36	2000	6000
AS	24		
RH	180	17000	255000
JC	246	10000	205000
JA	0.5	100	4.167
VM	0	0	0
IH	84		
JM	24		
<b>mean</b>	62.227	4866.667	66607.738
<b>SD</b>	84.538	7083.973	112568.444
<b>range max</b>	0-246	0-17000	0-255000
<b>CONTROL PARTICIPANTS</b>			
RC	24	2000	4000
DF	0	0	0
ZS	0	0	0
SL	0.5	0	0
MS	14	700	817
PJ	12	200	200
SM	24		
AH	24	7000	14000
AS	0	0	0
DFa	60		
DW	48	6000	24000
<b>mean</b>	18.773	1766.667	4779.630
<b>SD</b>	20.238	2771.281	8537.441
<b>range</b>	0-60	0-7000	0-24000

table ii.a Full raw experimental results

<b>DYSLEXIC PARTICIPANTS</b>	<b>mean latency</b>	<b>total correct</b>	<b>correct on real singes</b>	<b>correct on false signs</b>
HG	2.65	21	14	7
BA	2	19	13	6
LB	2.77	23	13	10
AS	2.38	25	14	11
RH	3.25	26	13	13
JC	2.4	24	10	14
JA	2.45	29	16	13
VM	4.15	22	11	11
IH	2.68	28	14	14
JM	3.02	23	12	11
<b>mean</b>	<b>2.682</b>	<b>24.364</b>	<b>13.091</b>	<b>11.273</b>
<b>SD</b>	<b>0.597</b>	<b>3.091</b>	<b>1.700</b>	<b>2.749</b>

<b>CONTROL PARTICIPANTS</b>	<b>mean latency</b>	<b>total correct</b>	<b>correct on real singes</b>	<b>correct on false signs</b>
RC	2	27	14	13
DF	3.24	28	18	10
ZS	1.48	21	16	5
SL	2.35	21	10	11
MS	1.57	27	16	11
PJ	2.67	31	16	15
SM	2.88	29	16	13
AH	2.63	27	15	12
AS	3.12	24	15	9
DFa	4.93	31	15	16
DW	2.27	32	15	17
<b>mean</b>	<b>2.649</b>	<b>27.091</b>	<b>15.091</b>	<b>12</b>
<b>SD</b>	<b>0.949</b>	<b>3.780</b>	<b>1.973</b>	<b>3.406</b>

table ii.b Full raw experimental results, continued

DYSLEXIC PARTICIPANTS	error on real signs	error on false singes	probability of yes/signal	probability of yes/non-signal
HG	4	11	0.778	0.611
BA	5	12	0.722	0.667
LB	5	8	0.722	0.444
AS	4	7	0.778	0.389
RH	5	5	0.722	0.278
JC	8	4	0.556	0.222
JA	2	5	0.889	0.278
VM	7	7	0.611	0.389
IH	4	4	0.778	0.222
JM	6	7	0.667	0.389
mean	4.909	6.727	0.727	0.374
SD	1.700	2.749	0.094	0.153

CONTROL PARTICIPANTS				
RC	4	5	0.778	0.278
DF	0	8	1.000	0.444
ZS	2	13	0.889	0.722
SL	8	7	0.556	0.389
MS	2	7	0.889	0.389
PJ	2	3	0.889	0.167
SM	2	5	0.889	0.278
AH	3	6	0.833	0.333
AS	3	9	0.833	0.500
DFa	3	2	0.833	0.111
DW	3	1	0.833	0.056
mean	2.909	6	0.838	0.333
SD	1.973	3.406	0.110	0.189

table ii.c Full raw experimental results, continued

<b>DYSLEXIC PARTICIPANTS</b>	<b>d'</b>	<b>b</b>	<b>vocalisation</b>
HG	0.483	-0.524	1
BA	0.159	-0.510	
LB	0.729	-0.225	0
AS	1.047	-0.241	
RH	1.179	0.000	0
JC	0.905	0.313	0
JA	1.810	-0.316	0
VM	0.564	0.000	0
IH	1.530	0.000	
JM	0.713	-0.074	
<b>mean</b>	0.912	-0.143	0.167
<b>SD</b>	0.497	0.258	0.408
<b>CONTROL PARTICIPANTS</b>			
RC	1.354	-0.088	0
DF	2.054	-0.887	0
ZS	0.631	-0.905	1
SL	0.422	0.071	1
MS	1.503	-0.469	0
PJ	2.188	-0.127	0
SM	1.810	-0.316	
AH	1.398	-0.268	1
AS	0.967	-0.484	0
DFa	2.188	0.127	
DW	2.560	0.313	1
<b>mean</b>	1.552	-0.276	0.444
<b>SD</b>	0.684	0.392	0.527

## Appendix Ic Results of Statistical Analyses for Traffic Singes Experiment

*table iii* One factor ANOVA comparing d' for dyslexic and control groups

source of variation	df	sum of squares	mean square	F	P
groups	1	2.149	2.149	5.920	0.0250
error	19	6.899	0.363		

*table iv* One factor ANOVA comparing b for dyslexic and control groups

source of variation	df	sum of squares	mean square	F	P
groups	1	0.073	0.073	0.649	0.4305
error	19	2.136	0.112		

*table v* One factor ANOVA comparing d' for dyslexic and control groups excluding the two older dyslexic participants.

source of variation	df	sum of squares	mean square	F	P
groups	1	2.098	2.098	5.231	.0353
error	17	6.819	0.401		

*table vi* One factor ANOVA comparing b for dyslexic and control groups excluding the two older dyslexic participants.

source of variation	df	sum of squares	mean square	F	P
groups	1	0.007	0.007	0.067	0.7993
error	17	1.840	0.108		

*table vii* One factor ANOVA comparing latency for dyslexic and control groups.

source of variation	df	sum of squares	mean square	F	P
groups	1	0.083	0.083	0.129	0.7233
error	19	12.217	0.643		

*table viii* Pearsons correlations of d's against driving experience, estimated life time mileage, and vocalisation.

	driving experience (months)	estimated life time mileage	vocalisation
d' for dyslexic group	0.205 ns	0.171 ns	-0.460 ns
d' for dyslexic group excluding two older participants	0.349 ns	-0.027 ns	-0.447 ns
d' for control group	0.655 p<0.05	0.522 ns	-0.265 ns



## **Appendix II**

### **Additional Material for Interview Study, Chapter 6**

#### **Appendix IIa The Interview Schedule**

What follows is a full reproduction of the interview schedule, with introduction and the 'Careers Advice System Scenario' mentioned in Chapter 6. This was distributed to all the interviewees well in advance of the interview, so as to give them the opportunity to familiarise themselves with the issues, and consider the questions before hand. Both interviewer and interviewee were armed with a copy of this schedule throughout the interview, and made constant reference to it.

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#### **QUESTIONS FOR PROFESSIONALS IN THE FIELD OF DYSLEXIA AND EMPLOYMENT**

**Gregory Brachacki**

##### **Introduction**

In a report entitled 'Adult Dyslexia Screening Feasibility Study' commissioned by the then Department of Employment and published in 1992, Nicolson, Fawcett and Miles surveyed opinions internationally of dyslexia researchers and practitioners on the computerised screening of dyslexia in adults. They conclude that not only would some form of computerised screening for dyslexia in Job Centres be feasible and worthwhile, but also that this would give rise to the need for appropriate follow up and support services. Indeed in the opinion of the experts consulted the screening would be of little value otherwise. The proposed screening systems are now close to completion, and in response to this I am designing for my Ph.D. a prototype computerised multimedia careers advice system specifically tailored to dyslexics, for use in Job Centres or by careers services. Recent advances in technology have made possible the development and implementation of interactive tutorial systems integrating video footage and sound. The reduction of emphasis on the written word, and the flexibility in the use of such systems would appear to make them especially beneficial for dyslexics.

Various computerised careers advice systems are already available and are being widely used. However, as yet there has been no work at all on how these can be adapted to suit dyslexics. Therefore, we have decided to conduct a number of interviews with experts who have experience of dyslexics' performance in the employment market and related areas. The subjects we need to cover are, how dyslexics can get the most out of the employment market, how careers advice in general can be adapted to help them most, what function the proposed system will fulfil, how useful and feasible will it be, and what it should deliver. Though we have some broad ideas on the above points your opinions will be invaluable in providing a more detailed, informed and independent point of view. We also

intend to use your answers as a springboard in the construction of questionnaires to find out not only the opinions of further professionals, but also of dyslexics themselves.

Below is presented a brief scenario outlining the general use and some characteristics of the proposed system as we see it.

### **The Careers Advice System Scenario**

The system will be computer based and designed to be used with little supervision in a Job Centre or careers centre environment by a pre diagnosed dyslexic client who has little or no idea what job they want.

On starting the system the client will be presented with an introductory front end which will explain the functions and workings of the system. The client will then be given the opportunity to select one from a range of options presented as icons, the machine could be equipped with touch screen. These options could include various assessments (e.g. likes and dislikes, or skills), or the option to browse the data base. The latter will contain written information on jobs or segments of digitised video footage with sound. In the assessment sections the client will be asked to rate themselves on a number of characteristics and the results of this will be used to compile a ranked list of jobs. The client will be given the option to view any data or video footage relevant to any job in the list. A hard copy of the results will be presented at the end of the session. This must be designed to be useful to the client in the search of further resources, and to any careers advisor they might consult.

The system should be flexible enough to allow the client to search it in a way which best suits their specific wants and styles. The intent is to create a system which the client can explore rather than one which strictly dictates the route to be taken.

### **Section 1: Background and experience**

- 1.1 Could you outline for us the experience you have had with adult dyslexics?
- 1.2 Have you had any experience in careers guidance for dyslexics?
- 1.3 Do you have any experience of computerised careers guidance systems?
- 1.4 Do you have any experience of the use of computers by dyslexics?
- 1.5 Are there any important points from your papers that you would especially like us to note?

### **Section 2: dyslexics in employment**

- 2.1 what factors are most important in determining how successful a dyslexic person is in employment?
- 2.2 what particular problems face dyslexic people in finding suitable work?
- 2.3 what would you say are dyslexics' main strengths in the employment market?
- 2.4 what would you say were their main weaknesses?

- 2.5 what is the most common route into employment taken by dyslexics?
- 2.6 what additional factors would you take into account when advising a person on careers who is dyslexic, as opposed to advising a non dyslexic?

### Section 3: Dyslexics and careers advice

- 3.1 What are your opinions on the current provision of careers advice to dyslexics?
- a. availability of services?
  - b. provision of appropriate material?
  - c. staff training and awareness?
  - d. quality of service?
  - e. success rates, i.e. how often does it get them into appropriate jobs?
- 3.2 What improvements can you suggest in the provision of careers advice to dyslexics?
- 3.3 What general guidelines would you suggest to someone who is going to be offering careers advice to dyslexics?
- 3.4 How would these guidelines differ, if at all, from the suggestions you would give to someone dealing with non dyslexics?
- 3.5 what material presently available do you think is best suited to the dyslexic person looking for work?

Why?

### Section 4: Feasibility of careers system

- 4.1 We are interested in what role a computerised careers advice system plays in the general careers advice processes. Below are a number of characteristics of such systems which we suggest strongly influence that role. What do you see as the costs and benefits of these characteristics to staff and clients?
- a. time saving for staff, i.e. potential reduction in time taken up with advisory sessions.
  - b. the lessening of time restrictions on the client, i.e. as opposed to restrictions in time which can be spent with careers advisors.
  - c. lack of human contact.
  - d. systematic assessment of clients' characteristics.
  - e. restriction of assessment to specific predetermined characteristics, i.e. the lack of open ended questions.
  - f. large number and broad range of potential job suggestions.
  - g. limited depth of information on specific jobs.

- h.* the provision of data as a springboard for clients and advisers in later advisory sessions.
- i.* the provision of data as a springboard for the use of other resources by the client. e.g. a careers library.
- 4.2** Can you suggest any other characteristics which influence the role such systems play, and what effects might these have?
- 4.3** what would be the benefits and drawbacks to dyslexics of
- a.* using computers (i.e. with icons, touch screen etc.) rather than purely written material as an initial step?
- b.* inclusion of video footage and sound as we have suggested?
- c.* the interactive structure of the system?
- 4.4** Can you think of any other benefits and drawbacks of the system outlined in the scenario?
- 4.5** Does the scenario sound feasible, can it be effectively implemented?
- 4.6** what follow up services should be offered to the client after they have used the system?

## **Section 5: Specifications**

- 5.1** we are thinking of making an introductory front end to the system, delivering information on the workings of the systems, the strengths and weaknesses of dyslexics in employment, and maybe provide some examples of well known successful dyslexics.
- a.* can you suggest anything specific which we can include in this?
- b.* can you think of any further general areas which should be covered here?
- 5.2** What general information on jobs or areas of employment would be of most use to the client?  
(possibilities include:
- information on minimum qualifications
  - an outline of duties
  - an outline of skills required, an outline of working conditions (e.g. working environment, flexibility of hours and duties, deadlines)
  - information on the social environment, special factors for dyslexics (e.g. reliance on literacy skills, organisational skills, or general willingness to make accommodations)
  - promotion prospects
  - wages)
- 5.3** As mentioned above we are thinking of presenting digitised video footage and sound in addition to other job information the system might offer. Each video segment will necessarily be concerned with a specific job that is a good example of a whole employment area. We are interested in your

suggestions as to what specific pieces of information we should try to contain in the video footage. The type of footage used can take two forms.

- a. what topics should we emphasise in interviews with successful dyslexics in the work place?  
(possibilities include:
  - a brief personal history
  - their strengths and weaknesses in general
  - an account of problems they have faced in finding and holding down an appropriate job
  - ways they have overcome those problems (successful strategies)
  - the results of success
  - some account of their priorities in life in general)
  
- b. what topics should we emphasise in a general demonstration of the characteristics of the job?  
(possibilities include:
  - a demonstration of general duties
  - a demonstration of what skills are required or most useful
  - a demonstration of working conditions (e.g. working environment, flexibility of hours and duties, deadlines)
  - an impression of the social environment
  - an account of the prospects for advancement and demonstration of what this requires
  - an account of what accommodations can be made for dyslexics)

**5.4** Can you think of anything in addition to what you have told me that would benefit from presentation in digitised video and sound format?

**5.5** what sort of output should the system offer in order to be of most use to clients and staff?

(for example:

- job lists compiled from individual assessments as well as the final list which is a combination of the latter
- ratings on characteristics measured in the assessments
- general information about dyslexia including contacts
- an account of how the client has searched the system
- any information on jobs the client has requested
- summaries of information contained in the video segments which the client has watched
- a list of further appropriate resources the client can consult
- a list and description of parts of the system the client did not explore)

*Sample print outs of some current computerised advice systems are available to provide examples of some of these features.*

**5.6** Is there anything further you can suggest as far as architecture or content of the system which would be of especial benefit to dyslexic people?

## **Section 6: Conclusion**

**6.1** Is there anything further you would like to add?

**6.2** Do you have any suggestions on

a. people we should talk to?

b. further sources of information we should consult?

## **Appendix IIb Interview Transcripts**

The following are full transcripts of the interviews conducted by the author for the study described in Chapter 6. Each was transcribed by the author with the exception of two, those being the interviews with Sylvia Moody and Philip Alexander. In the case of the latter a professional typist was employed in order to remove some of the burden from the author and speed up what can be a very time consuming process. This accounts for the somewhat different style of these two transcripts. However, as all transcripts without exception contain a full, verbatim account of the interviewees, this has absolutely no effect on the information content, or later processing.

The transcripts will be presented in the order that the interviews took place, i.e. the same order presented in Section 6.2.

*Interview 1. Dr. Dorota Zdzinski, Kingston University, London.  
25/8/95*

- GB** Section 1 'Background and experience'. Question 1.1. 'Could you outline for us the experience you have had with adult dyslexics'.
- DZ** Yes. I've worked within the dyslexic field for about fourteen years, and I have run adult evening classes over a number of years which were open to all adults who were dyslexic and had a variety of problems, so a complete range. I did group evening classes. I have also taken adults for individual tuition and counselling sessions over the years. I have, furthermore, dealt with adults who are dyslexic, and have sought my advice and worked with me for careers and looking for jobs and coming to me if they've got problems within their jobs.
- GB** Excellent. Well, you've basically just answered the next question I think. Question 1.2 'Have you had any experience in careers guidance for dyslexics?'
- DZ** A little bit.
- GB** Question 1.3, 'Do you have any experience with computerised careers guidance systems?'
- DZ** Not, I would say, in any particular detail. I've looked at some careers packages and particular tests which are carried out on people who want to find out which is their best career, so various tests, you know, personality and so on, but not computerised, and so I wouldn't have experience of that.
- GB** Right OK. Question 1.4, 'Do you have any experience of the use of computers by dyslexics?'
- DZ** Yes, some. I don't know what specific aspect you would want to know about.
- GB** Just general, word processors, anything.
- DZ** I have been involved here in Kingston over the last couple of years in helping students to get equipment, which is usually meant as computers, to help them with their studies. And I have spoken to individual students who have told me what they have gained from being able to use computers. One example I could give you is that a student would say, what they actually write, if they are writing an essay, if they do it straight onto the computer, the content of what they put in would be slightly different to what they would write if they were doing it by hand, because of the freedom that the computer gives them in knowing that they can write and

make lots of spelling errors and that they can check it afterwards so it doesn't matter. They would tend to say that they are more courageous, shall we say, in doing essay writing on computer, because they will use longer words, and ones that they don't know how to spell. Whereas if they were writing it by hand they would cut it down to a more limited vocabulary. So immediately using a computer makes a qualitative difference to the work that they are doing.

**GB** I can understand that, that is my experience of using computers. Question 1.5, 'Are there any important points from your papers you would especially like us to note?'

**DZ** Well I was interested in the content of the whole of this presentation because the work that I am doing is parallel to this. I've been working on putting together an assessment procedure for dyslexic students at university. This is why I'm looking specifically for careers advice, so it is really a parallel line, very similar, and probably there's a lot that would be interesting to discuss on that with those people at some point.

**GB** Section 2, 'Dyslexics in Employment'. Question 2.1, 'What factors are most important in determining how successful a dyslexic person is in employment?'

**DZ** My own point of view has really been added to by what people have said to me. It really, I would say, comes down more to the personality rather than specific weaknesses and strengths in their own learning profile. A dyslexic person may say, 'I have these particular problems'. That is as may be, but it is their own personality and the way that they communicate with people, and make a relationship with the people, and how they manage very often if they have that ability to do so, to get the people they work with to help them in the areas that they're not good at, and they have something that they can return that they are good at. So it's a matter of where they've managed to form positive relationships within their work and they have a fairly positive personality, then they can do very well and they can get over the hic-ups. Where they perhaps feel a little negative or feel that the slightest criticism is a terrible burden on them, then that confounds their problem and it can actually create major difficulties at work. So I would say that that is the major factor to do with being successful at work.

**GB** Right, is there anything else you can think of?

**DZ** Probably having the good fortune of not making too many mistakes, because however nice you are to work with, if you keep making mistakes people do get fed up in the end, so it could be a problem. The other thing is not to do the



reverse, which I have seen among dyslexic adults I know, which is that they have a very strong drive and need to prove themselves, and therefore to outshine and, of course, that obviously brings its own problems. So it's a matter of being aware how all those things could be dealt with and being aware of it, which sometimes they're not. So they have such a strong urge to show that they can do things so much better and so well, that they are not aware of what that creates within the working environment. So both extremes I think.

**GB** Yes, that's a fair enough point. From working with a lot of adult dyslexics you do see a lot of this determination. Question 2.2. 'What particular problems face dyslexic people in finding suitable work?'

**DZ** Well, the question is 'suitable', and therefore the problems facing them would depend on that. I think the idea of dyslexic people finding suitable work, that's a very big statement.

**GB** I think the meaning of this is suitable for them, not suitable for dyslexics in general, but suitable for the individual.

**DZ** Well, if it's suitable for the individual. There's some kind of work that they really want to do, depending on how keen they are and how dedicated they are to the idea, it's suitable to them in that sense. One might make general statements like, 'it's not a particularly good idea for a dyslexic person to try and become a lawyer or something, given the kind of study that entails', but I know one or two students in Kingston who are probably doing three times as much work as anyone else, but they're so determined that they'll probably make it. So suitability, I think, it's too difficult to make a general statement about what kind of work would be suitable for dyslexics. Once they know what they want to do, I think if they are determined and they're prepared to work at it, they can go towards getting what they want. If they are going for a job that is clearly unsuitable for them, then it's perhaps more helpful if they can have some consultation along the way, so they don't spend a number of months, years or whatever, working towards something that they're not going to achieve. Sometimes nobody alerts that dyslexic person that the route they are going on perhaps needs to be revised, to think again, 'is that the right thing to do?'

**GB** Question 2.3, 'What would you say are dyslexics' main strengths in the employment market?'

**DZ** Again that will be a fairly general answer. Probably, one might say that they have a greater rapport and understanding of the people and the peoples' difficulties,

therefore the pastoral care side of any profession is something that they would probably be quite good at. Also, I would say that they are very careful in the way that they deal with people and if they are positive, they are so to a great extent and therefore that can be a great strength in the job. It's difficult not to make general comments: I feel, just giving surface comments like that, it's a bit difficult. Maybe if one was to focus on individuals for something, it would be a bit easier.

**GB** Yes. I mean what we're looking for here is just general ideas of people. Obviously we accept that you can't go around limiting peoples' decisions.

**DZ** Working in jobs that do not require, obviously the kind of things that dyslexics are not very good at, so doing jobs where perhaps they have to take notes on the spot, they have to chair meetings and take notes at the same time, is very difficult for dyslexics. Having to write reports is very difficult for them sometimes. So really when looking for jobs, the kinds of things that they find difficult, if that's covered by somebody like a secretary or assistant or something then they're unusually all right, but if it isn't, then it can lead to problems. So it's a matter of, when looking back to strengths, if they can turn their ability to communicate and have ideas and work with people into their strengths and then use the things they're not good at by having back-up services then they'll probably do quite well that way.

**GB** Question 2.4, 'What would you say were their main weaknesses?'

**DZ** Things like telephone work under pressure, taking down phone numbers under pressure can be a real problem, getting peoples names down from telephone conversations can be difficult. Working in a place where any kind of mathematical calculations have to be done at speed, and then translated in to writing perhaps, could be a problem. Errors in accounting can actually lead to severe problems at work, picking up from individuals I have known, things that have happened to them. Getting emotionally upset by other peoples attitudes is something which does happen to dyslexics and is why they have to have advice or counselling on how to deal with that before they actually get into the situation, so that they guard against it. It's very easy for someone who goes in quite optimistically to find that they're really thwarted quite quickly because they were not prepared for other peoples reactions to them. There's a great fear amongst dyslexics as to whether they should or shouldn't make known that they have a difficulty because of the reactions it will create, so when I have sessions with people I actually go through whether they..... we go through both situation and we go through, almost like a role-play, all the possible ways in which people could react to them and then see how comfortable they think they could be with one or other situation and then

make their own decision about how they are going to deal with it. Where a dyslexic person has got what we might call 'weaknesses', if those problems are quite severe then they need to address them, as I was just saying, in a fairly direct and positive way to do something about it. They can't say, 'Well, I have got these weaknesses but I'm going to try to camouflage them; I'm going to do my best so that people don't find out.' That way round actually causes more problems for them. So it's a matter of being able to have a consultation, almost before going into a particular job, and address the level of their problems, what their strengths are, how they're going to deal with the weaknesses, how they're going to confront that, and then go into the place. That way, at least they stand a reasonable chance. Where they've got severe problems they really are going to have to lean on their colleagues in many ways, and that has to be dealt with in a way that won't cause problems for them.

**GB** Question 2.5, 'What is the most common route into employment taken by dyslexics?'

**DZ** I think, unfortunately, from the people I have met, I would say that the most common route that dyslexics take, very often is not the one that they really want to take, because they already give up on their ideal job before they go anywhere near it. So they think of what they would like to do and they say, 'Well quite obviously, for whatever reason, there's no way I'm going to get this'. So they then go onto another plan and go for something much less, if you like. Sometimes they will be people who are actually quite bright and capable, mentally very capable, going in for jobs that are undemanding mentally. Therefore they are limiting themselves. If they're accepted that's the best out of it, then they manage to go on reasonably well with it, but very often they do that because they've taken the option they think is the only one open to them, and over a period of time I think they would get very frustrated that they are not fulfilling themselves within their work and that can lead to either finding positive outlets, in which they perhaps take up something like writing or poetry or a quite demanding interesting hobby, or they actually come out of the job because they actually can't bear it any more, or they then go and actually get further consultation and they get reconfirmed for them that actually they have got an ability and why don't they consider going and doing a course as a mature student. That gives them fulfilment and then from there they take a different path and maybe go on to a different work. Just a bit to add on to that, the other thing they sometimes might do which is a direct spin off from their own problems and sufferings they've had, is to go into work which will be one which actually helps other people. It may not be what they actually want ideally to do as a profession for themselves, but they'll go and

do social work, for example, or they'll go and help old people. They'll do things where they can help others and get it out of their system. Then they feel they've redressed the balance and can go for an ordinary type of profession afterwards, but they need to get that out of themselves. The other thing they would go for is very creative professions, sometimes, perhaps where it may not lead to a living, but they might go into art or photography and say 'This is what I really want to do'. They have a creative flair and they try to pursue that. so they may take a route that way.

**GB** Question 2.6. 'what additional factors would you take in to account when advising a person on careers who is dyslexic as opposed to advising a non-dyslexic?'

**DZ** I would say, related to the whole idea of this research, which is based on a learning profile, which is similar to the kind of learning profile I've been working on with students at university, what one would take into account is that you are looking at that person's learning profile, as well as finding out from them the kind of things they would like to do and then relating what they want to do to their learning profile and seeing where there is an anomaly that they may or may not be aware of and addressing that, so that the careers advice they get is based on what in reality they can and can't do, shown by their profile, which is actually a very supportive way of getting dyslexics not to go off on these tangents, so it can actually be a very positive thing for them. Also, discussion and counselling when required.

**GB** Section 3, 'Dyslexics and careers advice'. Question 3.1, 'What are your opinions on the current provision of careers advice to dyslexics?'

**DZ** I can only answer that very broadly because I haven't got very close or direct experience of careers guidance places. The kind of advice that I see as available to dyslexics through organisations and through universities and so on (so it's only one aspect I'd be dealing with). I would say that there is much greater understanding of dyslexia compared to the past, although there is a long way still to go, because there are people in organisations who accept that dyslexia is one of the handicaps that has to be dealt with and they have the information. They may have a rather superficial notion of what dyslexia is all about which is certainly something one is dealing with as a problem at university among departments and staff, where they say, 'Yes, we know about dyslexia: it's when so and so happens', and it's a very narrow concept about what dyslexia is and one that presumes that everyone who has got it has the same symptoms. That is even apparent in institutions like this, so I think the general awareness, on a very

superficial level, has greatly increased over the years, but the specific awareness of what it actually means probably still needs to be increased. So, in advising dyslexic people, I think they would tend to get, sometimes, fairly superficial advice which would perhaps irritate them, I don't know; done with the best intentions but sometimes a bit misguided. I think students, for example, furthering their degrees, when they are dyslexic, they don't always meet with people who understand what it is about. If they are lucky they will meet people who are prepared to listen, hear what the problem is and accept it, but it is not always as simple as that. So, the information which is available, there is the ADO, which I would say comes the closest that I have seen of any organisation that actually talks to the adult dyslexic. Any adult who is seeking advice, they are the organisation I would suggest straight away. You've got other organisations, the BDA, various private dyslexia organisations, but some of them are certainly not geared towards helping adults at all, and they give, for the best reasons, advice which is not very appropriate. I mean really, it would be the right premise for an organisation like the ADO to actually do some of these things, a, b, c, d, e, to have some members of staff who will go around and do staff development. That would be very nice, but whether they can do that or not, I don't know. Of course, we've got the Tavistock Centre as well, where they are at least geared towards working for adults, but those are the only 2 places I can think of, immediately.

**GB** I don't know if you have anything to say about any of the sub-sections of that question. I think your answer has covered a lot of it. Obviously the 'quality of service and success rates' are not quite your field, so question 3.2, 'What improvements can you suggest in the provision of careers advice to dyslexics?'. If you could say anything, although admittedly you have basically covered it.

**DZ** Probably greater availability to the kind of information you get from the ADO within the workplace and in careers offices and some form of being able to pass on information from the person who is asking it, and guide them to somebody they can talk to, if they really need to discuss it with somebody. I think a lot of people are doing it second and third hand and saying 'Well this is the information about dyslexia', but sometimes that person will want to talk to someone who can directly help them. So really, perhaps for careers centres to have on their list somebody of whom they can say, 'This is the person we have who actually advises about dyslexia'. They may not be around all the time, but this is a person who can be contacted. You can get a lot of the information through a computer, but sometimes a conversation is required to actually solve the problem and I don't think in general with careers officers, you'd get anywhere near having that kind of

conversation. Also, being able to give references to people for how they can help themselves further.

**GB** Question 3.3, 'What general guidelines would you suggest to someone who is going to be offering careers advice to dyslexics?'

**DZ** I think I've covered it really.

**GB** Yes, I think so, and question 3.4 as well really. Question 3.5, 'What material presently available so you think is best suited to the dyslexic person looking for work? Why?'

**DZ** There's an origination which sends out these booklets I've got here. They actually have a magazine which they send out to people who are looking for careers and degrees and it covers all special needs, so dyslexia comes into it. I mentioned the ADO, their literature is very useful. There's not really a lot of material around, is there?

**GB** No. I was thinking of general stuff, just general carers material which is not just tailored for dyslexics specifically, but what material/structure is best suited for dyslexics, a way of approaching it. Admittedly there's not much.

**DZ** I think I'll leave that one for the moment and if something comes to mind I'll come back to it.

**GB** No problem. Section 4, 'Feasibility of careers system'. Question 4.1.

**DZ** Well 'time taken' element, I would say, goes a long way towards not repeating the same stuff over and over again which is what happens anyway with careers advice. If you could find a system where you had different programmes which actually covered a range of possible clients then that obviously is a good idea and would save a lot of time. Really what one would be able to do is to give all the information, a very wide range of information that somebody could come in and go through and select what bits that are of interest to them. You can also have your profile and the person can actually carry out a number of tests and then see what their profile is at the end of it. You can then go into the next stage which is to see what information you are given on the basis of the analysis of your profile which can also presumably be done as a computerised thing and it could come up with a list of recommendations and then at the end of all of that process if the person then still has some further queries they would then come back, but they would be coming back with a much greater knowledge base that they did when they first walked in. So they could then have an appointment which would be

really making the best use of all the resources. I think that would save a lot of time. A lot of people would come in and just perhaps find out bits of information, or just go part of the way through it and don't particularly want to follow it up, so they haven't wasted staff time by just coming in and asking lots of questions and never really following it up. I think it would create greater efficiency in the way staff actually deal with real problems and ones where they've got a lot of information to work around. Yes, so that's all good.

**GB** b) 'the lessening of time restriction on the client, i.e. as opposed to restrictions in time which can be spent with careers advisors'. When the client actually sits down with this machine they have as much time to use it as they want, rather than having a restrictive appointment time. How do you think this should effect the role of the system?

**DZ** I think it should be available in parallel to what I've been looking at for university structure where we're looking at an assessment which should be available on the network. It should make it possible for all students, not just dyslexics, but anyone who wants to find anything out within this area of information can do so in their own time, so it should make for more efficient use of actual contact time with people and I think it gives an opportunity to generalise things so that it's there for people to see and for people who are not dyslexic at all and who might want to come in and look at it and find out about it, just like there are with other handicaps where other people are interested and they can actually find out more about what dyslexia is about because they are interested and perhaps might want to do something linked with dyslexia. So I think it is very useful and would save a lot of time for all concerned.

**GB** c), 'the lack of human contact.'

**DZ** Yes, that's true. I think, what you can say are the advantages that you then get from the human contact at the point where you have it, will be more utilised in a better way, but I think one has to accept the fact that if that is the first port of call for somebody who goes into a place wanting help because they are dyslexic and they are pointed in the direction of a computer and that's it, there's no other help available until they've come back from there onto the next stage, if it's done in that kind of a manner then there will undoubtedly be occasional people who will come in who need really to come in and to just talk as the first thing that they do and those people will be lost to the system unless there is a way that that can be covered, which could be covered perhaps by an initial way in which it is addressed. It's difficult to know how to resolve that because someone might

come in and say, 'Well I really need to actually talk to someone' and they could really after the first 5 minutes be told to sit by the computer and get on with it and they would done and it's really a matter of the judgement of the individuals concerned as to how they would deal with it, so based on that, some people will be adequately dealt with and others won't because it's based on human judgement, isn't it.

**GB** d) 'systematic assessment of the clients' characteristics'

**DZ** What about that?

**GB** What are the costs and benefits of this particular feature of the system?

**DZ** Well it would be a benefit to anyone to have a profile of their personality, profile of their cognitive strengths, weaknesses and so on and what jobs it might lead to. I think that's already in the system and it is used to great advantage, so yes, that's helpful.

**GB** e) 'restriction of assessment to specific predetermined characteristics, i.e. the lack of open ended questions', a sort of flip side to the systematic assessments idea.

**DZ** Well the system can't really deal with that. No, I've no immediate response to that one.

**GB** No problem. f) 'large number and broad range of potential job suggestions'. This is to be contrasted to the next section which is the fact that there is a big limitation on how much depth of information there can be. So perhaps it would be better to discuss those two features together.

**DZ** Presumably what will happen with the system is that they do a profile, and then they are given a range of jobs which would be suitable to them, is that what would happen?

**GB** Yes, this is the general idea.

**DZ** So then, what they could do I suppose is whichever of the list of jobs that comes up that they have an interest in, they would then be able to get into another system which gives them all the detailed information. Is that what you mean?

**GB** Yes. I mean hopefully. This would be ideal. But the thing is, even that, to actually have that much information on a computer, the actual depth of information that we could provide on an individual job would be very limited.



**DZ** So what they would actually get from the computer would be a list of jobs that are suggested for them to do and then perhaps references to how they can find further information about that.

**GB** Yes, this would certainly be available and of course there are other features, like as it's mentioned in the introductory section, the fact that it will include video segments and things. There will be reasonably in depth information, but it will only be on a very general level. On specific jobs, we're talking about something which has, by necessity to be.....

**DZ** Well that's then the next stage, isn't it, which they would take on as anyone else does when they are making closer investigations about a specific job which they're interested in. I don't imagine the system could cover to that extent, it can do a little bit, but not more than that. You could have it do a brief analysis, which may or may not be in it's scope to do, but a quick analysis of how the particular job has, or why this job is good for a person with these particular problems or how other people have found they have done well in this particular type of work and that's a matter of just collecting data over a period of time, isn't it?

**GB** Yes. It could easily incorporate various things like that. OK, h) 'the provision of data as a springboard for clients and advisors in later advisory sessions'. I think you've basically covered that, but is there anything further you'd like to add?

**DZ** One of the things which is a question really, because it is something which I have been confronted with in my own work, is if you are providing screening on computer then you obviously want to have all the data for research purposes, but you also presumably have, the client has the anonymity of being able to use that just for their own personal use, so that would presumably be put into the system, where perhaps data is collected, but individuals are guarded against any information about them being known by anyone else. So what comes out of it, the profile or the printouts or whatever are the property of that individual, That person can then perhaps make an appointment and take that information with them to a consultation session and then they can have it there to discuss, so it would be useful.

**GB** Again, I think you've covered this; e) 'the provision of data as a springboard for the use of other resources by the client, e.g. a careers library'. Anything further you want to add?

**DZ** Well the system would probably provides extra information, resources and people to contact, so that in a way the person can..... well, particularly helpful for a

dyslexic person would be that they can have a printout with all the information on it, that they can take away with them, I think that would be very helpful.

**GB** Question 4.2, 'Can you suggest any other characteristics which influence the role such systems play, and what effects these might have?'

**DZ** Not immediately, Just the thought of how these might link up with potential employers. Whether people can actually use those profiles to present when they do go for jobs somewhere, so that the discussion they might have about their suitability for the job is based on a profile that is actually quite constructive and helpful and that would require employers not to be put off by such things and I think there are employers who now see that there are a necessary percentage of handicapped people they have to take on, could include dyslexics who perhaps might be easier to deal with in some ways than other handicaps. Certainly that's the kind of response I get from people I talk with and if they realise that there are different levels of dyslexia and so on, then I think employers might soon get the drift of perhaps including dyslexics into that percentage who actually don't have too many problems, which might disadvantage other handicapped people, which I think is one of these things that will happen, which can't be avoided, because they experience, given the best intentions as always, when they do take on people they actually do not preempt some of the problems it's going to bring. And whilst they have good intentions to start with, they do then find that everybody starts, well their patience runs thin and they start wearing down. It's not always this ideal situation of, 'We have this facility. We're taking on these people'. It's not always that simple and I think employers would be very interested in taking on dyslexics.

**GB** Question 4.3, 'What would be the benefits and drawbacks to dyslexics of a) using computers rather than purely written material as an initial step?'

**DZ** I think that the computers should really provide a facility that equates with the person who is going to be working on it, in the same way as very often adult dyslexics are very insulted when they are presented written material which is produced in such a way that it is for a much younger age group. One of their problems when dyslexic adults work with people, is there is a disparity between what they feel is acceptable to them and the kind of written material produced for them. Needless to say it is sometimes a bit of an insult and one has to be careful that the presentation of material is really at a level that is appropriate. So when one is looking at a computer based programme, I think equally one would want to consider the fact that the dyslexic person, who are coming to get information from

a computer, will range from dyslexic adults who have literacy levels of say 5/6/7 year age level, if one was to give everyone standardised tests, right through to adult level . So you are talking about a very broad range of literacy skills that these people have and yet you're talking about one medium through which you're going to give them all that information. So, I would have imagined, that in a place like a careers office, any adult dyslexic coming in, there should be a sensitivity built into the system on the computer for that adult coming in to get information that will suit their needs. So that if they need, they can actually get into the system simply by the use of icons and pressing one or two keys, whereas they may want to, in fact, go into the system at a level where a lot of the information is produced in text and they can actually use the keyboard in a more proficient way if it happens to be something that they can do. So I would think it would be quite nice to actually imagine that the dyslexic person, given the range of abilities they have, can go into a place and they can find that the computer is actually set up to fit in appropriately with the level that they want it to do. Whether that is part of how it is set up or not, I don't know, but that would certainly make sense that they should do that.

**GB** Ideally we would try to incorporate something like that. OK, anything else you can say?

**DZ** Interactive structure would be, well, the possibility to have that would be useful. Some people may want to just sit and read and look at the screen and respond to things. Others may want to use interactive systems. If the option is there for both then it's probably a good idea.

**GB** The whole idea is to make it as flexible as possible. Right, b), 'The inclusion of video footage and sound as we have suggested?'

**DZ** Yes, I think that is good, It can present a very positive view, but one would also want to have interviews actually showing some of the problems and drawbacks that are specific to dyslexics and then follow it up by a discussion of how those disadvantages can actually be dealt with. Occasionally they can actually be turned into advantages, if you can think laterally enough. Other times it is something we have to address and deal with. At least if it is presented, the person watching it will say, 'Well yes, I find that that's what will happen if I try to do that'. Then they can see what happens at the end, what's suggested and what one can do about it. That can be very helpful. You can get very close to having a group discussion actually provided on a computer programme so that the person can actually feel that they are a member of a group of dyslexic people. This is based

on something I've found we have some here which has been helpful, is when we've carried out assessments here for dyslexics: we've actually instead of doing individual assessments, we've done group assessments. So you get something like 6 dyslexic students from totally different departments, coming in together to do the assessment and then they have a discussion session together and that is very valuable, because somebody doing science will say, 'Well my main problem was this' and somebody from another faculty will say, 'Well I found that difficult as well', and it's just to find that they are in a range, of perhaps covering a representative range of all the faculties that they have problems in common that they can link them, and that he can through discussion then mediate beyond the problems and they'll say, 'Well this is what I do', and someone else will say, 'Well I do that as well'. So that discussion session you could almost have after the video presentation of a range of types of jobs and the ways in which dyslexic people deal in those jobs from positive to perhaps negative. You would then perhaps have a very brief discussion with people, who are dyslexic, saying what they think about that and how they would resolve it. That would be almost a video made specially to follow up that video, so that the person watching it from wherever in the country they are, can have the benefit as close as possible to have been part of that discussion and they can see that and they can deal with it and they can give them some ideas.

**GB** Fine, that's good. OK, you've already covered the third bit, I think. Question 4.4, 'Can you think of any other benefits and drawbacks of the system outlined in the scenario?' Again more filling in.

**DZ** Not directly at the moment if we just press on.

**GB** OK. Question 4.5, 'does the scenario sound feasible? Can it be effectively implemented?'

**DZ** It's certainly feasible. It's a very practical idea, and given the resources I can't see why it can't be implemented.

**GB** Question 4.6, 'What follow up services should be offered to the client after they have used the system?' Again you've covered this before, but is there anything further you'd like to add?

**DZ** Well, if they have a follow-up at the place where they go to, they could have a more specialist follow up perhaps, if they required it and if they felt that the place they'd been in, the person they were talking to or whatever, can't resolve some of those issues, I think it would be.....Well, if I was doing something like that, I

would contact an organisation like the ADO and ask to what extent would they be interested in actually providing a back up service where after all of this has happened, those people who still have specific problems which have not been resolved, or further questions, they can get in on something like linked with the ADO and they can have further questions perhaps answered by other people around the place who've got the answer to that question. So linking it in that way, I think would be quite good. It's something I'm thinking of doing in the assessment for university students, that they should have that further possibility of a follow up.

**GB** Section 5 'Specifications'. Question 5.1.

**DZ** Well, probably one wants to just briefly allude to famous/successful celebrities who are dyslexic. I wouldn't imagine that one would go into that anymore that just by mention or just by providing a nice back drop, because it is something which is probably done very frequently. I think somebody who is a dyslexic adult who is looking for work would probably want to go more directly into something very real that they can identify with themselves and perhaps which shows not famous characters but people who they can relate to who actually are making a very good job of what they are doing. Also, all the things that every one knows anyway, to make it fairly brief and make the impact very direct and very immediate and will get the message across fairly quickly. When people do things like that no video, presenting that kind of thing with a voice over and so on, you can get so much information in a very short space of time and a few minutes can very quickly feel very boring and rambling. So it's just a matter of making that introductory bit at a very highly sophisticated and professional level, almost putting a lot of the money into that presentation, because that will be what will take that person into carrying on with it or not bothering with it, and that first impact, if it doesn't come across and doesn't speak to that person, then it will lose a lot. So I would say a lot depends on it.

**GB** b), 'Can you think of any further general areas which should be covered here?'

**DZ** Well, that's all just general information. Will it cover in any way, what to do when things start going wrong for an adult? I mean, would they come to this system if they were already in work and were having problems and are thinking they are either going to have to change work or do something. Would those people be coming to this or not?

**GB** It's difficult to say. The idea was, the basic scenario, was to install it in job centres and so on, so you would have thought that most of the people coming and

using the system would be unemployed people, a whole range of them, not just school leavers but all through the strata. So, yes, it has to be designed with these sort of things in mind. It can't afford to be that restricted, though it does depend where it goes and what happens to it in the end. Obviously it's a little early to say exactly how it's going to turn out, and exactly how we're going to have to focus it.

**DZ** Where it says things like the 'literacy skills', 'organisational skills', and so on, information on that, I would have thought that with that would then be given information on what to do if you feel you need to improve on any of those things, and you need information on how to do that.

**GB** Right, you've actually gone onto question 5.2, so, 'What general information on jobs or areas of employment would be of most use to the client? There is a list of possibilities.

**DZ** I do think that a system which is going to do all this should address, somehow, to the person who is tapping into it what happens when things go wrong. Because a lot of systems always present the information of how to get into a job, what you need to get, what is the best job for you, but they won't actually say what to do when things have actually gone wrong, and quite a few of the people, I imagine, who will be coming to that system, giving the description you gave, would be people who are having problems, who really just need some information on what to do about that, or where to go. Almost another section on what to do when the job has gone wrong or turned against you for whatever reason. How do you deal with it? Who are the people you have to consult? What are your rights, as a person, in the job place if you find that you've got an employer who is actually seeking to dismiss you and using the dyslexia as the excuse? I think that is a relevant point because the number of people I've helped, some have had good experiences, some haven't, and where they haven't those are the questions they need to have answered. So, this isn't going to tell them any of that, so at least guide them where to go and what to do. They are given advice in their own work place, but if the system has gone against them the advice they are given is basically going to be in the interest of the work place and not the individual. So something needs to be there for the rights of a dyslexic person. That links to the legal system, medical outlet for if they are going to have a special assessment because of the stress and behavioural problems that are occurring as a result of the problems that they are having in work. So all those different outlets need to be looked at and presented. Almost a kind of a 'set of what to do' if you're stuck in that situation.

**GB** Let's just briefly look at the possibilities I've written down here. This is general information on jobs or areas of employment. Also information on minimum qualifications would be a sensible thing to offer I thought.

**DZ** Yes.

**GB** 'An outline of duties', 'of skills required', 'of working conditions', 'Information on social environment', 'special factors for dyslexics', 'promotion prospects' and 'wages', was what I was thinking would be the information to include. Do you have anything specific to say on any of these particular things?

**DZ** I think the 'special factors for dyslexia' need to be done in quite a lot of detail and where it says 'reliance on literacy skills' to actually detail, it possible, precisely what level of literacy skills because that's one of the things people don't do and would be very useful. Dyslexics, often if they've been assessed, have got very detailed information about all their levels of reading and spelling etc.. Nobody tells them that, 'the fact that you've got the reading age of a 10 year old and spelling age of a 9 year old means so and so and therefore it's not going to present you with too much of a problem, or it will', or whatever. So that kind of equating the general competencies for that job, so that the person can look at their profile and say, 'am I within that level, or near it to work towards it, or is this unrealistic for me?'. Because an adult sometimes has an idea about a job and a very unrealistic notion about it, so they can actually look, and this can be made very helpful, to guide them, so that they don't go for a job that they're not going to get. So just within that, the one which needs a great deal of care is 'special factors for dyslexics'.

**GB** Right question 5.3.

**DZ** Is that for advising people how to actually carry out a successful interview?

**GB** No, the idea of this is that we interview dyslexics, successful dyslexics, in their place of work, basically showing us round the place, talking about their own experiences of work and the problems they've faced, basically talking about these sorts of things. Also we cut this down into bits so people can look at selected bits of the interview and research them in various ways. So what I'm envisaging is, for instance, the person using the system might have a specific question, and they'll be able to go into that, dyslexic people, discussing their own strategies. So what should we emphasise in the interviews?

**DZ** Addressing strengths and weaknesses is very useful and having other people do that for themselves gives a lot of confidence, so I think that would be very useful. Personal history should be very brief. Problems they've faced, very specific, perhaps 2/3 problems they've had. How they've been overcome is important. Yes I think that's good. It covers it. Going through the different areas that people have to deal with when going for the job which, when I looked at that with the interview was what I thought you actually meant, was that you would show the dyslexic person some.....you know, they could look into things like interviews skills which would be addressing them specifically and giving them some suggestions and showing how they could carry out those things. This is very helpful, I think, to hear someone talking about what's good and what's bad in their work, how they've dealt with it and what the result has been. That's all it needs really. You just want a range of different people, different jobs and those three questions, because that makes it far more powerful, it's just keeping that idea in mind and going through a range of different jobs. So those 3 aspects, 'what's good or bad, how I've dealt with it, either the end result was successful or it wasn't and why'. So you have both a mix of successful and unsuccessful jobs for people, rather than presenting them as two separate things. This is just the experiences people have had and then you can draw your own conclusions from it.

**GB** b), 'What topics should we emphasise in a general demonstration of the characteristics of the job?' Basically here, what we are thinking of is going around the office, looking at various people doing their jobs.

**DZ** Is that for a range of different jobs?

**GB** Yes.

**DZ** And that will all be there so they can just key into the job they want and it will go through and show them?

**GB** What we're thinking of is to have, obviously there are limitations in how much video footage you can actually include. So what we're thinking of is having a range of different jobs, but representative of a whole employment section. So there will be one set of video concerning one person and one job but we'll try and make that as representative of a whole section of employment as we possibly can. But yes, there will be a selection of jobs, certainly. So what topics should we emphasise in a general demonstration of the characteristics of the job?



**DZ** That's more of general use, and what you'd get in general careers guidance. That's the less important aspect of those two. I mean a) is really crucial. You'd assume, perhaps, that the person has had some general ideas about careers therefore looking at a video showing people going round a general job, to me doesn't seem to be directly relevant to what a dyslexic person is looking at when they are keying into the system. I would find that is a very important area. I would actually wonder whether this is even necessary.

**GB** In the end the way the question is worded does infer that these two things are completely separate, obviously when they're done it would be difficult to separate them. Obviously in the second section you would have the actual person who you've interviewed. The dyslexic themselves would be actually going round and showing you the job, and what we were thinking of here is that it's a far more salient and a far better way of actually showing someone what is involved in a job, what the workplace actually includes rather than just mealy having written information it gives the feel of some sort of social background as well and just general conditions and so on. So I acknowledge your point, fair enough.

**DZ** That would almost be an aside or backdrop to a), I would have thought.

**GB** OK question 5.4.

**DZ** I'll give it a moment's thought and come back to it if I can think of something.

**GB** Question 5.5.

**DZ** I suppose one thing you could show on that which would be the other side of the coin is to make a video or presentation which would actually be aimed at or went to the employers and that would take away some of the myths about dyslexia and present them with a very realistic view of the strengths and weaknesses and how they could actually be people that may be desirable too have in the workplace. That could be something that could be created as part of this package, because this is almost the other side of it and that would be very relevant to send to employers who I'm sure given that they want to do their bit, their 5% in this area, will be keen to see what's on it.

**GB** Yes, that's a good point. Now for this next question, 5.5, I actually have some examples of outputs from other systems. I don't know quite how helpful they're going to be, but we can certainly have a look at them. These are actually done by me, so I ran myself through these systems I only have 2 of them here. I haven't actually run through them completely because they take about 3 hours each.

- DZ** This is the idea of the kind of profile the person would get, is it?
- GB** This is an idea of what is currently available and it's just to give you an idea to assist you in answering the question.
- DZ** That's all very useful for the person who's done it. Presumably there's a very brief summary or something which shows the most important points in one box or something. Is it based on existing tests or are they reconstructed?
- GB** These things are basically constructed specifically for the system. From what I can see of it, it's not what you would call the standardised approach. It doesn't relate too well to other things. It works on a series of questions, but they're all straight forward and obvious, broken down into interests and skills etc.. This is quite an advanced system and seeing as the system we produce will have to be based on a current system, because the problems of starting completely from scratch are enormous, there is a chance that 'yes' it will resemble this, but a lot can be added and a lot can be taken away.
- DZ** Is this system already available on computerised programmes for general people to have computerised profiles for careers?
- GB** These 2 systems, this one, Gradscope, is specifically designed for graduates or under grads. However, Prospect is a more advanced one and is available in a system which is more general, which is not just graduate. So there are both computer programmes though.
- DZ** So what this system is doing is looking, is being informed by these but making up a similar one or another one with particularly the dyslexic in mind?
- GB** The system will probably be similar to these with a lot of stuff added and tailored to dyslexics, is the idea. So I just provided these for an example of how, what information can be presented, but quite frankly there's a lot of other stuff like I've suggested here; 'job lists compiled etc., ratings on characteristics measured in the assessments, general information about dyslexia including contacts.....
- DZ** If I can just ask you, is this programme, is it going to be a career package in a sense that you put in bit about answering a questionnaire, about you personality, various other things and then it comes up with possible jobs? Is it going to have included in it a kind of an assessment of that person as a dyslexic, or is that assuming that the person is dyslexic and this is just giving them a global information about their possible job prospects?

- GB** That's not clear as yet, it's a matter of whether that can be done. Obviously I would like for that to happen. The thing is, this is dovetailing in with this other idea we're developing which is a computerised assessment system for dyslexics. So what would be ideal would be if you got the information from the computerised assessment, or indeed from any one's assessment. But there would have to be some sort of standardised format, which would make it more likely to be computerised, and in addition to any information you put in, that information would go in as well, that would be ideal.
- DZ** Well that information, if the person does the assessment first, then the results of that would go into this programme and would inform how they are advised when they do this programme, because otherwise it would give you a very big mismatch sometimes. So it's dependent on a computer assessment? I'm just asking that because it's a work that I'm doing and it's just interesting. I want to see where they may fit together and I want to know to what extent the people who are doing this, whether they're doing this or doing the assessment as well, or whether it's something like what we're looking at can work with a system like this.
- GB** That would be the ideal situation. The problem is building it is not as easy as all that. Including that assessment information, how it is to be integrated with other information, what sort of weightings you give to jobs. That becomes relevant and is a much bigger question, which as yet we haven't quite resolved.
- DZ** There's a certain minimum requirement of skills, competencies for jobs which could be compared to this person's skills as a result of an assessment. You see the work we've done here has been on the assessment side and we, all the time, been saying that it is essential that this assessment then is married with the whole notion of what other competencies are required for a particular job, or in our case, the competencies required for a particular degree course, and because our focus has been on this we haven't been able to deal with effectively the other half, but this looks like the other half, at least within the career market. So what I would be interested to know or possibly have further conversations about with people who are doing this, is when we've got our assessment system profile, how would that profile be matched to this, to make this more useful to people, so that somebody who has got, for example, they may have exceptional qualities in visual problem solving but have quite severe problems in basic literacy skills, now that person can go in and get a nice computer printout saying what job they should do. But how is that going to analyse that that person has got those particular unusual disparities between their strengths and their weaknesses to be able to give them the right job they should go for. So if they had that profile and there was a way of linking that

profile to them this programme, and then they key in what they want of this programme, then the end result could actually be very directly useful.

**GB** Yes I agree. This would be the ideal situation.

**DZ** What's your time scale for this programme?

**GB** Well the thing is, can we finish the interview before we run out of tape? So as far as the output of the system goes, what I'm thinking of here is 'job lists, ratings of characteristics measured in the assessments, general information about dyslexia including contacts, an account of how the client has searched the system, any information on jobs the client has requested, summaries of information contained in the video segments which the client has watched, a list of further appropriate resources the client can consult, a list and description of parts of the system the client did not explore'. Would you agree that all of them were a good idea?

**DZ** Yes, that's quite a good quick summary of all the things.

**GB** OK, question 5.6.

**DZ** Well I think I've made a few suggestions along the way, specifically with that in mind. I think the most important thing really is that which we must not talk about, and that is to match up a proper cognitive analysis profile of that person with the competencies for a job. That seems to make reasonable sense. In secondary schools, for example, people do an appraisal of the person and then they do a report on how that person has done. Those 2 documents are not necessarily taken and put together and then a final summary is made with the two in front of that teacher, they're done as two separate activities. I think that is what this feels like, and it's that the two need to go together too make the best outcome and that's really the final comment on it because otherwise it is a lopsided system. It's going to be very glossy, it's going to offer wonderful information, but it could be doing that much more, which it is not in a position to do unless it's got the actual analysis with it. Unless you've got a mediator and a psychologist can sit there and do it, but you have to remember there is no mediator.

**GB** Obviously the whole point is to try to lessen that.

**DZ** If you want to have that it can be done through computer programmes, but it would be mediating those 2 bits of information together.

**GB** Section 6, 'Conclusions'. Question 6.1, 'Is there anything you'd like to add?'

- DZ** I think this is a very relevant kind of programme to have in, further up in schools, for people to start getting information and not to leave it until they are unemployed. It has a relevance for 6th form colleges, for secondary schools and careers advisory places and in universities. If it was coupled with the assessment programme as we are doing at this University, then the careers aspect of it would be a very useful thing to have, in universities, but more importantly before people get to university so that they don't have to come in and after one year change to another course, which is what a number of our dyslexic students do. They've come on the course and they've realised they've failed the end of year test but then they've realised it's not because they can't do it, but they've made the wrong choice. Sometimes they switch two or three times before they find the right thing.
- GB** OK, question 6.5, a), 'Do you have any suggestions on people we should talk to?' or b), 'further sources of information we should consult?'
- DZ** Well I've mentioned one or two people who are personal contacts. Well finally just linking up with both ends of the spectrum, so that this is actually linked up with a real assessment of dyslexics and at the other side is linked up with employers. That would give it a continua which would make reasonable sense, because we in our research work, this is probably much the case with other people as well, one's always finding the disadvantages, that you're working on a specific project and it is being done in a way, that is the project and it's contained and closed up and there it is, and you think if you could only just link it in all, the directions where it should sensibly link to other things that other people are doing, the end result would be that much better.
- GB** Right, if you have nothing further to add, I'm going to stop the tape there as it's about to end. Thank you.

*Interview 2. David McLoughlin, Adult Dyslexia and Skills  
Development Ctr., London. 30/8/95*

- GB** David McLoughlin from adults, sorry, professionals who deal with dyslexics and employment, and the date today is the 30th I believe, and the time is 4.30. Right, OK, well, everything is all right; I guess we could proceed. Right, section 1 'background and experience. Question 1.1. Would you outline for us the experience you have had with adult dyslexics?
- DMcL** Well I've specialised as an educational occupational psychologist working with dyslexics since about 1983. And probably 50% of my clients these days are dyslexics, sorry, adult dyslexics, and as you know I also wrote the only book with adult dyslexia in the title.
- GB** Yes....right.
- DMcL** Well I spend about 50% of my time doing assessments and counselling adult dyslexics and part of that is the answer to question 1.2: I also offer a careers counselling service as well.
- GB** Right OK. OK well in that case we can go onto 1.3 I suppose. Do you have any experience in computerised career guidance?
- DMcL** I am familiar with them; I have never used one.
- GB** Right. Do you have any experience in use of computers by dyslexics?
- DMcL** Well lots really in the sense that I advise them to use them as one of their, their strategies that they should adopt. And also I have been evaluating this HEFC project down at Kent where they develop this sort of hypermedia framework.
- GB** Yes.
- DMcL** Does that answer the question?
- GB** Yes that's fine. Are there any important points from your papers that you would like to submit? anything you.....
- DMcL** I think that will become more apparent as we move through the various issues.
- GB** OK, that's fine with me, that's fine. Section 2 then 'dyslexics in employment'. Question 2.1. What factors are most important in determining how successful a dyslexic person is in employment?

**DMcL** Probably, well the, their understanding of what they're dealing with is the first thing, the extent to which they've developed strategies and the extent to which they've been prepared to persist.

**GB** OK. Anything further you'd like to add to that?

**DMcL** Well, I mean following up from understanding it's a question of them finding the right niche based on their understanding.

**GB** Right, yes OK. Question 2.2 then. 'What particular problems face dyslexic people in finding suitable work?'

**DMcL** I don't really know what that question means.

**GB** OK then I suppose it is...I would like to explain. Sorry, allot of the questions do overlap each other.

**DMcL** Yes, OK I mean there are things like , misunderstandings. discrimination. I think that's probably the biggest disadvantage...

**GB** Right...

**DMcL** But obviously, I mean, if somebody's got gross difficulties with literacy then that's a problem, he uses words.

**GB** Yes OK. Well in that case we'll just skip to the next question because I'm sure things will come out as we go along. 2.3 then. What would you say dyslexic's main strengths in the employment market?

**DMcL** Well at one level I think often people are getting somebody who has been very determined and persistent, sometimes dyslexic people have compensated for their difficulties to the extent that they are highly organised and have become highly efficient. That's at one level, the other level is I guess that there is the notion that , many dyslexic people, because they don't do things in conventional ways are often sort of more lateral in their thinking so sometimes they can be the creative one in an organisation.

**GB** Right OK. Question 2.4 then.

**DMcL** Well that's a sort of, 'it depends' kind of question. I would guess their main weakness is that they're people that often can't do things in conventional ways so they're often people that may have difficulty with message taking, and

remembering peoples' names, and time keeping, and those sorts of areas, therefore in some ways they can be unreliable I guess

**GB** Right OK. question 2.5 then. What is the most common route into employment taken by dyslexics?

**DMcL** I don't know what that means.

**GB** What I'm really thinking of here is something like, how they go around finding a job basically; the most common way of them doing it; through family and friends, through job centres, through careers services, whatever.

**DMcL** Well, I mean my experience is that it is largely through gaining qualifications in the same way as everybody else does....

**GB** In the same .....

**DMcL** Yes, I don't know that there is any special way for dyslexics in to employment. Not, you know, the majority of them go to school and college and end up applying for jobs in the same way as everybody else does.

**GB** Right, OK, no problems. Question 2.6 then. 'What additional factors would you take into account when advising a person on careers who is dyslexic, as opposed to advising a non-dyslexic?'

**DMcL** To scrap the test and tell approach, and focus very much on the counselling approach. Particularly emphasising their understanding of what dyslexia is and how it might affect them in a particular job. I think that's the specialist bit of careers counselling dyslexic people.

**GB** Right, yes OK. Just for this moment I'm going to stop the tape briefly just to make sure things are actually working OK.

**DMcL** OK.

**GB** Here we go. All right. OK section 3 then, 'dyslexics and careers advice'. Question 3.1. 'What are your opinions on the current provision of careers advice to dyslexics?' I've given this one a number of factors. like for instance the first one, availability of services.

**DMcL** Availability of services. I don't, I think that the careers services available to dyslexic people are very limited, because I think so many, so much careers, so much career provision is based on the sort of test and tell type approach, so in



terms of the services that are available to everybody so I don't think there is sufficient specialisation and understanding amongst careers advisors.

**GB** Right, I see.

**DMcL** Provision of appropriate material I guess it would be hard, it would be nice if there was some attention given to reading ability levels and things like that in the material that was available, that's how I would regard it as being appropriate for dyslexics.

**GB** Yes.

**DMcL** Staff training and awareness. Very limited, in the careers service. I mean I actually had a call from somebody this morning who said, 'I'm giving a dyslexic person careers advice; what do I do?'. Quality of service, I don't really have a comment.

**GB** OK

**DMcL** Success rates, again I don't have a comment and I don't know.

**GB** Yes OK.

**DMcL** Schools careers services. Generally my experience has been with regards to dyslexic kids, poor. It's the same as everybody else gets and it doesn't really focus on their understanding. Something like that.

**GB** OK then. Question 3.2. What improvements can you suggest in the provision of careers advice for dyslexics?

**DMcL** Awareness training for careers guidance people so that they understand more what dyslexia is about and therefore change their approach to advising people. Because, I mean that's where the weaknesses you know, and people still perceive it very much as a literacy difficulty; they don't understand any of the broader issues, the broader difficulties, they don't understand what people experience, and if you're focusing just on literacy skills then people with difficulty can wind up with poor advice.

**GB** Right. Fine. Question 3.4. OK sorry 3.3, yes I missed that one. Question 3.3. 'What general guidelines would you suggest to someone who is going to be offering careers advice to dyslexics?' This covers much the same area as....

**DMcL** Yes, this is going to become very repetitive.

**GB** That's all right... make sure you get all....

**DMcL** Again it's, I mean the only difference I see between advising a dyslexic and a non dyslexic is to focus on what dyslexia is, what it means, how it might affect you generally in the work place, and how it might affect you in terms of specific jobs.

**GB** Yes next question 3.4 is, is pretty much the same question so skip that one. I'm just trying to fill in the gaps, that's it. Question 3.5. 'What material presently available do you think is best suited to the dyslexic person looking for work?'

**DMcL** I don't know that there is any. I mean I think there are bits and pieces that people like myself have written that says, you know, this is how you should go about it. These are the issues that you should consider, but I do think there is very limited material available for dyslexic people. That's, I mean....

**GB** That's a fair enough answer; there's not a lot more you can say.

**DMcL** I don't think the careers service have addressed the issue at all.

**GB** No, in my experience it's, I haven't seen anything that is specifically designed on those lines.

Right, section 4, 'feasibility of careers system'. Question 4.1 We're interested in what role computerised careers advice systems play in the general careers advice process. There are a number of characteristics of such systems which we suggest strongly influence that role. What do you see as the costs and benefits of these characteristics to staff and clients? a) time taken for staff, i.e. potential reduction of time taken up by advisory sessions?'

**DMcL** That's obviously a benefit, to the people that pays the bills. 'The lessening of time restrictions on the client', what does that mean? they can pursue it at their own leisure?'

**GB** Yes basically.

**DMcL** That's useful to us with dyslexic people because they do sort of process information slowly and need to be able to look at things several times. 'The lack of human contact'. I mean if that's all they're doing again I go back to this sort of understanding of what they're dealing with. I mean I think that's something that can only be dealt with by contact with a human being. 'Systematic assessment of client's characteristics'. Yes, I mean it can do that in the same way that the self directed search that I give people does as well, but I mean, again the lack of

human contact, it's fine to go through things on a computer system, but it's only sort of in personal interviews that one gets an idea of things like whether people actually have the competence to pursue things that, that they're talking about. I mean, often they have the abilities as measured by tests, but there are lots of things about them that mean that they're not going to be suitable for a particular job. 'Restriction of assessments'. Don't see that as a problem necessarily. I think very often it's quite useful for people to be forced to make a choice.

**GB** Right.

**DMcL** That self directed search that I use, do you know it?

**GB** No, I don't think I do know it.

**DMcL** It's worth looking at if you're developing a computer system.

**GB** Yes , I must get it.

**DMcL** Because it's, and in fact there's a computerised version of it in the States that you might....

**GB** Is there?

**DMcL** Yes.

**GB** I would be interested to find out about that.

**DMcL** I don't..... You'd have to track it down through publishers or something like that, but I know, I remember reading an evaluation of a computerised version of it. It's just a check but it forces people to, it's based on Holland's work.

**GB** Yes I know Holland.

**DMcL** And it's just a self rating; it's actually quite reliable I find in terms of coming up with what people are actually thinking about anyway. I said I think that forced choice approach is quite useful.

**GB** OK great.

**DMcL** 'A large number and broad range of potential job suggestions'. Well, yes, a computer could do that far better than humans. 'Limited depth of information'...I don't see that that should be the case, if it reproduces the information from things like, you know, careers, what is it called? Occupations whatever year we're up to, 94 or 95 or whatever.

**GB** Another thing is obviously, you may have a list of how many hundred jobs and it can't include an enormous quantity of information on each. This is the problem. This is why I asked the question.

**DMcL** I think you could probably provide sufficient. I mean see no reason why you can't reproduce that stuff on computer.

**GB** Yes. I mean, I, what would you well,.....

**DMcL** Well OK, it's available on computer.....

**GB** Yes, I know, I have come across some of the things, I have actually come across various bits and pieces which I will sort of talk about later. And I .....

**DMcL** You know, all that stuff's already been done. I don't think people really need vast quantities, they just need to hand.... know how to get in it, what sort of specific characteristics might be required. Can't remember what the rest of the questions are, but one of the things that can be quite useful in that sort of data base is specific areas that a dyslexic might find difficult.

**GB** Yes.

**DMcL** You know, expanding on that aspect of the information that is available might be quite good. Like knowing your right from left is quite useful if you're an air controller for instance. 'Provision of data as a springboard for clients and advisors in later advisory sessions', yea that's useful. 'The provision of data as a springboard for the use of other resources by the client'. Yes, where do you go next? Yes that's fine. Referring them on to things like what we've just been talking about.

**GB** Yes, that's exactly the sort of thing, yes, that's exactly the sort of thing.

**DMcL** Yes go on.

**GB** OK then. Question 4.2. 'Can you suggest any other characteristics which influence the role, such systems play, and what effects these might have?' Basically filling in the gaps in the previous question.

**DMcL** I don't think I have anything to add really.

**GB** OK next one. Question 4.3. 'What are the benefits and drawbacks to dyslexics of: a) using computers with icons, touch screens, rather than purely written materials first'.

**DMcL** Well provided it is written properly, things like the fact that there are icons rather than words, you know, you can control and manageability of the material; one bit of information at a time on the screen. Those sorts of things I would think that they have enormous benefits in terms of presenting the material. The fact that you can sort of go back and forward fairly easily, and things like that. The opposite of that is that sometimes people do appear to be able to see several things at once rather than just what's on the screen one at a time. You know, they lose track of stuff. The icons and the touch screen are very useful. The drawbacks, some dyslexic people are afraid of new learning and afraid of computers and things like that. Some people actually prefer to make it personal rather than the stuff that comes from a computer. 'Including the video footage', yes, fine. Well great, I mean, dyslexic people learn in a multisensory way, videos are very important. 'The interactive structure of the time of the system'. I mean, again that sort of can enhance the multisensory nature of it and make it a more powerful kind of system.

**GB** OK. Question 4.4 then. 'Can you think of any other benefits and drawbacks of the system outlined in the scenario?'

**DMcL** The main drawback of a computer system is that it is not going to do what a careers counsellor adopting a counselling approach can do in terms of developing people's understanding and discussing options and things like that. My fear about computerised systems is a bit like computerised screening is that, because they have economic advantages then it becomes all that's available.

**GB** Yes.

**DMcL** This provides lots of information and ways of sorting out what your abilities and things like that might be, but then people will be needing to sit down and discuss all that information with somebody who can sort of work through the important bits of it.

**GB** Yes.

**DMcL** I'm sure it can be, 4.5, I mean I'm sure it's feasible and can be effectively implemented, I mean I'm sure the government can replace career counsellors with computers. They'd be delighted to do so.

'The follow up services'. A counsellor who understands dyslexia should be available to discuss what people have got out of the computerised system.

**GB** OK yes.

**DMcL** Answered 4.6.

**GB** Absolutely brilliant. Yes. OK section 5 'Specifications'. 5.1 a).

**DMcL** Right, it should begin with 'what is dyslexia?' because many dyslexics, even if it is diagnosed early on in their life, grow up not understanding what it is. It should have a simple explanation of what dyslexia is, what sort of things people might experience difficulty with in an employment situation as a result of being dyslexic. 'Well known successful dyslexics'. Please can we have live ones.

**GB** That's fair enough, yes OK.

**DMcL** OK the whole Einstein bit concerns me a little, nobody ever actually diagnosed him and my concern is that whilst it, you know the Thomas West stuff?

**GB** Yes.

**DMcL** OK, it offers allot of dyslexic people hope, OK . but it also prevents some dyslexic people from accepting the fact that they have some difficulties that they need to adjust to. So it's information about what dyslexia is which may sound silly if you're talking of designing something for dyslexics, but people often don't understand what you're dealing with, and that's, that's crucial to me in terms of becoming successful in employment. You know successful dyslexics, even if they made up examples of people what sort of strategies they've developed, how they've got by and those sorts of things, and I don't mean completely made up; I mean based on, you know, real people. I mean, just in case I forget, and it's not anywhere else, the other thing that I would like to see is something on the question of whether you tell employers that you are dyslexic or not. How you deal with that issue.

**GB** OK.

**DMcL** But you can only do that if you understand; if you don't understand what you're dealing with, you can't explain it to other people. And in fact the answer is not to tell people. Obviously.

**GB** I'm glad, I'm very glad to hear you say that. I'll remember that in the future.

**DMcL** Why?

**GB** I'm dyslexic myself.

**DMcL** Right. Well, I used to say to people if you are dyslexic and you want to tell people then you must tell them what it means, OK; I now say to people don't tell them because the idea of telling them is to get understanding; if there is more misunderstanding out of it than there is understanding, I mean people tell, or ask questions like 'does that mean you've got two personalities', or 'is that like when you can do the incredible calculations like the guy in Rainman, you know?'. The idea of telling people is to get understanding. The best way of getting understanding is to say to people 'I prefer written memos to verbal instructions', 'I like to produce stuff on my own word processor', 'I'd like somebody else to proof read my own work'. So you rephrase it as a statement of need rather than a statement of disability.

**GB** Right.

**DMcL** So I mean I think, that's a very important issue that people have to address.

**GB** Certainly, yes, I agree.

**DMcL** Well I mean they need to know things like minimum qualifications, their employment duties, or that will outline skills required and working conditions, not necessarily working environment, but the working conditions, things like whether, you know, message taking, all those sorts of things that dyslexic people find difficult, need to be introduced. 'Information on the social environment' of course if it is known that someone is sympathetic, that's important. 'Reliance on literacy skills', yes, that's obviously important, there are probably people that think that they wouldn't qualify for a particular job, because of their limited literacy skills, but obviously if all you need is fairly limited literacy skills, then.... I mean in terms of assessing reading and things like that, with adults I don't use age scores, or percentile rankings. I talk about whether it's technical, vocational, technical, sorry, professional, technical, vocational or functional, that kind of information saying what you need is functional literacy skills or vocational literacy skills, nothing very specific, that seems to be a problem. In fact there is data that you could reproduce that says what reading level in terms of those 4 areas you need for specific jobs.

**GB** OK, OK, where would I find that?

**DMcL** Have a look at the manual which goes with the SPADA 4 diagnostic reading test.

**GB** Right, OK , yes. That's just the sort of information obviously which would be of great value to us. We've been looking for some sort of index which we could put on to these jobs which would give a sort of idea of it .....

**DMcL** I wonder where the manual is at the moment. But yes it, it goes through a list of jobs and tells you what literacy level you need, what reading level you need for them.

**GB** Thanks allot.

**DMcL** The SPADA 4 references is in my book.

**GB** OK.

**DMcL** Where are we. 'Promotion prospects'. I mean again if you're talking about specifically providing for dyslexics things like information about the sorts of aspects of the job that making a list of things that dyslexics know they have difficulty with and if that seems to outweigh their interest in the job then maybe it's not a sensible thing to do. but certainly things like levels of literacy required and that sort of thing are important. There's the level of support that they are likely to get from. You've read the Ginsberg stuff haven't you?

**GB** Yes I have read it. Right if that's all we've got to say then we'll move to 5.3. As mentioned.....

**DMcL** The personal history could be quite useful in letting people know that despite the fact that they didn't do particularly well at school and all that sort of thing, that they've become successful. People identify with that sort of thing. 'Strengths and weaknesses'. Well, that sort of relates to the others really. Weaknesses in terms of particular jobs that they have had, and what strategies that they've taken to overcome them. I mean that's the sort of thing that people need to know. 'The results of success'....

**GB** Thanks.

**DMcL** I don't really know about 'accounts of priorities of life in general', but certainly the results of success in terms of motivating people, making them feel that it's not all hopeless and so on. You know, I think most of these are relevant. 'General demonstration of the characteristics of the job'. I would think demonstration of what skills are required or most useful is particularly important, because that might indicate the sort of areas that they need to work on in terms of strategy development. 'Demonstration of working conditions'. I don't know if that's



necessarily any different from any body else really. Although working environment, lots of dyslexic people are better off in small organisations rather than large organisations, so information about that sort of thing could be quite useful. I have known people who work very well in small organisations and that's made them sort of quite ambitious, and they've gone onto big organisations and really floundered. The social environment, what does that mean? What's the social environment?

**GB** Just the way people behave. I was thinking the way people get along in the office or where ever it happens to be.

**DMcL** Well that can be quite useful in knowing that it's a friendly, supportive environment rather than one that's incredibly competitive and one has to work at a frantic rate and things like that. It's like when I say, you know, just because somebody's a very slow reader doesn't mean that they shouldn't be a lawyer, but maybe they should be in the civil rights law and the citizens advice bureau, rather than the sort of gung ho corporate environment.

**GB** Yes.

**DMcL** Yes the prospects for advancement and demonstration, well again I don't know if that's relevant, or that that's particularly important to dyslexic people. Certainly an account of what accommodations is going to be made for dyslexic people. You've been reading the 'American Disability Provision'.

**GB** Yes, I actually have.

**DMcL** Yes I mean that's very important. I mean I very much liked that Gerber, Ginsberg and Reiff idea and the 2 bits that I focus on when I talk about career counselling, when I talk about career sessions with people, are the understanding, the reframing process, and the goodness of fit bit....

**GB** Right, yes.

**DMcL** The sort of finding suitable environments, which also incorporates the social ecologies doesn't it.

**GB** Yes. This is what I was thinking of when I'm talking about sort of social environment and things like that.

**DMcL** 5.4 'can you think of any thing in addition to what you have told me....'Going back to what I saying about telling employers. A sample interview where people talk about what their needs are and.....

**GB** Right, yes.

**DMcL** Maybe some.....I've done this exercise with teenagers where I've said. 'OK I'm the employer, your the respective employee: I see on the form that you've said that you're dyslexic, there's a lot of reading in this job, We can't have people that don't read here'. And then have to explain what dyslexia is and all that sort of thing, and some of them just sort of flounder around and don't know how to feel with it , and then you get the lad who'll say. 'Well actually I've become a very careful reader'. So they sort of reframed it as a very positive kind of thing....

**GB** Yes I see.....

**DMcL** OK, I mean those sort of role plays on video would be quite useful for a lot of people I think.

**GB** Well that's a very good idea. I haven't actually considered that. That's a very good idea.

**DMcL** Because it is a very difficult issue for people, and it's one which probably, I mean that's how you get the goodness of fit isn't it?

**GB** Yes.

**DMcL** I mean that's how you establish whether social ecologies will work and things like that. Getting somebody else to proof read your work for you is very sensible in any organisation whether you're dealing with dyslexics or not. I mean I get a secretary to proof read stuff for me sometimes, particularly things which I have written, but if what you're going to do is wind up with people that fall about laughing every time that you made a spelling error then you won't be very comfortable there.

**GB** Yes. OK that's great, that's great. OK question 5.5. In addition I actually have a few samples from outputs from other systems, which are available. I don't know whether you'd like to have a look at them as well seeing as I've brought them along. These two systems which, I have actually done another one but I don't have the bit of paper for it, which are actually available from our university careers service, so they are actually geared towards graduates, however both of them, well Prospects at least has a more graduate level at some point. This is one

especially for higher education, I'm sure, I think Gradscope does as well. OK look.....

**DMcL** I mean my comments about both of these, I know this one, but I don't know that one, my comment about both of them is that I think even people with good literacy skills will have a load of trouble processing all that stuff.

**GB** There's an awful lot of data there, I must admit.

**DMcL** But it's useful to have the interest, it's useful to have jobs listed, it's useful to have characteristic traits, test scores, all those sorts of things listed, which answers the question about what sort of input, but what I would like to see is something that reduces all that.....

**GB** Right OK.

**DMcL** And doesn't present them with as much information. And also if it's possible to actually include some of the information about specific jobs and things like that. That would be a difficult thing to do but what specific thing might throw up difficulties in those particular jobs to a dyslexic person, and what the implications are in terms of developing strategies.

**GB** Right, yes.

**DMcL** The only problem with that is that it needs a bit of....When I first started to look at careers I thought that maybe what we should be doing is coming up with something like, a list of unsuitable jobs that's available for people who are colour blind.

**GB** Yes I can, the sort of thing I .....

**DMcL** You've seen that sort of thing?

**GB** Yes, and it's the sort of idea we thought of at fist and it became relatively obvious pretty quickly that this was completely inappropriate....

**DMcL** Yes, because I don't see it as a necessary barrier to success in any, in any occupation.

**GB** Yes absolutely.

**DMcL** Because I've met successful A-Z, you know, across the occupational spectrum.

**GB** Yes, of course.

**DMcL** It just seems to me that provided people understand what they're dealing with, and develop the right skills and strategies, then they can be successful in any sort of sphere. So there is a risk that if you come up with a list of difficulties then it will become a bit like.... well it's a bit like the colour blind list, I mean I've known a colour blind electrician, even though it's not one of the recommended occupations, but he has other ways of dealing with it. A friend of mine that's colour blind went and asked a sales assistant in a men's wear shop if the shirt matched the tie, or the tie matched the shirt and he said 'I'm colour blind can....', and the young man said, 'don't tell anyone else but I'm colour blind to'. But he was getting by OK.

**GB** Well yes obviously, yes.

**DMcL** So, yes. But I think if it can be phrased as a sort of, these are the sort of things that you should think about, you know, being a lawyer requires an enormous amount in terms of reading and writing, therefore, you're going to be someone who needs to think about having good word producing skills yourself, or good dictation skills, or whatever. So not saying 'it's going to prevent you' and you shouldn't consider it', but something that implies that there are going to be certain sorts of difficulties that you need to address and therefore develop strategies. And I think that will be, will require a lot of work.

**GB** Yes. I mean that sort of thing obviously would. I mean it's difficult to say exactly how you'd do that because obviously you can't get every job and, and write some huge piece on each one, because there are so many available, but if you could do it within job areas....

**DMcL** I think perhaps one of the simple things you could do is have something that as they work through the system, when they get this kind of information and you know, you've narrowed it down to a few kinds of areas is then to ask if you work from your simple model of what dyslexia is that you've indicated in the brief, is to say 'OK, can you perceive any sort of difficulties in this', you know, and suggest some questions that they might like to ask themselves what demands it is going to place on literacy skills that they can't cope with, that sort of thing, you know. Just to sort of direct them to some sort of questions that might be useful.

**GB** Yes, very good idea. Yes I can see your point.

**DMcL** It's, have you seen the sort of careers counselling section in my book?

- GB** Yes briefly. Yes I don't actually have it, but my supervisor has and sort of lent it to me.
- DMcL** Well in there I sort of adopted a model developed by somebody else and just sort of, you know, ended up with it, and one of the things is to get information about jobs, and part of that is to get the sort of information, and ask the question 'what sort of things might be difficult for you?', which do given the qualifications, and that sort of thing, and I think if you can build that in so that thereat least addressing those sorts of questions.
- GB** Right yes, that's a very good idea.
- DMcL** 'General information about dyslexia', yes that's fine. 'An account of how the client should search the system'. What douse that mean?
- GB** Basically it's obviously, it being interactive there are various ways which you can go through the system. One can browse through it or go through it in different orders and so on. So I'm thinking of basically making some sort of outline of how they've actually gone through it, what they've come across on the way. A sort of map, you might say, of what they've done.
- DMcL** Right OK. That would be something that would be printed out?
- GB** Yes.
- DMcL** And information about particular jobs. I wonder if they can come away with a couple of pages that sort of says ABC and D?
- GB** Yes.
- DMcL** I mean, I consider that I've got sophisticated literacy skills, and I find things like this sort of thing quite overwhelming.
- GB** Yes, I mean there's an awful lot of paper there.
- DMcL** Yes, I mean one of the things that you've got to do with any system, whether it be pencil and paper or computer, is readability levels.
- GB** Yes of cause.
- DMcL** Summaries are always useful. That is about reducing information from the appropriate resources, yes. Well if it's going to lead them to issues that they haven't considered, well that would be quire useful.

5.6 . I mean again, just make sure that you give attention to things like readability levels. I don't know how difficult it is to do, but one of the things they've done with this hypermedia framework down in Kent is, if you're working on a page of text, and if you want to make some notes you can call up something called 'notebook', and it appears on the screen, and you can just copy stuff straight into the notebook. OK?

**GB** Yes.

**DMcL** So then you can print out the notebook.

**GB** Yes.

**DMcL** It's also got the two page function so that if you're working on this particular page and you suddenly think 'what did it say about the qualifications for this?', you can see both pages at once.

**GB** Right, OK.

**DMcL** So people don't have to keep scrolling back and forward, and those sorts of things, making sort of information much more manageable just making it as user friendly as possible.

**GB** Yes, right.

**DMcL** And I suppose you've thought about it, it reading stuff to people?

**GB** Yes we have, it will, it should have a digitised speech in it as well.

**DMcL** Voice. Yes, digitised voice that's got a decent accent.

**GB** Yes. I was thinking much more about the digitised recordings of people rather than using that rather doggy mechanised voice with an American accent which these machines tend to be kited out with. OK?

**DMcL** Well it's difficult to say without seeing it.

**GB** Obviously.

**DMcL** 'Anything further? Not particularly. Except, in sort of summary, generally with dyslexic people I'm sort of opposed to computerised assessments and computerised information systems.

**GB** OK.

**DMcL** I see a lot of people, I see allot of people in tears, I see allot of anger, I see allot of frustration, and I would never want the humanness to go out of the whole business. If I'm doing assessments OK, as far as I'm concerned it's not the results that you get, it's the way people do stuff.

**GB** Yes.

**DMcL** OK, the biggest part of, I mean it you're doing something like the WAIS it's not whether people get an average, better then average or below average score on mental arithmetic it's whether they use their fingers to add up 4 and 5, it's the sort of look of panic on their face, you know, and that's what a computer can't do.

**GB** Yes this is true.

**DMcL** And that applies to some extent in terms of careers and thing like that, the sort of the non verbal stuff. I mean I suggest jobs to people or particular job areas to people and you can see their nose turn up but they say 'yes, I'll consider that' sort of thing. The computer can't, they might be interactive but they don't observe behaviour and emotional responses and things.

**G B** I'm more thinking of this as an introductory sort of...

**DMcL** Yes sure I'm.....

**GB** front end, rather than obviously.....

**DMcL** Well it's obviously a damn sight better than saying well, you know, if you go to any library there's a sort of careers information section.

**GB** Yes. the fact that the advisor you're then sent to afterwards is liable to know very little about dyslexia. At least this gives them some idea of how their dyslexia might effect their job prospects, which is not something they're going to get from anywhere else as far as I can see, which is the general idea; but I, your objection is quite....

**DMcL** Saying that it should be an initial, I mean it should be like the screening tests. You know. You do that initial sort of screening and it says well yes, we think you should pursue this further.

**GB** Yes, I think it's a two stage process. Yes.

**DMcL** 'People we need to talk to'. I mean, you're going to see the people in the ADO. Sylvia Moody.

**GB** Sylvia Moody. Yes, I've been trying to contact her, but not been able to.

**DMcL** Well Donald will have her number.

**GB** Yes, well I've got, I've got her number, I...

**DMcL** She's been very unwell actually.

**GB** Yes, so I've heard.

**DMcL** She's got ME or.....

**GB** I don't know. Yes Donald did say that she was, she was....

**DMcL** I mean she gave a paper at the conference and sort of sat and just read this paper. This was a couple of years ago, so she's not a well lady. But has got good experience, and she's written bits of things in, there's a couple of ADO things and sort of brief article in the things like the Dyslexia Handbook.

**GB** Right. Yes, I've come across her on occasions and I was advised to talk to her so.

**DMcL** Further sources of information. I don't know, just the people in the field really.

**End of interview**



*Interview 3. Donald Schloss, Adult Dyslexia Organisation, London. 31/8/95.*

- GB** Section 1, 'Background and experience'. Question 1.1, 'Could you outline the experience you have had with adult dyslexics'. Which I imagine is pretty extensive.
- DS** The starting point I suppose was when I first discovered I was dyslexic and then became a guinea pig for Lambeth Accords assessment scheme with (UNKNOWN NAME) who then went on to become my vice-chair. We both started the organisation. And then it's while we looked around to find support and help we actually started showing that there were problems with dyslexia and started meeting other dyslexics. It was showing us how different (UNKNOWN PHRASE). The obvious things were understood, yes, different reading levels, different spelling levels, but there were other big differences in terms of....for me I had a very strong visual memory which meant I counteracted my dyslexia in different ways than they did. They both had computer phobia which I didn't, so I was more comfortable with using the computer. I still had a keen interesting learning, so going back to school, going through literacy schemes, for example which I did, wasn't a problem, where as with them there was a difference. One person was here to do dyslexia in the community, charity work and so forth. The other one was to do with it in a more plea for help. and found that sympathy was the problem. Hence the logo, the two faces, one's got their back to you has got their mouth closed, because it's the passive, the quiet people who sit at the back of the class room and keep a low profile. Then on the other side there's the one who keeps their mouth open, who's boisterous about it, who jokes about it and is also angry. So that then is an introduction for me to the different aspects of dyslexia within individuals.
- GB** 'Have you had any experience in careers guidance for dyslexics?'
- DS** Careers guidance? Yesterday. It's an everyday occurrence, because running a help line you deal with every aspect there is to do with dyslexia. Careers guidance? An individual drooped in the day before yesterday, for example, wondering whether they should tell the person or not tell the person, is it the right job they should be going for or not going for, whether they should be going for it and so on, because they'd done seven months training to level three NVQ, I'm trying not to say who it is. You sometimes have to give people careers guidance 'what should I do, how should I go about it'. My basics is usually, get past all their previous crap. Then it's finding out what they really have an interest in

doing, because usually that is buried under the amount of times they've been told 'you can't do...', 'you've got poor exam results'. Society measures you by your written qualifications, if you have none then your self esteem and your outlook on what you can do is lowered. You tend to be pushed into manual jobs, this sort of thing. Jobs which could be believable....a big time with the arts in dyslexia. So once, I'll give you an exception to that, somebody actually went in admin because they didn't think they'd make it as an artist, and they found that easier. But the majority of dyslexics are going to go on to things like that. I mean I've been there, done the same thing myself. My exception is that I went in to a job but looked at the structure of the work place, 'right I can go in at this level but once I'm in I can rise up the managerial structure', it allows you to gain promotion and move up a bit, went in as a (UNKNOWN PHRASE) came out as a manager. So once you've got people to strip away the different stuff they've gone through, the damage it's done, start talking to them basically. So it's a mixture of careers guidance, dyslexic support counselling. Sometimes it can be done in about 15 minutes, sometimes it takes half an hour, you've got to remember you are on a help line. So you've got then what you may enjoy doing, or doing well. or even your dreams of what you'd like to do. That's your goal, so where are you now. So you are looking at what qualifications you've got, experiences they've gained, and so on. You can't always look at their spelling level, but they can tell you, sometimes they'll give examples. A lot of people seem to only give me examples, my spelling age is crap, so 'don't use these words'. That puts them at ease, they can have a laugh, and that breaks the ice. Once we've got that established we can start looking at the hurdles, the starting points and the finishing points, and all the things between, and your options, how many paths can you go on towards that. Where do you need to go to start on that path, where do you get the information. So the starting point is to have information which is relevant to you to make an informed decision, because most of them are making decisions based on years of being told of being told they can't do, advice from people who don't understand the basics of dyslexia, reading, writing, thick, stupid dyslexic. You know the girl who is supposed to have a really good IQ., it didn't mean anything in the job centre. Advisors would give her a job in, I think it was, cleaning toilets. I found that it's not that unusual a way of looking at things for many individuals. It's not usually as blatant as that, there are different levels of it but there is still an underlying.....Yesterday I was talking to another organisation about the equal opportunities policy. They started out saying, 'Yes we have an equal opportunities policy, yes, it includes disability, yes, within disability it includes dyslexia, we always take on board staff who are dyslexic, so we do acknowledge it'. Then they went on to add, 'they can apply for any job, depending on their

dyslexia'. Basically they said 'only to a certain level we would look at them as being reasonable and qualified for this position'. My thing is to point out that we've got members who are journalists, members who have done masters degrees, members who are teachers, professors, at different levels. So where is this limit, because it's a 'but...' bit of a job they've got in their company, but as far as we know these members are still qualified. So they're actually limiting, there setting a standard which has got to be passed, even though they are supposed to be, in quotes, aware. So going back to the thing on career guidance, yes we do do it, and you have to find out what people have, where they want to go, put a realistic plan together, 'how are you going to achieve that'. It's not always easy, because some people decide on careers that are dreams and they're quite far removed, but your having to make big decisions, because whatever you say is going to influence. You've got to be aware of that. I could tell somebody 'you should go for that', and that will stick nobody else will budge that because it's come from me, the dyslexic. You could relate instances of that, if somebody is trying to move someone into something else then we've looked at what they're going for and said 'look you should stop that'. If that comes back they will be liable. So we put safeguards in place when we give advice. Basically we count ourselves as the bottom line, an awful lot of people have been shunted around other organisations not getting exactly what they want, they come to us we make sure that our information is quality, accurate, services are still in place that they are as good as we say they are, so we're kind of monitoring the effectiveness. So that's it.

**GB** 'Do you have any experience in computerised careers guidance systems?'

**DS** Yes, used it with Lambeth Accords because it's part of their package anyway, and most if not ever careers service you go to you'll use one package. So your answer's yes.

**GB** OK, 'do you have any experience in the use of computers by dyslexics?'

**DS** Yes, different levels, one as an individual gaining computer skills, using computers, being computer dependent as we are. To dyslexics the computer is a main tool. We have taught computers, basic levels, before, to numerous dyslexics to people who just see problems and so on. And we've gone on to teach dyslexics on a one to one basis. We helped develop a course for computers of dyslexics at the Computer Centre for the Disabled over in Westminster, which received a London Regional Training Award. Ongoing computer linked in programs such as the internet, we'll be testing Windows 95 for Microsoft to help with their

development. We've done reviews within the BDA, we assisted them with their book 'Adult Pathway', which included computers, and we have a good working relationship with people like Ted Pottage. We are also looking at our own developments in computers, speech input systems, databases, user friendly to dyslexics. That's it.

**GB** Next question 1.5 'are there any important points from your papers that you would especially like us to note?'

**DS** Which papers?

**GB** Well this is the point, anything you've done. The question is more geared towards academics.

**DS** In relation to what we do, because we produce a magazine, we've written stuff in articles in various news papers, we have one in the motion at the moment for Disability Times, we have two to go for South London press and the Voice, because I know they are doing things on dyslexia. We just did one for the Caribbean Times and the Asian Times. And on the computer side we did a think for Computability Magazine, we got the front cover as well. So that's our written stuff, but people write for us, and we contribute to books like 'Dyslexia and Stress'. Other than that, ongoing research. So I may not write a paper but we do contribute a lot.

**GB** No that's fine. I've come across plenty of your stuff, loads of it in fact all over the place. Section 2, this is a section called 'Dyslexics in employment'. Question 2.1. You can interpret success any way you like.

**DS** We measure success.....success being measured by, one, the dyslexic person actually feels they're using their abilities, because allot of people in jobs....I mean, they got, quote, status but they are board to tears, because they're not being stretched. The job is routine, and it doesn't have any element for using diversity, creativity, and so on. I'm not saying all dyslexics must have a creative job, but it's basically room where they can develop some aspect of the job, or change it to suit them as well. So success it the work place would be having a good job or feeling contented.

**GB** But what are the factors that are most important in determining getting a job like that?

**DS** It's something you can do, you are qualified for it, that you've looked at long term, not just short term, 'right I'm going to do this then I'm going to go off and

do something else', that job doesn't really come into any consideration. If it's a job your talking the long term careers choice. I'm not really shore how to answer that question. That's about it.

**GB** That's OK. We'll go onto question 2.2.

**DS** How fare back do you want to go?

**GB** We are talking about now, the average dyslexic looking for a job.

**DS** Well the basic starting point is education, without education you don't get a look in for jobs. Once you left school' you are out there in the job market, problems start. Application forms, reading your application forms, interpreting the job, understanding what you are applying for. Then once you've got the interview, putting your self across the dilemma of declaring if you are dyslexic of not comes up.

**GB** The advice I've been given is don't say a word, because they wont understand what you are talking about if you do.

**DS** But, if you have an application form that says 'do you have a disability?', your going to have to spill it. But if you are going to say it, go prepared. Don't go in saying ' well I might/might not go in and tell them'. We try to ensure that people do know what is available in terms of assistance, which they can actually put across to the employer, especially when it doesn't cost the employer any money, but actually financial assistance actually comes with that individual. As hurdles, partly the interview, the tests in the interview. Verbally there's usually OK so that's usually a strength. Written tests, dyslexia, yes or no, and people sending you for jobs, which will be careers people, job centres, DEA's even, understanding your dyslexia, explaining your dyslexia to them, dealing with ignorance around dyslexia, discrimination, getting a job, finding a job, being in a job, being sacked after they discover you are dyslexic. After 20 years of doing a job without any complaints, being sacked. Hurdles, I suppose that's the written, the applying the putting your self across, your dyslexia, and having the qualifications to do the job. That's about it.

**GB** OK. Lets go on to question 2.3 then.

**DS** Which chapter out of Tom West's book do you want? There's actually another book coming out, 'The Gift of Dyslexia'. Strengths, as mentioned earlier the possibility of bringing creativity, lateral thinking, the ability to process, sometimes, more than one piece of information at a time, which is also sometimes

a disadvantage, which is pointed out or highlighted in terms of low concentration. We've found with some of the people, even myself, working in the office, you can have a conversation with people at the same time and deal with three different things at the same time quite comfortably. Other people find it very difficult to cope with or deal with because we'll be breaking all the conventional rules about conversation, waiting until someone's finished before you but in. If you've got three dyslexics having a conversation then it's fine, because they can describe something, gesticulate with their hands, visual and so on. Every bodies getting their information, and from a non-dyslexics point of view it sounds really wacky, you know 'how did you make sense of that?', 'I don't understand the conversation', 'how come they can naturally jump in', because somebody has thrown in an idea, you have the ability to take the idea to it's end before it's even finished being described. That's a plus, because you can visualise maybe the concept of an idea. Which is very good for any field of development, developing any aspect within the work place, whether it's in a manual task, or it's a business plan or something, but it's also because we take in loads of information at the same time you can piece together different things that would seem unrelated to somebody else, but your doing a sort of wide fan processing of information rather than very narrow, which would be selecting your source of information from a very limited perspective. Then you miss all the other opportunities which tighten something together. Pluses, we will tend to be either working because we've got something to prove, either working because we are used to having to work that hard any way just to stand still with respect to the required levels of producing whatever. I suppose it's that hard work and creativity aspect, the ability to process more than one thing, which is also a down side.

**GB** This is what I'm going to get on to next of course. What are the main weaknesses?

**DS** Number one is your dyslexia, the title, the whole thing. The stigma, despite the attitude of the label you understand, there's scaring goes back years. Every single dyslexic who has spoken to me , who has been in a discussion group kind of thing has gone back to early childhood. As in being influenced, because if you think about it when your growing up your confidence comes from your parents and your teachers, two things influence it. There is your peers, but in terms of people telling you you've don well congratulating you on your work, this comes from your parents and your teacher. Now if your teacher decides you are lazy or stupid or thick and passes that information on to your parents, your not trying hard enough, and they follow the teachers recommendation that you should be working harder, you feel pretty dejected that you're knocking your self out. Your

not producing enough because you haven't found out your dyslexic yet, and you are processing information differently from the system you've been taught. It gets a strain for you. Your parents try as hard as they can saying 'we know what you can do, we encourage you blah blah blah, by the end of the day your not doing very well are you, I'm disappointed' and so forth. So that lowers your self esteem and creates a disadvantage. So then you've got that, that's a hang up your taking in to account, then there's suspicion and all the different habits you've gained in terms of defensive skills. Which means you could then..... socially your shy to speak aloud, you don't want to expose your self in terms of giving an opportunity where you are shown up in your reading writing or spelling or so on. So that's just compounding the attitude. Then there's the passive side when you just don't put your self forward for things like....you know, you've done well in your work, somebody puts you forward for promotion and you say no, because of fear. And there's those who don't work as well because they don't want to stand out from the rest, because then they may be asked to do more.

Disadvantage of the obvious, if you don't have the spelling reading or writing abilities to do various jobs or tasks. That's pretty much it, there's probably more.

**GB** That's great. Question 2.5 then.

**DS** It's the same for everybody I think, the job centre. But there may be more leaning towards word of mouth, you see a job in an ad or something and wring up, whatever leads more to verbal communication rather than written stuff. There is a leaning towards trying to find something you can do for your self, self employment, because then you will decide for your self your own criteria. Which we have found works better for a good number of dyslexics who can't handle an office environment with that structure, but if they're running their own business they can develop ways of working that suite them better. I don't know, I suppose there isn't a specific way of looking for jobs in answer to the question.

**GB** 2.6 then. You've probably answered most of this.

**DS** I suppose the chief thing is looking at your dyslexia, and the level of difficulty, what aspects there are to your dyslexia, and how that relates to the job your applying for or looking for. Obviously if you've got very severe spelling problems your not going to go for a proof reading job. It's getting a balance, they've got to try and find exactly what they want be clear about it.

**GB** Right section 3 'Dyslexics and careers advice'. Question 3.1.

**DS** Careers advice for dyslexics? If you've got money you'll get it and if you haven't you can't.

**GB** I've actually got some sub sections here. We'll start with availability of service, as you've said, limited. I've come across this. What about provision of appropriate material? Written material, things like this, information for dyslexics when it comes to employment.

**DS** There is, the BDA did a book, 'Sign Posts to Dyslexia', that's recent. We also set up a meeting for that, and it's also floored in different areas, because basically they don't have all our information, they have their own people doing different sections of it. And there is that, I know because I've gone through and proof read it since, that it could be improved dead easy. These are some of the things I'm looking at doing in this booklet now, because it's hard to convince people that there is information that it could be made more available and then basically you do it your self. There are materials but they belong to the individual service, counsellor, organisations people who have got these various contracts. Not readily available to Joe Blogs or any one who really just wants it, unless you are on their particular scheme, going through their course. And again it comes back to money. Which is the difference with us, our stuff is free, and we try to keep it that way. We may be forced in to it, but before we do that we would actually want allot more quality of information. It's still just the actual cost of producing it rather than producing a profit.

**GB** Next c) 'staff training and awareness'.

**DS** For receiving or providing?

**GB** For providing careers guidance for dyslexics, how good is the staff training and awareness?

**DS** Very little. There is training and awareness because we do it. We've don it for example in MacIntire Care and their personnel office. That was also expanded to.....somebody else organised it, we originally put it together for MacIntire Care. MacIntire Care started advertising it to others, organisations, but we came in then and we see the same thing we designed and put on, which included technical support and information, stuff available from the PACT services, definition of dyslexia, how dyslexia works, different people doing different things in the work place. So that's three different people doing different aspects and work shops and a complete package and a booklet to go away with. And I spent time giving people information verbally, and something they can go away and use



as a reference. We ended up doing awareness not just to MacIntire Care, but to the London Ambulance Service, Shell, Midlands Bank, and a few others. We are looking at maintaining that as a specific program. We were meant to take part in something the BDA did with the CBI. To be honest looked at it saw the package, knew we could do better, because you've got to look at the employers perspective, what douse the employer want, what do they consider reasonable, and I didn't think those criteria were met. I mentioned it earlier in terms of... an employer's going to take you on, while you are in there you are a risk, unless they are very equal ops oriented, quota oriented, and the disability is less problematic than others, or just they are very big and open hearted. So it's like, yes, proving you can do the job, proving that you may bring something to the job particularly because of your disability, which you could do as a dyslexic, and also showing what kind of assistance there is. And that's what we think should be in an awareness package. I mean I've got the package worked out, because it's all in my head I can actually verbalise it. There are things, they do need good information, they do need something they can go back and reference. It's no good you do a talk, they take some notes and they go back and forget them. You've got it for not only them, you've got it for the next person who comes behind them, you've got it for if they go on to provide the in house training. I train one person they train the rest of the company. It's a good way in but we want to make shore it's maintained. So that's it on that bit.

**GB** OK. 'quality of service' then?

**DS** Quality through monitoring, so the people you have trained you chase up to see what they have don. Try and get a copy of their equal opportunities polices, especially if they are giving you assurances that dyslexia is taken into account then it should be written in to the equal opportunities polices they stipulate, some recognition of dyslexia.

**GB** What would you say the quality of service was like at the moment?

**DS** Non existent. It's growing though, we know we have an impact. We have a better impact in London, because it's our target area. Word of mouth, because we target areas and we pick people out specifically and saturate. We seam to have a growing reputation for providing quality service for adults. So we are having more influence because of the way our approach is dealing with it, we try to adjust the children's material to meat the adult market.

**GB** 'Success rates'?

**DS** Not easily measured. We have a number of.....because of the various references we give for people, volunteers, allot of dyslexia groups we help voluntarily to run. So they've obviously gone of to jobs education and all sorts of things, but you do get the occasional phone call. It's not measured but we do get allot of people who have got jobs who come round saying thank you for giving me the experienced knowledge, showing me the techniques, or just accessing the information that allows them to do that. One day I suppose we may monitor it.

**GB** OK. Question 3.2 then.

**DS** It's how you put across the information, how you do the testing. If your going to provide information it would be useful to have it backed up, available on tape, so that somebody's not going to be excluded by the written word. If your going to do some kind of computerised testing I suppose speech out put would be a helpful option on thing. So written, on tape, good research on the information basically, checking with the Department of Employment, the Careers Service itself, and rather than doing things in isolation you've got to be connected up with people like the Department of Employment and the Careers Service because it changes. Then it sort of widens you to other areas because you've got to be aware of changes, acts of parliament say. So it's difficult to put a good quality package together, to ensure that the information is correct and that you do have a decent review, a good services review.

**GB** Question 3.3 then. I think you've already covered much of it.

**DS** I think you've got it all.

**GB** Yes, I think we've got it all. The next one is the same sort of thing but phrased in the opposite direction, so I'll miss that question out. Question 3.5, I think you've already answered that one as well.

**DS** Add McLoughlin's books. I would say Thomas West's 'In The Mind's Eye' but it's heavy going, big. The Academy is going to put together a book which would have not only just good advice but examples of....possibly statements from people at the top end, form Richard Rodgers and so on to people who feels a success because they've got to nursing after several years of trying, showing what level of difficulty they have started at, plus her own disabilities on top of it, to what she actually got to. Some people might not see that as successful, just a job in nursing, but it's actually looking at where you started to were you got in the end, and what went into it.

- GB** Right we'll go on to section 4. This is about the careers system, it's just a feasibility section. Question 4.1. 'a) time saving for staff'.
- DS** You can't have a purely computerised system. You've got to have a human with experience.
- GB** Yes, what we are envisaging is a two stage process.
- DS** It's mixed. You've got to have the welcome thing, there's always an initial interview, because one, you've got to put them at ease to explain to them and take away any fears before they start it. And to explain the process, the more simplified, basic, visual you can understand the better. When that's finished you go through the processes, because you've already gathered some information but you don't try to gather all the information about their background experience and so on. But do the process without the careers advisor having an influence on what their choices are going to be, so if you've got a bad careers advisor he's got to see that that person wants to use the computer program. Once it's produced it's results then that can really help because they've stated what they are looking for, because you've asked them for their ideals in terms of things they'd like to do, and what they regard as realistic jobs to go for. Then you've got a better package ready for the individual to do the interview and actually start trying to do this and giving the advice and information to help make a more informed decision.
- GB** What about the lessening of time restrictions on the client? What I'm thinking of here is that the person can sit down at the machine and spend as long as long as they want in as many sessions as they like, as long as they like, each one. So there's no time pressure as you would have in an interview.
- DS** Well the time is restricted because the program can only run on so long, unless you've got particular degrees of the program. Then you've got different areas, you've got to look at in terms of your careers. If you've got to many options they may go for the easiest option unless there is an explanation of why they should go through this process. Some may want to be independent of the careers person saying 'I want to just sit at this machine, and let go, and do it by myself', because we do get people coming through like that. They are bright and intelligent and fed up of being patronised. They've been told to go for basic dead end jobs. So that then has an appeal in that sense, you don't have to end up sitting in too many queues waiting to talk to somebody. But there is a problem with the (UNKNOWN PRAISE) and being able to understand the instructions, again these need to be properly explained.

- GB** You've sort of answered the next bit, which is the lack of human contact. What would you say are the costs and benefits of that? I think you've run through that unless there is anything you would like to add.
- DS** Yes, it's clear that some people need human contact it's something you've got to have, optional. That's going to be difficult, because unless you can have more than one machine with more than one piece of software within the careers service...lets assume that there is an area or room you can do this which is in conjunction with a particular interviewer say, straight through the door and in there, that would be something worth going into. You have an account with your information or whatever, or come in, make an appointment to see a person who will sit down with you and do the whole careers package.
- GB** This is the sort of idea we were thinking of. What about the systematic assessment of clients characteristics? Obviously the machine will have to ask various questions about what skills they have, what their likes and dislikes are, and maybe a few things specifically for dyslexics, like reading levels.
- DS** Unless you gave them example texts and asked which of them they regard as their comfortable reading level, because self assessment is normally dependent on your level of confidence, which means it's not always going to be practical. That's it.
- GB** OK. Restriction of assessment to predetermined characteristics, i.e. the fact that the machine cannot ask open ended questions. It has to ask for something more definite than that, if not a yes/no answer then something close to that.
- DS** Yes, no, sometimes, whatever. Anything else then it's open for people who can't discuss and put the answer in, then there is somebody taking notes.....Unless you've got different sections all these questions require more verbalising as such. Then you will actually explain it to the individual who is carrying out the assessment in conjunction with the program. I think number one is just take the questions, still keep the angle of doing it you're self, just get on with it.
- GB** The large number and wide range of potential job suggestions?
- DS** The last few people especially I've spoken to about testing on these machines, they've been negative because they threw out this long list of jobs and it's like ridiculous. The last one I went on to I thought was quite good because it gave me a top ten choices. If you can find out what the other choices were further down the list then you still have a hundred or so jobs chosen (UNKNOWN PHRASE).

Also if you are looking at a job there should be stuff available in the package to tell you why the job was chosen.

**GB** One problem is that the system can only offer very limited depth of information on any one job, in the sense that it can't go into all the details.

**DS** It'll be similar to the stuff you can get at the job club or the job centre.

**GB** Yes it would be similar to that.

**DS** Kind of, what kind of training would be required if necessary, what kind of level of responsibility would be expected, the job can lead to whatever. Really the basics I think, you must tell them everything they ought to know but without the details. Salary, or maybe the type of hours you will be working, you can average those because lots of jobs fall into the same pattern. Basic nine to five jobs, there's going to be shift jobs, sometimes requiring to work late in the evening, or maybe on call, maybe required to work occasional seasonal holidays and so on. That sort of info has an influence, you know maybe I like the job, but there is no way I could work evenings, or be on call.

**GB** OK so you don't see that as a problem, that it's limited?

**DS** Well it depends what you mean by limited.

**GB** The provision of data as a springboard for clients and advisors in later advisory sessions. This is about the idea that they take the print out from this machine and take it along to a careers advisor and have an advisory session with it.

**DS** So they could take it anywhere, to a careers advisor. Is this package geared towards dyslexics or careers advice including dyslexics?

**GB** No, this is specifically geared to dyslexics.

**DS** It's got to be small because a big package with the machine and with the software they might say 'no'. Which I don't think it's.....no it won't be a big package anyway in terms of actual program and packing. Then it's a matter of getting the careers service to accept it, so that may be limited. Then it may be ideal to have a print out which you could take to somebody that is dyslexic aware and gives careers guidance. But again the majority of those tend to be psychologists and your going to have people telling you what job should be good for you and the rest of it.

- GB** What I was thinking was.....the problem is that most careers advisors have no knowledge of dyslexia at all basically.
- DS** I recently got a list of all the careers centres around the country, which will be bombarded basically. We'll do it in London first, because that's what we always do. It's like with the DEA's, the first port of call when you go into the job centre, in terms of special needs. So every DEA gets our magazines, except one, who's turned it down. We'll do the same with careers, make sure they get the magazine, and the basics, we keep it to the basics but it's there as a source of information. And it's there for the individual, saying to the person 'here is the magazine, there may be something in here and if there isn't then there is someone you can phone up'. So people write letters or send tapes or ring up and we talk to them over the phone.
- GB** We'll go on to the next question. Question 4.2, this is just filling in the gaps in the question before.
- DS** Factors which influence? Privacy, whether this is going to be in an open room with other people sitting in the background, or whether you are going to be in a room by yourself. whether the person is aware of dyslexia, is there going to be an awareness package on dyslexia, can they give this to someone who is not dyslexic giving an explanation of what dyslexia is in a straight forward way, something like 'dyslexia, how would I cope', which is very simple, clear examples. I've been thinking, it's not geared to work, it's just basic definitions of dyslexia, what you need to cope with it properly. McLoughlin's book which is more geared to work, that's the only book with respect to employment I think.
- GB** As far as I know. OK we will go onto question 4.3.
- DS** Touch screen is the easiest choice because they may have problems with co-ordination, using a mouse, they may have never used a computer before, they may have difficulties understanding what the keys do. If you've got three choices and your going to move your response from here to there the easiest option is the mouse. It's going to be quite costly to have touch screen because of the software needed, unless you are going to include as part of the package an adaptation that allows you to do that. I don't think you can as the screen has to be special. That's the ideal situation. You have to go for your ideal and then gear down. So touch screen would be, yes, ideal because it's obvious how you touch, and people are familiar with it from cash machines and so on. The other option would be using the number pad, so that you will have your answers numbers 1, 2, 3, 4 and 5, your options 4, 5, 6, 7, everything is numbered, you just hit a number and it

automatically responds. It has limits, you can only go zero to nine, unless they have to do the number and then hit the enter key they are limited. So that would be option of key pad the other option would be mouse.

**GB** OK, but what are the actual advantages of this, how douse this help dyslexics?

**DS** It's obvious, anything that doesn't have to much whiten work, reading, information to process because it's quite simple. Even if you eliminated the reading by giving them something they can stick on that will read through the screen, telling them what they are about to go through, explaining it, explaining the options, and then going on to explain, I'll give an example, at least once how to use the mouse or the key boards and so on, so that it's user friendliness is the most obvious. Two, you are getting away from the pen and paper, examination, filling out things that get ticked. There's quite a bit of phobia towards that. Again I don't want to generalise as we are all different as dyslexics, but there are some characteristic things, we all tend to go towards things that are more visually oriented. Even if you do read well you still tend to prefer the visual to the written word and so on, if something's colour coded and so on you do seem to understand. So that's the advantage.

**GB** OK. b) what would be the benefits and drawbacks of the inclusion of video footage and sound as we have suggested.

**DS** Yes it would be good if it could handle it, putting up the cost again to use a machine that can actually handle it.

**GB** This is the idea. The idea is to actually knock up something that douse have this multimedia capacity.

**DS** OK, if it's gone past the technical stage, and it's usable. Yes, it's good because you can show good and bad ways. It's the everyday experience of dyslexics could be really strong. Somebody's got some money to make a video basically, they wanted to do something that's not been don. Having seen various things on education, there's not much of a point. There douse seem to be a wrong and a write way to do things. It's easy to do the wrong way, it's more difficult to do the right way, because the right way is different for each individual, and defiantly for dyslexics they do develop their own coping skills and strategies. So one coping skill may suite a person but another one may not, they may not process information that way. (UNKNOWN PHRASE). So video, yes a definite plus.

- GB** OK. What about the interactive structure of the system, the fact that this thing is designed to be flexible? The person can just look through the system, they can assess different bits at different times, they can use it however they want.
- DS** Good choices, but you need good advice or clear guidance right from the off, so that people don't just use it and think 'well I've done that, it didn't help but I have made an effort to look for work' when basically they've come out (UNKNOWN PHRASE) just like any one else in society. There's a strong pull towards doing that because it's the easy option, because one, you have a disability, and two, you have a whole series of barriers and hurdles in front of you, it's dead easy to give in it's just a matter of finding a reason why. 'I've been to school, I can't read, I can't spell. I'm not going to get a job, and I'm not going to get a job even if I do get an interview' and so on. 'It's a dead end job, I can't go anywhere', there are loads and loads of reasons they can give as an excuse. Now if you can put together something which is going to encourage them to go past that, reasons for completing the whole package, or reasons for completing the good majority of the package you have to do, some things are very optional like the video.
- GB** OK. Can you think of any other benefits or drawbacks of the system outlined in the scenario?
- DS** Money, support, recognition, and the system working.
- GB** Well that's pretty clear. Question 4.5.
- DS** I should think so, but you have to be careful.
- GB** Yes, obviously. Question 4.6 then.
- DS** Support, because basically you will be then at another agency or service that you tap in to for one particular thing, it's your careers guidance officer you go into a job centre and it's your job advisor or something, you go to university you've got support there it's just your education advisor or something. We as we are and what we try to offer are as the bridges of all those things, which means we back up and put them in touch with the next stage. The careers advice won't do that by itself, it will give you advice on education and so forth, but then it's one agency on to another agency. The back up for us, the most obvious, is that we connect up and refer to it, because we do the support, provide counselling, discussion groups, the conferences and seminars, where they can deal with dyslexia all the aspects of life really. So that makes the most ideal back up, not just for this careers service, but for anything. There's nothing.... well there's the BDA and the



Institute, the BDA (UNKNOWN PHRASE), BDA is still mostly geared to children they have started dipping into young adults. Which leaves us and our band of groups. Eventually we will get to the point of forming a proper network of all the groups, help develop groups within any other group or organisation we want to, whether it's the support team group to a local area to a university.

**GB** Section 5, 'Specifications'. Question 5.1.

**DS** Well you've got it, but should you have it, and how much of that should you have, should you have to go through all of it, or could you have an option to choose the different bits you want. Obviously you are going to have to have an introduction about how to use the system. Being dyslexic you don't want to necessarily be told what dyslexia is because you know what it is already, you may not want to hear about other famous dyslexics, so those are optional. I suppose this one bit is compulsory, but leave some of them as optional. The section when you are giving successful dyslexics or giving experiences preferably have them coming from the individual themselves, preferably in their own words, and not to slick. Have the various elements of what is regarded successful, but also make clear somewhere very early on that you can get a choice that you regard dyslexia as successful not only for getting the top job of some department or whatever. The success could be measured in your own personal achievement or your goals being satisfied in the job. I'd have to look at it though, to know what it was like. Generally somebody is middle class had support, knows about dyslexia, been to private tuition, went to private school, and wonderful, he now designs for Lotus cars or whatever it is the guy has the video on and so forth, and they continue to think of something similar. As far as I know QED the last program that was on, again it was about money not (UNKNOWN WORD). So yes you've got that. OK things to include that you haven't got in there. The employment service is about the most obvious, what is available in the employment service, the PACT team, the job centre, the DEA's, what are the DEAs, what can they offer you, access to work, how do use that work. Education, where can you get the materials that may be available. Again because this is geared to.... so possibilities of the person, not wanting to talk to some people, to make their own choices. There's a substantial number of people out there who are very determined and driven, anger and frustration. I think there's enough of them to be catered for, in terms of the system has a huge amount of measuring you can actually go of and take the stuff your self. If your going to show someone useful information there is a useful address, how are they going to get that address out of the machine. Will they be able to runs system similar to what we were going to do, which means you can tag the things you come across, 'right I want to save that address and bit of

information and skip the descriptions of disability, and just carry on doing the search'.

**GB** This is the sort of idea we were thinking of.

**DS** When you've finished your complete rounds through the information and done your careers thing you say 'right print'. It can print a nice complete package go away and sift out the information that you've gathered. You've got your careers profile, options, jobs, descriptions and so forth. You've got useful services, addresses, contact names and what they provide. You actually end up designing your own personal.....I've forgotten the name of it, but your personal 'go forward' package, action plan. So you've got everything you pretty much need if you want to go and do it your self. You've got it also to take to the person who's going to sit down and give you advice, they also get information which could be useful. They can see what you've got, they can add on anything that might be useful, because you've chosen this particular field they can give you this particular information. That's down to their own skills. So you've got the careers, the job centre, education, you've got publications that lead to information, UCAS, and there's some other ones for doing different options. This should give you options like types of courses, what's required and so forth, like explaining what a B tech is, access courses, and I don't know.....It depends how much.....how comprehensive you want this to be. There's probably a lot more good stuff that you have to do.

**GB** Right, well if you come up with anything else.

**DS** See these. These are our log sheets. We keep all the enquires of the things people ask. And down here we all have the case studies, problems, some of them have been training employment education and so forth. So we log whether they are a student, working, unemployed, where they came from and so forth, who has called and what we give. We've got a few thousand actually, because we've done this since we started in '91.

**GB** Lets go on to the next question 5.2. I think you've answered most of this.

**DS** Out of the things you've listed you've pretty much got it, and some of the things we covered earlier, but whether that company has an equal opportunities policy, does it include disability, and does it include dyslexia, do they have dyslexics employed with them. That is going to be hard to include, because you are going to have to sift through the whole companies, or at least the companies you list, (UNKNOWN PHRASE). Disabilities Employment Forum, which is in this

building. I'll try and line that up for you, because they deal with the issue of work. They have some of the biggest companies in the country who have a positive policy on disabilities which of course is going to include dyslexia, some of them have been on awareness, we've recruited some of them to our awareness courses as well. So you've got policy, structure, with everything going towards the positive. What happens if it goes wrong, where do you go? There's no mention of that in what we've had so far, as in UCAS whatever, did complaints lead to you going to get assistance. There should be listed the fact that you can get help and assistance through the student union and what may be available from there, which includes legal advice and so on. There are disability organisations that can provide assistance. That covers the majority of things if it bad. Which just reminds me that there are other organisation which provide careers advice for people with disabilities, and there are job centres for people with disabilities outside the employment service. The example would be Opportunities which has branches up and down the country, the employers go to the people with disabilities. Making people aware that these places exist. Then you might have to either list the whole lot, or your packages have some regional development. If your doing it for London, totally different kettle of fish from the rest of the country.

**GB** Question 5.3.

**DS** That might be better suited to (UNKNOWN PHRASE) the training package for the person the careers office should have, they should have a training video commenting on the use of the package, plus the understanding of dyslexia and the examples of, and show clear examples of consensus, and how people have worked in companies that have worked. So not just the individual sort of thing but personnel managers and line managers who have taken the trouble to find out about dyslexia, and what they feel about....how they explain dyslexia. The ones that actually come across the best are unscripted, in terms that they don't always put it across quite right because they are doing it off the top of their head and saying how they really feel and they're trying to help the person, and it's not always cute, humble, accurate, politically correct, but it's what they feel as human beings, which means allot. This is the real person, this is the average Joe Blogs, their not all going to be experts on dyslexia.

**GB** Yes, these are the sort of people we are going to be interviewing, just average people who have just got by, and been quite good and feel satisfied.

- DS** Also the ones who have recognised them, helped them and supported them. It's never in isolation, you can't work in a workplace and say you are going to deal with your dyslexia all by your self, because there's somebody else who wants to know about it and wants to understand it. So they could possibly be included.
- GB** OK, the other type of video footage we can use is just a demonstration of characteristics of the job. Walking around with the person, and showing what's going on.
- DS** Is this for all the Jobs?
- GB** No not all the jobs. What we were figuring is just have a few of them. We chose one person who is typical of a whole range of jobs.
- DS** You just take the stuff from..... you've got it from people like McLoughlin and Fitzgibbon because they're not actually trying to develop things for every different kind of job. It's a package with a number of coping skills and so on, which could be adapted.
- GB** Yes this is what we were thinking. Each video segment will concern a specific person in a specific job, but trying to use that as an example of something much wider.
- DS** Some of it's been done already before, because you can check that through open university, and because looking at disability employment, so there's tapes, videos, and things on the blind in work. Dyslexia we found very early on has similarities in terms of solutions to other disabilities, the blind is one of the most obvious because of the speech input systems, screen readers and so on that they would use. Colour coded tape recorders has been one of the best tape recorders for dyslexics, it's one that was originally designed for the blind, it's colour coded and has a clear directional microphone and so forth, it has various contours where you can feel the differences, which gives the person the use of their hand, removing the visual content and so on. So it's the same again, you have some of these films already made, and taking some of the suggestions and ideas out of what they used in terms of how the office is constructed, and the way they use their filing systems and so forth, which is user friendly to all.
- GB** Question 5.4.
- DS** OK, make sure it's a clear voice, non mechanical. Not always easy to achieve. There's some stuff coming over from America and Japan working on speech input systems with a high degree of choices you can build into your system, because it

comes with it's own sound cards, which you may have to produce as part of your package. You can chose male and female voices, different tones, which might be the ideal situation for the person, because various types of dyslexia are effected through the hearing.

**GB** Question 5.5.

**DS** Immediately, the font could be changed. We find universal allot less confusing, defiantly when you shrink down the text it's clearer than using Times. This thing with different sized shapes. Any body doing DDP would look at this and think it was badly laid out, it defies all the rules publishing. So there must be better ways.

**GB** What about the information that should be contained in these. I think you've actually covered an awful lot of this because you did mention the output earlier.

**DS** Yes, go on to the next one.

**GB** Yes, seeing as we are running low on tape. Question 5.6.

**DS** No, I think you've got everything else. The next stage would be seeing it and making an evaluation.

**GB** Obviously there are going to be various evaluation stages.

**DS** You've got most everything, it's just a matter of having what kind of backup, support, information you've got on there, and how user friendly has got to be taken into account. Then go and talk to people like the Society of Automatrists who have done work on dyslexia and computers. Colours, what colours work best. Basically, blue background and white text is more easy. Those kind of things. Then you've got the basic layout, visuals, text used on the page, explaining and using and so on. Perhaps it could be on tapes as well, I say tapes it should be on disk, with the option to actually print it or store it on disk, because a large amount of dyslexics own computers, in a text format so that you can print it in a format that you want and don' have to have the same configuration and code for the final output.

AT THIS POINT THE TAPE ENDS, DONALD HAD NOTHING MORE TO ADD FOR SECTION 6 ON TOP OF THE INFORMATION PROVIDED.

*Interview 4. Julian Hobbs, Dyslexic Educational Resources,  
London. 31/8/95.*

**GB** Question 1.1. 'Could you outline for us the experience you have had with adult dyslexics?'

**JH** Adult dyslexics. We get recommended by various dyslexic organisations. They send in requests for information and depending on where and when they are, they can come down and see us to spend two hours going through various products which we sell.

**GB** Question 1.2. 'Have you had any experience in the careers guidance of dyslexics?'

**JH** No

**GB** No, I didn't think so. Question 1.3. 'Do you have any experience in computerised careers guidance systems?'

**JH** No.

**GB** Right. Question 1.4. 'Do you have any experience in the use of computers by dyslexics?'

**JH** What do you mean by that question?

**GB** Just general use of computers and computer systems of all sorts.

**JH** Right. What we do at this company, 'Dyslexic Educational Resources', we provide software and hardware for dyslexics, be it on four different machines. Be it on BBC's, Archimides, Apples, and PCs. Largest for the market, is the PC market, that is from primarily up to adult range.

**GB** Question 1.5. 'Are there any important points from your papers, or any thing you have done, that you would especially like us to note?'

**JH** Not at present.

**GB** Right, fair enough. I've got to point out of course, that I think allot of these questions aren't going to be relevant to you . Don't worry about that. Your contribution is definitely valuable, it's just that there are bits which I assume you are not going to know about, for instance the next section. We'll run through it

any way. I don't know. Is it worth running through it if you say you don't have any experience of dyslexics in employment?

**JH** The information we do have, is we do get allot of individuals, either through the PACT team, or who privately come to see us, stating there are various difficulties they have within employment, Some of those problems we can pick up and sort out. Some of them aren't able to be sorted out via the computer, which is where we are coming from the whole time. Parts which we can sort out are recommending various software or various changes within their employment situation, such as, lets say, a speech detect system, that's only if they've good verbal skills or training for a software, such as word processors, or having talking word processors or predictive machines or study skills programmes. That's where we come from.

**GB** Right. So basically, this section on dyslexics and employment, you're not going to get very far with any of those questions.

**JH** No. Defiantly not.

**GB** Fair enough. Not worth asking. Obviously the next section is also out of the question, so we'll go straight onto section 4. Question 4.4, 'We are interested in what role a computerised careers advice system plays in the general careers advice process. Below are a number of characteristics of such systems which we suggest strongly influence that role. What do you see as the costs and benefits of these characteristics to staff and clients?'. Obviously I assume this sort of thing applies generally to your computer systems, so you will probably have a bit more luck at answering these. Part a) 'Time saving for staff, i.e. potential reduction in the time taken up with advisory sessions'.

**JH** From what I've been hearing about this system, through the grapevine, which does come out, I think the main thing is costs, costs of staff and purely a first port of call for allot or people. There are allot of systems which have come out recently, especially on the computer. lets say, on the study skills area; a) they were very, very generalistic and are suited to the whole university campus situation. For some people it was very, very good. For some people it wasn't. For something like this, it will either work for the students. They will either find it very easy to use or they won't even get through the first hurdle. But, I think the main thing is saving time, and obviously that would bring down costs, as a first point of call.

**GB** Right OK. b) 'The lessening of time restrictions on the client'.

**JH** Something like that. Basically the client can go to the system any time they want to, i.e. flexibility for the student, who at the best of times are not always good at time keeping. So if they can go to a system at any time, any place, anywhere, it can only be a benefit. 'The lack of human contact'. That is always a thing which we find with a lot of dyslexics. It takes time to get underneath them, to find out what they're really wanting to say, and if they're going to be sitting in front of a computer maybe, maybe they might be more honest towards it. On the other hand it could actually have the opposite effect. So because there is not someone there, you are either going to get two completely different answers, from what the persons actually doing with it. So it should be, in theory, a good way for them to go through and maybe be honest to themselves.

**GB** OK, good. What about the 'systematic assessment of clients' characteristics'?

**JH** What do you mean by that?

**GB** Basically the idea is to have a skills assessment, abilities assessment, likes and dislikes, provide some background and have something to actually work on.

**JH** Are they basically given a big sheet and they have just got to tick off the ones which.....

**GB** Yes, they're asked a series of questions by the system essentially, in a number of categories, like I said, skills, things like this, and this information is used to generate job lists, or whatever.

**JH** Well, I think you've got to have something like that, otherwise it's very generalistic. You've got to squeeze someone into a corner, but you've got to get to that corner first, by asking various questions.

**GB** Right. And this actually follows on into the next question, which is like the opposite side of that quote, which is that the assessments have to be restricted to predetermined characteristics. You can't have open ended questions, obviously, in the system because the thing isn't going to be able to handle that sort of stuff.

**JH** Well, going back to the study skills, which is an area which a lot of people are trying to find, especially on the computer side, programmes for, where they all fell down on, with a lot of the ones we've looked at, is basically they are very, very generalistic and many assumptions have to be made to reach that target. Because those assumptions have been used, the end result doesn't always work, and from the point of view of a lot of people, they've tried various new systems which have come out and have come out gaining nothing from it and so they've actually had to



go back to their first point of call, lets say, the Learning Support Team, which in theory, the computer was going to be doing something for them, but because it's so generalistic, they've had to go back to the Learning Support Team. Now, something like this, you know, if you put in crap, you get out crap. The same with all these questions, you know, if it's done in a very, very general way, the answers which it's going to be producing for these people, could be totally different from the answers of what a human contact, if you actually had a human contact. So, from that point of view, there are the predetermined characteristics of those questions. They've got to be specific. I personally, many years ago, at a grand old age of 16/17, went to a careers advisor at college and we were basically given two or three pages take out and tick various bits and pieces. I had it done twice, once at University and once at school and they both came up with the same stuff, but the number of options given specifically to me, well: a) they came up with the same answers, and b) there weren't too many questions, so it was very broad-banded. As for the large number and broad range of potential job suggestions, I mean there's only, well I personally don't think there's to many; if you look in a careers book I'm sure there's probably 100 or 200 different pages of careers you can do, so from that point of view you might as well have the whole lot. I don't think that's going to be too much of a problem at all.

Going to point g): 'a limited depth of information on specific jobs'. I think that, well I personally think that all you need is half a page or something like that to describe it, a general description. If you go anymore than that, a) they are not going to read it, and b) they are just going to switch off. You've just got to keep that down to the bare bones really. If they want any more information they can go to the library, that's assuming they use a library. What have we got for point h)?

**GB** 'The provision of data as a springboards for clients and advisors in later advisory sessions'.

**JH** Yes, I think that is a definite must because, a) otherwise the user at the best of times is going to forget what it has actually churned out, b) that data can be used by the learning support, or whoever their point of call is going to be, to talk it thorough because it might produce some interesting information. On the other hand it might throw out a few bits of information which the individual might be unhappy with. So, from that point of view, you would like, maybe, to talk it through someone at a later stage.

**GB** The next question is similar, except talking about the use of data as a springboard for other resources.

- JH** Yes, I think, whatever the information it is throwing out, I think it is definite it should actually have various bits and pieces of where they should go next, what they should do next, because the last thing you want to do is throw out x, y and z, and they don't know what to do. Allot of the time, you do need to prod them, at least point them in the right direction, otherwise they're just going round and round in circles, which they do at the best of times.
- GB** OK. Question 4.2 is just filling in the gaps. 'Can you suggest any other characteristics which influence the role such system play, and what effects might these have?'
- JH** Do you want to explain that again, a little bit more?
- GB** We're talking about the general feasibility of the careers system, computerised careers system, and it's just like filling in the gaps really, from the previous questions. Is there anything else which influences the role the system might play which you can think of?
- JH** Well, I know of someone at the moment who's producing programmes for CV's. I think that is an area which is going to be relevant?
- GB** Carry on.
- JH** CV's. I don't know what, after this system, what else clicks in, or whatever, but one thing we find on a regular basis, and also there's no set guidelines, is for the CV and especially nowadays, that is the first port of call the employer's going to see, and to produce a very, very good one is difficult. You can read various books and allot of dyslexics are very good at copying x, y and z to suit their needs. That might be built in, or at least have various suggestion or examples for the individual, because shunting around a bad CV, and we do get a few here and there, no ones going to touch them with a barge pole. If they haven't even been bothered to find out the name of the person they are writing to, which we did yesterday to someone, we're not even going to reply to them.
- GB** No, obviously not.
- JH** So I think, I don't know, maybe a possibility of something to do with a CV, once they've been through something, to at least put some pointers on how they should lay it out etc. Also, with that maybe some suggestions about letters, of what sort of letters they should be sending out when they are approaching employers, either blind letters, you know, they're just writing to them, or from an advert, what type of stuff they should send in from that.

**GB** right, yes that's a good suggestion.

**JH** Has anyone said that before?

**GB** No. No one has said that specifically, before. I've had mention of stuff on interview technique being included in there, but no one has actually mentions CV's or letters, so it's a good point. You've contributed something definitely there. Shall we go onto question 4.3 then? 'What would be the benefits and drawbacks to dyslexics of a) using computers (i.e. with icons, touch screen etc.) rather than purely written material as an initial step?'

**JH** Using it as an initial step, from what we find, allot of dyslexics; a) they enjoy using the computers, b) they can use it in their own time and work by themselves. Also, something to do with when they are coming to the end or are in the middle of their university career, just to go through it and at least hopefully allow them to show pointers. I mean, the whole time with people, we're always telling them they need a carrot dangling in front of them, especially allot of them who are not sure exactly what they want to do, at least sit them down in front of a computer, in their own time, their own space, no peer pressure or whatever, they can go through various bits and pieces, and to find out, if they're not sure what they want to do. Especially, let's say half way through the course, or even if they're nearing the end, if they're still not sure, they can go back to it again just to make sure what, still if they are actually undecided, they can go through it again and get some different information. I think the main thing is to allow the person to work by themselves, as an initial step. From that, once they've got a hard copy, been through various bits and pieces, then there is a possibility of them going back to their tutor or whoever their next point of call is to tie up various loose ends which the computer might throw out. That is my one negative thing, is it going to produce the correct information for what people want. Obviously, if you're doing all this extensive research, it should throw out the right information.

**GB** Well this is what we are trying to ensure, by doing this. OK, what about b) 'The inclusion of video footage and sound as we have suggested?'

**JH** Well, the majority of products we sell are the multisensory approach; that is the best one, the one most people like to use. Going back to things like touch screen, I don't think that is needed because a) you need a bit more expensive hardware, b) it's a bit of an expensive gimmick. So from that point of view, all you need is your mouse. Right, video footage. I mean nowadays, you can buy stuff, so you don't need to go out and do your own stuff or even going to all the libraries. You can get the CD libraries or whatever. I always think with a lot of software, there

is too much crap around it and the Americans are very good at having stuff like 'edutainment', which is a horrible American word. You know, a little bit of education and loads of entertainment. Now, something like this, if you're going to have video footage, you might need it for, let's say, all careers. So from that point of view, let's say there are 200 careers, you're going to need 200 bits and pieces of video film.

**GB** What we intend to do is just have them as segments and bits for, I don't know how many different segments and bits there would be, of a job, or someone in a job, who is, which is, typical of the whole employment area, rather than having one section for the whole lot. The idea is to come across and find dyslexics have been successful in that job, and do stuff with them.

**JH** All right, the reason I'm going down that route, I mean, there's one thing, let's say when you buy a computer nowadays, there's one C.D. which we normally give out free, which is this one, the Incarta. Now after speaking to people and giving them various training, the one thing they liked, and this is secondary level and even adults as well, the one thing they liked to look at on this thing is always the video clips and out of 6000 items there's only 36 video clips, but they do click on it the whole time, and especially, I mean I don't know how long it's going to take people to use this system, you've got to keep their attention span, but saying that, at that age, the attention span should be a lot longer. Do they need video clips? Yes, maybe, at the beginning, I think, to introduce them to people, to tell them what they're going to be doing, how to answer the bits and pieces and maybe at the end or maybe at different segments in between. As for video clips for something like the actual career, you know, being a fireman. You've got this fireman standing up telling you what he does, I don't think that would be needed, just purely a little picture would perfectly suffice or even having video clips the whole time of just pointers, if they do get stuck or whatever. You know it's, a) you've got to work out how long do they want to spend on this system, Is it going to be 20 minutes, an hour, half an hour or whatever? The more video clips you have, the more time it's going to take: An optimum time might be, purely off the top of my head, half an hour/40 minutes. Any longer than that: a) your not going to get too many people using it because they're clogging up the system, and b) these people at the best of times have got to find a bit of time to actually go and use it. 40 minutes is perfectly suffice and being in the student union they can normally find that time. The last thing 'sound'-vital. Video footage without sound I think is a bit stupid. Maybe also, if and when they're using the mouse, and coming up with problems etc., they're clicking the wrong thing, maybe a bit of sound to tell them, put them in the right direction might be possible. Obviously

you've got to keep the text down to a minimum when they're actually answering the questions. So the use of sound might be a possibility, but with all these things, the ideas you start with and what you end up with, they're normally two different things. Everyone's telling you to do this, that and the other and all these weird and wonderful ideas, but are they possible? Some times they are, sometimes they're not. You might just give up all this and go through paper based information.

**GB** That would be a terrible thing. OK, 4.3 c), 'the interactive structure of the system?'

**JH** 'Interactive', i.e. someone on the screen is talking to them or whatever?

**GB** i.e., that they get the chance, basically the thing allows them to search through it in a whole variety of manners. Flexibility basically is the idea.

**JH** I think with what you're trying to produce, flexibility is the name of the game, and interactive. Going back to this horrible American program here, there's one thing which I know a lot of people use. There are about four or five bits and pieces of games on here. One of them is to do with the stars, and you basically point and click and do this that and the other and by whatever you're pointing and clicking at, it does it. Same with a system like you're producing, the more interactive: a) it gets the person involved, and b) hopefully, they start to put some decent information in there. And, the more they're involved in, i.e. putting in various bits of information, sorting, searching etc., once they're finished then the more they get to use the widget and the more use it's actually going to be. If it's just purely them ticking various boxes and producing something that's going to be pretty dull, but if there is some degree of flexibility, especially when it's chomping out various information on what they should be doing, let's say a doctor. I mean, there are one hundred and one different doctors, so they can then go down another degree and say, of those bits and pieces, what actually interests you? So, first of all, it's producing information, but then we can go down some further steps, once it has produced it's printed results. As you said, a hard copy, maybe saving the information, so you get some results after a year of people using it, so you can work out the various states. Also, for the user at a later stage, to go back and have a look at what it's produced and to see if there need to be some changes. You know, he might want to be a vet, so he's got to go back, change various bits and pieces so, definitely, a big yes.

**GB** OK, good question 4.4. 'Can you think of any other benefits and drawbacks of the system outlined in the scenario?'

**JH** Well, we'll start with drawbacks, I mean the main thing is, if you put in crap, you get out crap. Also, obviously the assumptions made as long as you've got the right 'brief', if you program the system well, I'm sure you've spent years researching this- you're going to be coming up with the right stuff. My main drawback is, what happens with an individual who goes in to the system for the first time and it comes out with something he really doesn't want to see? What happens then? Allot of these people are not sure what they want to be doing so they're just wanting some pointers in the right direction. and if they're getting out the wrong information.....

**GB** It's going to be less than helpful basically.

**JH** Yes, that's right. Everyone has in the back of their mind what they would like to do and what are they able to do? Also, going back to just thinking it through a little bit more, let's say certain things, certain professions, lets say accountancy, lawyers or whatever- does the system say, 'do you know you are going to have to get professional exams?'. Because that could be a problem scenario for allot of them. OK, they're getting through continual assessment or the yearly exam. Now for them to do professional exams for the next 3/4 years; a) are they going to be able to cope with it? b) are they going to be able to pass it? and c) is it feasible for them to even start it? There are allot of people who I have spoken to, who have started various professional careers, and after 6 months have dropped out because there was just no way they were going to be able to pass the exams at all. I don't know it that's going to be built into your system?

**GB** There will be, hopefully, some sort of indicators attached to the jobs to say how much reading ability you are going to have to have to do it. Just some sort of broad index of literacy- it has been suggested that we use categories rather than reading age- like you are going to have to have a professional standard of literacy or a technical standard of literacy or whatever. So these facts can be included into it and obviously there will be information about what sort of qualifications/exams you are going to have to take. So hopefully that should all be included in there.

**JH** Going on, 'any other benefits'. No, all the benefits I've said are still there, I haven't thought of any new ones. Just repeating the old ones; the main thing is to allow the user, a) hopefully to point them in the right direction, and b) to give them a little bit more of a carrot to go for, when they're nearing completion.

**GB** OK. Question 4.5. 'Does the scenario sound feasible, can it be effectively implemented?'

**JH** For that answer, have you actually seen any other systems?

**GB** Yes, I have.

**JH** Are you just garbing that system and just reworking it to your.....?

**GB** The original idea was to take a current system and add bits to it, re implement it onto a different system and then add to it. How exactly that is going to happen I'm not entirely sure, because it's all a matter of whether we're actually going to come up with a prototype system by the end of this. There is a strong chance that what's going to happen is that we're going to come up with the outline of a system, design what it should do, how it should perform, rather than come up with a prototype thing which might be a little beyond the scope of my research. Obviously because that involves an awful lot of programming which I have no idea about at all. Someone else has to do the programming so therefore if someone else does the programming that leaves me at a rather loos end, so therefore we're going much more for this idea of finding out in detail what the thing should do, before all the post-doctoral stuff later and get the thing works out after the Ph.D..

**JH** The scenario definitely sounds feasible, obviously there's various questions behind that. As for the effective implementation, that all depends on which route you go down. Either borrowing someone else's and just changing it, updating it towards you scenario. I always believe, I mean allot of the systems which we actually have here, we're not re-inventing the wheel; all our talking computers, word processors, they all use the same voice. OK, they all sound crap, but people rely on them as something which, if they don't use it, there's nothing else. They're only prepared to pay £90 instead of £1000; I mean we do have one which sounds very, very good but people aren't prepared to pay that £1000 for it. And so, going back to it, you've got to work out is it feasible for you to use someone else's system and then change it, which I always believe as much as possible for allot of scenario, is the easiest way. Obviously that all depends on what language and if it's flexible enough to be changed around, because I'm sure there must be various systems, I don't know how many on the market which are out at the moment, which would save you time and also when, at the beginning stages of this scenario, you might be able to try a few bits and pieces just for the beginning, just to see, dip your toe in the water, which might be worth considering. Otherwise you literally will be starting from scratch, which time, money are always factors, especially if there's quite a few of them on the market. All you've got to do is find the one which is the most flexible and it should relieve your

problem, should make life a lot easier. I mean the name of the game, especially in considering the computer industry is basically people all buying x, y and z and then make their own programme. I mean like for CD ROMs, there is a programme you can buy which will allow you to make your own CD ROM. It's a basic structure. We have one programme which a lot of colleges and universities use, called 'speed reader', and all it is, the text and everything, is not relevant and we always tell people when they're buying it, 'the way to use this programme is to use your own text files', but the actual structure is very, very good. So in that sense it is flexible, to actually gear it to your own needs. Now that should apply to something like what you're trying to do, in finding another programme, just purely the structure, and then you change it. But no, going back to the feasibility, as long as you collect the right amount of data, a lot of people's interviews and all the research you're going to be doing. Are you going to be going round x number of universities and getting people to fill up various scenarios or questionnaires?

**GB** What I'm doing is, initially this is the first stage where I'm interviewing a few professionals, people who have an interest in the subject. Next stage is to produce a questionnaire which goes around to even more professionals, people who know something about the subject and also produce a questionnaire for dyslexics as well and just try and find out what the requirements are that way. So this is starting off with work and then getting a few ideas out and then from this I'm going to generate something which can be disseminated much more widely.

**JH** Purely just from chattering away today, there obviously is a need for it and as long as the information, the results from the questionnaires you're actually going to be coming up with is positive, then I'm sure you'll be able to climb the next step. That's when the problems start.

**GB** Question 4.6. 'What follow up services should be offered to the client after using the system?'

**JH** All right, some of them I've repeated before; a) something to do with a CV, also to do with letters, and b) some pointers for the job market. I mean, I'll show you something which you can utilise to a various degree which we have here. It's called 'A Guide to Job Search Skills and Techniques' and basically KPMG, many years ago, researched this market on how you get a job. Broken it down all into different areas; when you should be applying for a job, all the jobs such as the hidden job market, something like 60-80% of jobs are never advertised, so it's all through networking, targeting, the right time, the right telephone techniques and stuff. So something, once they've actually got indicators for what might be the



right career, something like this: CV preparation, the research approaching the job market, responding to advertisements, networking, targeting, telephone techniques, interview and other selection methods. I think that should all be included.

**GB** What exactly is that again?

**JH** It's a very good book. They basically spent years of researching. They've broken it down very well. For a lot of the students we've seen who we've provided computers to, the next stage is some of them having the year off and they say, 'what do I do for a CV?' A lot of them, we've just copied various bits and pieces and told them to fill in the gaps. The one thing we talk to people about over and over again is 'how can computers be effective?' I mean, that's why we're in the market. One thing we tell people to do over and over again is to copy, bits and pieces you've already got, and the one scenario especially on the computer side we train and teach people is, once you've got 15 letters on the computer then you can start cutting and pasting all those letters to interchange them all. The same with the system you might have, is after they've been through it, there's various letters which they can adapt for their market. The same with maybe the CV, built in maybe afterwards, they've got to fill in the gaps; name, address, tel. number, qualifications, educational history, what jobs they've had previously (part-time jobs, holiday jobs), interest levels, a profile of the person. Let's say with a profile, you can give them a list of 50/60 different words which might describe them. Then the programme might just put it into a little sentence describing that person, then afterwards put in names and addresses of references and a few other bits and pieces, so you've actually built a very, very quick CV. Otherwise, we all know, it takes weeks and months for them to produce their own CV if they're left to do it by themselves. That might be a scenario. Afterwards for the client, maybe for them to have the offer to go and talk to someone a little bit further. Also they've got to have various pointers, such as professional bodies who they might approach. Also, what reading material they can follow it up with, maybe in the library, not that they're going to read it, but there is the option there. Agencies. A lot of jobs nowadays go through agencies. What other people have talked to me about previously is that they didn't know where to start or where to go for information, such as, which days in the newspapers, which employment agencies to follow up because there are various books which describe every single agency in the country and which area they target at. Definitely interview techniques. I mean, we're looking for somebody at the moment, and within five minutes I know exactly whether or not we are going to employ them. Now, that shouldn't be the way, but it's just the way of the land basically. They've got to

be, hopefully their verbal skills are going to be their strongest side, but they've got to be presented in the right way, they've got to sit the right way, ask the right questions, be knowledgeable about the company they are going to be seeing, or know at least something, because if they don't, the person who is interviewing them will say, 'what do you know about us? Why are you here? Why are you better than anyone else?'. Now, I've always taught people that if you're asked a very difficult question you should always turn it back, turn it straight back to someone. So if the interviewer says, 'Why do you think you are suitable for the job?', I always tell people if that question comes along they should say, 'What qualities did the last person have?' and then hopefully the interviewer will say that they had this, this and this', and you will answer the question, 'Well I've got this, this, this, and that', because otherwise you might come out with the wrong rubbish. So I definitely think, maybe even a video, purely a video on interview techniques, and they must be out on the market or something. Again you are saving on resources and on cost as well. They can go and watch the video and then if needs be they can go to their tutor or whoever it is they see afterwards, to maybe tighten it up. Especially as the job market, as every year goes past, is going to get harder and harder, you've got to be at the top of the list. Also, this maybe should be a structured thing. At certain times throughout their course they should be introduced to this because, nowadays, you've got to be a year in advance, when you're going to be approaching the career market. When you leave, depending on your situation, you go straight into the job market. Most people leave it right to the end, when they've got their degree, then they say, 'I'm here, what as I going to do?'. They might know what they're going to do, but it's too bloody late. Everyone else, who have been sorted out and got themselves organised have got those jobs. So maybe it should be a complete package, in that you advise students at a certain date in their course, it's about time we start to pursue this because at the best of times, with a dyslexic, they just leave it until the last moment, at 3 o'clock in the morning, when they've got an interview the next day.

**GB** Question 5.1. 'We are thinking of making an introductory front end to the system, delivering information on the workings of the systems, the strengths and weaknesses of dyslexics in employment, and maybe provide some examples of well known successful dyslexics. a) Can you suggest anything specific we can include in this?'

**JH** I think with somebody like that, if you can get a well known personality, maybe, to introduce it, and just go through various bits and pieces, Obviously, this is a perfect opportunity to have your video clip at the beginning, for 5 minutes; you

have the 'well known' saying a few words, then you have someone else talking it all through, on what they are going to be doing, explaining what the results are going to be producing. Now, as for the 'strengths and weaknesses', obviously you have to be very generalistic about this. No, I think basically, if you can get a well known personality to talk for a few minutes, maybe someone who is actually humorous; I always think someone who can make them laugh a little bit, because of what they're going to be asking afterwards. They need to be fairly relaxed about it. Now going straight into the strengths and weaknesses, I don't know if that's an ideal opportunity right at the beginning, because that might frighten them away, we don't know how good their confidence level is at the beginning. So, to frighten them straight away, OK, there's no point hiding the information, and at a certain time, it might be worth bringing up, 'by the way this ain't going to be for you, you know, these are the problems that are going to occur if you do this'. So I think definitely the direct information shouldn't be right in the introduction. I think that should be at another stage through it, half way through. b) 'Can you think of any further general areas which should be covered here?'. Apart from the introduction, what you're going to be doing, the personality or someone. Also, help features, because there's not going to be a manual to this system at all, and so, they need to know, at the beginning, if they got into difficulties not to just turn the computer off and kick I, but to do various specific things, so that they can get themselves out of it. Also, to stress to them that they've got to be as truthful as possible, not that it's going to happen all the time. I'm sure you'll get quite a few astronauts coming out of this one, I think that is probably one thing to stress to them, they've got to be as truthful as possible, otherwise, as I keep saying, you put in crap, you get out crap. That's answered section b).

**GB** Question 5.2, 'What general information on jobs or areas of employment would be of most use to the client?'. There's a list here, but they're just possibilities.

**JH** I think definitely to basically outline what the job/profession might be. At the bottom have stuff like the qualification levels. Also, bullet-points of skills which could definitely be required. I always think with these things, bullet-points are enough and try and keep it down to a page. I mean, basically you can have a page, on the left hand corner you can have a pretty person smiling, then a brief description. At the bottom you can have minimum requirements. Then basically bullet-points on what the duties might be, hours (although most people realise it's a nine to five job in theory, but in practice, either end, you might lose a few hours here and there). I think maybe, as for stuff like wages, I don't think that's required, but I think maybe on a second page, you have a factual page, underneath, which has pointers on what to do next, i.e. it there are any

professional bodies, any agencies you can go to, where the jobs might be advertised, how difficult it is to get the jobs, you never read about that, that for a job in a newspaper there are 300 people going for it. What else is going to be required at a later stage, let's say the following exams, etc. etc. (interrupted by phone call).

**GB** 5.2, you were still.....

**JH** Yes, what I think, basically one page. the descriptions, after that outline the qualifications, duties, skills etc. On maybe another page then you actually have the stuff on what they can do next, such as go and find out when they are advertised in newspapers, the areas, such as the agencies and any professional bodies and maybe there, on that page, write down the negative side to getting those jobs, such as, it's very, very difficult, there's very few jobs to apply for, it's dead-man's shoes, you know, give them all a few bits and pieces like that, I think that's it.

**GB** Question 5.3, a). 'What topics should we emphasise in interviews with successful dyslexics in the workplace?'

**JH** As I have said, I always think you should try to keep things down to the bare bones. Now, do you really need to have video footage on every single one? Now, by having video footage you're going to cause yourself a lot more work to do, because your going to have to show one for every single progression.

**GB** Well, we're thinking of doing it for segments of professions. We can limit it down a reasonable amount, so that we're talking ten segments, rather than 300.

**JH** The reason for saying that is, instead of having video footage you can actually just have sound, which is allot easier, and you can cover allot more topics and areas. whereas if you just purely have it as segments, OK, let's say there's 10 segments, you actually had sound for all the professions, I think that would be far better. So, at the end, it's produced your results, then you can just quickly have a look at what professions might be suitable for you, you then click on the page, have the pretty picture, then list various bits and pieces, but, while you click on that, then it will say, 'As a doctor you will be doing these duties etc.....'. Far easier; far quicker. Now, if you do have sound, what areas should it actually cover?

**GB** The thing is, we are talking about interviews with dyslexics here, people who have been successful in a particular line of work.

**JH** OK, so from that point of view, they're going to be describing all the bits and pieces of what they do, what's involved with their profession, what are the problems, what are the hurdles etc.. Now, what should it cover? definitely a brief description of what the profession entails. Now, their strengths and weaknesses; that, I think, should come at the end. Maybe, how they've gone about getting a job, but their strengths and weaknesses, that's going to be the largest proportion of it actually. Now, if you're going to do it on an individual basis, their strengths and weaknesses to someone who is in exactly the same job, doing the same thing, are two different things, aren't they? So, by not personalising it, then you can maybe be a little more general and say; 'these are the problems, which, people in my profession.....', or something like that. So, that might be a thought, not to personalise it too much, but still having an individual who is still going through various bits and pieces, but to give some general outlines.

Right, 'the results of success'. Well, something like that, how do you sum up the information? It depends who you are, what you are, where you are. You know, a dyslexic 5 years ago and a dyslexic 10 years ago, a dyslexic 10 years ago might move up the company allot quicker than dyslexics do nowadays, not because of the individual, it's just the situation within the company. Sometimes it is dead-mans shoes until you move up the company. Yes, that's quite a difficult one. on what you should actually be covering, the whole. 5.3 a) as a whole, because it's either going to work very well, or it's going to be so specific, about an individual, that it isn't going to work.

Right, section b). 'What topics should we emphasise in a general demonstration of the characteristics of the job?'

**GB** What we're actually considering here is obviously, because they are talking about themselves in section a), in section b) we are talking about what they actually say about the job.

**JH** Oh well, there we are, that's what I've basically covered, what I was just babbling on about.

**GB** No, well, I think you've basically just about covered that as well; but we can have a quick look through it.

**JH** I think that it might, should actually be the other way round, in that you have the general one at the beginning and you have the dyslexic individual afterwards. If you're going to have that, then that might be the right way to go about it. So you

can actually tell them what 'his' problems have actually been, whereas at the beginning, in 5.3 b), if you had that first, then you can go through some general ones which might occur. Yes, so I retract all that information and we go for 5.3 b) first and 5.3 a) second, with the individual.

**GB** Right, is there anything in there which you .....

**JH** I don't think stuff like 'accommodations' needs to be covered at all. 'The prospects of advancement'- again that's pretty generalistic; it's really down to the individual nowadays. I don't think this should be too long at all; I think something like this, the time scale, only needs to be a couple of minutes long, with the individual at the end for a minute or so.

**GB** That's the sort of length we're thinking of; nothing too long.

**JH** OK, I think we can go on to question 5.4, 'Can you think of anything in addition to what you have told me that would benefit from presentation digitised video and sound format?'

**GB** you've already covered some of that.

**JH** Yes, I've covered that. Wouldn't want digitised video.

**GB** You wouldn't want it anywhere?

**JH** Well all it is, is that it's making life a lot easier for you, because it's a monster project at the best of times. At a later stage, yes, once it is up and running, putting shots in and video footage, can be the last thing you actually do. You know, with most things, a lot of people actually produce it in stages. You could have this up and running with a pretty picture and sound format and then at a later stage then, when you've tweaked it enough, and it's perfect, then you can go out and find individuals to sit in front of your camera.

**GB** Right, that's a good point, because we hadn't actually considered this. Shall we move on to question 5.5. 'What sort of output should the system offer in order to be of most use to clients and staff?'. I'm talking about general. sort of. hard output from this. I've actually got some examples of stuff which might be of assistance. These are a couple which I've had a go on myself and this is the sort of stuff they give you at the end of it.

**JH** These are ones you've used before?

**GB** Oh yes, these are on the market at the moment, in use at the moment.

**JH** So this is the hard output. Well, first of all, this front page looks pretty crap. This for Gradscope?

**GB** That's right.

**JH** So, depending on your score, is the likelihood of you going for it?

**GB** Yes, that is right. I don't know what I am here a military officer or something.

**JH** Should retire at the age of 35. Anyway, the front page, basically, is your most critical one. The set out of this is far too dizzy, it's too much. With all of people who use our computers, we don't expect them to read the manuals. When we train them we don't expect them to read the manuals. Also, if they're going into a programme for the first time, all of the time, they know what they're going to be doing, and they don't actually read underneath, any of the bits and pieces, so they just dive in there straight away. Something like this, I mean the first two pages should be the most crucial ones, and should be as simple as possible. Let's say, OK you've got to have the name and address and maybe the time you used it, a reference number, that can be right at the top or bottom. Then it should have, let's say, the 10 most suitable careers or whatever, because I don't think they need to have 'making sense of the report' right at the beginning. I think that is pretty damn obvious. Maybe a score. Then after that, you can have the print outs of what was said over the video, or on the sound, have two pages for each of those categories. They don't really need to see the scores, maybe they should be prioritised in order of the profile. You know, the jobs, your first possibility, second possibility, so they know it's that. That's why they're in that list. But really, the main information of the answers it is producing should just be produced purely on one page. Then you have the pages which are related to all those careers. Also, it should have told you at the end, what you should do next. That could be in a video clip, or just purely sound. Now, is it going to highlight your strengths and weaknesses and stuff like that or.....?

**GB** This is one of the things which we could include on it, obviously the rates you are.... you're rated on a number of things to start with. One of the questions is, 'do you include those ratings? Do you include the answers to questions and the results of ratings?' whether or not that would be helpful to people, in understanding how the system comes up with its own answers, because obviously you can't lay out in detail how the system has gone about doing it, but it might be useful to an extent, I was thinking.

- JH** Yes. I mean, would you anticipate to say to each individual, 'you are geared towards these types of professions?'
- GB** It would suggest what sort of professions they are going to be suited to, from their answers.
- JH** But will it explain why?
- GB** Yes, this is it. I can't imagine how it would actually go about doing this. It would be a bit tricky.
- JH** OK. It's the same old thing. We see lots of educational psychologists reports. Some are two pages, some are twelve pages. If it's twelve pages we look at the front and we look at the back, very, very quickly. The front page, that is the most crucial just printouts, related to it. But this one, half the stuff shouldn't be in there really. Now this is another one, is it?
- GB** Yes, this is a slightly better thing, but even more paper.
- JH** Even more paper, let's have a look. Will you anticipate to have this sort of information?
- GB** Yes, we'll be requesting this sort of information, as well as some more specific stuff on interviews on dyslexia.
- JH** Half these things people aren't even going to understand what they are. I mean here, it's chucked out 20 or 30 profiles or whatever, and that will probably happen for most people, it will chuck out 20 or 30. Now, by what I've said previously of just having, say, the top ten, think about it, it's only when they see it here, that they get an understanding. Now, will they get that understanding, will they go and listen to every single one, as they are going through, or once you've actually finished printing this thing out, then you can go back to the system and click on S5 to see if you want to be a veterinary surgeon. Because obviously from this list, immediately someone is going to cross off half of them, purely because they just don't like the sound of it, that's probably the only reason why. Then they can go down the other ones, and then click back into the system, and click on B3 for a clinical research associate to find out what that profile is. So going back to that, you don't actually need to print any of the profiles before they've actually seen them, otherwise you're going to be wasting far too much paper and time. What might be good also, I'm sure this system would actually do it, is when with each individual the system recognised ones are actually clicking on because you'll probably find there's going to be a pattern at a later stage. the ones which have



been chucked out, i.e. the ones which have said no straight away. I mean, maybe she can actually get the system to interact as we as we go back into it; so say, 'Do you want to be a physicist or a medic?', to get rid of those ones straight away, so it's actually updating.

Now, your interest profile. Ah look, we've got 'What Next?'. I mean, how do you put this in a format which is going to be suitable to everyone? I think the best way of doing that is to have a video clip of someone and then having a piece of paper with bullet points and pointers. I mean that is too much. Now 'your interest profile'. Don't know. What so you think is maybe the right way to have the printed stuff?

**GB** Primarily I can see the value of the thing coming out mostly, if you are able to go and see an advisor afterwards, you take this thing along and it just provides them with some assistance, because basically the advisor is unlikely to have any experience of dyslexic at all or the most rudimentary experience so that they hardly know what dyslexia is. So when they've got that to start with, at least the person has done something which is dedicated, which takes into account that they are dyslexic, and have this piece of paper on them which is useful. So, I've written down a few ideas of what I thought should be involved in this thing, which was, obviously; 'job lists, completed from the individual assessments, as well as from the combination of assessments'. obviously if there's a skills assessment and an interests assessment, for instance, you could compile separate job lists from these and have those as well. 'Ratings on the characteristics measured in the assessments', was the other one. General information about dyslexia including contacts,' which of course you've mentioned. 'An account of how the client searched the system,' I thought would be quite useful. 'Any information on jobs the client has requested', obviously some pieces of information could be contained in video segments which the client's watched. 'A list of appropriate resources', which you've mentioned again and a 'list/description of the parts of the system which the client didn't actually explore', the various bits they've missed out on.

**JH** I think, especially with printed stuff there should be two or three sections for it: the stuff which is printed automatically, the basic information and then the client can actually go back and request information, when and where he wants it. Otherwise, it's going to be churning out far too much paper. Now, if they want to request it, then that's fine, because it means they want to have a look at it, because you've just for to keep down to the bare bones. But, I do think the way it is printed out, definitely an important way, because for allot of people they might find this.....

- GB** Well I certainly find it a bit of a strain.
- JH** I think, definitely after, once you've printed it out, you then go back to the system and then go through all of them. Would they consider it, maybe have two or three, have boxes for each one, 'yes', 'no', 'maybe', I don't know what that might produce or what value it might have, but it will cut it down, because the first time it chucks out everything. I'm sure if you went through this, there's half of those you would cut out straight away, but I don't know what value that would actually get, apart from the information that can be saved at a later date when they go back, the same scenario. I think the main thing is keep it down to the bare bones.
- GB** Question 5.6, basically filling in the gaps: 'Is there anything further you can suggest as far as architecture or content of the system which would be of especial benefit to dyslexic people?', in addition to what you've said already obviously.
- JH** No.
- GB** Question 6.1, 'Is there anything further you would like to add?'.
- JH** No.
- GB** Question 6.2, 'Do you have any suggestions on: a) people we should talk to? b) further sources of information we should consult?'
- JH** Well, who have you been talking to?
- GB** I have a long and extensive list of people who I've talked to already, so the thing to do would be for you to just suggest a few names and if I know them I know them.
- JH** Which dyslexic associations have you been to?
- GB** I've talked to your dyslexia organisation obviously, BDA, Dyslexia Institute, various other people from various other sources, smaller organisations.
- JH** Let's go back to this. What other type of people are you looking for?
- GB** Really I'm looking for people who have a knowledge of dyslexics in employment, for a start; I've already got a lot of names of people like that. Really I'm interested in people who might know something about computers and dyslexia, because there are plenty of people who have worked with employment training of dyslexics, but there are very few who have actually done any real stuff on how

dyslexics get by with computers, so I'd be interested in some contacts on those terms.

**JH** That is a very, very difficult one; in the sense of them actually using computers?

**GB** Them actually knowing something about dyslexics and computers, like their having some sort of first hand knowledge and being able to give some sort of advice and information.

**JH** Such as what?

**GB** Such as anything. People, such as yourself. Another example of someone who I'm going to talk to is a fellow called Chris Singleton.

**JH** Yes, he'd be the one.

**GB** People like him.

**JH** We are a minority.

**GB** I've noticed.

**JH** Now, who else to consider? I mean, a few names you've mentioned so far; you went down to Kingston a couple of days ago, you're going to see Chris Singleton; Bangor.

**GB** Bangor is the other one.....

**JH** The thing about it is, is there are only a finite amount of people and apart from that there aren't any now bits and pieces. The information I can give you about adults, purely generalistic information. They fit into 2 categories: there are the ones who have been brought up on computers, and are computer babies, and understand them very, very well. They normally fit under a certain age group. There are the ones who have never seen a computer and basically someone has said to them, they might help. There are the one who use them at work and are basically 'users'. These are the 2, well 3 categories they fit in to. Now, depending on who, what, why, when all depends on what we offer them, like on the training scenario how much training they actually need to understand to get to use this that and the other. Or a basic training on 'understanding a computer and how to turn it on etc.. More and more adults who are going to University understand allot more about computers and are basically going to be brought up on computers from now until they die, because they are going to be surrounded by them normally, a)in the college environment, b) in the work environment, c) at the home market, because

the prices are coming down every Tom, Dick and Harry will somehow scrape together a few pennies to have a computer or know of someone who has a computer, more like it.

Ask me some questions and see if I can give you some information.

**GB** Well, I don't know what questions to ask really. I mean, really I'm just trying to snowball it a bit, and try to find out if there is anyone else who I really could desperately talk to.

**JH** Put it this way, if you have talked to those people.....

**GB** ....then you think I've just about talked to the people who are available.

**JH** Yes. I mean there are various Universities who I can give you, who are spending a bit of money researching it: Leeds University. They've been doing quite allot of research. They came down and spent a day with us: Laura Bates. Their funding is coming to an end so it would be worth phoning them soon.

**GB** Right no problems. I'll stop the tape now.

*Interview 5. Sava Savich-Lee, University of Kingston, London.  
1/9/95*

**GB** 'Outline the experience you have had with adult dyslexics'

**SSL** The sideline is that I am married to one, which effects your judgement, I think. I keep thinking that I must write a book saying, 'Living with people, living with dyslexia', as opposed to 'Living with dyslexia', but what experience I've had is interviewing them to do with their experiences of past employment and present employment.

**GB** 'Have you had any experience in careers guidance?'

**SSL** No

**GB** 'Do you have any experience with computerised careers guidance?'

**SSL** No

**GB** 'Do you have any experience of the use of computers by dyslexics?'

**SSL** Only by going to conferences, and things like that, that I've seen the work, the speaking ones and that sort of thing.

**GB** 'Are there any important points from you papers that you would like us to note?'. I would extend that to any important points at all, general background, that you would like us to note.

**SSL** Well, when you say papers, I brought this, because this is my 'group one' my dyslexics. It is basic stuff about how many were men or women, their age, who they worked for and more what area they worked in, size of employer. It's really gritty, gritty stuff but then there's other bits and pieces like regret that they hadn't been picked up at school. Also one of my questions was, 'What could you suggest to improve the lot of dyslexics at work?', and there are about ten main answers, most of which fall in the category of 'better awareness', 46 people, who are the nitty-gitty, who all the information is on, and this is really just numbers of that group.

**GB** Well that's no problem. 46 people is enough, I would say. People work on less.

**SSL** I've seen that they've worked on 12 and things like that.

**GB** I've done it myself at times.

**SSL** I literally got stuck by time in the end, you can't keep ringing people up. Anyway that is basically what all my theories are based on, that group.

**GB** So this should be just your theory then?

**SSL** Yes. So at this point, 'What factors are most important in determining how successful a dyslexic person is in employment?'

**GB** You can define successful any way you like, I think.

**SSL** Yes, now, well, whether or not they've got on, whether or not they're happy in what they do.

**GB** Whether they're satisfied with their job, and getting along well with it. I suppose we have to include some sort of a more standard index in there as well.

**SSL** Yes, because, of my group there were those who felt that they were in totally the wrong job. Now, having discovered that they are dyslexic as adults, they have decided on a career change and quite a few have decided to go back to college, tertiary education, any sort of education. Some had gone into art, and have dumped whatever they were doing completely. Their whole career, they have completely dumped it and gone into a new one, because now they have a reason for why, at school, they didn't manage this, couldn't cope with that. The fact so many were labelled as thick. So as I say, some are quite bitter about not being picked up at school because they feel they've been denied that extra education that they could have coped with if they'd known could do something about it, but not in the sort of normal way like, 'Your spelling ought to be better, learn to spell better'. No, you approach it in a different way.

**GB** Yes, I see the sort of thing you mean.

**SSL** So, I don't know if there are factors, because that group that I've dealt with, so many of them were pushed into the wrong jobs in the first place because schools and careers people said, 'Oh, you're good with your hands. Go in to gardening'. So that so many of them avoided writing, job that involved writing, or that sort of thing. Mind you, there were, I think, two who were printers and who have managed to, well, if you say muddle through, but no, they are successful in that they are still printers. They've dealt with it, so as you say, where is success? Sorry I've been a bit woolly on that one.

**GB** No that's OK.

- SSL** You see, the trouble is, all those 46 people are all individuals.
- GB** Yes I mean this is the point, it's very difficult to bring it down to a single factor.
- SSL** Yes there is no one answer. You can't say 'this is dyslexia' or specific learning difficulties', depending who you are talking about because there are all the other sort of factors.
- GB** Basically you have answered the question, the most important factor in success is education.
- SSL** Well, the right education and also, knowing where their weaknesses lie. Right, 'What particular problems face dyslexic people in finding suitable work?'. Well, again you see that the dyslexic people, that's people who know they are dyslexic, so many of the ones that I dealt with, when they first went into employment or were choosing careers, didn't know that that was what was wrong with them. So, the problems are that, it's difficult to say, because, if they know they are dyslexic then I suppose there is the thing of, what will be available, what difficulties they'll find at work, what the work involves, if there is a lot of note taking or something like that and if they can get round it when they are in the work, but the thing is, that's being particular about a particular job, but before that, if you don't know actually why you have certain problems in certain areas, that they just avoid certain types of work. So, again, finding suitable work depends an awful lot I suppose, on what you know about yourself, to start off with, and what the employer is willing to provide at the other end, if that's applicable. One person was very happy with his employer, because dyslexia didn't come into it. Any messages or anything else, he was told; he never had to write it down, he never had to read it. So the various different types of job...I don't think you can be caged really. Another thing is, 'what is suitable work?'. I mean, one of the people I've been talking to is not assessed, so he has assumed that he is dyslexic, because when his daughter had problems, she was assessed, and he has said, 'Yes that's me', so he's self-diagnosed. But he is a senior lecturer at a Scottish university. He has written a text book, hundreds of papers, international and national, and all this sort of thing, but he would not tell his employer and he will not tell anyone and he does not want to speak about it. He'll talk to me about it, not any wonder than that. He wouldn't want any one to know. So, when you say suitable work, if he's not going to say anything to start off with when he goes for the job or when he's in the job, then it's very difficult to be, you know..... so next question.
- GB** 'What would you say dyslexics' main strengths in the employment market are?'

**SSL** Again, I find the generalisation rather difficult, because, there's the Tom West idea that people are more gifted artistically and this sort of thing, so whether or not being more in the design rather than the administrative side of a business or something like that, the invention sort of thing. But then, there are always people who are going to be like this lecturer bloke at the college. So it's difficult I think to generalise, because I know there is a lot around about, 'dyslexics are good at these and bad at that', which is your next question, 'their main weaknesses'. Well, their main weaknesses are, well tend to be, well not necessarily reading and writhing of course, because my son can read very, very well. So this is the problem, but his short term memory is absolutely appalling and he should have dyslexic weaknesses, but, what is typical dyslexia, this is the thing. This is what makes it so difficult for people 'outside' to understand, because it's not like being in a wheelchair, 'right, you can't manage a flight of stairs', that's easy to understand, but a lot of my group talked about having good days and bad days. How come you could manage yesterday and you can't manage it today? So, strengths and weaknesses can be a moveable goal post.

**GB** That's fair enough. 'What is the most common rout into employment, taken by dyslexics?'

**SSL** What exactly do you mean? They leave school and then they go and find a job.

**GB** Yes, this is what I'm asking. How do they go about doing that, is there any difference?

**SSL** Well I don't know. My only experience is that group and most of them just seem to have taken what careers told them to which for them now, well, some of them are really....

**GB** Yes, I know, because the reason why I ask the question is there I some research from America mostly, which suggests that dyslexics tend to get more jobs through family and friend networks.

**SSL** Right, well I didn't actually ask that question, so I only have those who actually said....well, one of my questions was 'has dyslexia affected your career choice?' and they say, 'Well, I didn't really feel that I had a choice. School said 'be a gardener'. School said, 'carpentry'. And even the one who's done, I think, law degrees, not the Scottish lecturer, he said that he was jacking it all in. He's done a bachelors and a masters, but he's going to do something else now. Thinks he's in the wrong thing.



**GB** 'What additional factors would you take into account when advising a person on careers who is dyslexic, as opposed to advising a non-dyslexic?'

**SSL** I don't know because I've never been in that position.

**GB** Well take a rough guess.

**SSL** Well, all this business of taking into account your weaknesses and your strengths and look at a career that is going to use your strengths. Actually sit down and look at yourself, decide what you're good at and what you're bad at. Why I say that is because the people that I spoke to who, when I was asking them about employers said, 'I wish the employer would look at my strengths, not pick on my weaknesses. So if you went into a job that used your strengths, not your weaknesses, then you'd be more prepared, you'd be on a winner rather than a loser.

**GB** Do you have anything further to say on this question?

**SSL** Not on that, I think, because, I'm not anything to do with.....I don't teach etc. . It's really a case of what these people have said has happened to them in the past and they vary in age from their 20's to retirement, so it's really what's happened to them. What I found interesting actually, is that I didn't have any of the, because you can go to work at 16, of the 16-20 age group, I didn't get anybody. Now whether or not experience of statmenting, whereas all the ones I had were all out of the system before statmenting started. So I don't know whether or not that could be a factor.

**GB** It could be a factor. Otherwise they might just not be as enthusiastic about doing anything about it at that age. I don't know. Especially if you are between 16 and 20 and you've been diagnosed quite young and there's a much higher chance that you've been diagnosed.

**SSL** And you've probably had all the proper careers help.

**GB** What there is available.

**SSL** Well, more than any of these other people, because, you see, the trouble is all those people who are contacting me you never know whether or not it's because they're now bitter, totally bitter.

- GB** Well this is it. They're less likely to be bitter at that age, because there's been much more awareness of late. I'm 25 and I was diagnosed at 15, so I've had plenty of time to get used to the idea.
- SSL** Well, imagine your my husband and you're 42 and you found out only 3/4 years ago.
- GB** Yes exactly, it's a slightly different matter if you've been through your whole working life and then find out in the end that a lot of the problems you've had were nothing to do with you, well, they had a lot to do with this additional factor which hadn't been properly taken into account. You have some sort of excuse, which is a good excuse and not just a poor one, like being lazy or stupid.
- SSL** So your self-esteem's taken a huge battering. But, you at 15, you've still all that huge chunk.....
- GB** True, but at least you've got an explanation there, and at least you know it before your 'O' levels or GCSE's, so you know it can be taken into account before you take any major qualifications.
- SSL** Now you see I wonder, because Julian at 10, I felt upset that he hadn't been earlier because that would have helped him from 5 to 10.
- GB** 'Section 3; Dyslexics and Careers Advice.'
- (Questions 3.1 and 3.2 were skipped because SSL had no experience in this area.)
- GB** 'What general guidelines would you suggest to someone who is going to be offering careers advice to dyslexics?'
- SSL** Again it's this business of using your strengths and your weaknesses, sorting out what your interests are and what your good at and using it that way rather than just funnelling into something which seems a good idea at the time. It needs an awful lot more thought than just, 'You're good with your hands, go of and be a carpenter'.
- GB** 'How would this differ, if at all, from the suggestions you would give to a non-dyslexic?'
- SSL** Well, this is something I'm coming across that an awful lot of what would be good for say dyslexics at work, would also be good for non-dyslexics. If there was just a wee bit of re-thinking it would benefit everybody, if you just stood back and did what was helpful to dyslexics. One of the group who talked about

organisation in the office, the pressure that he/she felt because of the bad organisation of the office, that work would be brought down. Now the thing is if it was organised better completely, so that the dyslexic had less pressure and therefore could work to better deadlines, it would benefit everybody, not just the dyslexics.

**GB** Yes, this is generally what is coming up from the research, anything that benefits dyslexics benefits everyone else as well.

**SSL** Yes, you don't have to be dyslexic to benefit from the fact that everybody works more smoothly, so in that way, I don't know. I suppose one of the big things is whether or not you tell your employer, I don't know about that one.

**GB** 'What material presently available do you think is best suited to a dyslexic person looking for work?'

**SSL** I don't know.

**GB** 'Section 4; Feasibility of the Careers System'. 'We are interested in what role a computerised careers advice system plays in the general careers advice process. There are a number of characteristics of such systemic which we suggest strongly influence that role. What do you see as the costs and benefits of these characteristics for staff and clients?' Now I appreciate that you haven't come across many of these systems.

**SSL** I haven't done any of that.

**GB** Or you haven't done any of this. However, with your general experience of dyslexics and.....

**SSL** Having don an economics degree.

**GB** Having don an economics degree of course.

**SSL** Well, labour studies with applied economics actually.

**GB** Perfect, perfect. Well having done that, if you could make any comment in any of these, for instance, the first one, 'time saving for staff'.

**SSL** Yes, that's going to be a befit if they can shove anything off to a non-person role, there're going to love that, aren't they; little computers sitting there, because they'd rather have capital rather than labour costs. So, time saving for staff, yes. The thing is, you've got to make the thing very easy to go through, haven't you?

**GB** Yes.

**SSL** 'The lessening of time restrictions on the client'. Yes, because sitting in front of that thing the computer doesn't care how long you take.

**GB** Exactly.

**SSL** It doesn't care, not like a person who is going.....like this all the time, looking at their watch. Right, 'lack of human contact'. Yes and no. If you've got a person to set it up and a person to see them afterwards, just to say, 'Well, go over there', you know, might be difficult, but they would need, I think, a proper intro and outro, sort of thing. 'Systematic assessment of clients' characteristics', what does that mean?

**GB** What I mean by that, is that the machine will go off and ask people, for instance, about their skills, about their likes and dislikes, any preferences they have.

**SSL** I see.

**GB** A general sort of getting some data off them and characteristics. I could have offered some easier way of saying it I suppose. The question is badly worded.

**SSL** Yes. Well I found, I'm getting off the point here, that when I was interviewing dyslexics, and Donald was very helpful on this, that you have to be very careful how you word a question.

**GB** Yes I know, I find this as well.

**SSL** And even for non-dyslexics, because you look at it and think 'Ah'. Alan and I can read something, he's my husband, and he can take it one way and I'll say, 'Well, no, I think it means something else', and he finds that there are definite differences to how something is interpreted. Anyway, yes, systematic assessment of etc., because you want to know what the person has done, can do, will do.

**GB** Yes, but the problem is, this sort of counteracts against the next section, which is the fact that it is restricted to an assessment of predetermined characteristics.

**SSL** The trouble is, if you've got open-ended questions, how does the computer then....?

**GB** It doesn't. The thing is we can't use open ended questions on the machine. It simply couldn't have done it. It has 'yes', 'no' or scales of some sort.

- SSL** And if you've got scales you've got to be very careful about how it is worded and how it is done. I don't mean just for dyslexics, I mean non-dyslexics. So, yes. Right f), 'a large number and broad range of potential job suggestion'.
- GB** This is sort of balanced against the next bit of the question which is the fact that the information on jobs can only be very limited.
- SSL** Yes. Again, how is it presented? Sorry, I'm going on to sort of technical details, because, if it has to be read, that can be very time consuming, can't it and also off putting? So, I'm sorry, that's going off the question, Apart from that, I can't think of any answers to those. 'The provision of data as a springboard for clients.....'. Oh yes. As to whether or not maybe it should stop there....how the job suggestion bit would be presented. You've obviously got an idea of what you what to do there but I would start seeing problems at that stage. Sorry, I've not thought about this at all. My husband always thinks I poor buckets of cold water over everything.
- GB** No, no, that's fine.
- SSL** 'The provision of data as a springboard for the use of other resources by the client, e.g.. a careers library'. What do you mean by that? 'by the client'. That means the dyslexic themselves. What do you mean by a carers library then, I'm being nice and thick here. What so you mean?
- GB** Careers library; basically, careers centres employment centres, universities, schools, most of the big ones have a library which just contains information on contacts, information about getting jobs.....
- SSL** So that they take what they now know about themselves, what the computer has decided they're good on. So again, you're dealing with people of all ages, but I would have thought most were in their teenage years.
- GB** Well, not by any means.....there's going to be a higher proportion on the younger age group because there is a higher proportion of younger unemployed people, basically.
- SSL** Well, no. I was thinking more that if you start off with the nitty gritty people who are thinking about careers that's people who are usually at school. Those who go back have usually had some sort of experience of life.
- GB** Still, there's no guarantee if they've only recently found that they are dyslexic.

**SSL** See, there's an interesting thought; I have only ever spoken to a careers advisor once, and I have had various career changes, but I have never bothered to go, or even thought about going to a careers advisor. Most of the time I just muddle along actually, and I've done various things. Sorry, that's personal experience there, sorry.

**GB** Well, do you have anything more to say on these things?

**SSL** No.

**GB** Right. Next question. 'Can you suggest any other characteristics which influence the role such system play, and what effects might these have?'. It's in addition to characteristics laid out in 4.1.

**SSL** Characteristics of the person?

**GB** Characteristics of the system. Characteristics of the way you can see the thing being used in this scenario. I've laid out these ones here, which I think are some characteristics which influence it's role. I'm just wondering if there's anything else you'd like to add basically. It's a filling in the gaps question.

**SSL** No. I still don't really understand it, so that makes it difficult.

**GB** Fair enough.

**SSL** Lets carry on.

**GB** Now, we should go back to this, question 4.3. Again, I don't know whether you're going to have very much time for this question; 'What would be the benefits and drawbacks to dyslexics of using computers, rather than purely written material as an initial step?'

**SSL** Well, I don't have that much experience of dyslexics but presumably yes, the less amount of written material there is the better, surely? Yes, so a) to c) are all dealing with less written stuff really, aren't they, and more interactive more multisensory stuff. So, multisensory is the preferred method. 'Can you think of any other benefits and drawbacks of the system outlined in the scenario?' Well, I think I've probably mentioned them along the way, your poor secretary can fish them out. And being feasible, again, I feel that yes it does have, .....I suppose you want, generally will it be feasible? Because there will always be people who are difficult so and so's.

**GB** Yes, basically, is it going to do the job it is meant to do? Is it going to do a good job? Can it actually do that job?

**SSL** So, going off again, as we were talking about non-dyslexics and dyslexics, if you do it for dyslexics, surely it would be of use not just to dyslexics.

**GB** Yes, I mean the thing is that the system is going to actually be dedicated to dyslexics. A lot of the information, the raw information, is not going to be of any use to non-dyslexics. Now the general structure of the system, the shell, the use of the interactive nature etc., all those factors are probably going to be very helpful to non-dyslexics as well. But, the actual information and the way we're going to use that, it's not going to be an awful lot of use to non-dyslexics, it's got to be said. I mean it will be some use, it will be interesting.

**SSL** Yes, it's more the shell idea I'm thinking of, the fact that you sit there and do it.....

**GB** Yes, that's the whole idea of multisensory interactive systems, yes, no doubt. Right, 'What follow up services should be offered to the client, after they have used the system?'

**SSL** Yes, well, short term follow-up, straight after they've used it, to find out how they've got on. From the point of view of 'are they now confused?' by what they've been told, or the computers thrown at them. I mean have they managed to, do they feel that they've answered.....It could be, on reflection that they feel that they've answered a question wrong somewhere and want to do the whole thing again. And also, do they like the suggestions? It could be, 'I don't want to be a pilot', or whatever you know, this sort of thing. Long term, there is also whether or not they've managed to, if its suggested, further courses, getting a job, whether or not they've actually managed, or actually followed through, because it could be that they then go out and chuck the thing in the bin and say, 'No, I've always wanted to be a train driver'.

**GB** Right, OK, that's a good point, because obviously there's no point of doing a system unless it delivers something in the end.

**SSL** And also, if it's been a help to them, because if they come out and they think, 'well that was bloody useless' you know all these things they've suggested are pie in the sky, for one reason or another. That's all I can think of off the top of my head for that one.

- GB** OK, 'Specifications', 5.1. This has got all the really long, drawn out, tricky questions in it, this section. 'We are thinking of making as introductory front end to the system, delivering information on the workings of the system, the strengths and weaknesses of dyslexics in employment, and maybe provide some examples or well known successful dyslexics. Can you suggest anything specific which we can include in this?', as a general introduction.
- SSL** Only, sort of tangential, from the point of view that when you're talking about strengths and weaknesses, the person who is actually sitting there, in front of the screen, or whatever, may not feel that that fits them, because of this business of woollens of dyslexia. You just feel that to say, 'You as a dyslexic can do this and can't so that', which I don't think you're going to do that at all, are you?
- GB** No, no.
- SSL** But, maybe this will be.....Well, you can tell I've got no idea what this thing is going to look like or what it's going to be. I presume you have this brain-child.
- GB** Ah, no.
- SSL** Oh, right, not even embryonic?
- GB** It's a twinkle in it's father's eye.
- SSL** Anyway, '....may provide some examples of...' No, I haven't really thought about it. I mean I looked at the question, earlier, and nothing sprung to mind than and it's still not springing to mind now. Something along the point of view of it not being intimidating, because if you think of the 'mice' we're talking about, you don't want to intimidate them and also, from the people I've talked to, you don't want to be dictatorial. Sorry, that's being pedantic, specific, but from the point of view of, as you said, you do have to be careful how you talk to certain people, and the way you say things. So that would be the only thing I would suggest. Because to actually sit there and be told, might be offensive to some people.
- GB** I think so.
- SSL** And then.....well, you wouldn't do that. But that's all I can think of that springs to mind.
- GB** OK, fair enough. We will go on to question 5.2, which is surprisingly a question which people seem to give very brief answers to, well, it's because it's fairly obvious. 'What general information on jobs or areas of employment would be of



most use to the client?' I've given some possibilities down here: 'information on duties, an outline of skills required etc.'

**SSL** Yes, also on the minimum qualifications, there are usually minimum qualifications or alternatives. So whether or not they.... well you know, sometimes they say that they want so many A's or whatever, but then it might be so many years at..... You know, because sometimes it's not quite so straight forward as..... or an ability to do something. yes. because the skills required for the job, usually some external, extra to that are needed as well. You haven't actually got experience as well, because if you are talking about older people, if experience comes into it.....

**GB** Well, I was sort of considering that as the 'outline of skills required', coming to what experience you need, what do you need to know how to do.

**SSL** Yes, experience type skills and academically proven ones with your own certificates, which is a minimum qualification. Yes, 'wages', if there are contracts, I mean, if you're talking in terms of industrial relations in all thing like, have you put down holidays? I mean, some people, that is what is of interest to them. Whether or not there is overtime, that sort of thing. Sorry, this is being, again, pedantic. The thing is, whether it's got a length of time to the contract or whether it is permanent employment, because, nowadays we're very much going towards individual contracts, of certain lengths, you know. That's all I can think of.

**GB** OK, well we'll move on to the next question, which is my personal favourite. 5.3, 'As mentions above we are thinking of presenting digitised video footage and sound in addition to other job information the system might offer. Each video segment will necessarily be concerned with a specific job that is a good example of a whole employment area. We are interested in your suggestions as to what specific pieces of information we should try to contain in the video footage. The type of footage used can take two forms; a) what topics should we emphasise in interviews with successful dyslexics in the work place?' I've given a few ideas here.

**SSL** Yes, well it seems to cover most of it. Yes, so you're dealing with the problems they've had, but the successes they've had, so the two sides of the argument.

**GB** That's the general idea.

**SSL** 'The results of success'

**GB** Yes, I've had that one mentioned before.

**SSL** I've only just noticed it. Anyway, yes I think you've got everything; 'personal history, strengths and weaknesses, priorities in life in general'. I suppose, thinking of people that I've dealt with, when they're talking about their history, how they got on at school as well, their education that they've had and how they managed. You know, from that point of view. Where they got good advice. Who helped them. Whether or not it was someone very personal to them, like their mother, or it they found by going to a certain organisation like the ADO or something that helped them. Yes, because an awful lot of this is dealing with the job, but yes, who has been of help.

**GB** Yes, that's an extremely good idea. Is there anything else that you can think of?

**SSL** Their future, how they see their future, and what they hope to strive for, what they think their prospects are. Because as it's going to be about a particular, you know, this job, not only what you do now and how you got there, but what you could do in the future, what it should lead to because you are talking about a career, aren't you?

**GB** yes, of course, and this is the sort of idea I was thinking of in covering, in the 'results of success' and in the 'account of priorities in life in general', the sort of thing I was getting at, although not quite as directly as that. OK, b) then; 'What topics should we emphasise in a general demonstration of the characteristics of the job?' and again I've given some possibilities here.

**SSL** Yes, I think you've covered everything on 5.3 b).

**GB** Have we covered everything on 5.3 b)?

**SSL** I think so. 'General duties', social environment', I suppose the only thing would be a sort of, I don't know. something or other to describe that this can vary if you're working for a big company or a small company. Because, that would be like, well, not all fork-lift truck work for huge concerns, they might be smaller. Duties can vary, can't they? It's the only thing I can think of.

**GB** Yes, OK. It's a point. It's been made by others, as well, you'll be glad to know.

**SSL** So it's not unique either?

- GB** Next question, 5.4. 'Can you think of anything in addition to what you have told me that would benefit from presentation in digitised video and sound format?' Basically, filling in gaps.
- SSL** Yes, so, going backwards. What is presented in digitised video? The people who have done jobs and the job it self outline.
- GB** Yes, I mean basically what we're thinking of here is interviews with people, which are in their work place, so that they can give you graphic demonstrations of what they mean and then going round their work place with them as they cover these general topics outlined in part b) of that improvements question.
- SSL** Going back to the person themselves, are you planing for them to talk in their personal history, sort of thing, about how they got through the interview?
- GB** This is the sort of thing, the reason why we're asking the question.
- SSL** Yes, because the interview is the big stumbling block, isn't it? You don't get the job if you don't get through the interview. So whether or not, because interviewing is a whole other subject, so whether or not you're going to encroach on that at all....
- GB** You're suggesting we should do, yes definitely.
- SSL** .....because it's a whole other ball game, isn't it? So whether or not you want to get into that, because that might be something that could be video and sound, suggestions for, somehow. Maybe, from the point of view of the employer. When you're talking about the person, maybe the person's employer, it they are willing, from the point of view of, 'this is what I liked about this person', 'this is how I used this person'.
- GB** Right, that's a very good point, yes.
- SSL** 'This person, I don't think of this....', I hope they would say, '...O don't thing of this person's weaknesses; this is what their strengths are; this is how we make use of this person'. And also, how they came over in the interview and bits like that, against their personal history and that sort of thing.
- GB** Right, yes, that's a very good point. Can you think of anything else?
- SSL** That was a strain, now come on.

**GB** Well, I'm just trying to make sure that we've covered everything. That's a very good point, and it has been made, the idea of having interviews with and talking to employers.

**SSL** Yes, whether or not employers or line managers or personnel, from the point of view of who interviewed, you know, what impressed them about this person.

**GB** Yes, and people who worked with them or just their superiors or whatever.

**SSL** Yes, from the point of view, especially on an interview, if this person is dyslexic, what was it about them that made the job holder, the one with the power, you know, being able to dole out the job, what swung them into actually giving it to that person.

**GB** Right, yes, that's a very good, extremely good idea.

**SSL** There you go that's all I can think of. Worn out by that thought now.

**GB** No that's great.

**SSL** Also, because that is of use, I feel, to someone who is sitting there, especially I'm thinking of the younger ones, well anyone, I mean interviews are very nerve wracking things.

**GB** Yes, they're always going to be nerve wracking, that's what they're there for.

**SSL** Yes, because people like me who are not in employment, who go back after having a career break because of children, there's all that group as well.

**GB** Yes, right, shall we go to the next one?

**SSL** Yes, if you want to finish some time.

**GB** 'What sort of output should the system offer in order to be of most use to clients and staff?' Now, I've given a list of things here and also these, which you might want to look at. These are examples of some outputs of some systems which I have actually used. You can have a quick look at them.

**SSL** So this is what?

**GB** This is actually a system called Prospect HE.

**SSL** So this is what the person who has done the thing, would be.....

**GB** No, this is an example of a current system of what.....

**SSL** No, no, what I meant was, this is what the client would get, not the staff.

**GB** Yes, this would be issued to the client not the staff. This is a personal thing, this is confidential.

**SSL** This is guidance as to what jobs you would be good at, or what the computer thinks you would be good at, from your answers. Going back to the actual thing, are you going to ask them 'what jobs do you have in mind?', from the point of view that I did a, personal experience here, I did one of those tests when I was at school, and it came out, 'You would be good at caring for people'. That's what reminded me, 'caring for people', I hate caring for people. So, when I answered the questions, you know, it was one of these, 'would you rather be a sky diver etc.', you know stupid things, when they off set one against the other, to try to get some idea where your interests lie and I felt that it didn't particularly come out with what I really wanted to do. I mean, because the questions were loaded in such a way that you had to pick one or the other.

**GB** This is a problem.

**SSL** This is a problem, so all I'm thinking of is, are you asking the people, because if I'd been asked, 'Would you like to care for people?', I'd have put 'no way'.

**GB** The point is that it is very difficult to do that, because you can't, it's very difficult to do that at an initial stage. What could happen is you could develop a job list and then if people don't like the jobs they select the ones they don't want in there; they remove those jobs and then their actual answers could be reshowen from the answers they've given in the assessment. We reshow them, and what factors they basically dropped out of it, what questions have been removed, so it's a sort of working backwards and they can see what their real opinion is, rather than just the opinion from the questions. That's on idea certainly.

**SSL** The thing is to be told that you ought to be a teacher or something like that, and you can't stand children.

**GB** Well, if you look at what I've got on those things' these are actually for me. I've got agricultural consultant advisor.

**SSL** Yes, and another thing with these, is what the hell are they?

**GB** I don't know.

- SSL** Yes, you see this is it. The trouble is that all these things are so diverse, are you then bringing it down to 'what so you actually have an interest in?', because it's a bit pointless, if you hate the countryside, then a total no no again, aren't they? And another thing is, when you get a list like this, what did you think when you got this list? You laughed at some of it.
- GB** I was not particularly amazed, I've got to admit.
- SSL** Now, the thing is, you've got to think of people who are going to go .....and just chuck it, aren't they?
- GB** Yes, this is the problem.
- SSL** Are you working towards the most common denominator of the person who is.....?
- GB** I mean, what I was thinking of is what you do is you get a list like this, now for instance, let's say I'm interested in academic pursuits or something like that. So I'm going to miss out, I obviously don't want to have anything to do with agricultural consultant, crop rotation adviser, multicultural advisor etc., that's out.
- SSL** The thing is, you might find that you don't know what an economist is.
- GB** Well obviously the system would contain some sort of brief description of what was going on. But what I could do is when I have the list on the screen in front of me, I highlight that one, that one and that one and write a new list, and then see how that affects my previous assessment, see how that actually alters things backwards. So that's one policy we've had.
- SSL** The other thing is, just a stupid point really, but, to actually say this is in no particular order. I mean, from the point of view of, some person could easily say, 'well that one came first. That must be what I'm best suited for'.
- GB** This is a problem with layout more than anything else.
- SSL** Yes, I know, it's technical stuff. But, you see, this again; it's a lot of information when you get things like that you want it to help, but you don't want a long thing, isn't it?
- GB** It's a lot of paper, it's got to be said.
- SSL** Yes, the thing which strikes me immediately, which is the thing I'm always being told, is that dyslexics don't like reading a lot.

**GB** Yes, and it's terribly dense and it's not written very well either. So, I'll agree on that one, I mean, it would have to be something very different from this. What we're interested in here, is a lot on content, what you actually think should be included in the printout.

**SSL** I mean, this is quite interesting because it's breaking down what you are and not interested in, your interests profile. But, how that guides you towards a job. Some things are quite logical, like instructing people, that's a teacher, but how you deal with that when you're a person sitting there and you've been given this. Again it's useful to stall, because then they know, they can.....If your thinking of sitting there with someone from scratch, I mean, again, your lowest common denominator; a 16 year old comes in, doesn't know what they want to do, only jobs they know about are the ones that they've come across in life, like a Doctor, so they wouldn't know about all sorts like a forensic scientist; they might never have come across to them basically? Sorry, I'm throwing the ball back in your court. I'm not asking for an answer, I'm just saying I want you to think about that one? No, but from the point of view that you're wanting it to cover everybody: Now, the graduates who come in who already have a certain amount of their life mapped out because they've taken a certain degree, it sort of narrows down their choices somewhat and it also means that they have thought about it before. But, you have different people who are at 16, 18 maybe even 25, who still didn't really know what it is they want to do with their lives. So, yes, I mean this is showing interest and then it's showing it in another way again. Yes, layout again and what you want to give a person, whether or not it's..... and you're dealing with dyslexics aren't you, so, it's the wordiness of this one, A lot of this could be dealt with in video form couldn't it; all this explanation of....

**GB** The thing is, they'll see the videos, but this is just something for them to carry away with them, so that they remember what they've seen, so that they have some sort of reference later.

**SSL** Yes, it's just to end up with so much, and it's also, this is a picky point, but this form is not user-friendly.

**GB** No, I see that. The problem is you can't just get it out and lay it all in front of you at the same time, you have to go through it, because if you do try and do that, you'll end up all over the place. Is there anything else you'd like to say on that?

**SSL** Well no, nothing very particular. I'm more in a layout and picky form today, I'm afraid.

- GB** No, that's all right. 5.6, this is just filling in the gaps again. 'Is there anything further you can suggest as far as architecture and content of the system which would be of especial benefit to dyslexic people?'
- SSL** Hang on, what's all this about 'general information about dyslexia'?
- GB** Oh, that's all part of the previous question. Well, OK, we'll run through these. These are just some examples of ideas for what could be included in the print-out.
- SSL** yes, right. You see I didn't really read all that because you threw this at me.
- GB** I do apologise.
- SSL** Right then, 'Is there anything further you can suggest as far as the architecture.....etc.'
- GB** Well, it's a technical-ish term for these sort of things for computer.
- SSL** No, it's going straight over my head.
- GB** No, right fair enough. 'Is there anything further you would like to add?' (6.1)
- SSL** 'People you could talk to' (6.2a). Well I suggested Diana Bartlett.
- GB** I think you have suggested quite a few people.
- SSL** 'Further sources of information'(6.2b). The thing is there is a lot written about disability and attitude of employers to disability and that sort of thing, which I can't quote anybody, because I can never remember who's written these things. But I think one of them might have been a DOE thing rather than just someone's research somewhere. You see, but the thing is, what I find very difficult is that it's sometimes a disability and quite a lot of the time not, because there are so many people who won't even say they've got it, so that it's not a disability from that point of view, because it can only really be a disability to the employer.... So, you see, it's very difficult because where does dyslexia fit in there, you know, when you're talking about the green card and all this sort of business, to some people they're quite happy to be registered. But even so, I'm sure I spoke to one person who has got a green card but hasn't told their employer. Because I don't think you have to tell if they don't ask.
- GB** That's a bit of a strange thing to do, to have a green card and to not tell your employer.



**SSL** But there you go. Yes see this is what I'm saying, people are individuals, so, just from talking to that group, why are they doing different things? Not only the jobs they do, but in the employment area and how far they've got in what they're doing, how much education they've had. So you can't sort of clump them all together and say they are secondary, periphery, not the care of employment areas, which you might think, if they've missed out in education, they've still somehow managed, you know.

**GB** I think the tape is about to end, so we will finish there. Thank you very much.

*Interview 6. Joan Gibson, Harrogate, N Yorks. 8/9/95.*

**GB** Right, interview with Joan Gibson, and the date is 8/9/95. OK then, I ought to have one of these things in front of me myself; that would be very helpful.

**JG** Because we are looking at the same number at the same time.

**GB** Yes, right I assume you've, read the background, the cover piece, and the scenario, and everything.

**JG** Yes I have done that.

**GB** So we'll just go into the first section which is Section 1, 'Background and Experience, question 1...

**JG** Over 5 years I was in charge explaining the jobs market with adults looking for a change of employment, because of unsuitable work, this is with the Dyslexia Institute, so I had liaison with careers officers in Harrogate and in York. I worked with clients and also did lectures for the careers officers about the needs of dyslexics; I've worked with TES on the awareness of the possible difficulties of employees and with training. I've worked with the post office on awareness' I had liaison meeting with the army education officer, and I've worked with literacy skills or improvers, not beginners but improvers, people who want to change their way of working, perhaps for physical, medical reasons. I worked with for example somebody who was a masseur, a brick layer, an industrial chemist, a care officer, a factory worker, work returnees, chef, plumber, a union man who'd started out as a dustman, and under my guidance ended up as a secretary of one of his unions, students from all sorts of colleges and universities and my own step-son; so that's my background.

**GB** That's great. Pretty extensive in that case. Question 1.2...

**JG** The only experience I had was in counselling the student who'd come to me for literacy help, and I was able to point them in the right directions; they never know who to speak to, so I was able to pass them on to careers guidance people and counsellors of all sorts. But I did actually, I was a careers guidance counsellor myself, about 10 years ago. The actual careers guidance was merely pointing people in the right direction and really showing up their confidence, really, more than anything else.

**GB** Yea right, yes. OK well if that's all you've got to say? Sorry, yes.

**JG** Yes.

**GB** If I do intrude at the wrong time.

**JG** No.

**GB** Just stop me, because it's.....

**JG** No, once I've said I'll stop.

**GB** No it's fair enough. It's occasionally difficult to tell, it's something I've learnt, well it's incredibly rude to just slice people off, but you just don't know when they've finished the last, or at least I don't. Question 1.3

**JG** Well only very recently Adult Directions, and a new system which is called SID, which I did not see, and Microdores. SID is a new one which is installed in, or not quite installed in the Harrogate careers office and it is multimedia.

**GB** I should know about things like that really.

**JG** Well I don't know if the actual careers man has seen it either so I think you're probably in the vanguard of this.

**GB** Right well it would have been nice if they had told me but never the less. OK, do you have any experience in the use of computers by dyslexics?

**JG** Well most of our clients have worked with computers in school or at home, and demonstrated a close affinity with them.

**GB** Right, OK great. Question 1.5.. In fact any important points from any where.

**JG** Not really, that's a very good question.

**GB** It is, it is.

**JG** I don't, I mean I never written papers so....

**GB** Well I realise that, it's just that I .....

**JG** I'm not an academic, as a practitioner I suppose; really it's just sheer experience and first hand...

**GB** It's just I.....

- JG** First hand knowledge and really that comes at the end of the interview rather than here as far as I'm concerned, I think....
- GB** No, no that's fair enough. I mean really the question is again, is one of these where it's really filling in the gaps. OK, we'll go onto section 2 then. Dyslexics in employment, question 2.1.
- JG** I look at it from the point of view of dyslexic people, in that their personality basically was the same as non-dyslexic people, it's what happened to them, their experience that changed their way of looking at the employment market. It's how they feel subjectively about themselves which was the important thing and it was self limiting, very often people's self confidence was so low. So as a matter of personality of you are a person with drive, whether you are dyslexic or not, then means you're going to succeed, you're going to work hard, but if you're a person that hides in the back, for example at school you hid in the back so that nobody could see you then that's the kind of attitude you'll have towards work.
- GB** Right.
- JG** Don't look at me, don't notice me, so lack of confidence, and poor self image was very very important in people of any intellectual level.
- GB** Yes.
- JG** Looking at dyslexics. It depends entirely how school and the teachers had understood, and with what sympathy, without being sloppy, the student had been received, or the interaction between teacher and school had very often caused a phobia about education of any kind, a phobia about people looking at you at all, in any light and being shown up; that seemed to be the worst thing about it.
- GB** Right.
- JG** Everybody, they did not wish to be shown up. They had a dislike of authority in any situation where they felt threatened and so authority was something that really come out strongly. They were always surprised that I was a human figure as opposed to an authority figure, a teacher with a rod of iron, about to whack them, or put them in a corner. Strong fighting spirit is very important, and the ability to pick yourself up and restart is very important. Now that, now that came out very strongly in the people I met. Their social awareness and social relationships with appropriate behaviour towards particularly people in authority or their peer group, or younger people; these attitudes I found very often posed great problems. They felt to be loners, they felt that they were different and always had been, and unless

they had been sympathetically dealt with early, they were very much at a disadvantage in this social awareness. They felt they were going to put their foot in it very often, with wrong words, malapropisms, showing themselves up as I said at the beginning.

**GB** Yes.

**JG** So that's how I found them. Poor time keeping was something that they were aware of and were either extremely early, or extremely late for interviews, or got the wrong day.

**GB** Yes.

**JG** And so that sort of thing is terribly important about determining how successful a dyslexic person would be in employment.

**GB** Great, great. We'll go on to question 2.2 then.

**JG** Well first of all what to disclose.

**GB** Right, good question.

**JG** The employers, If they did say 'I am dyslexic' and the employer did not understand, it might militate against their career being accepted, or they being accepted by the trainer or the employer. Being very strong in lateral thinking they might turn out or show up as people who could, could not come straight to the point in problem solving. I think that's really the worst handicap that people have. And again it relates to one personality; we go back on to that.

**GB** Yes sure. Question 2.3.

**JG** Well again lateral thinking, creativity. That is something that can be offered very strongly, in any field really. 3D skills, creativity, strength of relationship with people, or affinity with people in the caring field. Fields like accountancy and medicine, particularly medicine, 3D skills and nursing. They would find that their strengths were there because they're 3 dimensional analytical skill, or intuition I think may be rather than skill. It's an intuition, not 3D, but the doctor could diagnose by looking at a patient, an electrical person can see through, an electrician can see through the walls without, without a plan. This is what I found very often.

**GB** Right.

- JG** Business acumen very often. Strengths in, strangely enough, accountancy. Or was it creative accountancy? You've got people on stage like Susan Hampshire, who have actually used their weaknesses somehow; in order to make one direct approach towards a career, or be good at one particular thing, like Duncan Goodhew swimming, Susan Hampshire, acting, Richard Rogers, architecture, yes that's all on that one really. Yes that's main strengths. Motivation, strong motivation I should think, to succeed.
- GB** Right.
- JG** to confront people.
- GB** Yes that's something I have heard from almost everyone I've interviewed so far in fact. Question 2.4.
- JG** sequential skills, for example an unemployed 16 year old occasionally is put into a secretarial training which is not exactly sensible but it, it is sequential skills such as alphabetical skills, that's a real problem. What do I tackle first, in what order do I need to do this; if you haven't been trained to think it through. Time keeping problem. Memory lapses. Overload of information. For example a girl who wanted to be an opera singer could not listen to music, remember the words, and work the conductor together, so she blanked out, and was easily distracted. Distractibility is another one I think.
- GB** Right.
- JG** Being a loner and sometimes being a loner and not a team player, when you look at the manual worker, directionality with machines and the fact that most workers are assumed to be able to read a health and safety book, and notices, and do not lie to disclose and therefore they have a problem with working machines.
- GB** Right
- JG** And safety. I think that's about it really.
- GB** OK, question 2.5.
- JG** Every route under the sun I have suggested....
- GB** Right, OK.
- JG** College, university careers office, failing that it was no good, that careers offices were no good because they didn't understand, and friendly advice from people

they know, from teachers, seemed to be a route rather than going through formal routes they would chose people they knew well, who they could relate to, to discuss the future.

**GB** Right.

**JG** And seeking a niche in the market for your self employment, for example one of my really severely handicapped dyslexics is now running a hotel travel supply business.

**GB** Right I see , yes.

**JG** He, he sells towels; he doesn't launder them. He'd found a niche in the market. Sandwich businesses, all that sort of small business, seem to be very appropriate.

**GB** Great yes. This is another thing which I'm learning from a lot of people about; about this self employ, how a lot of dyslexics seem to go into self employed work. Question 2.6.

**JG** I've found this a difficult question really but I think it relates to what we've already said that the exhaustion factor, the information overload, high stress level, and over achievers. Many, many dyslexics as I understand it are over achievers and tend to collapse very easily, and so you have to be careful of that choice. Mistakes, yes, if you're having very , a career which requires a lot of accurate reading, missing out a lot, or misinterpretation a word, or slow processing of memos data and reports, everything taking longer, these are the limiting factors. But I seem to have been rather negative here. But that's how I saw it at the time really. Everything taking longer. But the additional factors I would have thought are again just personality.

**GB** Right OK then.

**JG** I can't, what sort of answers did you expect to that? I wasn't quite sure what was being sought.

**GB** Very little on the whole, because people say you really can't limit people that are like that, and the only thing, I mean most people in this particular case, have already answered the question in the previous one, so what I've said is, you know, you can take it from there.

**JG** I think the point of overachieving is important, because a lot of dyslexics over-reach.

- GB** Yes.
- JG** Because they want to prove something.
- GB** I agree with that yes. In my experience that is the case. OK we'll go onto section 3....3.1. I realise you may not know.
- JG** Limited really. It's just a universally available careers service, formally speaking. There are private routes in public schools, where they consult careers consultants, who really don't know dyslexia. That's the problem. School careers teachers can help but they don't always have a large enough range of suitable choices. So that's really all I have to say about that.
- GB** OK. Question 3.2 then.
- JG** No b).
- GB** 3b then. 'Provision of appropriate material'.
- JG** I know many people who've failed to be given correct information, and so the question is over appropriate material. Stamented people, children, that go through the office as it were, go through the state system and end up with a green card, don't always know what to do with it, nor do employers, so I was really looking at appropriate material for testing there really. I suppose that was going through my head, and the fact that a green card was regarded as a stigma on the part of employers and the dyslexic potential employee. Dose that make sense their, does that make sense?
- GB** Yes. That does make sense, don't worry.
- JG** You can unscramble that.
- GB** Easily, easily, don't worry.
- JG** Sorry about that. 'Staff training and awareness'. I've just put necessary and vital and the Dyslexia Institute does some of this and other agencies of course do, but the specialist is very, very necessary.
- GB** OK
- JG** And the 'quality of service', well I didn't really quite fathom what that meant so .....
- GB** A sort of general quality of service, take it as what you what.



**JG** They do their best, they do their best.

**GB** Yes, I mean.....

**JG** Limitation that's really, and then e) was 'success rates' which of course I don't really know because I haven't done any follow up work, well I have just informally, but I haven't really got any data of any kind.

**GB** OK

**JG** Is that all right?

**GB** Yes that's fair enough, don't worry. I mean I haven't had one person who's been able to answer that as yet, because they simply don't know, I mean ever we....

**JG** They would have to go to .....

**GB** Basically we would have thought someone would have known this, but I haven't been provided an answer.

**JG** Yes that's right . What about, do you know the name Pat Evens?

**GB** No I don't.

**JG** From Newcastle. Well she's the principle in Newcastle, of the Dyslexia Institute. She's somebody who's worked very closely: she's not a teacher but she's done as adult teaching cause in order to help , and she knows a great deal about this.

**GB** Great, well that would be very handy. Newcastle is also very convenient for me because...

**JG** Yes, well I've got her number, but, do you want me to do it now or later? Later.

**GB** Well I'll give you Julian Hobbs number later and hopefully we won't forget to do this.

**JG** Right.

**GB** OK shall we go onto 3.2?

**JG** Well the training of staff to recognise that lumping together people who are dyslexic doesn't work.

**GB** Right.

**JG** In other words it follows the four categories in the adult feasibility study; to an extent they ought to be trained to differentiate between the poor literacy skills, and the dyslexic type difficulties. They ought to know. Right.

**GB** Yes this is it. 3.3 then. This is obviously pretty similar to one of the previous questions.

**JG** Well, tact for a start, tact, because you have got to find out in the most tactful way what the problem is. The honesty in question and answer has got to be observed really. There's going to be on both parties, the client and the careers officer, honesty in questions and answers, because if somebody is covering up, then the fact that there should be no door closing on potential sources of employment, that everything should be considered because there are always unexpected strengths. And I also suggest to be aware of the dyslexics' sensitivity. Some dyslexic students don't, or young people or adults, indeed, don't like to be treated differently. But something I have noticed very very frequently in many ways; that a lot of my students, could not take success. Do you know what I mean by that? If they succeeded they would fold up, because they would be so unused to success, they were so used to failing, that when they got success they couldn't believe it, and tended to fall apart. Has anyone else said that to you?

**GB** That's the first time I've heard it, but having heard it from you it does sound sort of familiar, yes.

**JG** This is generally younger people who've got a job for the first time in their lives, say at 18 having been unemployed, and they couldn't handle having a job, couldn't handle it, and started reacting in very strange ways at home; I've met this three times now, strange reactions to success.

**GB** Right. That's, the first time I've heard about that.

**JG** I don't know how relevant that is?

**GB** No, no.

**JG** But it's a fact.

**GB** No, that's very relevant, nobody's actually mentioned this so far but it does sound  
....

**JG** Two young people at Silby actually.

- GB** But it does sound quite familiar to me, because I can think of several examples of people I know who are quite severely dyslexic and have worked extremely hard to get university courses etc., and they've got on them, they're obviously capable of doing the work, because they've worked to actually get on the course in the first place, but they seem to have a great problem even persisting in actually accepting the position.
- JG** there's always one more mountain peak to climb.
- GB** Yes this is the problem.
- JG** It's not the same as overachieving and flunking it. This actually is the first run of success...
- GB** Yes.
- JG** It's sometimes the first success they can't quite cope with.
- GB** It's some sort of ...the shock of it or something. I'm not quite sure. It does actually sound familiar. Nobody's mentioned it before. It's terribly interesting in fact. Question 3.4.
- JG** Very little.
- GB** I don't know if you have an answer to that at all. Again it's just a case of filling in the gaps.
- JG** Again be aware of choices being unlimited, and always anticipate a fuller range of choice than you might, this is a careers officer, than they might think to begin with. This comes out of course on the computerised programs.
- GB** Yes, right.
- JG** So that's all right.
- GB** OK. Question 3.5 then. Is it question 3.5? Yes it is.
- JG** Yes indeed.
- GB** What material.....
- JG** The computerised advice seemed to be quite full, but I found that it was far too much writing on it. I you have a slow reading speed or a poor reading speed you

would just give up I feel. At the end of Microdores you have 'look up this leaflet' as you know.

**GB** Yes.

**JG** But whether they could actually track down the leaflet, not ask for help, not at that point, I don't know how well the leaflets explain; they may be again too, too verbal. So it searches, yes it was search I was talking about. That's Microdores search isn't it.

**GB** Yes it is.

**JG** Now this SID interactive pictures and voice seems to be the latest development,

**GB** Right yes.

**JG** That will probably be very effective, but I don't know since they haven't got it set up.

**GB** I'll try and find out for myself. It's the first time I've heard of it you know.

**JG** I think that computers are very accessible to most dyslexics they seem to have the experience and the ability to comprehend and work these things, which those of us who are not dyslexic sometimes have a problem with. Like losing whole things after pressing the wrong button. But I tried to do this as if I were dyslexic, but it didn't succeed; I just made a mess of it.

**GB** Well don't worry; I did it and I am dyslexic, and I made a mess of it as well. It told me that I should be an army officer, education. I'm still trying to understand that because I have no interest in the services whatsoever. And I don't particularly like the idea of physical exertion or military training or anything.

**JG** I see.

**GB** So the education bit was right I suppose.

**JG** Yes.

**GB** Right, section 4 'Feasibility of a careers system', 4.1 ...a) time saving.

**JG** Not really because someone has to be sitting in with the client to interpret, at present, the writing on the screen if reading is a problem. Are we thinking of actually...?

- GB** I mean, the idea, we're going to actually design the system so you don't need that, so that the person can sit down on their own ....
- JG** Right.
- GB** And with the fact that dyslexics...
- JG** Not a 2 stage, not a 2 stage.
- GB** A 2 stage idea, yes, this is just a primary ...what I'm thinking of here is using the computer as a sort of primary introductory thing.
- JG** OK, the answer is yes obviously it will reduce the time taken up with advisory sessions, yes. That's it really, isn't it because that's what the point.....
- GB** One would assume that, that is a good thing to happen, yes.
- J**
- This is the point of the whole exercise in a way.
- GB** Yes, the other what I was thinking, obviously because training careers advisors is a tricky process at the best of times. I'm sure it's likely that the careers advisors themselves, the person who they're likely to see is going to have no information, no knowledge of dyslexia at all. so at least when they're given this opportunity to use this computer program, at least then it's going to give some information which is specifically for them, which they can take along to a careers advisor, and even if the careers advisor doesn't know the first thing about dyslexia then at least they're going to have something in front of them.
- JG** It will be, I'm sorry, I was thinking before you'd designed it, but obviously the answers of what you've now designing, yes it's going to be very effective, reducing the time taken.
- GB** OK, what about the lack of human contact?
- JG** This can work both ways. I've thought about this, the emotive side of it because the dyslexic might be oversensitive. It's good in that way, but on the other hand you do need a feedback from human, from a human person of some kind, but on the other hand if you've got CD ROM interacting vocally it might be less embarrassing that a human sitting beside you, so yes. Excellent go both ways I meant, but on balance it might be easier, and lessen the embarrassment factor if there wasn't a human being involved in it initially.

- GB** OK then, great. d)... By this I mean , well you've used the Microdores program, you saw the sort of thing I'm talking about. Skills, likes, dislikes, things like that.
- JG** Yes. Good if you're honest. What image do you wish to project sometimes might get.....
- GB** Right.
- JG** In the way of this, but yes, good if honest.
- GB** Well we are assuming that people are; if they want to use the system for what it was meant to be used for. OK, we'll go on to e).
- JG** Well I thought that really, there should be a full program of choices and room for entering any extra information. But I don't know how, how you would phrase that; you saying lack of open ended questions; perhaps there ought to be something at the end to put that last piece into the jigsaw.
- GB** Only problem is of cause that in assessing.
- JG** You can't program it....
- GB** In assessing a list of jobs, trying to work out what sort of job would be appropriate to you, obviously we can't, the computer simply can't handle that sort of....
- JG** No.
- GB** information, they can only really handle yes and nos or scales. I mean scales is the most.....
- JG** Yes that would be limiting in a way, that would limit again, I keep coming back to the fact that the human element just at the end of it all there might be something that you haven't had explained.
- GB** Right.
- JG** And therefor you would still need a little bit of human contact at the end of it all.
- GB** OK.
- JG** If you didn't get the answers that you were looking for, that would apply.

- GB** Right, yes. f)
- JG** Good, but too much choice is embarrassing.
- GB** Right, yes.
- JG** You have to be able to whittle them down, and I assume that this is built in.
- GB** Yes it will...
- JG** In the same way that it is built into....
- GB** Yes they will.
- JG** Microdores and the Adult Directions, it is built in. But you'd have to be aware of too much choice.
- GB** Right, well there....
- JG** In processing actually as well because too much choice, I really mean it in a way, on the other side of it , too much volume at once on the screen.
- GB** Right, yes.
- JG** So both choice that way, and choice of options, should be very very briefly stated.
- GB** OK, yes, great, great. g)..... Obviously it's got a list, a selection of however many jobs inside the system. The actual information we can have, the system can hold has to be very limited.
- JG** Yes.
- GB** How do you think that will effect us?
- JG** You said you'd use some video; well a little bit of video would be very helpful. I think I've said later on, that obviously systems should be built in for sampling job, on, as it were, actually on the floor. You couldn't possibly give all the depth of information on the computer, but the video working in this way. Just a limited range being voided because the capacity must be limited.
- GB** This is it; the problem with digitised video footage is it takes up a vast amount of memory on the computer.
- JG** Yes.

- GB** So what I'm imagining here, is taking an example of a person who works, a successful dyslexic; whatever that happens to mean under the circumstances, interviewing them, getting them to show round a place of work, and having them as an example of a whole area of work. So obviously we can't have a video segment on each job, but on sections of employment I was thinking.
- JG** Samples.
- GB** Yes, yes, more than anything else.
- JG** And then the follow up would be amplified by the careers officer and certainly I do believe that dyslexics could respond better by actually going to the workplace, to a workplace, rather than saying 'We have the right job for you, in you go', but a sampling of work. I know it's very difficult to implement and is financially very difficult and very impractical, but on the other hand I think this would be fairly necessary.
- GB** Right, yes that's a good point. I can see that. h) then....
- JG** I just put yes. I agree thoroughly.
- GB** And I see you've put yes for the next answer as well.
- JG** Yes, other resources, yes.
- GB** I think you've actually....
- JG** A very obvious one.
- GB** You've actually covered all that in previous answers quite frankly. So we'll go on to 4.2 which is just filling in the gaps.
- JG** 4.2. I didn't put a single other thing. I think I just missed it out.
- GB** That's fair enough.
- JG** (reads) I just didn't quite understand that.
- GB** Well.
- JG** Reinterpreted.
- GB** In the previous question I covered a number of characteristics or I tried to cover all the characteristics....



- JG** Yes I understand now.
- GB** And this is merely a question just to see if there's anything I haven't mentioned here, and so it's quite legitimate for you to say 'oh no I think it's covered'.
- JG** I think it's covered very carefully before.
- GB** Right fine, great. We'll go on to question 4.3 then.....
- JG** Very beneficial to the more effected by dyslexia but possibly patronising to the less effected. How do we know which is which when we have a client appearing saying 'I am dyslexic'. It's difficult to differentiate the presentation styles I feel.
- GB** Right yes.
- JG** That's going to be difficult I think. That's a drawback.
- GB** OK.
- JG** A benefit obviously, because it's. it is differentiated in some ways.
- GB** This is something which has been raised before. Yes it's an interesting point, how to scale the system because the system could accommodate for a whole range of people.
- JG** Indeed. this is the difficulty. I think rather.....
- GB** I think yes. You could deal with someone who was very severely dyslexic, and someone who wasn't quite so severely dyslexic....
- JG** Or even the range of intelligence you've got because.....
- GB** Well, yes.
- JG** You know, you might have a severely effected, high intelligence person which is very frequent. Or you might have a dull person who's also dyslexic, and this, this would be very difficult to; I assume it would have been picked up on the...
- GB** Yes.
- JG** On the previous screening.
- GB** Yes, this is the idea.
- JG** And you already have a vague or a range anyway.

- GB** We would already have a knowledge, well presumably they would only use the system, they would only be allowed to use the system if they....
- JG** Were suitable.
- GB** if they had a diagnosis. There could be some understanding at least of it.
- JG** You could differentiate possibly.
- GB** Possibly. I don't know how you'd go about doing it.
- JG** No, no.
- GB** But, but....
- JG** I'll leave that one to you. That's your problem.
- GB** I'll leave that one to someone else quite frankly. b)
- JG** I've said universally acceptable, yes it's universally acceptable to everybody because that's how people get their information these days isn't it?
- GB** Well yes. OK c).....
- JG** So there are no drawbacks at all. Perfect.
- GB** Well that's good. That makes my life a bit easier. I'm glad to hear that. 4.4 then.
- JG** Well it was purely practical. The cost factor. The computers were not powerful enough in the smaller careers centres.
- GB** That's fine.
- JG** That was the only drawback I could actually see. The cost factor.
- GB** OK. Good point, because we are talking obviously about a fairly powerful machine, the fact that it's going to be able to hold a significant amount of video footage and sound does require that and yes, yes that's a problem.
- JG** As always.
- GB** especially seeing as the Department of Employment would presumably have to pay for it. Or someone would anyway. Which would be nice to see, it would make a change wouldn't it.

- JG** It would indeed.
- GB** Question 4.5.
- JG** Well I said yes. I do think it's very feasible but, with the limitations I don't know enough about programming, but already the lists are voluminous in the, as it were, scheme of computers. they are voluminous lists and I just wonder, how you're going to put them on your discs. The sheer volume of information as you were saying, limited by video footage...
- GB** I don't know, we'd be working probably with CD systems and so on like that.
- JG** And so the capacity is.....
- GB** The capacity is big, but not infinite, is the point.
- JG** Right, well that's what I was really thinking. We've really touched on this before.
- GB** I think so.
- JG** Can we do such a thing?
- GB** Yes. I think we have pretty much covered that question. Question 4.6.....
- JG** Well as we discussed before, counselling, by very aware, specially trained careers officers, if such there be. Again as I said for the real sample of on the job i.e. on the job shadowing or a probationary period. For both ways the employer and the potential employee which is really a new and probably illegal way of doing things because of the employment laws, but a probationary period is pretty essential if there are doubts.
- GB** Right OK.
- JG** On both sides. And an occupational psychologist. Where does an occupational psychologist came into this?
- GB** Where does the occupational psychologist....well where do you think? I don't know.
- JG** Where do I think? I don't know because they do fit round pegs into round holes or they put secretaries, dyslexic girls with no sense of sequencing into secretarial training. So I'm not very sure about that one.
- GB** Right.

- JG** I know the work of occupational psychologists I've looked at their testing, I've followed somebody through and I don't know where they actually come in. I think they come in through the Department of employment, or what's it called?
- GB** It's now the Department of Education.
- JG** Right.
- GB** That's changed....
- JG** So I think they're in different departments. I don't think the occupational psychologist comes into careers does he? I think it's through job centres at worst.
- GB** I think it is yes. I'm not entirely sure about the role of occupational psychologists.
- JG** But they, they have a place, and they do see, I know they do see dyslexic students and they, they're very well aware of them in Newcastle. There's one particular man who is just south of Newcastle. My friend Pat Evens would tell you his name, who's very interested in this. You might be interested. If you need a sample occupational psychologist you can use.
- GB** That might be very useful.
- JG** They have a good rapport going there.
- GB** That might actually be very useful indeed, certainly. We'll go in to section 5 then. 'Specifications'. At this point I'll tell you what I'm going to do; I'm actually going to change the tape over because it's reaching the end of the tape. OK section 5. Question 5.1...
- JG** Yes I've thought this over very carefully and a lot of dyslexics don't like to be ranked with Susan Hampshire and Duncan Goodhew, because they are stars. They would like to see ordinary successful people on the video.
- GB** Right.
- JG** That would be helpful. I don't know what I mean by ordinary people. I don't, I just mean people who don't come in front of the public gaze very often, who basically succeed.
- GB** Right OK.
- JG** And you could collect data from Dyslexic Institute centres and practitioners on the ground who are successful day to day workers.

- GB** Right OK. Section b) then.
- JG** No, because I think you're very fully organised introductory front end is very important so that the involvement of the dyslexic person is obtained straight away.
- GB** Right.
- JG** So that's it.
- GB** OK 5.2....What I've tried to construct here is a full list of what could be proceeded, as a list of examples more than anything else.
- JG** Well it's, it's pretty full. I thought the information on minimum qualifications; I put in brackets 'or how to dodge this'. Because there's been a great controversy about people getting to university without qualifications. Now this can happen, why shouldn't the dyslexic who hasn't got paper, who perhaps is a poor examination candidate, or for any other reason has managed to dodge the qualifications, GMCQ's or MVQ's. if they haven't actually got the formal qualifications how do we work it on no qualifications on paper? There must be lots of people who left school who are in their 40's, or even older, who may have this problem and just discovered, because I've met one or two 40 year old's who just discovered they were dyslexic, and have nothing on paper at all because they bulked the system completely; they left without anything.
- GB** Right.
- JG** And they have a little to offer.
- GB** OK that's a good point. Is there anything else? which you.....
- JG** 'Outline of duties', visual, it should be visual.
- GB** Right.
- JG** Then deadlines, outline of skills required, working deadlines are particularly important.
- GB** Right.
- JG** You will know that personally. Deadlines. Understanding the passage of time. That's the hard one. Because.....
- GB** Yes.

- JG** Christmas seems like; as it is to a ten year old it is to my stepson who's 21. He doesn't know when Christmas is in terms of span, what you could do in that, so the span of time is very important, and.... what did I go for there? 'Information on the social environment'. Well the social environment, willingness to make accommodations. Why did I say that? Without offering concessions, accommodations, they don't like to have concessions; they like to have consideration and accommodations, so concessions would not be wanted, but accommodations would be very acceptable.
- GB** Right, yes.
- JG** Promotion prospects, yes, and wages, yes very importantly. So that's, I couldn't add anything to that. That's very full.
- GB** Right great 5.3 then.....
- JG** They're very full a) and b), emphasising the success, realistic success including; yes there you have put strengths and weaknesses in general, how they've reacted to a series of instruction, the problems that they had in relating to the boss or the shop floor manager or whatever. What did I say 5.3? I just found it very full....
- GB** Right.
- JG** And I wasn't quite sure why, how we separated out a) and b).
- GB** I didn't think that.....
- JG** It's a general unsuccessful.
- GB** I don't think that, the way I phrased it, it does look like I'm separating them out into two very different categories.
- JG** Yes.
- GB** In practice I agree with you that the actual distinction between these two types of data isn't full, isn't complete; however, I figured it was better to phrase it this way than to confuse everyone. Yes.
- JG** But I think yes for a) and b) that both are needed in demonstration, decidedly, because you need to see however briefly what's going on in this potential workplace. So I think both are equally important the successful dyslexic; perhaps the characteristics of the job for the successful dyslexics, and show a picture of

somebody actually doing or succeeding or just briefly saying why they had succeeded when you've shown that, so in that order b) before a).

**GB** Right OK. OK do you have anything further to say on that?

**JG** No.

**GB** OK then, question 5.4.....

**JG** Well I thought daily routine, things like clocking on, when are the breaks, and how long are they. Directions to various places and the notices that you might see. And who is to be your boss or immediate superior. This would be an explanation of what your immediate boss would be doing.

**GB** Yes I see, yes.

**JG** Because that's informative rather than not knowing what your boss is going to be doing.

**GB** No that's a very good point, yes.

**JG** That's that.

**GB** OK then question 5.5.....In this case you actually have, you've pre-emped me here because you've actually got bits from Microdores and such like that, but I have these as well; Now, these are from the university careers service, my university careers service which has two of these programs. The first one is this one, which is the more advanced, Prospects, and this one which has been turned backwards in fact, which is Gradscope. This is just to give you an example of the sort of thing which present systems turn out.

**JG** That is good. This presentation I feel. I particularly....

**GB** And what if I'd shown you this as a chart.

**JG** The display as a chart would be easier than this I feel.

**GB** OK.

**JG** A lot of written stuff here isn't there?

**GB** Yes.

**JG** A lot of it.

- GB** Another thing is obviously, you may have a list of how many hundred jobs and it can't include an enormous quantity of information on each. This is the problem. This is why I asked the question.
- DMcL** I think you could probably provide sufficient. I mean see no reason why you can't reproduce that stuff on computer.
- GB** Yes. I mean, I, what would you well,.....
- DMcL** Well OK, it's available on computer.....
- GB** Yes, I know, I have come across some of the things, I have actually come across various bits and pieces which I will sort of talk about later. And I .....
- DMcL** You know, all that stuff's already been done. I don't think people really need vast quantities, they just need to hand.... know how to get in it, what sort of specific characteristics might be required. Can't remember what the rest of the questions are, but one of the things that can be quite useful in that sort of data base is specific areas that a dyslexic might find difficult.
- GB** Yes.
- DMcL** You know, expanding on that aspect of the information that is available might be quite good. Like knowing your right from left is quite useful if you're an air controller for instance. 'Provision of data as a springboard for clients and advisors in later advisory sessions', yea that's useful. 'The provision of data as a springboard for the use of other resources by the client'. Yes, where do you go next? Yes that's fine. Referring them on to things like what we've just been talking about.
- GB** Yes, that's exactly the sort of thing, yes, that's exactly the sort of thing.
- DMcL** Yes go on.
- GB** OK then. Question 4.2. 'Can you suggest any other characteristics which influence the role, such systems play, and what effects these might have?' Basically filling in the gaps in the previous question.
- DMcL** I don't think I have anything to add really.
- GB** OK next one. Question 4.3. 'What are the benefits and drawbacks to dyslexics of: a) using computers with icons, touch screens, rather than purely written materials first'.



waving of head, but it is much clearer. It actually gives you two columns, two distinct columns. And it gives you your information, lets have a look at this, again a lot of writing but I think this is an inevitably if it's going to be fully documented.

**GB** Yes, OK, yes I mean you really want to turn out a lot of.....

**JG** It's type style as well, this type style should have been better, but it isn't. I can't see why not. Both (indecipherable word) which is always important, This type face that you use is the best.

**GB** Times this is, font. Yes I find it the most clear and understandable.

**JG** It's well faced, and very, you know it's the perception of the shape of the top of the word that's significant.

**GB** Yes, they're very clearly shaped letters.

**JG** These two are squeezed, squashed, spacewise. So you have to work your type face when you're doing it. But I think both of the two letters that are easier.

**GB** I think that is actually the less advanced of the systems.

**JG** Really?

**GB** Yes, I think Prospect is in fact considerably more advanced system. It asked for an awful lot more information, processed an awful lot more data.

**JG** Yes, so it's the presentation then.

**GB** But it's the presentation which is the problem. I mean it's been printed out, various people, in fact almost all of them who I've talked to have pointed out this very thing, that these things are just terribly badly presented for dyslexics. I mean I know when I look at the things, and I haven't, quite frankly, I've got to admit that I haven't read these completely all the way through because I have no desire to what so ever, because it is .....

**JG** That's exactly it, the motivation to read it, and you're not motivated to read that.

**GB** No not at all. Because they're just too much. I mean if you start you think 'God, what is the point' because you need two hours to read through the thing.

- JG** The presentation of cause, I mean there must be the information contained in it so how would you present it, shorter line lengths, maybe if it's just for presentation, then you'd have reams of paper, length wise.
- GB** This is the problem yes.
- JG** So it's the same problem, only it's the ease of reading you could do it in two sessions. Because once you've got the information, that is it, you must do the whole thing, there was a question about doing it in two sittings.
- GB** Right.
- JG** You could stop it and.....
- GB** Yes you can, ideally. Something like Prospects HE you can, I was told on using it, well people on the whole. the average time is about three hours, and obviously nobody sits there solidly for three hours...
- JG** No it's a got to opt in and out....
- GB** There will be an option sure, you'll be given a password and you'll be able to come back.
- JG** 'Do you want to rest', or 'do you want to stop'.
- GB** Just come back next week or what ever to finish this off.
- JG** Yes exactly.
- GB** It's the sort of thing I'm thinking of. I mean like maybe, it's something which hasn't occurred to me before, maybe it will include in the final printout, it should have some sort of way of actually treating the print out, suggestions on how to actually assimilate the data in the print out.
- JG** Yes.
- GB** And information at the beginning saying you know 'take your time' basically. Not patronising, try and avoid that, but just 'take your time'.
- JG** But if you read, if you have slower reading speed.
- GB** Don't be daunted.

- JG** Yes don't be, don't become daunted by it, take your time. It's difficult not to be patronising to somebody whose reading speed is good, but I don't know anybody who is dyslexic who really can read very fast, unless they've done speed reading in which case, but comprehension is always ahead of mechanical reading with any dyslexic, or anybody, but it shows most clearly in children; they're usually two years up in comprehension that their reading speed or reading ability; so comprehension is always there, depending again on intelligence, but this is very important that they should be motivated to read out what is actually, to read what's actually....
- GB** This is, it doesn't serve any function at all, I mean well, it does serve a purpose in the fact that they're looking, but if they can't read, or they don't make use of the printout, this is the same, this is an opportunity that we're missing, I would say. Not that the system wouldn't serve a purpose if they couldn't.
- JG** I've got this, got it constantly all the way through, 'not to much information at one sitting, perhaps divide the computer time so that no information indigestion occurs, which is true.
- GB** Yes.
- JG** i.e. you can come in and out of the program over a period of days, so that's really all. I've really put this all the way through.
- GB** OK.
- JG** Onto the next.....
- GB** Do you have anything to add to that, I mean I've given a number of suggestions, do you have any comments to make on the, on the list of examples I've given here.
- JG** Where are we? 5.3?
- GB** 5.5
- JG** 5.5
- GB** I mean you've covered some of those things.
- JG** It's difficulty because these categories are very, very wide. It's difficult to suggest anything else; but how else would you find results. You couldn't just

find it without a print out. It couldn't just be shown on the screen could it? You couldn't do that, it's not practical.

**GB** It wouldn't, it would be much more useful no doubt if there's a print out. I mean there really has to be a hard output.

**JG** There is no alternative.

**GB** But apart from that, I mean one thing that the print out really is very useful for is taking to show someone else. That this careers advisor actually has something, they don't have to listen to this person saying 'Well the computer told me this and that'. They actually have the output of the computer there.

**JG** I find the ratings and characteristics measured in the assessments will be much more straight forward and honest as it were, than somebody talking to a careers officer: they might tell them what they think they would like to know, as school careers advice very often I think brings out. 'What does he want to know about this? Let's be a little bit, let's exaggerate this a little bit'. So I think it would be better if you were doing this on a computer. The characteristics will be more accurate.

**GB** Right yes good point.

**JG** We've got all, now we've got some general, yes, are we on this 5.5?

**GB** Yes.

**JG** 'General information about dyslexia including contacts.' Excellent, that should include teaching agencies; the problem about including contacts, BDA is the voluntary body, the Institute charges fees and, people can't see the difference between the BDA and the Dyslexia Institute, very often, and they are very disappointed when they hear that the Dyslexia Institute is a body which is not funded by government and has to charge fees, and I think information about this would be helpful. And about the other centres Arkell Centre and Hornsby Centre and other would be valuable, About what they actually do, and the fact that they charge fees because that's important. 'An account of how the client has searched the system'. Is that necessary?

**GB** Just to give an outline, I was thinking just so that people didn't get left in the cold at the end, so they know exactly what they've done, they know.....

**JG** You have....

- GB** exactly how they've gone through it. What I'm thinking of is almost, it could almost be presented as a visual thing, as a map, or a metaphorical landscape.
- JG** Yes.
- GB** How you've travelled through the landscape of the system.
- JG** yes that's.....
- GB** Because the thing is, with the system being interactive, obviously there are various different routs through the system. One of the design specifications of it is flexibility so it can be used for a whole variety...
- JG** So you could use another modality as it were to sum up....
- GB** So you can browse through the system, you should look at the information, or could go through the testing procedure, or you could do this and that.
- JG** Yes.
- GB** So an account of how, of what they've some basically, is what I was thinking.
- JG** Yes. Certain information....(reads). Well obviously yes, summaries of information contained in the video segments, not always relevant but maybe this could be written.
- GB** Yes well it would have to be a written summary in this case I mean...
- JG** It's making it very voluminous isn't it?
- GB** It is.
- JG** It's really destroying the principle on which you based the video segments isn't it?
- GB** I was envisaging very brief summaries, almost the key words, just reminders of like little points raised in the video segments.
- JG** Cartoon presentation with the keywords underneath yes?
- GB** No, because that would be extremely difficult to produce in fact. Written yes, but not by any means a full description. Yes not trying to contain the information which is in the video footage, but just provide a reminder...
- JG** But a recap obviously is essential because of the forgetting.

- GB** This is what I'm thinking.
- JG** So a recap is essential. 'A list of further appropriate resources', yes indeed, we need that, we'd need that anyway, and 'a list of the parts of the system that the client did not explore', I suppose so yes. They'd probably be exhausted by then. But possibly so, yes in case they felt it hadn't actually matched their expectations.
- GB** This is the idea I was thinking of yes.
- JG** Yes.
- GB** OK, question 5.6..... This is just filling in the gaps.
- JG** I think there are no gaps as far as I'm concerned. I think you've covered everything and more, in the examples there, the examples of what you're going to have in the list.
- GB** OK then we'll move onto the final section in that case. Section 6 'Conclusion. Is there anything further you'd like to add?
- JG** Yes I've just talked again about dividing computer time , but that's covered already. 6.2.... I don't really have anything on 6.1 because you've obviously covered it so carefully.
- GB** Yes that's OK.
- JG** I've already said that Pat Evans, and a colleague in the Newcastle Institute are people who you could really profit from talking to.
- GB** Right.
- JG** 'Further sources of information' we could discuss on the, I can't really think other than practitioners, just a selected few people in the field, if you have a sample of academics, practitioners, theoreticians; again I've thought of the occupational psychologist.
- GB** Yes
- JG** And I think that's all you need too do on this.
- GB** Right then. I guess that's the end of the interview, thank you very much for your time.
- JG** OK.

*Interview 7. Marion Walker, Solihull, West Midlands. 19/9/95.*

**GB** This is an interview with Marion Walker on the 19\9\95. Then, I assume you've read the introductory bit and so on.

**MW** Yes, thank you.

**GB** So, we'll go in to the first question.

**MW** Yes. I have been teaching adult dyslexics now for five and a bit years; I work for the dyslexia institute and I work with unemployed adults through the PACT service. I've also set up six evening classes in the Midlands specifically for adult dyslexics.

**GB** Have you had any experience in careers guidance with adult dyslexics?

**MW** Well, lack of careers guidance, yes. But the Microdores and the rest of it didn't seem to work that well.

**GB** Right. Just as a sort of outline, have you actually given any careers advice recently?

**MW** No, I haven't don it my self; well only in my, when I am teaching, a lot of the teaching is counselling, and part of that may be careers guidance, but its not, you wouldn't call it careers guidance with a capital C and a capital G.

**GB** Right, I understand, yes of course. Do you have any experience in computerised careers guidance systems?

**MW** Only sending people to do this Microdores system. That's the only one.

**GB** Fine. Do you have any experience in the use of computers by dyslexics?

**MW** A little yes, I teach every dyslexic I come in to contact with to word process, and the use of computer programs for teaching I feel is very limited with adults, anyhow, so really its up to the word processing.

**GB** Fine. The next question, are there any important points from your papers that you would especially like us to note? Well any important points at all really.

**MW** Non really, except when dyslexic adults present for tutorial help or whatever it is, people segment their help in to tuition, or careers guidance, or counselling or whatever, and I think it really needs a holistic approach to be any use at all.

- GB** Right, great. Section 2, 'Dyslexics in employment' Question number 2.1
- MW** First of all, his own confidence factor, self confidence factor, self esteem factor, but allied closely to that is, not a sympathetic environment but a one that is not threatening to a dyslexic.
- GB** Anything else to say on that?
- MW** No
- GB** Then question 2.2
- MW** First of all, the filling in the form, the application form. It's usually a problem in the mind, because actually they can do it but there frightened of it, so when it comes to it, because they're apprehensive then they seize up and then they can't do it. So it's the application form, and it's whether to tell the person that they are dyslexic or not? And that creates a tension in itself.
- GB** Right, I see, yes, good point. Is there anything else?
- MW** No
- GB** question 2.3.
- MW** I wouldn't think they've not any more strengths than anyone else in the employment market. They can be more creative, and more laterally thinking, but not always. So I don't think they've got any more strengths than anyone else; I don't think they've got any particular strengths in the employment market.
- GB** Then what would you say are their main weaknesses?
- MW** Well it's this lack of confidence again. This lack of confidence in themselves that they can do it. They nearly always can do it, you know the job that they're putting for, but it's their lack of confidence that they will in fact be able to do it, that sometimes in fact creates a problem. And it's self fulfilling.
- GB** Yes, then what is the most common route into employment taken by dyslexics?
- MW** The ones I meet through the employment service is though the job centres, the employment, you know, where you go to get a job. And the disablement, disability employment advisors are meant to get them into a suitable placement or job so that's the most usual route. But having said that, it's quite often another.



People tell them about a job, or someone says, you'll be able to do this, or other people tell them; like anyone else I suppose.

**GB** There is actually research, American research that suggests that dyslexics If people with learning disabilities more commonly get jobs through friend, family networks.

**MW** Yes, I think it could be the case, yes.

**GB** question 2.6

**MW** I would say that if you want to do the job and you feel you could do it well, despite your difficulties, or even with your difficulties, if you feel you can actually do the job, then go for it. And don't be put off by your lack of literacy skills or organising ability. If you feel you can actually do the job then go for it and how you approach that in an interview is another question, but really not to limit you're choice really.

**GB** Right, great. Next section, question 3.1 a.

**MW** Well it's there, but I don't think very many people are really helped by it. I don't think anybody is really helped by it, not just dyslexic people. It's very general, if you know what you want to do there's plenty of advice but if you don't know what you want to do then there's a better off or any worse off because of it. I think just generally careers advice is not brilliant.

**GB** What about provision of appropriate material?

**MW** Such as?

**GB** In the case of, here I'm thinking of specifically dyslexics; written material or how to go about finding jobs, how to go about getting people to see you.

**MW** Oh right, well that is non existent.

**GB** Right.

**MW** I mean there is written stuff, but if you're reading skills are enough to get you through pages of careers advice, then I would say you know, you haven't actually got a problem with it. But someone who's got a real severe dyslexic problem I mean it's never on tape or something like that.

**GB** No. Then, what about the staff training and awareness?

**MW** Well, I'm trying hard, but it's an uphill battle really. We've got to the stage now where people think they're aware which is better than not being, not being aware at all; they think they're aware, still not quite right. But at least they've taken on board there is dyslexia, and it affects people.

**GB** They've heard the word at least.

**MW** Yes, that's right.

**GB** OK, quality of service?

**MW** Grim really, it's not easily obtained, it's not terribly appropriate. There's no follow up. I think it's useless really

**GB** Fair enough. That's in my experience as well. E., success rates, i.e.. how often does it find dyslexics appropriate jobs; jobs which they can get along with?

**MW** If someone's going from cold, not knowing what career to take I would say it's got no success rate, but if you're going in with half an idea of what you want to do, with several possibilities then I think it's good you've got a 50-50 chance.

**GB** OK. Question 3.2

**MW** Well it should be on tape, to be going along with; anything which is written, should also be on tape. I think the person who is giving the advice, whoever it is, must have additional training, so they know what's appropriate to suggest, or not to suggest. So additional training I think is probably the most important thing.

**GB** Question 3.3. This is quite a similar question.

**MW** Yes, well, one would have to have a real knowledge, not just a theoretical knowledge about dyslexia; know what it is, you know what the books says the effects are; but actually have contact with dyslexic people, so that they can actually tell their experiences, because I don't think the depth of the effects come out on paper. So I think you've actually got to talk to someone and see just how deep those feelings of inadequacy or whatever are. They're not just surface things, they're deep in, so I think really talk, talk to dyslexic people first.

**GB** Great, yes. Question 2.4. This contrasts with the previous question really.

**MW** Well, I mean it's, you wouldn't talk about dyslexia, obviously but I think that you've still got to know the person, haven't you. You've looking at the person rather than coming up with a list of jobs, you've got to know what the person is

saying when his not saying it. When he's saying one thing but look beneath and perhaps he's saying something else.

**GB** Yes I see.

**MW** and that can happen with people without dyslexia, but.....

**GB** Yes sure

**MW** especially people with dyslexia. They say one thing but are actually saying another thing.

**GB** Yes, I can see, that's fine. Question 3.5

**MW** Well I haven't seen very much. I mean there are things about the various careers, these sort of glossy leaflets. If that was available on tape I suppose that would be reasonable, but it wouldn't be very. sort of attractive to pick up would it, if it was on a tape, if you were just browsing. I don't think there is anything that's terribly suitable.

**GB** Right, fair enough.

**MW** I mean, you know, there is. I don't think there is anything.

**GB** Quite frankly I've never come across anything which is suitable, so I can well believe you.

**MW** No

**GB** Section 4. This is all about...

**MW** Do you want some more coffee?

**GB** A top up thank you.

**MW** there you go.

**GB** Thanks that's great. Section 4, question 4.1.

**MW** Yes I suppose that's, yes, it does save a bit of time, yes, because the person can spend longer on that without feeling they've wasted someone else's time. Yes OK.

**GB** B) then. It's the same thing but from the other side.

**MW** Yes but I think it's more important that the client is the important person here, and I think, that the client should feel less pressured is really very important. I think it's more important than the restrictions on the staff actually.

**GB** OK, well sort of contrasting with that, the lack of human contact.

**MW** Well that would have it's advantages in a way, because you could just play around with all sorts of things that you haven't even considered. If someone was watching you saying 'oh have you really thought of that?' well I don't know. If someone was doing it with you. Well I can see that the lack of human contact, that it would be quite nice to have someone to chat with while you were doing it, but it would also have it's down side as well, the human contact.

**GB** Could you sort of explain precisely what you mean there?

**MW** The lack of human contact?

**GB** About that because..

**MW** Well, I think if, the thing with a computer program when, with other computer programs, say when children are, spelling; or when anyone's learning; a sort of educational program, they say that the advantage of it is that you've doing it yet again, yet again, yet again.

**GB** Yes of course; the computer is far more patient.

**MW** Yes, that's right. And that could happen with a careers program too. So of you're going round the same loop perhaps several times to make sure you've got it correctly in you're head, and the computer isn't raising it's eyebrows saying 'we've done this; we've said this already', you can do it enough times that you've actually got the knowledge, you know, the information that you want, so that would be good with the lack of human contact. That would be an advantage. The disadvantage would be that, you might get lost in it, and it will be quite nice to have someone to chat through the possibilities with.

**GB** I mean, what we are envisaging here is much more a 2 stage process, as an introductory stage the program is used as an introduction to them. It gives a hard output which they can take along to a careers advisor later. Which is the sort of thing we're thinking of, we're not thinking of just dumping this as the only facility basically.

**MW** No, good.

**GB** The systematic assessment of clients' characteristics. by which we mean, if you've done Microdores, it's the same sort of thing. it assesses you're skills, you're likes, dislikes.

**MW** Quite tricky, because what I think is hard is to put down you're likes and dislikes, because you can put them down as the imagined person you are rather than the actual person you are.

**GB** Right yes.

**MW** So I think that has to be taken all with a pinch of salt, you know, all that, but it's, yes, it's as useful as anything else. Yes.

**GB** E) contrasting this with the pervious section; the restriction of assessments to specific predetermined characteristics, obviously the system being a computer and not being too smart in the end is unable to handle open ended questions. It has to gave questions which are either yes or no.....

**MW** And that could be quite frustrating. Yes.

**GB** Yes, as it means you can only, you are restricted within predetermined characteristics. What sort of costs and benefits can you see there?

**MW** Well I think it would be quite frustrating if, well I expect you have the same whenever there's a questionnaire, you never actually fit in to it.

**GB** Yes, of course.

**MW** And so then it's a bit frustrating, isn't it, you know, because any of the options, even the near questions aren't quote right and you want to put another little bit in saying 'but' or 'if' so that could be a bit frustrating, but I think, if it's a computer program, you can accept that better than from someone interviewing you. You know, you can accept, well it's a computer program, and computers are a bit dippy, you know, and just put something to keep it happy, but I think it is a disadvantage, the lack of openendedness but I don't see how you can do anything about that really.

**GB** No, I'm a person who can't see how you can basically do anything about that at all.

**MW** No

**GB** OK, f)?

- MW** Yes, that's OK. , yes I think that will be good. I mean some of the things will be totally, you know, inappropriate to the actual person, despite what they've said. But I think yes the bigger the number, you can laugh at some of them, like tight rope walkers or something. And so, yes. OK. fine. That's good, it's good, better than just having someone saying 'well theirs a course for social work, what do you think about doing that?' or 'we've got a business studies course, do you ever, have you ever fancied doing anything in an office?'. Limiting it to what they've got available, which opens up another question, but...
- GB** Right yes. Contrasting with that previous question, because obviously there would be a large number of suggestions, we can only afford to give a very limited depth of information on specific jobs. How do you think that would work?
- MW** That will be very frustrating; I think you'd have to have a lot of backup.
- GB** Yes
- MW** But you know the backup could be in book form, or whatever, because it would need to be continually updated, because it would change wouldn't it? I don't know how you'd put that on a computer, but I'm sure you could, but it would need an enormous program wouldn't it?
- GB** In the end I mean the actual computer program itself...
- MW** could it link in to something else?
- GB** would be updated regally, it would be part of the contract this is on, pretty standard, as far as I can see, in these sort of machines , part of the contract for the machine would be regular update of it's data base.
- MW** Could it link in to another program? At that stage. Is there a data base of careers, could it link in to it at that stage?
- GB** I think you'll find that , as I remember, MICRODOORS is in fact a careers data base. And the system which you use to actually relate to it, that you use to actually select the jobs is actually another system which name I can't quite remember.
- MW** Right.
- GB** It might even be a system called Prospects, I'm not sure. So Microdores, I think Microdores is updated every year or so by the company.

- MW** So you could perhaps link into that? At this stage.
- GB** It will be, well the potential is there. h)?
- MW** Well that's good, that's excellent, yes, it's useful, especially if there's a hard copy, not so much for the dyslexic person, but for the advisor, I think it's quite useful; yes I like that.
- GB** OK. Alight, the provision of data as a springboard for the use of other resources by the client, e.g. a careers library.
- MW** Yes that's good, good yes , useful.
- GB** I mean it's pretty much what we were saying before.
- MW** Very useful, yes that's good.
- GB** Great. Question 4.2
- MW** Yes. in the employment service, it would be very much limited because they can only offer certain training facilities. And so if it comes out that you'd be good at, well something easy then like horticulture. I know that they can't provide horticultural training. And that would then be very frustrating. Mind you it would be quite good to know that horticulture is a good idea, then you'd know to find another way around. That would be a limiting factor in the employment service I think, but I suppose if people weren't familiar with computers it might intimidate them. But not many people are intimidated now, but some people, the older people might be, and if they're not good at reading , which they might not be, if there's much written stuff on the screen it's quite hard to read off a screen.
- GB** Obviously we intend to use like, to limit things like that, it's one of the major points of it, and like putting only small amounts of information at a time, bite sized chunks of information at a time.
- MW** It's quite hard reading from a screen. You might have to have a facility for taking it off, printing off, at any stage.
- GB** Yes that's a good idea. Such things can be included in to it relatively easily in fact.
- MW** Because it's, if you've got a reading problem to read off the screen is quite hard because of the colours sometimes sensitivity makes it quite difficult.

- GB** I mean, what we could add are things like a setting where you would select you're own colour settings, or thing like where you would select you're one size.
- MW** Yes.
- GB** One of the points which has been raised in these interviews before, is the idea that some dyslexics are extremely dyslexic, and have extreme difficulties where as others are certainly dyslexic, but not nearly as bad.
- MW** No.
- GB** And the system is going to have to have some sort of scale in it somewhere. This has been one of the suggestions.
- MW** Yes. Have a zoom facility, you know, have something you can press, and then you could expand out the information. yes.
- GB** Yes, something like that is what's been suggested.
- MW** Yes.
- GB** I don't know. OK, well we'll go on to 4.3.
- MW** Well some dyslexic people just wouldn't look at written material. They just wouldn't be interested. Because it would be such an awful to-doodle, finding the information from it that they just wouldn't bother. so that's a big, you know....
- GB** Yes.
- MW** It's got a big benefit. Drawback? I can't see any drawbacks really. Give it a while.
- GB** Yes, fair enough. I'm glad to hear it! It makes my life easier.
- MW** Well it, if there isn't a computer there. then you've got a problem.
- GB** Yes. I mean one point which has been much.....
- MW** We're assuming that there's one there.
- GB** The systems would, in order to perform in the way we want them to, would have to be rather expensive. And this is the only drawback which anyone has ever come up with so far.



**MW** That's right. If you're going to have it in a library, or at a job centre or where ever, I mean presumably they've got sufficient, well they have, they will have computers, sufficient size to cope with that, but the program itself might be quite expensive I suppose.

**GB** Just a point, there's various things. It's really the hardware I think and stuff like that. I mean it's going to require CD-ROM and things like that. I believe....

**MW** Well, most libraries have those.

**GB** Yes, yes that's true. And I believe most job centres, I know the one's in Sheffield, I talked to someone the other day...

**MW** They will have.

**GB** they have a new careers advice package, they're just making one which is interactive, on the CD-ROM.

**MW** So it will have.

**GB** So hopefully yea.

**MW** Yes it will have.

**GB** And what about the, the inclusion of video footage and sound as we suggested.

**MW** Yes, yes I think that's good, that's good to see, you know what it would look like. I, mean it would be surface again, but, yea, OK, good. And the interactive, sorry, I think that's really important, because then you're in control of it rather than it controlling you.

**GB** Yes, that's the idea.

**MW** I think that's really good.

**GB** Great. Question 4.4

**MW** Yes, it's just how people would get to it and would it just be for dyslexic people? Probably not would it, if it was in a library it wouldn't be, would it?

**GB** This would actually be specifically designed for dyslexic people, it would contain, well we're going to actually get onto stuff it might contain in the next section but the idea is to have something which is specifically for dyslexic people. It's not a

matter of dedicating an entire machine to it necessarily but certainly programs are yes.

**MW** I would think that was a tiny bit patronising, because in fact, if a careers advice program is made dyslexic user friendly, it needn't, it could be available, people with all sorts of difficulties would use it, not just dyslexics, and I think, you see, some people might not know they're dyslexic, and so they think 'Oh I'm not going to use that then'.

**GB** The idea generally is to include, when I say dedicated specifically to dyslexics, it's not only structural features but in the information it gives as well. It'll give advice sections on various things as well, contacts and stuff like this, and that will be the bit which is dedicated specifically to dyslexics in that sense. You can see how dealing with other disabilities inside a thing, or dealing with a broader range of problems might present difficulties, because the you've got all this mass of....

**MW** Oh good, yes, say you had the visually impaired it would...

**GB** Yes it would start to become very, very difficult.

**MW** That's right. I think you've just got to be careful, by seeing that it doesn't limit itself.

**GB** Yes, right.

**MW** By saying it's just for dyslexics, it doesn't limit it, what you think that people can do.

**GB** Is there anything else on that question?

**MW** Well I think the accessibility of people to it might be a problem.

**GB** What do you mean exactly?

**MW** Well, is it, anybody could get at it in a library, but it's not the dyslexics favourite place to visit.

**GB** No it's not no.

**MW** You'd have to go somewhere where there was a machine, wouldn't you? So I think a job centre would probably be the place wouldn't it?

**GB** This is really the sort of thing, we're building the system around this idea. I mean fundamentally it appears in job centres, and schools perhaps as well.

**MW** Yes.

**GB** 6th forms, things like this.

**MW** Yes, that's sounds yes, no that sounds good, and if it's good information it could be very affirming in some ways. You know, someone's been there before and thought this all out for me.

**GB** Right yes.

**MW** It could be, it could be very good.

**GB** Yes.

**MW** but it's only as good as the information in it .

**GB** Oh sure, of course.

**MW** If the information is not useful and if it's. even if it's slightly patronising, it will be a great put down.

**GB** Yes I realise this .

**MW** So you know its got to be careful hasn't it?

**GB** Yes OK, I understand you're point. Fine. Question 4.5.

**MW** Well have you spoken to the job centre people?

**GB** We've already spoken to them. They sort of relatively, well they're interested in the idea, indeed it was, I man the background to this particular study comes from this..... a study for the employment department.....

**MW** Yes that's right.

**GB** Feasibility of computerised screening

**MW** Yes.

**GB** And one of the points which comes up from this is the need for follow up, saying basically there's no point in screening people and telling them their dyslexic...

**MW** But don't they get done?

**GB** At present they are actually working on this .

**MW** Adult screening.

**GB** Computerised adult screening, the actual tests have been developed. It hadn't been, I don't think it's actually been implemented on computers yet, but certainly the idea is there. The problem of course being that, the, I don't think the employment department really followed up with any cash, to actually develop the system itself. So the potential is certainly there.

**MW** But it hasn't been done yet.

**GB** Certainly not no. I mean the work, but not developed yet.

**MW** It would be good to have them together wouldn't it?

**GB** Yes that would be the ideal circumstance.

**MW** So I should think it's money, that's the only thing that's going to hold you up.

**GB** Cash. quite frankly yes. Yes of course.

**MW** Yes. But you know if you've got the cash, yes sure.

**GB** Right fair enough, fair enough. That's exactly what David McLoughlin said. Money.

**MW** Yes

**GB** 4.6

**MW** Well, ways in to any job that they've found. It's no good saying yes, you'd be a brilliant brain surgeon, full stop. You know, they've got to be guided through into any training and to actually support them in the training, not just any old college, the college that would actually support them.

**GB** OK

**MW** How are we doing?

**GB** We're doing fine, we're going for it at a very good pace in fact.

**MW** Right

**GB** So section 5, question 5.1.

**MW** That's quite tricky isn't it? Because I still come back to the strengths and weaknesses of dyslexics being employed, when they're in employment, I don't think they've got any particular strengths over other employees. They may have some weaknesses but if they're enabled to control their dyslexia they need not be weaknesses. So, but for those people that haven't come to terms with their dyslexia, and it isn't under control then perhaps it needs spelling out, perhaps, how to take control of that dyslexia. You can't do that in a computer program can you? I don't know how you can do that.

**GB** Remember this is integrating video footage and sound as well, it's, there's a voice talking.

**MW** Because a lot of the responsibility must be the dyslexic persons.

**GB** Yes, of course.

**MW** It's, I think that's what must come out strongly, is that it's the dyslexic person's responsibility to take responsibility for finding a job, it's too easy to sit back and say find me a job.

**GB** Right I see, yes.

**MW** So that's where the dyslexic person, so that's what I think I mean by patronising.

**GB** Yes.

**MW** Saying 'we must find you this job it will be really good for you'. And I think the dyslexic person has got to say, 'Well I want to do this actually', and has got to take, to enable to take control and make choices, otherwise it's putting them down again.

**GB** Yes I agree, I see your point.

**MW** So perhaps the old well known successful dyslexics, you know, why not. Or even not well known, or even not well known people who have. They might be more credible if they were not well known actually.

**MW** Well, you know. And people say 'yes it's a jolly hard road', it's OK but nurses, and gardeners well anyone, not just the well known, I think the man in the street that they can actually identify with, because you know the program which was on QED just a little while ago, about dyslexia?

**GB** I unfortunately missed it, that's the problem, it's very embarrassing. I'm meant to know all about this and.....

**MW** It was a programme about, is it the Rectory School, yes, and there was a young girl there who'd been through the school and was now teaching and it was great, she was doing this and she was flying a helicopter, brilliant, but it did smack of the old thing, if you've got money, then you can solve this.

**GB** Yes, sure.

**MW** You can go to school and if you've got, then you can, you know, if you've got money to support you through a college then you can take helicopter lessons, flying lessons, wonderful. That's beyond the reach of a lot of people, and very frustrating. Allot of my clients that I see, were very angry about the programme because there's very...

**GB** Do you know what this girls name is?

**MW** No idea, nice girl.

**GB** Because I know a dyslexic girl who flies a helicopter.

**MW** She's a really nice girl.

**GB** Her, her name's Liz I believe , Liz...

**MW** I can't remember.

**GB** She joined the navy. Sorry.

**MW** It's, very frustrating because someone said, 'if I had that much, I mean, I'd just love to fly a helicopter, but there's no way I could do it.

**GB** Sure.

**MW** So therefore they can't identify with that.

**GB** Yea, I can appreciate that.

**MW** So it's someone that they can identify with, perhaps that's what I'm saying. Identifiable people.

**GB** Yes great. That's fine. B)...

- MW** No I don't think so, I should know what's coming later, I should have read it through shouldn't I?
- GB** No, no, anything which you can think of which would be appropriate to throw in at the beginning rather than the end.
- MW** Well I think it's the old chestnut of do I tell my prospective employer that I'm dyslexic or not?
- GB** Yes, yes, terribly good point.
- MW** And I would generally say no, don't tell them.
- GB** Funny how many times I've heard that actually. Because there's this division of opinion on this but it seems to fall down on the side of not telling your employer' because they simply won't understand what you're saying.
- MW** I told so many people to do that, and they've not got the job, and I've suspected it's because of that.
- GB** Yes I...
- MW** But I've changed my advice now.
- GB** Yes
- MW** It's sad but
- GB** Yes, I have yes....
- MW** but it's practical
- GB** Yes, I've heard this and
- MW** But it's practical.
- GB** It seems to me, I mean if I was going for a job, mind you I think I'm a bit of an exception, I think you can gather that. I don't go around telling people about my dyslexia.
- MW** You've got it get in there and prove you can do the job. And then tell them.
- GB** Yes I think that's more the approach.

**MW** But having said that I've heard that, one of my clients in fact, he was going to tell everyone, he didn't care. He was going to tell people, because there was no way he could fill in an application form, even on a good day, so he told them, and the employer said 'OK I've got a dyslexic son', and gave him the job because of his dyslexia, so.

**GB** That makes a change doesn't it.

**MW** So you know, you win some, you lose some.

**GB** It does make a change, it's the first time I've actually heard that.

**MW** He gave him really good support.

**GB** I mean it's because of this disability stuff as well isn't it, you've got to have a quota, well not having to have a quota...

**MW** Well this chap's a metal presser, I don't know what you do when you metal press, but anyhow, all he needed was the instructions on the different machines given to him so he could take them home and really understand them, and then he was off.

**GB** Of course.

**MW** Anyway, so that's a positive bit on that. So I think that might, in an introductory bit or somewhere.

**GB** Well somewhere. I haven't actually asked about conclusions and stuff, so somewhere where it, somewhere in it.

**MW** Yes right.

**GB** Question 5.2

**MW** And also whether, I mean minimum qualifications, and whether there is any possibility of those being waved, because some adults have got absolutely no qualifications but a lot of experience, so whether there's any leeway at all. Outline of duties yea, outline of skills required, yes. I think the law is important too. Yes, yes, information on the social environment, special factors for the dyslexics, reliance on literacy skills general willingness to make an accommodation. Well every job should make accommodations. In theory.

**GB** In theory.



- MW** In theory they should. And the particular place I work, are very good at going into firms, but a lot of dyslexics no way do they want someone coming into there place of work.
- GB** Yes sure I can see.
- MW** So that's a tricky bit , promotion prospects. And do they have to go on causes.
- GB** Right OK.
- MW** You know to get their promotion, because that's a big fall down isn't it?
- GB** Yes that's a good point.
- MW** Won't do it. yes. You've got to have all that in haven't you? I'm afraid. Or where appropriate I think you've got to have all that in.
- GB** It's not actually a vast amount of information.
- MW** I mean you've got to have all that in.
- GB** It's only a couple of paragraphs, or a few lines. I mean if you have it in a format and there's no reason why the format should be confusing; you could actually reduce it down to very little information at all.
- MW** You could put in the information on the social environment; you could put in another little bit, possible use for strategies for coping in the environment like, you know, word processor, Dictaphone, you know, if you're an ambulance driver, you know and you can't write down the roads if you've got a Dictaphone...
- GB** Yes sure.
- MW** Or if you've got to write a report, another little thing, you know, these things might help you cope with it.
- GB** That's fine, that's a good idea. That's fine. Great, right, we'll go onto question 5.3. Something like a CD for example can actually hold quite a lot of video footage on it. But having said that, if it's got everything else on there as well, all this information and stuff, yes there are in the end going to be quite severe restrictions.
- MW** Yes

**GB** For instance, there's no way, there's also of course restrictions in actually gathering the material. There's no way we could have a video segment on each job for instance.

**MW** No no no.

**GB** We would have to have it so that the range of video segments, each one representing, be a good example of a particular employment area, or something like that. Basically we're interested in you're suggestions about what specific pieces of information we should try and contain in the video footage. Now the video footage itself can take two forms; these aren't, I wouldn't like to say that these are too separate, because this isn't the case. I mean like, I've just sort of broken it down for the sake of convenience' in the actual thing itself there's no reason why they should have such a demarcation.

**MW** No no no.

**GB** But a). Topics...

**MW** So there's a brief personal history, strengths and weaknesses-(READING). Yes that sounds good, yes that sounds fine; you'd see them at work presumably?

**GB** Oh this would be in the workplace, or in fact going round the workplace.

**MW** Yes you see, I think when you say successful you tend to think of people; like the old Susan Hampshire joke, you know, and I don't think they'd be terribly good.

**GB** This is not what we're thinking of. what we're thinking of is people who are...

**MW** Who are doing it.

**GB** Who have found their satisfaction more than anything else.

**MW** Yes that's right.

**GB** Have jobs which they can do and enjoy doing.

**MW** Yes, you'd have trouble condensing that.

**GB** Yes

**MW** Yes, but good. I think that sounds good.

**GB** Is there anything else you can think of it add?

- MW** No you've got it there. The problems and the strategies, priorities in life. I think that's good. I think that's good.
- GB** Right fine. Section 6 then. This is, what I'm thinking of here really is the dyslexic talks about themselves, their life, how they've gone about this. And while their doing this there's a graphic demonstration of things like strategies and so on. Then that...
- MW** That could be combined.
- GB** Oh yes essentially, I wouldn't see separation between these two types of information as definite. I mean we've got the dyslexic then, or there's your successful dyslexic, then basically shows people round the office or whatever.
- MW** Yes
- GB** in order to demonstrate what the job is all about. So, I've given a list of possibilities here again.
- MW** Yes, that sounds fine. You wouldn't think of doing topic areas of careers like, medical, or business, or agricultural, and saying these are various options?
- GB** This is the sort of, I mean I don't quite know how we'd break it down is the point, because obviously it's got to be broken down in to certain types of job which have similar types of duties. If you think of it like some jobs, yes sure, some office jobs and managerial jobs have a ready dividing line, so I don't know, I mean yes, obviously we need to break down the whole spectrum of jobs in to really fairly typical areas. However we haven't quite sorted that out, how to actually do that most appropriately.
- MW** Yes , because if you only have , say you have, well you wouldn't have what? More than 5 or 6 people?
- GB** No, well not many more than that.
- MW** Well then, people might think that's the only, the only way I can go in, these 5. I think you'd have to be quite careful how you...
- GB** Right, sure.
- MW** Otherwise you're back down to office, or hospital, or caring, which they know anyhow.

**GB** I mean this is....

**MW** They know.

**GB** Yes, I see your point. I see that problem, the idea that you might inadvertently railroad people into certain ideas.

**MW** Yes

**GB** That takes some of the, it takes some ability to make a really independent choice.

**MW** Yes. Trouble is as you say you need such an enormous program, wouldn't you?

**GB** You'd need a vast amount of memory space.

**MW** Yes. I don't know how you're going to get around that.

**GB** I don't know actually. Because there's division of opinion on this, this vast amount of memory space.

**MW** Yes I don't know how you'd get around that. But, but what did you put here? Looks OK. But I think, my only possible thought is this railroading thing.

**GB** OK

**MW** But I'm sure you could think of ways around it.

**GB** Well I think, the only way I can see of getting around that is by being very careful with the presentation.

**MW** Yes

**GB** Being extremely careful of what you say and what you do, and making sure that it's all very explicit, exactly what the program, the information that the program's trying to give, that help it's trying to give and so on, what it's trying to offer I think.

**MW** Yes, and also, I'm not putting down, if you've got an office thing, you know, an office manager. But not putting down the person that's doing the filing.

**GB** Yes right yes.

**MW** Because that's, you know, an equally valid job, you have to be very careful with you're tact, well things that you don't say, so that someone who's looking for

office work thinks they've got to be an office manager, and if they, nothing else is worth thinking about.

**GB** Right I see.

**MW** And it's not regarded. Because it's this self esteem thing all the time. And, you know, what's wrong with doing the filing.

**GB** Right I see you've point, yes.

**MW** So that's got to be made as worthwhile a career as the manager.

**GB** Right, right. No, I see you're point actually yes. I...

**MW** Because some people are, I mean dyslexics come in a whole range of intellectual capabilities and so, and the people that would tend to be using this will not all be high flyers.

**GB** Yes I see you're point, that is yes....

**MW** You have to be very careful what you chose.

**GB** Yes, you wouldn't want to put people off by giving segments on say office managers, or someone who is like, I mean that is the problem with showing the specifically successful, it's the definition of success which is a problem in this.

**MW** Yes

**GB** Obviously yes, if you show people managers and they say 'Well no actually, I can't do that'.

**MW** No 'So they're successful, jolly good'.

**GB** There is a risk of turning people off basically which is exactly the sort of thing we want to avoid doing. I mean I see that as the most important thing.

**MW** Yes, so a successful Tesco's till operator, successful Tesco's shelf stacker, you know.

**GB** Right, fair enough, fair enough.

**MW** Yes, yes.

**GB** Yes, I do see you're point, I appreciate that. Right question 5.4.

- MW** Well, any of this information, you see, that would be written, if it's in video and sound, if someone's got a reading problem it's got to be better, hasn't it?
- GB** Yes
- MW** It's got to be better. Actually seeing people is better than a photograph, on the video; seeing people moving. It's more, comes more alive. Yes I think that would.
- GB** Something people have actually suggested is as you've said a discussion on whether to tell you're employer or not; another one was on how do you go about filling in application forms and you're CV, just sort of demonstrations. Another one, which was just mentioned yesterday was successful interview technique, a brief guide..
- MW** Yes
- GB** presented in video and sound, because obviously this is perfect for...
- MW** Absolutely
- GB** where you actually have an interactive game almost where you try to hone someone's interview technique, what should they say, approaching these questions like for instance, whether they should tell their employer, what they should tell their employer, and how they should go about it.
- MW** Much more powerful if a dyslexic is telling another dyslexic than in a book.
- GB** This is what I've been thinking.
- MW** Yes
- GB** Say if you have a sort of..
- MW** Yes, you're quite right that would be, that would be good, that would be very supportive, rather than having a careers advisor, a goody goody person, telling another person, on interview techniques, rather more practical if you have another dyslexic adult saying 'this is, this was good, this was a disaster'.
- GB** Yes, I mean using personal experience is the actual idea, so we can actually get the successful adults who were really good, and actually ask them, and maybe put them through...
- MW** Well, this worked on this occasion, but it didn't on that.

- GB** Yes, and the other thing I will just mention here is following on from that is actually to talk to the employers of dyslexic people...
- MW** That's right.
- GB** And actually hear them make some comment on...
- MW** Because they can say one thing and...
- GB** On what they consider.
- MW** They could say something, and do completely the opposite.
- GB** I mean obviously the problem there will be, the employers we're going to be talking to are going to be converted.
- MW** Are going to be sympathetic.
- GB** We will actually be talking to the converted, however....
- MW** Well I mean
- GB** They can at least talk about these experiences, and about other employers, how other people approached this as well.
- MW** Yes. OK.
- GB** Yes? OK the question 5.5. I'm talking about hard output here. I order to actually demonstrate some examples you're not going to like this.
- MW** Oh right.
- GB** Nobody ever likes this. And for very good reasons, because they have to...I have some examples from 2 systems. These are actually offered by the university I have actually looked at Microdores, the system that, but I don't actually have the piece of paper from it; so these are two systems, these are actually designed for students in higher education.
- MW** OK
- GB** The first one is Prospects HE. That's the less advanced of the two I think. The next one is one called Gradscope. Now this is an example, one might say a bad example, go the sort of printout which these things at present offer.
- MW** Yes. Not wonderful is it.

- GB** No comment. No particular; these are actually my results. They're not complete because each one takes about 3 hours on this system.
- MW** So what are you going to be then?
- GB** Apparently. in that I'm going to be some sort of agricultural worker.
- MW** Good.
- GB** It's got some that do work, it's got lecturers, and there you go....psychologist, occupational psychologist, but it's not terribly close is it?
- MW** You can always be a dietician.
- GB** Yes. Well this one, this one advised me to be an army officer education officer.
- MW** How do you feel about that?
- GB** I'm amazed, quite frankly. The idea of joining any sort of armed forces just completely, God knows how it came to that conclusion.
- MW** Right OK.
- GB** Well what I'm interested in is what criticisms you have of the general structure of these things.
- MW** Well, there's a lot of reading, there's a lot of reading, and a lot of it is not actually relevant. So therefore, there's a lot of extraneous.... if you're good at reading you're eye can just flick over it; and just choose what's relevant to you. But if you're not particularly good at reading, you know there's an awful lot of information here. You know, you've got to work through it?
- GB** Yes, yes I mean, I've got to admit I've never read either of these things.
- MW** Yes, so well if you say you've never read it then no one else is going to, going to read it, or else. I mean it's going to worry them.
- GB** Yes
- MW** You know, they're going to read every word, and, and find out actually that there's nothing here that's useful. So I think the print out is not good, you see that is, it doesn't tell one very much really; things being logical, and all these stars, what does that mean?



**GB** Essentially that's when you do the initial assessment sections, that's just on account of how you answered the various questions, how many points you get in each category....

**MW** Yes

**GB** Assessment, and that's essentially how the thing constructs it's job list.

**MW** Yes, so you're a bit of an all rounder. Which I think most people will come out as you see, won't they?

**GB** Yes

**MW** So I think that information then is actually fairly useless.

**GB** Fair enough, fair enough.

**MW** It, everyone's going to, it's too generalised isn't it?

**GB** Yes, sure.

**MW** So I think it's then not very, I mean if you want, if the computer needs that information to tell itself which way to go, then, but it's not ever so helpful to you.

**GB** Right OK.

**MW** And all these, my goodness. Well I suppose it's good for a laugh isn't it. Well the prints awful, but you can do things about that can't you? What sort of print out were you thinking of having?

**GB** Well, I've written down a few suggestions here, for instance as in that job list compiled from individual assessments well as the final list which is a combination, is more what I'm thinking of here. You would also present a job list which is compiled from what they say about their likes and dislikes, so that they can compare the 2, and find out what is the difference between them, and what they want, and what they think they can actually do is.

**MW** Well I think you'd want better diagrams. You must be able to do better graphics than this.

**GB** Yes, yes.

- MW** You know, you can do much better graphics can't you? Say you had a pie chart even, you know, you would, would show you that the scientific bit was bigger than the managing people bit, you know, that information is not very well presented. It doesn't mean anything to me.
- GB** That's a fine idea yes.
- MW** You know, you could see, where you're strengths are perhaps. Something more graphic, more pictures I think.
- GB** Yes
- MW** Or icons or whatever, would be better than all that.
- GB** Fine
- MW** But I think that the job list; there's an awful lot there, but I suppose you'd want a lot.
- GB** The problem is that you....
- MW** If you limit it then you're limited, aren't you.
- GB** Because the machine, is never going to be that accurate at predicting someone's job, it's never going to be that good, allot of them can obviously be thrown out. Allot of them you're going to reject as a matter of cause, but if you think about it, you only need one or two suggestions which people haven't thought of before, and are interested in, and then you've done your job.
- MW** Yes, that's right. But as long as it looked a bit better.
- GB** Yes.
- MW** So I think better graphics because dyslexic people are better with pictures.
- GB** Yes sure
- MW** Often, I don't know.
- GB** We're going to include in there other things, for instance general information about dyslexia, general stuff.
- MW** So how are you going to do that contact? Are you going to put like the BDA, things like that?

- GB** Yes things like that, or local contacts would be the...
- MW** Well yes, so that would have to be tailored to each location wouldn't it?
- GB** Within, within reason. I think this could be done.
- MW** OK
- GB** Because after all the contacts, you don't need a cast amount of information. Another idea is an account of how the client has actually gone about the system. The system being interactive is very flexible. This is the idea of designing it this way. So there are various routes through the system, one can simply browse it, one can simply look at the information, you can go through the assessments, there's no requirement to do it in any strict absolute order, although there'll be suggestions certainly, the system will suggest that certain routes are better than others, however it is up to the client; so we're thinking of including an account of how the client has searched the system, and maybe a description of parts of the system the client didn't explore, as well.
- MW** Why?
- GB** Why? So they know what they've done, and they know what they've not done, really, is the idea.
- MW** And how would that be useful? I mean I can see how the computer can do that, but I can't see quite, how, what use that would be really. Would it be useful to the interviewer to say 'ah, but you didn't try such and such'?
- GB** That's one point and the other being so that the client is always kept informed. I think the point, when I came up with these, I think that was the idea was going for. The idea that the client should come out of the system with more than just a print out that says all this, so they actually know what happened, how the print has been generated what they're done, so that they've constantly kept informed of what the system's doing, so it doesn't appear to be....
- MW** But how is that going to look any different from that, because you've got, you'll have loads and loads of information.
- GB** What I was thinking of maybe was to present it in a graphic form maybe...
- MW** Like a flow chart, like a map?
- GB** A map, yes, an imaginary landscape perhaps.

- MW** Yes, that would be better. Yes that would be OK. I'd go for that. I'd go for that. But I think if you just say 'you did this', it's generating all these sheets again. But I think a map, a map, or a flow chart, or whatever.
- GB** Yes something like that. I'm thinking much more in terms of a graphic format than purely written stuff.
- MW** OK right. Information on jobs that clients has requested.
- GB** This is a fairly obvious one.
- MW** Yes. So that could be more extensive than stuff that actually came up on screen perhaps? No?
- GB** It could be, depending on what we decided to put ....
- MW** Or 'go and look up blub, blub, blub'.
- GB** Yes I mean, this is it, further contact is the idea contained in the print out.
- MW** (READS) video segments....
- GB** There I'm thinking simply about...
- MW** And is this just going to come out whether you want it or not? Because I can just imagine this little printer going ssshhh and filling the room with sheets of continuous feed. Is an awful lot of stuff going to come out?
- GB** Yes.
- MW** Could you say 'I would like, I would like-?'
- GB** I mean there are various, there are questions for this, there are various options. You can either do that, or that you get to the end of using the system, and then it says 'would you like, would you like your print out?'
- MW** Or 'would you like a print out of-?'
- GB** I mean yes, or would you..... I mean the other system like you said is that people go for a, and at the end of it the computer will arrange it all into an understandable format, whatever they're marked and chuck that at them, so it would say, 'would you like a -?' and give you various options of what sort of print out you'd like.

- MW** I think that would be good, because otherwise you'd get you know. dyslexic people are not very good at scanning.
- GB** Yes, that's right.
- MW** And so, if they just have the bits that they want, they at least know they've got what they want they want, and, that is relevant to what they've asked for: they haven't got to go.....
- GB** I mean, it will be emphasised in this system, much of the way that Microdores works, or similar ones, the client is given an individual name and password, so that they can come back to the system; they don't have to do it all in one session, because obviously a whole session could take 3-4 hours, so if there's anything that they've missed, then the chances are that they can recover it because then....
- MW** I think, I would be quite, I'd go quite strongly for being able to choose what print out you want.
- GB** OK
- MW** Because it will be all there, and you could come back as you said, and know it, you know, if the, if you wanted the whole gubbins, to give to your advisor fair enough, but if you want just the bits that you wanted.....
- GB** Right, fair enough.
- MW** ....it's restricting the print out to what you want.
- GB** Right good, yes that's perfectly valid, yes, of course.
- MW** Architecture? Well as many graphics as you can that don't look like other words.
- GB** Right fair enough, yes.
- MW** Well, it's a silly thing to say but straight forward vocabulary.
- GB** Right fair enough, yes.
- MW** And this colour, the option to change the colour of the background and the print. I think that would be useful.
- GB** Yes that can be built in very easily indeed. It's just no difficulty at all.
- MW** Yes

**GB** As can changing the print size, it can be easily built into the .....

**MW** And it would be quite nice if you could get out of it after 5 minutes if you wanted to, you know, you can come, it will have exit routes.

**GB** I mean, it will have an automatic quit function, and it will remember how far you've got up until that point and you can come back to it.

**MW** And even, you can say 'that's enough of that, I've heard enough about being a gardener for the moment', and you can come out at any time.

**GB** Sure, that will, by the fact that the system is interactive. I mean that is going to be in there anyway, I mean that is the whole point of the ... people if they get sick of something, they are not compelled to go, to take a specific route.

**MW** To run the whole lot through.

**GB** Yes, it's all a matter of choice it provides, that sort of thing.

**MW** Right that will be good.

**GB** Right, then we'll go on to the last section, the conclusion section. Basically, is there anything further you'd like to add?

**MW** No, I think it's really good. I'm, I think it's good that there should be a program for dyslexic adults, written by a dyslexic adult, because I think that's more powerful, it's good. It will be more appropriate, possibly, I hope so.

**GB** Lets hope so yes.

**MW** And I would support it very strongly, very strongly, and so I think the, these graphic things, you know, as long as it's not too, you don't get too carried away with it, but on one hand you want it to be enormous and all encompassing, but if you can have that possibility, but yet not be too complicated on the surface, that's, that's the skill of it I think isn't it?

**GB** Yes, OK, I see your point, I mean it's got to be, the thing I'm trying, I'm really going for, I'd really like, is the transparency of it all. How easy is it to tell what the thing is doing and why it's doing it at any time, and that's one thing I'd really like to research, so that the client looks at it and goes 'ah-ha'.

**MW** So are you actually going to write this?

**GB** No, no.

- MW** No, no. So you're going to sit alongside and say, 'do this, do this, do this'.
- GB** Basically, I'm going to come up with specifications, how it should work, what it should do, I'm going to construct the interviews, do all this. The actual writing of the program, I am not qualified for at all. I mean that's pretty specialised duty. Even if I was to attempt to learn it would take me a few years. there's no point in that. I mean like, we have contacts with people, I mean there's the Learning Research Group in Sheffield University...
- MW** Yes of course.
- GB** Who are quite capable of doing this sort of thing, in fact they do this sort of thing, this is what they specialise in.
- MW** Good.
- GB** In making up, in making these sort of interactive systems. Right last question I suppose in this case. 6.2.....
- MW** I really think you should go heavily on the people who are doing this at the moment, which you probably are
- GB** Yes I am
- MW** But I think it would be, the job centres, and the PACT. I think really go heavy there because a lot of them know about dyslexia, but a lot don't, and I think you'll get a lot of the feel for how this will actually work, whether they will have this on the premises.
- GB** Right, good point, yes. I mean they will know about the practical angle like is it feasible and things like that, I mean they will, about the staff angle and....
- MW** You see they say 'oh yes' but you could say 'oh yes , I bet you don't' you know.
- GB** Yes, I see what you mean.
- MW** Because for instance in my area in Birmingham there are, I think there are 24 DEA's , I only get referrals from a third of them.
- GB** Right.
- MW** So they'll be, you'll get different reactions, from different jobs centres. It's very patchy, so you might light on a good job centre with a good disability employment

adviser and you think. Gosh, this is going to take over Leeds and take over Birmingham and every dyslexic person that comes will be put in taking this.

- GB** So I think you want some experiences of non co-operative advisers as well as co-operative job advisors
- MW** Absolutely.
- GB** I shall go down there.
- MW** And the occupational psychologists.
- GB** Of course right
- MW** Because there, some of them are good again, and some aren't.
- GB** Of course, that's how it goes, of course.
- MW** You know, and if you get, actually the occupational psychologists of PACT is very influential, because if they don't refer people on, you know.
- GB** They don't get referred on.
- MW** So therefor, this is going to be, this is going to sit there in a cupboard and never be used.
- GB** Right fair enough, yes.
- MW** So you want some baddies, as well as goodies, don't you.
- GB** Yes admittedly, I got to admit I haven't actually seen any baddies yet.
- MW** Well, how would you find them?
- GB** Yes I see that is the point, I doubt, they might...
- MW** It's difficult isn't it?
- GB** Yes, they might not be too co-operative.
- MW** You can't say you know, 'I've heard that you're a badly and don't believe in dyslexia, can I come and interview you?'
- GB** You could say 'I've heard that you have some strong opinions'.



- MW** And they'll say 'oh know'. But they'll say one thing and do another, because I've spoken to all the DEA's and they all tell me how supportive they are, and I still only get referrals from.
- GB** Only a third, which is worrying, yes it is. I find that quite worrying. One would have thought, I mean dyslexia is quite common.
- MW** Of course it is.
- GB** A very very common disorder which a lot of people face, and a lot of people have to put up with, and the fact that, it's difficult to believe that only one third of these people have actually seen dyslexics.
- MW** All of them have been, told, you know, well not told, but have had additional input about dyslexia.
- GB** Yes and they would do, I mean yes, it strikes me as rather amazing that only a third of them bother to do anything about it.
- MW** And so it happens, we've actually got a dyslexia support group now in Birmingham, you have in Sheffield there must be one.
- GB** Yes there is yes.
- MW** Well the news gets passed around 'don't go to such and such a job centre go to an other one, so the poor ones that are goodies are absolutely inundated, and their budget gets used up.
- GB** This seems to be quite standard, all through the dyslexia community . that...
- MW** Yes
- GB** Various people like, everyone who I've, almost everyone who I've spoken to, well every one that I've interviewed is having terrible problems finding any time for it all, because they're all snowed under, so many people , and so little people actually doing the work that they're doing and they've all got so many people coming to see them, that it's almost impossible....
- MW** Well I work for the institute in Birmingham Solihull PACT, the whole Birmingham area come to me, OK. In Coventry which is what? 30 miles away, there's a trickle coming in.
- GB** Yes I can imagine. Is there less diagnosis or...?

- MW** Well, they're the same people, same sort of area. Why are there only so few coming through?
- GB** Yes this happens quite allot.
- MW** You see? So that might affect the take up of your program.
- GB** Sure, I mean this is a major factor isn't it. How accepted will it be by the local community? It's an important point. So I'm just, right, while we're here, there's only one question and I don't know whether you're going to have anything to say. Just simply further sources of information that we can, should consult, beyond people?
- MW** Well you've tried the adult dyslexia groups haven't you?
- GB** Of cause, of cause yes.
- MW** Have you been to the ADO in London?
- GB** I have actually been to see Donald Schloss in London and had a very long, very interesting interview with him, and he's given me loads and loads of names of adult dyslexia groups, all over the country.
- MW** You know the Birmingham one's going. We get about 30 or 40 there every Tuesday evening.
- GB** I have an address and phone number.
- MW** Alan McDowell? Probably.
- GB** It sounds familiar, I couldn't give you, there's literally a list of addresses about 3 pages.
- MW** Well if ever you want to come and talk , it's the first Tuesday of every month.
- GB** Right I'll remember that.
- MW** Oh well it's on there.
- GB** You're right , it's on there; I don't have to note it down.
- MW** First Tuesday of every month in the middle of Birmingham in the evening, and that could be quite good, but whether it would be any different information or, it might be.

- GB** I mean this is , thing is this is only the first stage, what we're going to do with this, with this interview, is we're going to construct small questionnaires one for individuals, further professionals, people concerned with the subject as such, and one for dyslexics themselves obviously, because it would be a little patronising to go round creating a system without consulting.
- MW** Well right.
- GB** Adult dyslexics themselves about what they would prefer. So this is only the first stage, a springboard basically, so we can find out the sort of things which are going to be valuable to ask, which are going to be interesting and useful to ask in the next stage. So yes, I mean like, getting in touch with all these groups and so on suggests that what I'm doing at the moment, or finding out about them , finding out who I can talk to. You know, who's going to be willing to help me out, as far as that's concerned.
- MW** I mean and the present careers advisors at the job centres, I mean you ought to talk to them.
- GB** I want to, you know.
- MW** But that would actually be quite a good contrast wouldn't it. I think you ought to have that information.
- GB** Yes, I think you're probably right actually, I mean, in the end it's, it's...
- MW** They've got the power....
- GB** I've talked to the goodies, and I haven't actually talked to anyone, I've talked to plenty of careers advisors, or people who advise dyslexics on careers, but not from that sort of job centre angle, not staff there who are really at the really business end of this they really have the ...
- MW** I think that's.
- GB** Jobs on hard, so far I haven't actually done that, but I've got the names of various PACT advisors and so on so there.
- MW** As long as you don't just have the goodies.
- GB** This is....
- MW** Otherwise you'll get a false idea.

- GB** It's difficult to find baddies, this is the problem.
- MW** Well I can tell you a few.
- GB** Well who are willing to talk anyway. Oh really, can you?
- MW** Well it's probably, you see they'll say one thing and mean other things.
- GB** Yes OK. Yes this is a real problem, and we really want, we really want, how they actually perform in real life in a way. How they actually go about doing their job; Maybe the best people to talk to are dyslexics, who are experiencing this in the end. Because at least we'd be able to get a reasonably.....
- MW** Well then you'd be able to find out who they are, the buddies.
- GB** And get back to them.
- MW** Saying you know 'we're doing a survey'.
- GB** I mean there's no reason why. I mean the baddies, we can quite easily consult using the questionnaire stage of this.
- MW** Yes.
- GB** And we'll include them in that and see what they have to say.
- MW** But I think you would give your study more credence, because I think no-one would believe it if everyone's supportive.
- GB** Yes it would be a good idea. No I admit. I admit that it's not something which I've sort of got round to yet.
- MW** Well it's, it won't be very nice will it.
- GB** Well, it's, I 'm not really too worried about it, it's just, I mean it's difficult enough actually finding people who are goodies, quite frankly, finding people who are actually know enough on the subject, who actually work with adult dyslexics. There are surprisingly few people around who do, who do a lot of work with adult dyslexics.
- MW** How about the college? Have you been in colleges. I know quite a few college tutors who are actually into careers, well.
- GB** I've seen quite a few people from colleges and so on.

- MW** You've got a few? Because they'll have careers advisors.
- GB** Yes I've seen a few people like that. I mean on the whole college and university careers advisors they're aware.....
- MW** They're aware, but do they actually come up with the goods?
- GB** They don't, I, there's nothing, because there's so little training and so few facilities provided and so few, and so little material provided, on careers and dyslexia, I mean I can think of, there's just very little stuff on it, dyslexics and careers.
- MW** Yes.
- GB** I think David McLoughlin's written some stuff, there's some stuff out in America which is well difficult to interpret.
- MW** What Gerber?
- GB** There's the Ginsberg and Reiff paper, you know, which everyone's heard of, and it's rather good, I rather like it.
- MW** I think it's very good.
- GB** I was rather impressed by it myself.
- MW** I think I was writhing my own thesis at the same time as that came out and I thought 'that's it, that's it'.
- GB** I mean that's what sort of sparked me off as well. Because I was sitting there...
- MW** They're so negative, most talk about adult dyslexics.
- GB** Precisely. I mean what I enjoyed about that was the way it, I mean when I started doing this I was thinking well I might be producing a careers system which obviously selects jobs appropriate to dyslexics and so on, whatever, and after I read that paper, since then it's become more an aspect, the actual job lists or whatever, has become more an aspect of, more secondary to the idea of providing general information about how to get by in work and trying to boost, do things about like increasing confidence, increasing accessibility, increasing someone's sense of control, some sense of choice where they feel they have got a choice, they have actually got something and that's, and now I actually see the system as that being the primary role of it, rather than just providing this like raw job

information, you want to be a north sea fisherman, or whatever, or a priest or whatever, rather than that, it provides that sort of confidence boosting option, and practical information.

**MW** How are you going to do that though? This is, it might be, you might need to do separate videos, and a previous student of mine actually it doing a fine arts degree at, in Birmingham. He's quite well medium dyslexic you know, not mild but not totally severe, and he's going to do a set of 5 videos.

**GB** Right, someone else suggested using video backup

**MW** Yes, about for information careers, your rights, those sorts of things. I'm trying to think, I think videos area good way in, because all the videos I've seen are pretty much us and them.

**GB** Yes.

**MW** But from a dyslexics point of view, I think would be quite powerful, so that you know, the video bit might be quite strong I think, you know.

**GB** This is the idea we're going for, you know, this general idea...

**MW** Yes.

**GB** of multisensory information

**MW** Yes

**GB** Now at that point I am actually going to stop the tape because it's reaching right the end there.

**MW** Oh how neat.

*Interview 8. Dr. Sylvia Moody, London. 2/10/95*

*Section 1 - Back Ground Experience*

**1.1** *Could you outline for us the experience you have of adult dyslexics?*

**SM.** For about ten years now I've been working as a Psychologist, specialising in assessing people with dyslexia of all ages, 6-60+. In recent years I've been specialising more with adults, so I've seen quite a selection of people either mature students, I tend to get people from large firms like Guinness or Marks and Spencer, people like that, local authorities, Government organisations, so lots of different professions, so I've got a background in, my original interest in dyslexia is through acquired dyslexia, so I've got quite a sort of generally broad experience of dyslexia. My particular area of expertise now is dyslexia in the work place also obviously with students as well, because that seemed to be a gap that people weren't really looking at. People were looking at some skills, but not what it was like to actually be in the office and to have to file and to have to organise yourself, at the moment that's my speciality.

**1.2** *Have you had any experience in careers guidance of Dyslexics?*

**SM.** Not specifically, I don't regard myself as a careers guidance expert in any way, cos I've no training in careers. Nor have I developed the view that particular careers are good for Dyslexics. On the contrary I developed the view that Dyslexics can do most things if they are motivated, with adequate training and support.

**1.3** *Do you have any experience of computerised careers guidance?*

**SM.** No.

**1.4** *Do you have any experience of use of computers by Dyslexics?*

**SM.** No.

**1.5** *Are there any important points from your papers, that you would especially like us to note?*

**SM.** I think its important to emphasise in this area of adult Dyslexics, that adult Dyslexics aren't just children grown up, but ones looking at a different context in which they need help. The works got to be very oriented to adult working life. Even as a mature student you're still in quite a protected environment, there's still

a lot of support from dyslexia support groups and so on that aren't in the real world. I think it can be very isolating and a very unsympathetic environment. One of the important points I think is not only getting the right sort of training, of which I find there is hardly any about, but also that its important to work if possible with the employer, the colleagues or the immediate superior of the person so that it becomes a bit of a team effort. Its no good the dyslexic just being trained in certain skills if people around him are not clued in, in the ways in which they can help, even if its just hovering over that person. I think its important to develop what a colleágue of mine sometimes calls office therapy. So that the dyslexic person isn't scape-goated in the work place. The second important point for me as I'm trained also as a psychotherapist is to think about the emotional consequences, because I find again with adults very very differently from with children or even teenagers that years of frustration and being bewildered about what is going on, gets into such a tangle that it affects the personality and that has to be untangled as much as the actual.....

## *Section 2 Dyslexics in Employment*

**2.1** *What factors are most important in determining how successful a dyslexic person is in employment?*

**SM.** Severity of difficulties, adequacy of help, training, tuition, support. Motivation and how sympathetic the office environment is.

**2.2** *What particular problems face dyslexic people in finding suitable work?*

**SM.** A lot of problems I would say. It occurs to me that's probably the point at which the dyslexic person is most vulnerable. Once you've got the job, even if your inefficient something can be done about it. I think finding employment is when a dyslexic is at a very vulnerable point because apart from the nitty gritty of whether they are actually going to be able to actually do the work, I think that's when the emotional side is actually very important. As any one applies for a job they are obviously going to feel nervous and wonder whether they are going to be competent and how they are going to do at the interview. A dyslexic person who may have developed a lot of problems to do with confidence and self esteem and just because of their dyslexic difficulties may not be able to express themselves very succinctly in an interview. I think they are just going to face quite a lot of emotional difficulties. Then there is the whole question of deciding what is suitable work for a dyslexic is there such a thing as suitable work for a dyslexic.



Which I think is a question a dyslexic person themselves is probably quite unable to answer. Its not until they get there and they get in the work place that they really can find out whether they can do it or not. Then from the practical point of view, as I said there might be problems with the interview, whether they are going to be able to express themselves, because they'll be nervous anyway they might blank out and not take in the questions. They might answer the wrong questions, very much like in exams. Then obviously there is the problem of whether they are going to come clean about their dyslexic difficulties which is another big issue, and risk losing the job, or not say it and then feel guilty or ashamed about it. The emotional factors would really outweigh the practical factors in many ways. The biggest thing would be the fact that I feel dyslexic people are really just deterred from being ambitious, especially if they find a niche in some rather undemanding job, they tend to stay there because they feel they are just not going to perhaps make it at another level. I think again it is partly emotional, partly realistic sometimes, but a sort of nervousness, a sort of timidity about moving into a new forum in case it all sort of goes wrong.

**2.3** *What would you say are Dyslexics main strengths in the employment market?*

**SM.** It depends on the individual dyslexic very much and how they are coping with their difficulties. Somebody who has been overwhelmed by their difficulties and crushed doesn't have strengths in the employment market really they have weaknesses. For somebody who's either through their own efforts or they've had some decent help or they are getting some decent help and has begun to find practical strategies and some emotional strength then I'd say that they could have quite a number of strengths. They could be very enterprising, they could be lateral thinkers, they are often very motivated and determined and although it might take them a long time, they might have to stay in the office late at night they will actually stick at something and get it right. They won't be careless, they are often determined to improve themselves and in that way they make good employees.

**2.4** *What would you say were their main weaknesses?*

**SM.** Again it would be different for different individuals, I think weaknesses, well there's the obvious dyslexic problems, which I probably don't need to list, they find difficulty with filing, they find difficulty with remembering messages and the usual sort of practical difficulties dyslexics have. Again I think I'd put a lot of emphasis on emotional weaknesses, their timidity, their hesitation the fact they are putting a lot of energy into either covering up or compensating for... Unless they've got the sort of help which has made them more confident about stating

their difficulties and finding ways to get over them. They often get stuck in using a lot of energy into doing the wrong thing or covering up and it can make them sometimes a little difficult to deal with, they can be a little edgy.

**2.5** *What is the most common route into employment taken by dyslexics?*

**SM.** I don't think I can really answer that, I don't know if I do know a most common route. I should say that reasonably well educated dyslexics are ambitious for a professional career of some sort. Unfortunately they usually have to go in on the bottom rung and that's usually just the wrong thing for them. I seem to meet a lot of people who are sort of third in command in an accounts department or they've gone in at a clerical level, so they are making dozens of mistakes and they are very inefficient and they are getting nowhere. Whereas if they could have gone in at a managerial level they could use their enterprise and their intelligence and their skills. So a common route into employment I'd say is often an unfortunate route, without specifying which it is. I think that for dyslexics who are less well educated or feel that they are, and feel no confidence in any sort of reading and writing the common route is obviously something like being a driver, they tend to get into that sort of occupation which has a little bit of self employed about it. Not sitting in an office under somebody, it doesn't require any literacy particularly. I think there is a proportion of people who do find self employment is the answer, if they have got a helpful spouse or a secretary they find it better if they have their own business and then they get people to help them with bits they can't do. So I don't know whether those are the most common routes but those are routes that I've observed

**2.6** *What additional factors would you take into account when advising a person on careers, you are advising a person on careers who is dyslexic as oppose to advising a non-dyslexic person?*

**SM.** There would be various things that I would discuss with a dyslexic person which I obviously wouldn't with a non dyslexic person. One I would mention is how they are going to present themselves to their future employer. if they are going to say they are dyslexic, how it is going to be presented and I would advise them on the best way to do that, they could do it with the support of the psychologist who had assessed them, they could go armed with a letter saying this, that and the other. So I'd advise them on presentation of themselves as dyslexic. People often ask me whether they should say it or not and I find it difficult to advise them on that, because that is really their decision. But if they are going to present themselves as dyslexic then I can advise them on the best way to do that. If they did say that they

were dyslexic, I'd advise them that the more idea they could get of the actual nitty gritty of the job the better. Then a suitable tutor could prepare before hand, would they be doing filing, computer work whatever. I'd take into account their particular form of dyslexic because although there is this controversy of whether there are different sub-types or not, in practice you get some people who are quite good on visual skills and bad on phonologically skills but then you get others who are absolutely terrible on visual skills, so I would be thinking what particular pattern they had and perhaps advising against certain jobs. I think the other factors would again be really more on the counselling side, I'd feel that they need to be prepared confidence wise and emotionally wise to present themselves and not to be ashamed of their dyslexic difficulties.

### *Section 3 - Dyslexics and Careers Advice*

**SM.** I have no opinion on the current provision of careers advice for dyslexics as I don't know what the careers profession really does, but from the dyslexics I meet, from the ones I assess I have the impression that they have never had any careers advice. I have to emphasise that I'm quite ambivalent about careers advice because I definitely do not feel that there are particular careers, there may be a few that you would say definitely don't do this if you are dyslexic. But really I've met people with dyslexic difficulties who are training to be solicitors and they are doing all right. I don't think there is a career that suits a dyslexic as such. I don't think there is any career that you can say this is good for a dyslexic. Even being a driver you have got directions and things, you have to work harder that's all. I feel this is important to emphasise because I've seen a few conferences advertised where someone is speaking on careers for dyslexics and I feel that that's the wrong orientation, dyslexics shouldn't be encouraged to think that there are careers for dyslexics and careers not for dyslexics. There are careers and dyslexics need special help to follow them. They shouldn't be shunted into specific areas.

**3.1** *What general guidelines would you suggest to someone who is going to be offering careers advice or counselling to dyslexics?*

**SM.** It would be important for that person to know first of all to have as much background information on what sort of dyslexic that person was, because dyslexics vary a lot both in severity and type of dyslexia. Its good to know if your dealing with someone with nil visual memory or someone whose got an excellent visual memory. How can you council about jobs or careers if you don't know their particular strengths and weaknesses. Although there are general strengths and

weaknesses in dyslexics, individuals differ a lot. I think to be very aware of that persons interests and ambitions and to try and see whether you feel that they are orienting towards something which is going to develop their interests and ambitions or whether they have got themselves into a niche and they are to frightened to get out of it, in which case they would spend the rest of their life frustrated. To see if you can expand their horizons or to beware if you're dealing with somebody who prefers to stay in their niche, in which case you should be aware that you can't solve everybody's life. I think a general awareness of people and where they might go as oppose to where they are or where they might not go as oppose to where they are. Dealing with a non-dyslexic would be more straight forward because you wouldn't have to put so much emphasis on that this person might be stuck in a niche or that this person may be trapped by their dyslexic difficulties. I'd imagine your advice would be simply what are your qualifications, what do you think you can do what do you want to do and it would seem to me to be a more straight forward process. I could imagine that it would be more important to have someone with a counselling or psychotherapy type background advising dyslexics than non-dyslexics who could have a more straight forward careers officer. That element would not be so crucial.

#### *Section 4 - The Feasibility of the Careers System*

**4.1** *We are interested in the role a computerised careers advise service plays in the general careers advice process....*

**SM.** ( thinks it seems like a bad idea, doesn't like the lack of human contact, feels it could waste time if wrong answers given, doesn't feel qualified to comment)

**4.3** *What would be the benefits to dyslexics of using computers rather than purely written material as an initial step?*

**SM.** I think again it depends on the individual dyslexic cos some dyslexics are very good with computers but others if they've got poor hand eye skills could find computers daunting. I suppose one thing would be that one could actually ask people if they felt happy using computers because if they don't to stick them down in front of a computer if they are dyslexic the whole thing could start off in a very bad way. We'd have to get some idea of whether people feel they are accurate on computers

*What about the inclusion of video footage and sound?*

**SM.** A very general point would be that if you had too much it might be overwhelming. I know you are supposed to be multi-sensory with dyslexia but it's just getting the balance right. I'm sure it's a good idea because multi-sensory on the whole is a good idea for dyslexics but again in that particular scenario they are probably already nervous they are in a strange place. I guess it's a question of balance you wouldn't want to overwhelm them with too much in the way of stimuli.

*Broadly, can you think of any other benefits and drawbacks?*

**SM.** Not really, not beyond what is generally known about these systems, the benefits I'm sure are saving time basically. The drawbacks would be the lack of human contact and whether it would be sufficiently discriminating to be useful.

### *Section 5 Specifications of the system*

**5.1** *We are thinking of making introductory.....delivering information..... strengths and weaknesses of dyslexics in employment and maybe providing examples of well known successful dyslexics. Can you suggest anything specific we can include in this?*

**SM.** I think what would be quite powerful would be rather than having well known successful dyslexics like Michael Heseltine and Einstein who are terribly prominent and could make you think I could never be them, would be to have some real world dyslexics seen working in offices or where-ever. I think to see people doing real jobs who might just say, I'm dyslexic but I'm managing to do this and have a variety of different jobs shown, different professions, from various verbal ones like solicitors down to mini-cab drivers finding their way on a map.

*(explained this will be the main part and directed to thinking about the introduction)*

**SM.** Not too silly but cartoons or something like that if the real meat is going to be later.

**5.2** *What general information on jobs or areas of employment would be most useful, (gives list).*

**SM.** That seems to cover it I don't think I can improve on it. I think flexibility is important because flexibility is what a dyslexic needs.

**5.3** *We are interested in your suggestions as to what specific pieces of information we should try and contain in the video footage.*

**SM.** I think something interesting might be to, I know one person in London who is a tutor and a psychologist, who works specifically with dyslexics in the workplace. As far as I know she's got a unique programme and has worked very successfully with people from quite a few firms. A lot of people say that they can teach adult dyslexics but in fact they're not, they might be thinking of them as grown up children and are not necessarily tuned into the work place. It might not be a good idea to show a really expert tutor working with a dyslexic because it might be too detailed for your thing, but to show how specific things can be made better. I'll give you one example, with this colleague of mine I'd assessed someone who was in an accounts department and he was about to lose his job because his error rate, my colleague Diana Bartlett, she had a look at his work and his error rate was something like 75%, so she worked with him specifically on number work and how to enter data and after about six months his error rate was down to 4% which was very acceptable. That was very specific and he was able to keep his job obviously. That was an example of how to work with dyslexics in the work place is to home in on the specifics of their job and to make sure they've got the skills and the confidence. Another example of somebody who was completely disorganised, missing all his work schedules, in that case she worked on doing flow charts, breaking everything down into goals and sub-goals and that was an interesting one because his work mates laughed at him at first because he had all these things on his wall and he was known to be inefficient and it was a bit of a joke but within a few weeks the boss said that he'd like the rest of the people in the office to use the same system because this chap had cracked it. So it's quite interesting to see how they can be helped in these very specific tasks, but it has to be done individually with the person and their specific job and if possible with the employer. That might be an aspect you could look at, because you could emphasise that the training has to be real training it's not good enough just to go and teach someone to a bit of better spelling and a bit of better writing, it's very very specific to them.

I'll tell you one problem about successful strategies is if they are successful, because the most common thing I find is that all dyslexics have got a lot of strategies cos they know they've got difficulties and they find ways to compensate but very often their strategies are not the right ones. I mean they are strategies but they can be in a way, in the long term quite unhelpful strategies. With proper training what needs to be done is that the existing strategies need to be phased out. Even though the dyslexic thinks they're working because somehow they are

getting through the day, but they could be paddling up river. I think one thing that could be added would be to show someone working with a tutor or a trainer. So that they know that such things do exist. Again I think I would add in, if any of them were prepared to talk about it, the emotional side, some people are more open about it than others, but I think it is such a huge issue for adults that if you had at least one person who could say something about how it all felt, that's very important.

**5.5** *What sort of output should the system offer in order to be of most use to the clients and staff? (shows examples)*

**SM.** Its very dry and even I am thinking oh I've got to wade through all this. I'd imagine it needs to be made more interesting with some sort of visuals and just not so much words. I think that if it were me specially with dyslexics in mind, one doesn't need to write questions in sentences. Anything that would reduce the volume of words, just like phrases or, I'm not an expert but I'm sure there are ways of making it not so hard going.

*(gives examples)*

**SM.** I think that's very good, carry on.

*Conclusion*

*Is there anything else you would like to offer?*

**SM.** I can suggest people to talk to and further sources of information. I've got all the BDA stuff and everything. I could give you my handouts on dyslexia at work, dyslexia in the work place. I've got two suggestions of people to talk to, one in London, one in Lancaster. The tutor I mentioned to you lives not far from here, I'd say she's a key person. I know David McLoughlin does a lot with the work place but my impression is that his tutors are a bit more oriented towards study skills. At the moment this is the only person that I know who really works in the work place and she does the office therapy that I told you about.

Melanie Hardman? is with the Lancaster BDA 01524 32371 (home number) She tutors adults. She is just one of those people who stand out as being very sharp. She is very very knowledgeable. Diana however would be the more important of the two.

*Interview 9. Gary Fitzgibbon, Fitzgibbon and Associates, London.  
3/10/95.*

- GB** You've read the scenario so we can start with the first question. Question 1.1, 'Could you outline the experience you've had with adult dyslexics?'
- GF** Well certainly over the past 3 years most of the work I've done has been with adult dyslexics, both assessing people for dyslexia and training people who have been assessed by other occupational psychologists to improve their performance at work. All of this is going back to 1992, I was doing teaching and other occupational psychology work and adult dyslexics took up about a quarter to a sixth of my time. I suppose you could look at that maybe spending a day a week dealing with adult dyslexics. My first contact with adult dyslexics in terms of a psychologist with interest in that field goes back to probably 1989, all though prior to that I was teaching in further education and I had had contact with a number of adult dyslexics and was actively assisting them in improving their performance in educational settings.
- GB** OK. Question 1.2, 'Have you had any experience in careers guidance for dyslexics?'
- THE REMAINS OF THIS SECTION ARE INAUDIBLE DUE TO EQUIPMENT FAILURE
- GB** Question 2.3, 'What would you say are dyslexics main strengths in the employment market?'
- GF** Yes there are very many strengths. It really relates to what I was saying earlier that dyslexia is viewed as a problem and there can often be a solution. Certainly most dyslexics who have gone through an education system, by which I mean they've left school and by choice gone to collage and maybe onto university have had to work very hard because the traditional methods of teaching in collages and universities are not appropriate for dyslexics. The only way they can survive in such a system and achieve any level of success is by applying themselves in such a way that puts to shame the other students on courses. They leave university with that as a particular skill. Other skills that are equally important is finding solutions to problems, because dyslexics are faced with obstacles more often than non dyslexics, they're quite used to having a difficult time and they're applying creativity to get around these problems and to make the time easier for themselves.



All of those things bring a strength of character that in the employment field makes them a valuable commodity.

**GB** Right. 'what would you say were their main weaknesses?'

**GF** I wouldn't focus on anything as being a particular weakness. If you were to press me I'd say lack of confidence and poor self esteem are probably the most prevalent factors which lead to dyslexics not getting employed where they want to be employed, but I wouldn't focus on anything as being a particular weakness. It's just a creative way of looking at the situation, you could say and I suppose most people would say their poor literacy skills are their main weakness, but it can be their strength. As I've said, if you do focus on a weakness out of context of what they are doing then you do see it as a weakness, but if you focus on the impact of what you call a weakness then it can be a strength. I've got clients who have achieved very good results both in academic settings and work settings purely because they are dyslexic. So if you say dyslexia is their main weakness, I say it's the reason for their success. It's not the cause of their problems.

**GB** 'What is the most common route in to employment taken by dyslexics?'

**GF** I'm not aware there is a common route in to employment. I would say the proportion of dyslexics in self employment....I don't have any data on that, I couldn't cite any, but my own experience working in careers counselling both in a non dyslexic and a dyslexic context suggests to me that most of them are heading for a self employed style of work.

**GB** OK, and the last question in this section, 'What additional factors would you take in to account when advising a person on careers who was dyslexic as opposed to advising a non dyslexic?'

**GF** I don't really in giving careers advice make that much distinction to be honest, what I focus on is a person's individual strengths and weaknesses arising out of being either dyslexic or non dyslexic. Again if you were to press me I suppose the main factor is focusing their attention on the need to build their own self esteem and confidence, but when I was dealing with just straight forward career guidance that came up as an issue anyway with people who.... well at least I wasn't told they were dyslexic at the time, on reflection maybe some of them were, but still there were a substantial number who were not dyslexic who had a similar category of problems as dyslexics. So I wouldn't say there was any additional factors.

- GB** Lets go onto section 3, 'Dyslexics and careers advice'. 3.1, 'what are your opinions on the current provision of careers advice to dyslexics?'; a) 'the availability of services'.
- GF** If by the availability of services you mean services that are free to the client, probably quite adequate given the effort that..... well I wouldn't say adequate, I'd say there wasn't that much difference between the availability of careers advice for dyslexics and non dyslexics. If they go to a job centre and are persistent they can end up getting quite good careers advice, either directly from a Disability Employment Advisor or as a result of being referred by that same person to an appropriate organisation which might be some sort of careers organisation specifically for dyslexics, or here, or any other organisation. I don't mean to say these are the only 2 options.
- GB** OK, 'the provision of appropriate material'. By this I mean advisory material, pamphlets, books, etc..
- GF** Again I wouldn't draw any distinction between the provision for dyslexics and non dyslexics. What I would say, generally speaking available material for careers advice is poor. Certainly even if you focus attention on organisations that charge quite allot of money for the service I wouldn't identify their products as being particularly helpful to either party, and I speaking from experience there as somebody who's worked as a careers advisor and somebody who is working currently with organisations that charge substantial amounts of money. If your talking about material then that is the least important part of the process. The contact with the consultant is important, but the material you get to read might not be very useful. In terms of computers, there are some programs available to help you examine the field of possibilities in a fairly short period of time but they tend to be like a flood light only it's more flood than light.
- GB** 'Staff training and awareness'
- GF** The questions a bit ambiguous but given we're talking about careers advice presumably you're talking about careers services. Well I'm not aware that staff training focuses any attention on dyslexia as a condition, and though I said earlier I largely ignore when I'm giving careers advice and look at individuals I think it would help if people were more aware of what dyslexia is, and then they might be able to take a more sympathetic approach when dealing with dyslexics still given that they're going to be looking at strengths and weaknesses of individuals. In collages there's more and more training taking place and people are identified as having specific responsibility for looking after dyslexics, but again my own

experience having worked in colleges it tends to be it tends to be misleading anyway. People who do training courses tend to come out with what might be viewed as a very distorted idea of what dyslexia is.

**GB** OK, e), 'the quality of the service'.

**GF** Probably poor. I've had people come in here who are very gifted, in terms of occupations where the demands on literacy are very high, and they clearly don't have a literacy problem, but purely as a result of explaining they are dyslexic they have been warned off pursuing careers which have been very appropriate. In some cases I've got people who are now very successfully pursuing those careers after having been advised by other people that they should not.

**GB** 'Success rates, i.e. how often does it get them into appropriate jobs'

**GF** I don't have any data on that, except commenting on my other organisation which wouldn't really be appropriate as an answer. So I wouldn't know what to say on that.

**GB** We'll go onto 3.2 then

**GF** I think I've covered that basically in a nutshell. I'd say that if careers advice people labour under the misapprehension that you can never learn to read, write and spell as well as your peers, then they are basically going to be giving bad advice and ignoring peoples' skills. So the improvement really would be for them to understand the nature of dyslexia.

**GB** OK, question 3.3.

**GF** Find out what dyslexia is before you embark on giving advice to them.

**GB** Question 3.4.

**GF** Well the first two questions together I would be giving guidelines....if I had someone who was anticipating taking up a career as a careers guidance counsellor then there would be a set of guidelines I'd offer, and it would relate to something about matching people abilities appropriately with the demands of jobs. I see that as a common factor I wouldn't see it as relating either to the dyslexic or the non dyslexic population, just as an important factor in careers guidance. I would also focus, again this is a general point rather than a specific one, I would focus on the need for a careers advice person to have some counselling skills, because you can't do careers advice work without it.

- GB** OK then, 'what material presently available do you think is best suited to the dyslexic person looking for work?'
- GF** I don't think there is any material that is suited particularly to dyslexic people looking for work. The why is because when I came to look for material that I could recommend to dyslexics I've always felt it was not very useful. I do think it's a one to one that's required, the majority of individuals can only benefit if they're sitting talking to somebody, if they're reading then there are general texts, like 'What Colour is Your Parachute' comes to mind, it's a book about deciding what you want to do in life, it's generally useful. If you have a dyslexic who's literacy skills aren't particularly strong then they might have trouble reading it, it doesn't change the fact that the material inside that text is useful if it can be made accessible.
- GB** OK. Section 4 then, 'Feasibility of the careers system', question 4.1 a)
- GF** It might give you some gratification to know that there are savings in costs if it's cheaper to run than have an individual do the job, but I think people see through that. If your talking about a service which is free the same comments would apply it's just that it would probably be used, because people will use something rather than nothing. But certainly if you go to the market place and your trying to cut costs by getting somebody to use a computer as opposed to see an individual then they see through that. I've come across that comment more than once clients. I wouldn't be advising an organisation who wanted to make a living out of careers advice to be using computers in that way
- GB** OK, b).
- GF** I don't really think that's particularly relevant for the client because part of the problem in careers advice is infact restricting the client to a specific time and getting something don, rather than.....(GF pauses to wait for background interference to stop)...Yes if you leave it to the client then it's a question of procrastination. Your trying quite often to give the client the information and get them to make the decision. Frequently what you have is people who could have made the decision because they've got all the data but rather than make the decision they'll be procrastinating, and this lessening of time restrictions will lead to that. So I don't see the lessening of time restrictions to the client, at the end of the day, being of that much use.

- GB** Right, c), 'lack of human contact'. I'd like to point out before you answer that I'm not considering the system as just the only thing that they get, it's a two stage process of course.
- GF** Well you see this is the basic question. I wasn't making any assumption of that.
- GB** No of course, just so you can understand the context. I'm not talking about this being the only thing the client gets is the system, being stuck in front of this computer and things just get thrown at them by the system. I'm thinking of it as a preliminary process.
- GF** Well of course to an extent with dealing with a computer, some people might find it easier. I'd say in some contexts it's easier for the client to deal with, that depends upon the individual, but again it's a very small proportion of tasks that have to be done where a computer would do better. Speed; using the computer (TAPE INDECIPHERABLE)
- GB** d), 'the systematic assessments of clients characteristics'. I'm thinking of skills, the computer asks questions and assesses peoples skills, for instance their likes and dislikes, these sort of ideas.
- GF** I do allot of job analysis, I'm involved now in a major job analysis at the moment, and I just don't believe that a computer will be able to assess my clients characteristics which is what I'm trying to do as part of the job analysis. I think it's always going to be a very broad shot on a computer.
- GB** Yes OK. e), 'the restriction of assessments to specific predetermined characteristics'
- GF** I'm not awfully sure that I understand the question.
- GB** The computer obviously can only handle questions that can be answered on a scale, or yes or no. It can only ask the questions it has been programmed to ask. This is all I'm talking about in this particular question.
- GF** Well it isn't actually true, I'm dealing with a system now that makes up it's own questions and also it can tolerate a range of questions which aren't open ended. I mean it's a fairly subtle device specifically being developed by a major company, but I don't think it's so far from what exists now that it's unrealistic to expect....
- GB** Yes but there's still a restriction there, I mean it's far more limited than you would have.....

- GF** Like the fact I was making earlier. It's the limmitedness of all the specifications that presents a problem. Could you give me an example of how you are assessing a form of predetermined characteristic.
- GB** I'm basing the idea of this on systems I've come across and had a look at, things like.... lets take likes and dislikes the computer will ask a series of questions on.....
- GF** Like an interest inventory.
- GB** Yes like an interest inventory.
- GF** I think there's maybe a small role for that, but lots of tests exist in both paper and pencil form and implemented on computer to find out what those likes and dislikes are, and it's really just using a computer to administer tests. And if you ask me, is there any benefit in using a computer over pencil and paper? I've got some tests on computer and I've got them in pencil and paper form, and I've never yet had anybody who was doing it on pencil and paper form who asked to do it on computer, but I've had several people who have asked to do it on pencil and paper rather than computer. So given that I'd say on balance that it doesn't contribute anything.
- GB** OK. f), 'the large number and broad range of job of potential job suggestions'.
- GF** This comment implies that you're thinking of (INDECIPHERABLE WORD) which is basically isolating information about a client, about areas that might be of interest. The only way I use that is if I'm forced into a situation of having to get information very fast. I could give it on pencil and paper or on computer and the same comments apply as to the last question.
- GB** What about 'the limited depth of information on specific jobs'. Obviously the computer can't hold an awful lot of information on each job.
- GF** I disagree, because we're talking in the comparative sense here of whether the computer or the careers advisor can hold this. A good careers advisor can be an expert in a whole range of jobs. I quite recently had a client who was interested in working as a game warden, something I hadn't actually come across before. I was able to go to the computer and get a page of print on that and I don't see much difference between getting it out of a computer and getting it from whatever information was used to put it into the computer. So you can actually put allot of information into a computer and access it very quickly, but it's only a question of speed. Certainly if you were to design a system.....and again from my work

with dyslexics I know of a system they did design which is one where the client is expected to answer a series of questions and at the end of it they are given advice based on their answers about possible job options. That computer would actually be better in that very restricted task than an individual because it's banks are full of much more information than most careers advisors have. That's the only point, I'd say in a very limited sense it's helpful. I mean obviously if it's a specific job, as of a psychologist, the computer isn't going to do as efficient a briefing process as I could when primed. That would also be true of other fascinating jobs, but given that you're talking to a client who you know nothing about, he could be doing anything in the world, then a computer is probably going to be better suited to giving information fast and in detail than an individual.

**GB** Excellent. h) then, 'the provision of data as a springboard for clients and advisors in later advisory sessions'.

**GF** That's a useful way to use the computer, because if the clients come to advisory sessions having done some preparation then it certainly holds great benefits for the client. And if you could design a program which made the profession easier it would certainly benefit dyslexics then I think both client and advisor would be happy with this. I think if the client understood that what they were doing was simply being helped in their thinking in preparation for advisory sessions they would be much more predisposed to dealing with the computer. I think largely that would be a very beneficial way to use computers.

**GB** OK and the last part of this question, 'the provision of data as a springboard for the use of other resources by the client, e.g. a careers library.'

**GF** Is this in the context of a dyslexic?

**GB** This is in the context of a dyslexic.

**GF** Because of their experiences and not necessarily for the reason of not having good literacy skills, dyslexic people don't like using libraries, they don't like reading, they shy away from reading. So I don't think that would be a good way to deal with dyslexics, giving them information by computer or directly and telling them to go away and do the same as non dyslexics.

**GB** OK question 4.2. This is just filling in the gaps of the previous question really.

**GF** Quite often what you have particularly with dyslexics is individuals who have been almost brainwashed into believing that there are certain things they can do and certain things they can't do, and certainly more often than not what I find is in

artistic careers, if you like, doing graphic design or doing something in the art world they've been focused away from areas that might be creative because they involve writing. And I don't think that necessarily is wise. On the other hand a lot of engineers and mathematicians...

#### INAUDIBLE SECTION

I think that interests are the key to dealing with most people not just dyslexics in career guidance, it's usually clear. You see quite a lot of the time when you're doing this careers guidance you are dealing with individuals who are confused, they are confused about what jobs require and they are confused about skills. Sometimes they are in a job they enjoy but talking about changing their job, and the problem is there's no problem with the job at all but it throws up other factors they are projecting on to the job.

#### SIDE OF TAPE ENDS

I think I was at the point of saying that the information doesn't have to be collected by the computer from the clients, it can be collected by the advisor and then processed by the computer, given that a fair number of people might not feel comfortable with a computer in that situation. That might be the best way to do it.

**GB** OK then question 4.3.

**GF** As I've said I think written material is at the bottom of the ladder in terms of desirability. It's just not an efficient way of doing careers guidance. So if you have to choose between a computer and written material I'd always say the computer is probably going to do better unless somebody's computer phobic and might just prefer the pencil and paper. But if you were to compare the computers with direct advice maybe in conjunction with written material, because I know that some advisors do advice by helping people look through various publications, then that would certainly be better than using a computer. Obviously if you do have somebody who has pronounced problems with literacy, and I'm not saying dyslexics don't I'm just saying it's not a condition that is true to all adult dyslexics, if you do have somebody who's got literacy problems then there's an obvious advantage of using a computer, as I've said the advantage is in any case there for most people. The icons and touch screen, it's user friendly and that applies generally it's not a specific dyslexic benefit. The prevalence of the Macintosh set up, that Microsoft are now doing what Macintosh are doing suggests it's just something that people prefer rather than just dyslexics.



- GB** 'The inclusion of video footage and sound as we suggest'
- GF** You suggest?
- GB** Yes. This is one of the aspects we are going to be including in this thing segments of video footage containing information.
- GF** Is it a multimedia aspect?
- GB** Yes, it's a multimedia aspect. Basically the idea being that along with standard information on jobs we will have video segments of successful dyslexics, in the sense that they've got along well with there jobs, in their workplace, explaining various aspects of their job, talking about the job, showing people around the workplace. This is covered broadly in the next section. However one of the important ideas behind it is that we are going to use video segments, a multi sensory approach.
- GF** Yes I would be saying the multi sensory aspect is what makes it the most attractive, but it depends on how the sound is used, because dyslexics do frequently have a problem with conversations and taking in information. Classically if a dyslexic has to information which is presented as speech then it has to be in short bursts. Dyslexics talk allot quite frequently because they can't cope with other people talking and giving them too much information. So there could be a problem if you were not careful in how you used sound, and if we're focusing on career guidance I think.....You see multi sensory is usually followed by the word learning, and certainly in careers guidance there's a role for learning, but it's not really a learning situation, well it is a learning situation it's learning about your self, it's not a learning situation in as much as you want to be sitting there taking in information about other people. It's really about finding where your existing skills are best suited. I'm not quite sure about I see immediately how you do that. If you are talking about a system, a self learning system that dyslexics would be using in a collage I'd be saying, yes that's excellent you've got exactly what you want to do, but my experience in careers counselling of talking about what other people are doing is that people tend to glaze over. What you really need is to bring it in, but in an appropriate context. I don't know if it can be taken as a package like that.
- GB** 'The interactive structure of the system'
- GF** If something's interactive it's bound to lead, by definition to more involvement, and as you increase involvement people will get more out of it. And again, that

would be the same for dyslexics and non dyslexics. I don't think I see anything under 4.3 that is a benefit or a drawback. Maybe what I've said about the sound is the only drawback of the system, but apart from that I don't see any distinction between the population of dyslexics and the population of non dyslexics on those three points.

**GB** Yes. What ever you do for dyslexics is good for every one. OK, 'can you think of any other benefits and drawbacks of the system outlined in the scenario.

**GF** Yes, sequences of instructions are a problem with dyslexics and the interactive structure of the system, interactive systems I've used tend to be quite good actually because you have to make simple decisions and it's always on screen. If that's what you have then it will be OK. If there is any element of having to remember, any element of having to make too many decisions on screen that will actually be difficult for dyslexics, not because they can't actually do it. but they think they can't do it.

**GB** OK. 'does the scenario sound feasible, can it be effectively implemented'.

**GF** Yes it's certainly a feasible scenario for a career guidance system. Can it be effectively implemented? It's been tried, I've actually tried it myself and I think the classic idea of career guidance is one that will persist for some time. As you go to America it's something which is popular, but systems tend to come and go and I just don't know.....'implement' I suppose is the question, 'can it be effectively implemented?', well if effective implementation is to introduce a system that can occupy a significant and important role in the process then I personally have my doubts that it will.

**GB** 'What back up services should be offered to the client after they have used the system?'

**GF** Well I think I've already answered the question.

**GB** OK, we'll go on to section 5, 'Specifications'. Question 5.1.

**GF** Well, 'is there anything specific we should include' is the problem because as I go through that, if you were to talk about the strengths of dyslexics rather than the strengths and weaknesses that would make more sense to me because I just don't believe.....I believe they have definite strengths, I believe they use visual memory better than non dyslexics because they have been forced into a situation where they've had to develop it, some aren't. I believe that learning experiences particularly through education systems is such that they develop a skill which non

dyslexics in general haven't got, the skill of attending to something even though it's difficult and spending a lot more time than non-dyslexics. If you're talking about the weaknesses then I don't accept that there are prevalent weaknesses in the dyslexic population. There has been an over-emphasis on what they can't do rather than what they can do. Their weaknesses are frequently the result of people's focus on weakness rather than strength. Certainly if you were saying strengths I would be happier. 'Maybe provide some examples of well-known successful dyslexics', I don't think examples of well-known dyslexics has an impact on the majority of dyslexics. First of all the word success isn't clearly defined. In an American study of successful dyslexics the criteria of jobs and success and related salary as being indicative of success, but that isn't to me an acceptable definition of success. And even if it were, even if you could find successful dyslexics to illustrate the system with it's something which in my experience doesn't motivate dyslexics to do anything, it's just an anecdote that is a red herring. Having said that, you can understand that I wouldn't be suggesting anything specific because I have a disagreement with the video approach.

**GB** 'Can you think of any other areas that should be covered in the introductory front end.'

**GF** Really I look back and I think, you know, make an introductory front end to the system delivering information on the workings of the system, it's got to be information which is.....I mean I know a couple of dyslexics which are particularly engrossed in computing and have ended up doing very well in that field, they might be very interested in the workings of the system, but my own experience in administering tests and questionnaires and exercises at computers, nobody wants to know. Even when I have explained, it's not something of interest to them. So your putting somebody through something and I think you should be careful that you deal with the user. I know that if you develop it, it will be very interesting, but I don't think that sort of information should be imposed on individuals unless they seek it, I don't think that by imposing it you necessarily do anything of benefit. Probably if the client asks for any further information it should be there. I think maybe a simple statement of what they are likely to get from it is what they need, because more often than not when people are presented with it the computer's not clear to them, while they're sitting in front of it the computer will let them know..... because I've had people saying, 'why am I doing this, couldn't you do that?', and that's a very interesting question because the answer if you were to be honest to people is to teach them to use a computer, nobody really wants to know that.

TAPE INAUDIBLE FOR ABOUT 40 SECONDS

**GB** Question 5.2., 'What general information on jobs, areas of employment, would be of most use to the client'.

**GF** Well certainly 'an outline of duties' is useful, 'an outline of skills required, an outline of working conditions', yes, 'information on social environment', yes, 'special factors for dyslexics', yes. It's been a point I've already made several times, but where you've put 'reliance on literacy skills', no more so than you would for non dyslexics. Clearly if it a job where, if your dealing with a dyslexic who simply can't read.....

TAPE INAUDIBLE FOR ABOUT 30 SECONDS

That's my comment on that. 'Promotion prospects' that's exceptionally difficult to do, especially in this environment, in the career guidance context no, I don't think that's realistic. And 'wages' yes, it's usually, you know, I've found it's probably the least important aspect of serious careers counselling, if everything else is fine people will take a lower wage, if it's necessary. So the money isn't that important. What I would say to you is, a dyslexic is somebody who quite frequently has to find a way to get into an occupation which isn't the accepted way of getting into an occupation. When you present them with the 'minimum qualifications' you might mislead them because your saying 'you must have this in order to do this job'. I've had many situations where I could have said that because that's what the organisations that did have the jobs had this as a first hurdle, 'you need to have this qualification'. Quite recently (INDECIPHERABLE PHRASE) need a degree in graphic design to get this job. I can think of two people who despite not having it still went, now neither of them were employed, but the thing is they still got to the final selection process, so the organisation accepted that they'd got the skills not the qualification to get them that far. And it was no longer an issue, the fact that they didn't get the job wasn't because they didn't have the qualification, the fact that they didn't get the job was because in comparison to the other people they didn't have a sufficient amount of skill. So I don't think it is necessarily wise to give the minimum qualifications as a cut of. I think that's very important for adult dyslexics because many of them, very skilled, very clever, have been failed by the system rather than failing the system, and they can be (INDECIPHERABLE PHRASE) if you need them to be, but because somebody's saying that they want ten 'o' levels, you've got to have 10 'o' levels (INDECIPHERABLE PHRASE).

REMAINS OF INTERVIEW IS INAUDIBLE

*Interview 10. Dr. Harry Chasty, British Dyslexia Association, Reading. 5/10/95*

**HC** Well we've been chatting generally about what is an adult dyslexic, and certainly in my view we are looking at someone who is beyond the 16 plus stage who is either looking towards enhancement of career opportunities or looking towards academic possibilities. Your asking about my experience, well I do allot of work with 16 plus candidates, sometimes in very high academic schools, the independent public schools of the country, sometimes in further education collages where they are taking much more vocationally oriented courses looking at qualifications in business, art, craft, technology or whatever, looking for career opportunities. And I deal with a third group, these are mature adults who for one reason or another have experienced fairly catastrophic failure in a working adult life. They may have come across the police or the employment system, they've certainly bumped their esteem as well as their noses, they may be in very severe difficulties. And they come to me for help in a particular situation. I'm thinking of one adult dyslexic I've bean talking to recently who was sentenced to a long prison sentence. He's a very able business man he was worth millions and he made some silly errors in financial matters, and the serious fraud office picked him up and shook him because they thought he was involved in a fraud that was involved in the Bank of Credit and Comers scandal. Now you've got a guy like that, in his middle years, been a very successful business man, finds himself to be dyslexic finds himself on a criminal charge and says, 'I don't think I was negligent, I don't think I was criminal, I made some mistakes, but I don't think I was worse than any other guy'. I get allot of those to deal with, and try and sort the problems of those. So you are looking there at three areas, academic higher education, vocational education, and also those who literally fail. Those are the areas I have experience.

**GB** OK.

**HC** Your second question, have I any experience of careers guidance. Yes, all of that will mean careers guidance. I'm allot of things, I've been in education, I've been a teacher, a head teacher, a psychologist director of the Dyslexic Institute. I set up the Institute's assessment process, but for me assessment is a very sterile process unless your actually giving the client advice that enables them to solve major problems and issues, and the major function of assessment is to give..... and I used to say this in lectures, assess equal access to a higher stage a higher development, and the only rule or point about assessment is that it's opening

doors for that person. So careers guidance is got to be a part of what assessment is all about.

**GB** Right.

**HC** Do I have any experience of computerised careers guidance schemes? Answer, no.

**GB** Fair enough.

**HC** Any experience in the use of computers by dyslexics? Very much so, heavily into that and like to see allot of my teenage and adult dyslexics working with computers. My own view is that as a practitioner I had to learn about computers late in life. I'd written a chapter to a book, the editor was pushing me for it, I sat down and wrote it, I went along with 46 sheets of paper and they said to me 'my God, are you out of The Ark. What we want is a disk, some body's going to have to sit down and type all this. Where are your IT skills'. So I reckon the illiterate person in five years is going to be the person who cannot use computers. I think we're all going to have to use them in business and everyday life. I think there are distinct advantages in there for dyslexics. Looking at the sheer economics of career development, if you've got X hours to spend with a 14, 15, 16, 17, 18 year old dyslexic will you spend it teaching him to produce good hand writing, or would it be more beneficial teaching him to use a key board and computer? I would plump for the key board and computer every time. So my answer is it's very important

**GB** Great.

**HC** Any important points from my papers, that you would especially like us to note? Not particularly.

**GB** Well just any important points, anything that you think is worth emphasising.

**HC** Yes. I think I'm infamous throughout the education system for coming up with one major view, and I'll be selling it to 41 teachers inside this room inside 2 hours. My view about dyslexia is, here are people who can learn, who do learn, but who learn differently. If this person doesn't learn the way you teach can you teach that person the way he learns. Can you then go on to extend and develop and shape his skills in the process of learning on the way to much improved literacy skills. And that's the way I would see it and what I'm interested in doing for adults is give them a range of problem solving options; give them the skill to know how they solve best and get them to chose. I think where you've got a mature adult solving problems effectively, they may not go for the quickest way

but they will go for the best way for them. That's what I want to do in a sense, that's the line I would take.

**GB** Right.

**HC** OK. Section 2, 'Dyslexics in employment'. 'What factors are most important in determining how successful a dyslexic person is in employment?'. God you can write a book about it. Lets take it the other way round and talk about the people I've had that have been, in a sense, failures. Who have literally found that in the employment world found it didn't work out and they have bumped into either the employment system, the legal system, the law of this land, and most of them finished up in prisons. Their major problem was that they were quite capable of quite high level problem solving, and they perused their high level problem solving in a particular way, and they didn't ever question, or check, or build in checks about their own thinking procedure. While I thoroughly support their right to their own independent thinking stiles, those thinking stiles took them down tracks which sooner or later brought them in to conflict with the business or society. The major problem for them was that they were unable to identify and recognise the point at which they should have blown the whistle and stopped it all. And either in a social relationship with an employer they said too much, or in a management situation they did things that were later classified as being illegal. I would have categorised that by saying that in a sense the greatest difficulty was that they didn't see the outcome of there own actions. Your looking at a sequencing skill if you like, 'if I do that and that I'm all right, but once I take the next step I either break the law, or I break the rubrics of this office, or some one is going to get very miffed about it'. They didn't know where to draw the line. And so in a sense in looking at success or failure it isn't just ability, many of these dyslexics have very high abilities. Nor is it an issue of difficulties, they could get round the difficulties, but there was an issue of the overall perspective of the employment situation, the wider view, the vision, which they didn't have. Now how do you teach a dyslexic vision in a range of situations like that. Immensely difficult, I've got no easy answer to that, but the major problem in employment was that lack of overall width or vision, where they didn't really get the total perspective. They had a very narrow vision of themselves, what they were doing, and how they could manage that, and they went on and managed that very effectively, but that did not fit into the surrounding circumstances. So to that extent they either became unacceptable to their collages, or they broke the law, they did a whole series of things that caused problems. Now that, in a sense, is where failure came in. How would you determine a successful dyslexic? One who's got that skill, who manages his own learning effectively but has the vision

to see what is going on in the world around him. And I think both of those skills could be taught in an adult education program. Teaching them to take the longer view so that they can apply those skills appropriately.

**GB** OK.

**HC** 'What particular problems face dyslexic people in finding suitable work?'

**GB** By which I mean work suitable to them

**HC** The major answer to that is that they've got to be realistic, and I think many of them are not as realistic as they should be. I mean, it's an immensely competitive job market at the moment. Young people looking for jobs, I'm very sorry for them. I mean, I have a step daughter at the moment who is a very qualified lady, and in her last job application she was one of 143. It's a bit like that, it's a very competitive market, but dyslexics must be realistic about their skills, what they can do and what they can't do. I think, if they're going to break into successful employment they must be aware of their abilities, they must be equally aware of their difficulties. What they can do, and what they can't do, and literally they've got to sell themselves to the employer on those strengths, and it's got to be at a realistic level. I sometimes find that their aims and ambitions do need to be directed realistically in other directions. It's very nice to think at the age of 17, 18 or 19 that you would like to be a brain surgeon or whatever, but is that realistic given your track record in the school over the past three or four years, how you've struggled for GCSE's, how you've struggled for 'A' levels. OK, what is the next realistic step. I think one has got to build in there a sense of realism in setting goals and ambitions in employment, and also the in-between stages. You might say, 'OK, where do you want to be in five years', 'I want to be there', OK lets plan back and put the steps in. 'If you want to be there in five years what have you got to do in three years, what have you got to do in two years what have you got to do in the year ahead'. Fine, if you've got to do that in the year ahead is that realistic for you. Can you manage this, this, that and that. And that level of planning I think is absolutely essential if they're going to break successfully into the careers market.

**GB** You mentioned earlier that one of the problems with dyslexics was this lack of vision, as you call it. Is that connected to having inappropriate goals?

**HC** They do have inappropriate goals. I mean, I talk to young people who say I'm going to do X, and I do what I've just done with you and say OK lets plan back, can you be there in two years time. That means you've got to be there in one



years time, can you accomplish that in the year ahead. Now looking at them as a skilled educationalist I can say there's no way that person can accomplish that. But they would happily bite that off and say 'OK, I'm going to do that'. And six months in to it, nine months in to it they'll be coming back saying, 'It's not working, I'm failing'. And I will say quietly to myself, well I could have predicted this. It's not so much a failure in skills, It's not so much a failure of the organisation in which they are, it's a simple failure in realising that what they planned to do simply wasn't possible. Now if they have the right kind of careers guidance, and people who will sit down with them and make them think things through to the nth degree, then you'll cut that failure very significantly. And I think they will benefit enormously from that kind of counselling. So you do need some one there who understands them, who understands the job market, and really directs them in that sort of way so they are really prepared for what they're going to do. 'Dyslexics main strengths in the employment market'. Again I will be saying this to the students that will be coming in here in an hour's time. There's no such thing as a standard dyslexic. I would be identifying three different categories at least. Some with verbal problems, some with visual problems, some with problems in both dimensions. See you can't say that they are visually able, that's misleading, nor can you say that they are verbally able, that again is misleading. Some will be some won't be. I think the real strengths of dyslexics have literally got to be worked out. They have got to be told what they are, they've got to learn what their strengths are and they've got to apply them appropriately. I don't think one can be specific in answering that question. Main weaknesses? You can summarise these quite easily. Motor skills deficiencies, which lead to difficulties in the written language process, so that if they are writing notes to colleges they can often be illegible. Memory skills difficulties, problems recalling that sort of thing. They can take messages but forget to pass them on, and they can forget about times and places, they can miss appointments, they are not always the most predictable of people. They've got to be given systems for overcoming those difficulties, those inadequacies that are in the dyslexic profile. With that sort of management of the problem they're fine. 'Common route into employment taken by dyslexics?' I've no answer to that.

**GB** Nobody has.

**HC** I don't see a common route into employment. I see dyslexics of all ages and all statuses in society. Most of them work very hard to get into employment and there's no single right answer, there are a whole series of ways. 'What additional factors would you take into account when advising a person on careers who is dyslexic, as opposed to advising a non dyslexic?' Well I wouldn't take a different

line with them, I advise them both in the same ways, and literally it's planing to the nth degree, understanding skills, understanding difficulties, building a coherent plan that is manageable and workable. If you like, giving them a series of check lists, you know, 'today you do this', fine tick it of, that's that cleared up out of the way, 'now tomorrow we are going to do so and so', now we've got a series of things to be coped with to put that person in to a position where they are not just expectable in that career but where they are going to make a go of it. But their is another factor that I want to bring in, I don't want people to think in terms of a formal employment situation, being employed by a company, or in an office, or in a work shop, or where ever as being the way forward. I've seen employment changing very, very significantly over the last 20 years, and I think 20 years on the circumstances for employment in this country are going to be very different. Many people will be self employed, applying skills, applying abilities, techniques which they've got. I see certain kinds of dyslexics with visual, special practical skills who literally would be very, very good in there own right working in a self employed capacity providing services to other institutions. And I would be a little bit concerned not to give the impression that we should be saying to dyslexics 'you must go out and get a proper job'. What I would like to see is an exploration of, 'What are your skills, can you be selling those skills to someone else. And for the visual creative practical dyslexic, and here I am thinking of a series of people who I know who perhaps have tremendous skills on computers, who have opened their own computer businesses who are selling services which are highly technical to other companies.

TAPE STOPPED DUE TO ANOTHER MATTER BEING RAISED. NEXT SEGMENT IS INAUDIBLE BECAUSE OF EQUIPMENT FAILURE.

**HC** 'Can you suggest any other characteristics which influence the role such systems play, and what effects might these have?'

**GB** Really I am just checking if there is any thing you would like to add to the previous question.

**HC** No. 'What would be the benefits and drawbacks to dyslexics of using computers (i.e. with icons, touch screen etc.) rather than purely written material as an initial step?' I think it's wonderful, a huge benefit. I'm strongly in favour of it the less written material the better. 'Inclusion of video footage and sound as we have suggested?' I think, superb. The more realistic and life like you can make it, again, the better. Interactive structure I think is essential, as I think I've already said to you. Interactive, branching with all kinds of possibilities.

- GB** We are thinking of making a system which is more explore, rather than just travel through.
- HC** 'Can you think of any other benefits and drawbacks of the system?' No. 'Does the scenario sound feasible, can it be effectively implemented?' Yes, if you've got a very big grant. If the money is available to you the answer is yes. 'What follow up services should be offered to the client after they have used the system?' I think that's terribly important. I think you are going to have to have someone who finds out what the problems are, because there will be problems, and you're not going to have all the solutions to hand. I think someone is going to have to keep it touch and sort the bits and pieces out. Otherwise the system won't be as successful as it should be.
- GB** Yes of course. We're not just thinking of leaving people in of the system. Section 5.
- HC** 'We are thinking of making an introductory front end to the system, delivering information on the workings of the systems, the strengths and weaknesses of dyslexics in employment, and maybe provide some examples of well known successful dyslexics. Can you suggest anything specific which we can include in this?' I also think you should put in there one or two well known successful dyslexics and their errors which might have been avoided, if you know what I mean. Handled properly I think these people wouldn't mind. I can think of people who have made a complete and utter mess of things who will simply say, 'well if I had this to do again, I know with the wisdom of hindsight, I wouldn't do that, I would do this'. Now letting other dyslexics have access to that is quite a valuable exercise. You've got to see that people are human and they all make mistakes. Dyslexics are prone to make mistakes, you can learn from those mistakes, but learn from the mistakes others have made before you, so that you don't make the same ones. 'Any further general areas which should be covered here?' Not particularly. 'General information on jobs or areas of employment would be of most use to the client? Possibilities include: information on minimum qualifications' Very important, be realistic about what they can achieve. 'an outline of duties' yes. 'an outline of skills required, an outline of working conditions (e.g. working environment, flexibility of hours and duties, deadlines) information on the social environment' That's terribly important. 'special factors for dyslexics (e.g. reliance on literacy skills, organisational skills, or general willingness to make accommodations)' Yes, I would include in there some kind of estimation of the level of literacy required and how important that level is. I remember being employed by COSE to argue a case on behalf of a nurse who was

in the cardio thoracic unit and was being sacked by the hospital because she couldn't read the medicine proper and had given someone the wrong dose. My response to COSE was, OK I don't believe this lady should be sacked, but do you really believe she should be working in the cardio thoracic unit of that hospital given the level of her literacy skills. Is there not another peg in nursing where she can use her obvious talents without her literacy skills being a threat to her patients. So can we build in to this some estimate of the significance of literacy in this job and what the possibility of failure might be. I think we must be responsible not just to the dyslexic but also to the client who will be using the services of that dyslexic. I think if we put our dyslexic in a position where others are at risk the stress will interfere.

END OF THIS SIDE OF TAPE

**HC** OK, I think we were at about 5.3. 'What topics should we emphasise in interviews with successful dyslexics in the work place? Possibilities include: a brief personal history' This is good. 'their strengths and weaknesses in general, an account of problems they have faced' This is the point I was making earlier, very important. 'ways they have overcome, the results of success, some account of their priorities in life in general' And don't hesitate to put in their failures and how they cope with them.

**GB** Yes this is one of the things we were thinking of, how do their failures turn out.

**HC** Because dyslexics get very depressed by failure, and they should learn how to handle it. 'topics we should emphasise in the general demonstration of the characteristics of the job? Demonstration of general duties, skills, working conditions, social environment, prospects for advancement, account of what accommodations', and again some estimate of the importance of literacy in that job. 5.4, nothing to add. 'What sort of output should the system offer in order to be of most use to the client? job lists, ratings on characteristics.

**GB** I actually have some examples of outputs from other systems which you might want to take a quick look at. I'd appreciate your criticisms of these.

**HC** READS FROM PRINT OUTS.

**GB** These are my results obviously, because I plugged myself into a couple of these systems. I'm really interested in what improvements can be made to those printouts, or what the print out hard copy that the person actually takes along to their careers advisor afterwards should look like.

**HC** Are you covering the full work field here, because you've advising, instructing, conceptual, scientific, there's nothing in here about practical until you come to the box bellow that says you have no strong feelings about it.

**GB** Personally I don't, this is because these are my results.

**HC** I thought we were dealing here with what is general, and you need to have surveyed the whole field and put in practical. I know many dyslexics that enjoy the nity gritty of practical work.

**GB** These are just my personal results. I'm just giving you an example so you can basically criticise them and say what improvements can be made to make them more appropriate to dyslexics. Obviously there's big problems with these print outs, major factor being there's just so much of it, and it's also pretty indigestible stuff.

**HC** Yes, it's interesting this. I'd like some time to run a check with you. I don't know whether you know of the 16 PF.

**GB** Yes, I've heard of it, I've never used it.

**HC** I use it pretty regularly with adult dyslexics and there is a scale in that that allows you to make personality recommendations on the personality responses given by the students. You know, what appropriate career might be for them. You know, it would be useful to run a check with 16PF and see if it actually came out as a validation of this, if it was making similar recommendations.

**GB** Yes, that would be interesting.

**HC** Can we press on?

**GB** Yes, of course. It's only the last section to go really, unless you have anything further to add.

**HC** 'Anything further you can suggest as far as architecture or content of the system which would be of especial benefit to dyslexics?' No. 'Any suggestions of people we should talk to?' Not really. I'm trying to think of the name of the psychologist who works for Open University who does allot on careers guidance. I'm sure Angela or Rod would know. He's very heavily into this sort of thing, careers guidance, personality and systems. I'm sure he would have bean very helpful in this sort of thing. Not really.

**GB** OK, thank you very much for your help.

**HC** Not at all. I appreciate what your doing I think this is very important. I hope you get it up and running because I think it will be of huge value.

*Interview 11. Philip Alexander, Bromley, Kent. 6/10/95.*

*Section 1 - Back Ground Experience*

**1.1** *Could you outline for us the experience you have of adult dyslexics?*

**PA.** Its been far more limited than the experience I've had with children. Because I wanted to see and learn more about dyslexics who were adults I actually started sponsoring them on this course two years ago at another centre, although you'll see one this evening. So over the past two years I've actually worked with about six or seven over a long period of time. The adults I've met at conferences have been on a short term basis.

**1.2** *Have you had any experience in careers guidance of Dyslexics?*

**PA.** No.

**1.3** *Do you have any experience of computerised careers guidance?*

**PA.** No.

**1.4** *Do you have any experience of use of computers by Dyslexics?*

**PA.** Yes, the very nature of the program that I work with, have written is where dyslexics are taught to touch type and at the same time reinforce their spelling and reading. I think it's been well received by adults because to learn to touch type is very socially acceptable, to actually practice three letter words isn't so socially acceptable, but through touch typing on the surface, the fact that you are learning to touch type is incidental, you start off with three letter words, and build up to four letter words and five letter words and are in fact testing on the surface your touch typing makes it very socially acceptable. The thing that I feel has been very valuable is dyslexic adults were more likely to stay on the course, more likely to come out and learn to touch type because this is a skill that the whole population needs and only 15% has got. We have seen some tremendous increases in co-ordination and ability and not quite so obvious in adults as it is in children, but certainly a rise of self esteem and confidence.

**1.5** *Are there any important points from your papers, that you would especially like us to note?*

**PA.** (already stated).

## *Section 2 Dyslexics in Employment*

**2.1** *What factors are most important in determining how successful a dyslexic person is in employment?*

**PA.** Its got to be communication, in other words I am about to employ somebody who is dyslexic on my course because her verbal communication skills are so superb and her attitude and empathy for others are good. I know she has severe difficulty with writing and spelling but we can work round that. I would say verbal communication skills are the most important.

*What about negative factors?*

**PA.** From the limited experience I have, it is making sure that you have enough confidence in that person that they will organise themselves efficiently, but I think with a little bit of help that's not a problem and my experience has been that it only needs a little bit of help, but it needs some understanding and patience to appreciate that.

**2.2** *What particular problems face dyslexic people in finding suitable work?*

**PA.** Prejudice I would say. I think, a) lack of understanding, lack of experience by employers, b) the classic symptoms of associating the problem with lack of ability, which isn't the case.

**2.3** *What would you say are Dyslexics main strengths in the employment market?*

**PA.** What I notice about your questioning is that you generalise and of course you can't generalise, because the seven people that I've got quite close to, some aren't very good communicators, some are in fact very bad communicators. It's a bit difficult to actually isolate a category right across the range. What are their main strengths, probably if I had to generalise, the person that I have selected or the people that I am working with, is the fact that they are so determined. They have overcome so many obstacles, that, that becomes an actual virtue, that they have got the essential characteristics of success which is persistence and as a result persistence produces character. As a company you actually employ people of character to reflect hopefully the character of the company, so that is important. The people I have met are certainly persistent that is why they are coming along to the course because they are still trying, all age groups.



**2.4** *What would you say were their main weaknesses?*

**PA.** Organisation again and co-ordination of events. For example I've put on free evenings and I actually spend a lot of time getting them going and then unless there was more support than normal that would slip away, not because of their lack of interest in doing it, because the actual organisation of the evening wasn't structured enough, so every Thursday at eight thirty, you've got to be there, but maybe that's an exaggeration, that's just one incident that stuck in my mind because I put so much effort in and it didn't happen. Maybe I'm finding a problem where there isn't one. There are the classic weaknesses of being able to communicate on paper, writing or spelling and also the story of one chap I've got very close to, one friend, his lack of confidence now at work because once when he had a memo through, a hand written memo, he had time to take it home to his wife, vet it with her, proof it, then send it back the following day, now he is in the telecommunications business and he has an electronic mail message over on the monitor and they expect an immediate reply, now he lives in fear of his colleagues, who he feels are not all his friends, discovering his weakness, that's really knocked his confidence. What we are trying to do there is actually through the touch typing, reading and spelling course, get over that problem, give him a lap top computer and get around it that way.

**2.5** *What is the most common route into employment taken by dyslexics?*

**PA.** I haven't got a clue.

**2.6** *What additional factors would you take into account when advising a person on careers, you are advising a person on careers who is dyslexic as oppose to advising a non-dyslexic person?*

**PA.** I think to be 100% up-front about being dyslexic and actually listing for a potential employer their strengths as well as their weaknesses and then emphasising the strengths.

### *Section 3 - Dyslexics and Careers Advice*

**3.1** *What are your opinions on the current provision of careers advice for dyslexics?*

**PA.** a) I'd think there is very little services, because I haven't heard of any. That's why I was interested to speak to you, because I think its a worthwhile thing to have. Obviously there must be something, but I'm not aware of it. Provision of

appropriate material I should think is very thin, I have seen something from a private agency in town on a consultation basis, but I think that is probably thin. Staff training and awareness, well this is thin in schools, so in Industry I think it is going to be even thinner. Quality of service is going to be thin, success rate, well we've just said it, we don't think it's existing, but there is a demand there.

**3.2** *What improvements can you suggest in provision of careers advice for dyslexics?*

**PA.** I think the Job Centres have got to be made aware and perhaps create the provisions above that you've just mentioned within.

**3.3** *What general guidelines would you suggest to someone who is going to be offering careers advice or to dyslexics.*

**PA.** Maybe they should be dyslexic, maybe they should have had a, not only an experienced background of finding their own jobs and over coming the problems as well as being the careers adviser. That way they've got a deep insight and they can relate immediately to the applicants and I think that would be very useful, and it would be employment for dyslexics, (laughs etc.)

**3.5** *What material presently available do you think is best suited to a dyslexic person looking for work?*

**PA.** I think again its very thin, the material available, I couldn't put anything to mind that is available, maybe course wise. I've been on some very good adult dyslexia conferences recently in London, now I think that is a very good start and material is coming out of that and there was some advice about looking for a job. There is also some testimonies of what they've been through and how to survive. I think that is very useful.

#### *Section 4 - The Feasibility of the Careers System*

**4.1** *We are interested in the role a computerised careers advise service plays in the general careers advice process....*

*a) The time saving*

**PA.** Its going to save time, it's going to be more directed and it's going to be more operator controlled, especially if it's very comprehensive, covering a wide field. It can only be as good as the material put into it. If it's got two careers in it, it is going to be a bit thin, if it's got two thousand it's going to be very useful.

*b) lessening of time restrictions on the client*

**PA.** Good idea, yeah, I think it would work. It's more flexible, I like it, I think it's a very strong point for it.

*c) lack of human contact*

**PA.** That is a significant point and I believe it's got to be, as this program is, a careful balance between the two. I think there's advantages definitely in using this system, but at the end of the day there has got to be some kind of human accountability. Even if the person who's used the data-base goes back and says 'this is what I've narrowed it down to, perhaps you could give me some finer advice on this'.

*d) The systematic assessment of clients characteristics*

**PA.** I think that is essential for any...

*e) The restriction of the assessment to specific pre-determined characteristics*

**PA.** That is the nature of the beast, it's narrow, it's structured and it's closed rather than open. That's why I think you need the balance with the human contact, which is open.

*f) What about the fact that the system holds a large number and a very broad range of potential jobs?*

**PA.** I think that's good, because your system is so designed to narrow that down. To give the maximum choice at the front end.

*g) This is contrasted with the fact that there is only going to be space available to give a limited depth of information on each specific job.*

**PA.** If you're not careful that could be a weakness. If it's too shallow it will lose its value, I think there's every reason in using a computer that you can go to some point in depth, because if you don't go into depth now at this stage, where will you be able to go into depth and if you're making a critical choice of where you want to go I think this computerised system should be able to take you in depth at another stage should you wish to pursue it, and they will. If you're going in for a job as a ... you really want to know what the stages are and what it completely involves right to the end of your career and it could be profiled on the computer, where it can lead, because if you're making any sort of plan or goal, you've got to

be able to plan ahead. It's basic goal planning and achieving, long term, medium term and short term.

*h) The provision of data as a spring-board for clients and advisers in later advisory sessions.*

**PA.** This is what we spoke about earlier, the human contact.

*i) The provision of data as a spring-board for the use of other resources by the client, e.g. Careers library, etc.*

**PA.** You've got to be a bit careful that not back full circle where you started,, if it's a very thin thing. I would say the strength of this is for somebody who needs some inspiration and ideas what to do, if you are going to throw them back into the careers library and they are dyslexic, then they could get lost again. I think as much as you can, 75% should be done from this end, so that this is a process that actually points the arrow, at three possible areas, where they would be suited.

**4.2** *Can you suggest any other characteristics which influence the role such systems play and what effects these might have?*

**PA.** I think what they should have also, is if it might point to three careers it would also give a profile of the person themselves, saying which other areas they should be looking in. So if they are artistic with a business streak and ability it should actually state that. So if what they are pointing to, the careers, job, isn't there it gives that person a chance of being self employed, confirming to him his greatest strength and characteristics. So it is a double-edged thing. So if there isn't a job up there it helps you identify and confirms to you where your future perhaps would lie.

**4.3** *What would be the benefits to dyslexics of using computers rather than purely written material as an initial step?*

**PA.** You would have to be very wary, even with icons and touch screen that there's allot of phobia about using computers, but I think that's getting less. So I find it hard to find any draw-backs in using them that way.

*What about the inclusion of video footage and sound?*

**PA.** Well, I think it's got to be very well produced and edited other wise it will lose it's impact. It's got to be a very good production exercise.

*The interactive structure of the system*

**PA.** It's got to be interactive perhaps with voice rather than the written word and very simple and easy to operate and fast.

*Do you think the flexibility is a good idea?*

**PA.** I think they've got to be able to explore it, but after the exploration, perhaps it might be better to follow a set procedure through it. If it's got structure you'll need to do that, and it will have structure, so you'll have to do that. If you can make short cuts, fine.

**4.4** *Broadly, can you think of any other benefits and drawbacks?*

**PA.** When the systems available it's got to be public access, perhaps it should be in every college.

*That's the sort of thing we are looking at, in every college and every job centre*

**PA.** Lots of people don't walk into job centres. it's got to be well distributed.

*Do you think it can actually be done*

**PA.** Yeah it does sound feasible and maybe it could also be done on a CD ROM for distribution through to the millions of people around the world who would benefit, maybe on the internet. They've been so many inquiries from dyslexics on the internet. I'm about to get linked up, it'll be going on line in about three weeks time.

*What's it going to be called*

**PA.** Computer Campus I should think.

*What follow up systems should be offered to the client after they have used the system?*

**PA.** I think there should be a record of who has used the system and a link so for your long term study you can find out how this has benefited people and how it can be improved. If you can get them to put their data in, which would have to be on a voluntary basis of course. For that you are going to need a team as well. Maybe that should come under the auspices of the Job Centre, as part of there remit.

*Can you think of anything additional specifics of how the follow-up should be offered to the client?*

- PA.** If the system is actually identifying certain areas of work or industry they should be in, you could almost link to that a list of companies who are in that area, with a mailing list for the client, to approach them. You could almost produce a data-base that goes to the industry for the dyslexics who have identified that area of industry they want to be in, with there strengths and qualifications for you to mail them as well. You could build a link that way as well.

### *Section 5 Specifications of the system*

- 5.1** *We are thinking of making an introductory front end to the system delivering information on the workings of the system strengths and weaknesses of dyslexics in employment and maybe providing examples of well known successful dyslexics. Can you suggest anything specific we can include in this?*

- PA.** Specifically you could go back in history, back to Leonardo DaVinci. I would give a history right up to NASA, who always have a dyslexic on their space team, they insist on it, because of their spatial abilities. I believe it's in the design team, that was told to us at a recent adult dyslexia conference. In other words actually marketing the strengths. Maybe ways of alleviating and overcoming many of the problems, specific courses, help lines.

- 5.2** *What general information on jobs or areas of employment would be most useful, (gives list of possibilities).*

- PA.** I would put down opportunities for further development, how high you can reach in the organisation.

- 5.3** *We are interested in your suggestions as to what specific pieces of information we should try and contain in the video footage.*

*a) What topics should we emphasise in interviews with successful dyslexics?*

*(gives list of possibilities).*

- PA.** All good, I can't pick out any one, they are all very useful. That would be a good interview.

b) What topics should we emphasise in a general demonstration of the characteristics of the job?

*(gives list of possibilities).*

**PA.** Again, that's good, I'd say all of that. I think you've covered it.

**5.5** *What sort of output should the system offer in order to be of most use to the clients and staff?*

*(gives list of possibilities).*

**PA.** I think they need to have the lot

*(gives examples of print outs of systems already available)*

**PA.** I like the opening of this. (*Prospect HE?*) because it starts off with the person who's making the inquiry, it's important that a profile is built up from the outset. This one, if this is the opening page on the Gradscope, (*shows real opening page*) that's a lot to take on board for me, the Prospect HE has a lot easier layout, the other is quite off-putting because there's so much there. Design and layout are so critical, not too much information, just a little bit, a small piece at a time. Prospect H.E. looks like it's had more thought with the layout. There's not much more I can say without reading it all the way through.

**5.6** *Is there anything further you can suggest as far as the architectural content of the system which would be of a special benefit to dyslexic people.*

**PA.** Yeah, remember colour, it's very important and you could even have a choice of different colours when you are reading the screen. The design has got to be clear precise, not too much information, small pieces of information at a time, but able to progress through it in a fast manner.

### *Conclusion*

**6.1** *Is there anything else you would like to offer?*

**PA.** No, I think I've said it all.

**6.2** *Do you have any suggestions on further people we should talk too.*

**PA.** How about dyslexic adults

*That's the next stage, anyone specific?*

**PA.** I think Oxford Brooks University would be worth contacting. They seem to have a high profile for dyslexic students and it would be interesting to see what they are doing in a careers advisory basis. I'm sure they must be doing something. I think you're in touch with everyone I know of. Best of Luck!



## **Appendix IIc    Summaries of Interview Transcripts**

The following are summaries of the interview transcripts provided in Appendix IIb mentioned in Section 6.3. They are presented in the same order as in Appendix IIb and the Section 6.2. As I said in Section 6.3 individual summaries were derived by generating from each interview short phrases that capture the central gist of the answers provided by the interviewee within each section of the interview schedule they clearly responded to, baring Section 1, 'Background and experience'. In many cases these are direct quotes.

*Summary 1. Dr. Dorota Zdzinski, Kingston University, London*

<b>EMPLOYMENT OF ADULT DYSLEXICS</b>	
<i>Factors In Success</i>	
drive/confidence	yes
support(past/present)	whether they've managed to form positive relationships within work
other	fairly positive personality. Not making too many mistakes
<i>Strengths In Employment</i>	
communication skill	understanding of the people and peoples' difficulties, but not always
<i>Weaknesses In Employment</i>	
literacy	creates difficulties
other	not prepared for other peoples reactions to them
<b>SPECIALIST CAREERS GUIDANCE</b>	
lack of availability	much greater understanding than in the past, still often superficial
lack of appropriate material	not a lot of material around
<i>For Best Results</i>	
facilitate self knowledge	address anomalies in learning profile
other	make available lists of helpful people they can talk to
<b>CHARACTERISTICS OF SYSTEM</b>	
staff time reduction	creates greater efficiency in way staff actually deal with real problems
less time restriction on client	should make for more efficient use of actual contact time
systematic assessment	benefit to anyone
broad range/limited depth of info	doesn't see any problems
usefulness of data	yes, it would be useful
human contact, is it still needed?	Yes, some people will come in just to talk
other	system should make use of formal learning profiles
<b>FEASIBILITY</b>	
use of computer	good, must be sensitive to ability levels
use of video	can present a very positive view
interactive structure	probably a good idea, as long as it is flexible
general	certainly feasible, can't see why it can't be implemented
<b>SPECIFICATIONS OF SYSTEM</b>	
use of famous dyslexics in introduction	just briefly allude to famous/successful, client may not relate to them. Intro. Must be brief and well made to maintain interest.
agreement with suggestions for general job info. Q5.2	generally agrees, care and time must be taken on 'special factors for dyslexics'
agreement with suggestions for info in videos Q5.3	agrees. Stress 'what's good and what's bad in their work, how they've dealt with it'
<i>Hard Output</i>	
agreement with suggestions for info in output Q5.5	generally agrees

*Summary 2. David McLoughlin, Adult Dyslexia and Skills Development Ctr., London*

<b>EMPLOYMENT OF ADULT DYSLEXICS</b>	
<i>Factors In Success</i>	
drive/confidence	Yes, persistence.
self knowledge	Yes. Understanding of problems, strategies developed.
other	Finding right niche, discrimination
<i>Strengths In Employment</i>	
determination	Yes
creativity	Yes often.
<i>Weaknesses In Employment</i>	
memory	Yes. Message taking, peoples' names, time keeping
organisation skill	They can be unreliable
<b>SPECIALIST CAREERS GUIDANCE</b>	
lack of availability	Insufficient specialisation and understanding.
lack of appropriate material	Yes. Little attention given to reading levels.
<i>For Best Results</i>	
be sensitive to emotional issues	Almost agrees, take counselling approach.
facilitate self knowledge	Emphasise understanding of dyslexia, how it affects particular job
address question of disclosure	Vital. Don't mention it, too little understanding.
<b>CHARACTERISTICS OF SYSTEM</b>	
staff time reduction	Obviously a benefit.
less time restriction on client	Useful, they process information slowly
systematic assessment	OK, but maybe too insensitive.
broad range/limited depth of info	Computer better than human, limited depth not necessary.
usefulness of data	Yes, useful.
human contact, is it still needed?	Yes, to facilitate understanding of what they're dealing with.
<b>FEASIBILITY</b>	
use of computer	Good manageability, flexibility of material, but could loose track, some may be frightened.
use of video	Good, multisensory learning.
interactive structure	Good, make it a more powerful kind of system.
general	Yes
other points	May replace counsellors, but can't do the job.

*Summary 2. David McLoughlin (continued)*

<b>SPECIFICATIONS OF SYSTEM</b>	
use of famous dyslexics in introduction	Famous could interfere with acceptance of difficulties, use normal people.
agreement with suggestions for general job info. Q5.2	Agrees with most, except 'promotion prospects. Use functional categories of literacy.
agreement with suggestions for info in videos Q5.3	Agrees with most, doubtful about 'prospects for advancement' and 'accounts of priorities of life in general'.
other	what is dyslexia? in intro. Sample job interviews.
<i>Hard Output</i>	
agreement with suggestions info in output Q5.5	Generally agrees.
satisfaction with examples of other outputs	Little. Too difficult to process, too much info, could include job info.
<b>OTHER POINTS</b>	Suggests dual page, note book functions. Generally opposes computer screening, info services, wouldn't want humanness to go out of it.

*Summary 3. Donald Schloss, Adult Dyslexia Organisation, London*

<b>EMPLOYMENT OF ADULT DYSLEXICS</b>	
<i>Factors In Success</i>	
self knowledge	understanding your dyslexia
support(past/present)	know what is available in terms of assistance
<i>Strengths In Employment</i>	
determination	hard working
creativity	yes
communication skill	usually a strength
<i>Weaknesses In Employment</i>	
literacy	reading your application forms
lack of confidence/self esteem	yes
other	Tests, interviews. The stigma
<b>SPECIALIST CAREERS GUIDANCE</b>	
lack of availability	Very little available
lack of appropriate material	There are materials but not readily available to Joblogs
<i>For Best Results</i>	
facilitate self knowledge	look at your dyslexia, how does it effect work
address question of disclosure	dilemma of declaring if you are dyslexic
<b>CHARACTERISTICS OF SYSTEM</b>	
less time restriction on client	don't have to end up sitting in queues waiting to talk to somebody
systematic assessment	difficult to make accurate
broad range/limited depth of info	Best to limit jobs suggested. limited depth not necessarily a problem.
usefulness of data	good to generate personal 'back to work plan'.
human contact, is it still needed?	got to have a human with experience.
<b>FEASIBILITY</b>	
use of computer	potentially more visually oriented, getting away from the pen and paper.
use of video	yes a definite plus
interactive structure	yes but need clear guidance right from the off
cost	a problem
general	yes, generally feasible.
<b>SPECIFICATIONS OF SYSTEM</b>	
use of famous dyslexics in introduction	likes successful dyslexics, not so keen on famous
agreement with suggestions for general job info. Q5.2	generally agrees, suggests, does company have equal opportunities policy, what to do when things go wrong and holidays.
agreement with suggestions for info in videos Q5.3	generally agrees, suggests who has helped and supported them
<i>Hard Output</i>	
agreement with suggestions for info in output Q5.5	generally agrees with suggestions
satisfaction with examples of other outputs	not very satisfied, bad lay out.

*Summary 4. Julian Hobbs, Dyslexic Educational Resources, London*

<b>CHARACTERISTICS OF SYSTEM</b>	
staff time reduction	major advantage, especially the corresponding reduction in costs.
less time restriction on client	benefit
systematic assessment	necessary, concerned effectiveness may be impaired if assessment too generalised.
broad range/limited depth of info	broad range good, limited depth not a problem
usefulness of data	very useful in advisory sessions. Helpful if the system provided information on further sources.
human contact, is it still needed?	Follow up sessions necessary to clear up any anomalies, should attempt to get the client to remember the systems conclusions.
other points raised	suggest that the system should provide some guidance on the production of CVs and letters to employers.
<b>FEASIBILITY</b>	
use of computer	Good 'a) enjoy using the computers, b) use it in their own time and work by themselves', must produce appropriate information.
use of video	Doubtful about video clips to provide job information, unnecessary time consuming. Pictures and vocal commentary instead
interactive structure	Good, increases involvement.
cost	Problem
general	Yes, but may be difficult to make.
follow up services	CVs, responding to advertisements, networking, targeting, telephone techniques, interview, other selection methods.
<b>SPECIFICATIONS OF SYSTEM</b>	
use of famous dyslexics in introduction	Good. Suggests humour
agreement with suggestions for general job info. Q5.2	Favourable to suggestions, except 'wages'. Suggests hours, what to do next, how difficult is it to get job?
agreement with suggestions for info in videos Q5.3	Favourable to most suggestions, but avoid 'accommodations' and over personalising. General info before personal
other points raised	don't put strengths and weaknesses in intro. 'might frighten them away', do provide help features and stress honesty.
<i>Hard Output</i>	
agreement with suggestions info in output Q5.5	Does not disagree, apart from test results.
satisfaction with examples of other outputs	Not very. Should be compressed, main info one page. Print only that requested.

*Summary 5. Sava Savich-Lee, University of Kingston, London*

<b>EMPLOYMENT OF ADULT DYSLEXICS</b>	
<i>Factors In Success</i>	
self knowledge	Yes, knowing where weaknesses lie.
support(past/present)	Right education. What employer is willing to provide
<i>Strengths In Employment</i>	
creativity	Some suggestion of artistic gift.
other	Strengths and weaknesses can be moveable goal post.
<i>Weaknesses In Employment</i>	
memory	Often a problem
other points raised	Strengths and weaknesses moveable goal post, i.e.. no standard.
<b>SPECIALIST CAREERS GUIDANCE</b>	
<i>For Best Results</i>	
facilitate self knowledge	Yes, sit down look at yourself.
address question of disclosure	Yes.
<b>CHARACTERISTICS OF SYSTEM</b>	
staff time reduction	Yes, rather have capital rather than labour costs
less time restriction on client	Yes, computer doesn't care how long you take
systematic assessment	OK, but must be careful.
human contact, is it still needed?	Yes and no
<b>FEASIBILITY</b>	
use of computer	Inferred agreement.
use of video	Multisensory preferred method
interactive structure	Yes, good
general	Yes, but not all will like it.
follow up	Immediate, clear up anomalies. Long term, find if they followed through.
<b>SPECIFICATIONS OF SYSTEM</b>	
agreement with suggestions for general job info. Q5.2	Agrees with most. Suggests contract types and holidays.
agreement with suggestions for info in videos Q5.3	Agrees. Suggests, 'where they got good advice', and 'what they think their prospects are'. Also generally 'interview technique'.
<i>Hard Output</i>	
satisfaction with examples of other outputs	None at all, not user-friendly. Too long and badly organised.

*Summary 6. Joan Gibson, Harrogate, N Yorks*

<b>EMPLOYMENT OF ADULT DYSLEXICS</b>	
<i>Factors In Success</i>	
drive/confidence	a person with drive
support(past/present)	depends how school and teachers understood
<i>Strengths In Employment</i>	
determination	strong motivation to succeed
creativity	very strong in lateral thinking
other	affinity with people in the caring field
<i>Weaknesses In Employment</i>	
lack of confidence/self esteem	often people's self confidence was so low
memory	memory lapses, overload of information
organisation skill	Poor time keeping, sequential skills
other	much at a disadvantage in social awareness. Distractibility
<b>SPECIALIST CAREERS GUIDANCE</b>	
lack of availability	just universally available careers service
lack of appropriate material	there is a lack
<i>For Best Results</i>	
be sensitive to emotional issues	be aware of the dyslexics' sensitivity
address question of disclosure	yes
other	no door closing on potential sources of employment
<b>CHARACTERISTICS OF SYSTEM</b>	
staff time reduction	point of whole exercise
systematic assessment	Good if you're honest
broad range/limited depth of info	limitation is problem. Broad range good but too much could be embarrassing
usefulness of data	yes, agrees thoroughly
human contact, is it still needed?	need feedback from human, but might be less embarrassing than human
<b>FEASIBILITY</b>	
use of computer	very accessible to most dyslexics, must take account of ability levels
use of video	universally acceptable
interactive structure	yes
cost	only drawback
follow up services	counselling, job shadowing
general	very feasible
<b>SPECIFICATIONS OF SYSTEM</b>	
use of famous dyslexics in introduction	like to see ordinary successful people
agreement with suggestions for general job info. Q5.2	agrees with all. Include how to 'dodge' qualifications
agreement with suggestions for info in videos Q5.3	agrees with all. Suggests including daily routine, who is to be your boss?
<i>Hard Output</i>	
agreement with suggestions info in output Q5.5	agrees with suggestions, but may make it too long
satisfaction with examples of other outputs	unsatisfied, needs shorter line length, clearer font, less writing



*Summary 7. Marion Walker, Solihull, West Midlands*

<b>EMPLOYMENT OF ADULT DYSLEXICS</b>	
<i>Factors In Success</i>	
drive/confidence	self confidence factor
support(past/present)	sympathetic environment
<i>Strengths In Employment</i>	
creativity	can be more creative, not always
<i>Weaknesses In Employment</i>	
lack of confidence/self esteem	lack of confidence in themselves that they can do it
<b>SPECIALIST CAREERS GUIDANCE</b>	
lack of availability	it's there, doesn't think very many people helped by it
lack of appropriate material	non existent
<i>For Best Results</i>	
be sensitive to emotional issues	see how deep feelings of inadequacy or whatever are
address question of disclosure	whether to tell person they are dyslexic
other	have practical experience of dyslexic people
<b>CHARACTERISTICS OF SYSTEM</b>	
staff time reduction	yes good
less time restriction on client	client should feel less pressured
systematic assessment	useful but has to be taken with a pinch of salt. lack of openness disadvantage
broad range/limited depth of info	broad range good. Limited depth of a problem, could counter with other media
usefulness of data	very useful in hard form
human contact, is it still needed?	useful as computer is more patient, however, good to have someone to discuss it with
<b>FEASIBILITY</b>	
use of computer	got a big benefit
use of video	good
interactive structure	really important
cost	might be quite expensive
general	yes
<b>SPECIFICATIONS OF SYSTEM</b>	
use of famous dyslexics in introduction	might be more credible if not well known. Agrees one must spell out strengths and weaknesses in intro.
agreement with suggestions for general job info. Q5.2	generally agrees. Suggests possibility of qualifications being waved, legal factors, courses one must attend.
agreement with suggestions for info in videos Q5.3	agrees with vast majority
<i>Hard Output</i>	
satisfaction with examples of other outputs	too much extraneous reading. Include more graphics.

*Summary 8. Dr. Sylvia Moody, London*

<b>EMPLOYMENT OF ADULT DYSLEXICS</b>	
<i>Factors In Success</i>	
drive/confidence	Motivation
support(past/present)	Adequacy of help, training, tuition, support, how sympathetic environment is.
other	Severity of difficulties
<i>Strengths In Employment</i>	
determination	Often very motivated
creativity	Could be lateral thinkers
<i>Weaknesses In Employment</i>	
lack of confidence/self esteem	Interferes in interview, and more generally. Major problem.
memory	To an extent.
other	Usual dyslexic problems.
<i>route into employment</i>	Often from inappropriately low rung. Can be successfully self employed.
<b>SPECIALIST CAREERS GUIDANCE</b>	
<i>For Best Results</i>	
be sensitive to emotional issues	Prepare them confidence wise, emotionally wise.
address question of disclosure	Yes
other	Address presentation to future employer. Have thorough knowledge of individual.
other points raised	shouldn't be encouraged to think that there are careers for dyslexics and careers not for dyslexics.
<b>CHARACTERISTICS OF SYSTEM</b>	
human contact, is it still needed?	yes
<b>FEASIBILITY</b>	
use of computer	Depends on the individual
use of video	Yes, multisensory, but needs balance to stop it being overwhelming.
<b>SPECIFICATIONS OF SYSTEM</b>	
use of famous dyslexics in introduction	Use real world dyslexics.
agreement with suggestions for general job info. Q5.2	can't improve on it. Flexibility important
agreement with suggestions for info in videos Q5.3	agrees. Show how specific things can be made better
<i>Hard Output</i>	
agreement with suggestions info in output Q5.5	thinks it's very good
satisfaction with examples of other outputs	needs to be made more interesting

*Summary 9. Gary Fitzgibbon, Fitzgibbon and Associates, London*

responses to Q 1.3 to Q 2.3 lost due to equipment failure	
<b>EMPLOYMENT OF ADULT DYSLEXICS</b>	
<i>Strengths In Employment</i>	
determination	work very hard
creativity	Yes
<i>Weaknesses In Employment</i>	
literacy	poor literacy skills, but it can be their strength
lack of confidence/self esteem	probably the most prevalent factors
<b>SPECIALIST CAREERS GUIDANCE</b>	
lack of availability	not much difference between dyslexics and non dyslexics
lack of appropriate material	generally speaking available material for careers advice is poor
<i>For Best Results</i>	
be sensitive to emotional issues	build their own self esteem and confidence
facilitate self knowledge	focus on individual strengths and weaknesses
other	Find out what dyslexia is before you embark on giving advice to them.
<b>CHARACTERISTICS OF SYSTEM</b>	
staff time reduction	yes, but they will see through that if just cost cutting
less time restriction on client	if you leave it to client it's a question of procrastination
systematic assessment	don't believe a computer will be able to assess clients characteristics
broad range/limited depth of info	computer would be better in the restricted task of giving info. than an individual
usefulness of data	yes, preparation for advisory sessions
human contact, is it still needed?	Yes
<b>FEASIBILITY</b>	
use of computer	computer better than written, but not written material and advisor.
use of video	multisensory aspect makes it the most attractive
interactive structure	more involvement, people will get more out of it
general	feasible yes, doubts about implementation
<b>SPECIFICATIONS OF SYSTEM</b>	
use of famous dyslexics in introduction	no impact on the majority of dyslexics
agreement with suggestions for general job info. Q5.2	generally agrees, doubtful about literacy skills, suggests ways round formal qualifications
responses to Q 5.2 and onwards	garbled or lost due to equipment failure

*Summary 10. Dr. Harry Chasty, British Dyslexia Association, Reading*

<b>EMPLOYMENT OF ADULT DYSLEXICS</b>	
<i>Factors In Success</i>	
self knowledge	must be aware of abilities, and equally aware of difficulties
support(past/present)	right kind of careers guidance
other	realism
<i>Weaknesses In Employment</i>	
literacy	difficulties in written language process
memory	problems recalling
organisation skill	not always most predictable of people
other	don't see outcome of own actions. Inappropriate goals
<i>For Best Results</i>	
facilitate self knowledge	understanding skills, understanding difficulties
other	facilitate realism. Plan to the nth degree. Don't be restricted to traditional employment types.
<b>CHARACTERISTICS OF SYSTEM</b> lost due to equipment malfunction	
<b>FEASIBILITY</b>	
use of computer	huge benefit, the less written material the better
use of video	superb, the more realistic and life like the better
interactive structure	essential, branching with all kinds of possibilities
cost	need a very big grant
general	yes, but must have someone who finds out what problems are, i.e. human contact
<b>SPECIFICATIONS OF SYSTEM</b>	
use of famous dyslexics in introduction	yes, but include their errors
agreement with suggestions for general job info. Q5.2	generally agrees. Give literacy levels, and how necessary these are.
agreement with suggestions for info in videos Q5.3	generally agrees

*Summary 11. Philip Alexander, Bromley, Kent*

<b>EMPLOYMENT OF ADULT DYSLEXICS</b>	
<i>Factors In Success</i>	
drive/confidence	Determination
support(past/present)	Lack of understanding
other	Prejudice I would say
<i>Strengths In Employment</i>	
determination	Yes, produces character.
communication skill	Some good communicators.
<i>Weaknesses In Employment</i>	
literacy	Yes.
organisation skill	Yes, can be overcome.
<b>SPECIALIST CAREERS GUIDANCE</b>	
lack of availability	Yes
lack of appropriate material	Thin.
<i>For Best Results</i>	Emphasise strengths. Advisor needs practical insight into dyslexia.
<b>CHARACTERISTICS OF SYSTEM</b>	
staff time reduction	Very useful
less time restriction on client	Very strong point for it.
systematic assessment	Essential, but must balance with the human contact.
broad range/limited depth of info	Broadness good, limited depth could be weakness.
usefulness of data	For advisory sessions, don't guide them back to library.
human contact, is it still needed?	Has to be human accountability.
<b>FEASIBILITY</b>	
use of computer	Good, small worry about phobia.
use of video	Yes, but must be very well produced
interactive structure	Yes, got to be able to explore it, but must have structure to.
general	Sounds feasible, could be done on CD ROM, maybe on internet.
follow up services	Record data for research. Link to businesses.
other points	it's got to be well distributed
<b>SPECIFICATIONS OF SYSTEM</b>	
use of famous dyslexics in introduction	Yes good. Could include specific courses, help lines in intro.
agreement with suggestions for general job info. Q5.2	Suggests including, how high you can reach in the organisation. Doesn't comment on suggestions offered.
agreement with suggestions for info in videos Q5.3	Agrees with all suggestions.
<i>Hard Output</i>	
agreement with suggestions info in output Q5.5	Agrees with all suggestions.
satisfaction with examples of other outputs	Gradscope better than Prospect. Present info. small piece at a time

## Appendix II d Overall Summary for All Interviews

Individual summaries (see Appendix IIc) were compared to generate a list of standard points raised in the interviews. Each transcript was then marked on whether those standard points were raised by the interviewee. 2 marks were allotted if the interviewee was explicitly positive, 1 if they gave a mixed response or if the point was only supported implicitly, and 0 if their response was explicitly negative. The only exceptions to this were in three questions (indicated below) where the schedule provided a number of suggestions. In these cases an index of agreement was calculated by allotting 1 mark for each suggestion supported, subtracting 1 mark for each rejected, then adding half a mark for each suggestion not mentioned. Marks were only allotted if the interviewee explicitly mentioned the suggestions. All the scores were then standardised into a 1 to -1 format, with 1 meaning explicitly positive, 0 neutral, and -1 explicitly negative.

The following table (table ix) provides scores for each of the standard points raised for each interviewee, as well as average and standardised scores for each point raised over all the interviews. The latter form the basis for the results reported in Chapter 6.

table ix.a Showing the extent to which individual interviewees responses conform to standard points raised, and the extent of agreement over all the interviews with those standard points raised ('experience' to 'strengths of adult dyslexics in employment').

POINTS RAISED	INTERVIEWEES														number of responses	average	standard score
	JH	SSL	JG	DMcL	MW	DZ	PA	SM	GF	HC	DS						
<b>EXPERIENCE</b>																	
education	0	0	2	0	2	2	2	1	2	2	0	2	2	2	11	1.18	0.18
counselling	0	0	2	2	1	2	0	1	1	2	2	2	2	2	10	1.20	0.20
career guidance	0	0	1	2	1	2	0	0	0	2	2	2	2	2	10	1.00	0.00
assessment	0	0	0	2	0	2	0	2	2	2	0	2	2	2	11	0.91	-0.09
computer use	2	1	1	2	2	1	2	0	0	2	2	2	2	2	10	1.50	0.50
computer career guidance	0	0	1	1	0	1	0	0	0	0	1	0	1	10	0.40	-0.60	
other	0	2	0	0	0	0	0	0	0	2	2	2	2	10	0.60	-0.40	
<b>EMPLOYMENT OF AD</b>																	
<b>FACTORS IN SUCCESS</b>																	
drive/confidence			2	2	2	2		2							5	2.00	1.00
self knowledge		2		2						2	2				4	2.00	1.00
support(past/present)		1	2	2	2	2		2			2			7	1.86	0.86	
other				2	2	2	2	2		1				5	1.80	0.80	
<b>STRENGTHS</b>																	
determination		1	2	2			2	2	2		2				7	1.86	0.86
creativity			2	2	2			1	2		2			6	1.83	0.83	
communication skill					1	1					2			3	1.33	0.33	
other					1									1	1.00	0.00	

continued over leaf

*table ix.b* Showing the extent to which individual interviewees responses conform to standard points raised, and the extent of agreement over all the interviews with those standard points raised ('weaknesses of dyslexic adults in employment' to 'characteristics of the system').

POINTS RAISED	INTERVIEWEES													number of responses	average	standard score	
	JH	SSL	JG	DMcL	MW	DZ	PA	SM	GF	HC	DS						
<b>WEAKNESSES</b>																	
literacy		1				2	2		1	1	2				6	1.50	0.50
lack of confidence/self esteem		1	2		2			2	2		2				6	1.83	0.83
memory		2	2	1				2		2					5	1.80	0.80
organisation skill		1	1	2		2									4	1.50	0.50
other			2			2				2	2			4	2.00	1.00	
<b>SPECIALIST CAREERS</b>																	
<b>GUIDANCE</b>																	
lack of availability			1	2	2	1	2		1	1	2				7	1.57	0.57
lack of appropriate material			2	1	2	1	2		2		1				7	1.57	0.57
<b>FOR BEST RESULTS</b>																	
sensitivity to emotional issues			2	1	2			2	2						5	1.80	0.80
facilitate self knowledge		2	1	2		2		1	1						6	1.50	0.50
question of disclosure		2	2	2		2		2			2				6	2.00	1.00
other					1	2	2	2		2					5	1.80	0.80
<b>CHARACTERISTICS OF SYSTEM</b>																	
staff time reduction	2	2	2	2	2	2	2	2	1						9	1.89	0.89
less time restriction on client	2	2		2	2	2	2		0		2				8	1.75	0.75
systematic assessment	1	1	1	1	1		1		0		2				8	1.00	0.00
need for human contact	1	1	1	2	1	2	2	2	2		2				10	1.60	0.60
broad range/limited depth of info	2		1	2	1	2	1		2		1				8	1.50	0.50
usefulness of data	2		2	2	2	2	1		2						7	1.86	0.86

continued over leaf



table ix.c Showing the extent to which individual interviewees responses conform to standard points raised, and the extent of agreement over all the interviews with those standard points raised ('feasibility' to 'specifications of the system')

POINTS RAISED	INTERVIEWEES													number of responses	average	standard score
	JH	SSL	JG	DMcL	MW	DZ	PA	SM	GF	HC	DS					
<b>FEASIBILITY</b>																
use of computer	2	1	1	1	2	2	1	1	1	2	2	2	2	11	1.45	0.45
use of video	1	2	2	2	2	2	2	2	2	2	2	2	2	11	1.91	0.91
interactive structure	2	2		2	2	2	2		2	2	2	1	9	1.89	0.89	
cost	0		0		1					0	2		5	0.60	-0.40	
general	1	1	2	2	2	2	2	1	1	2	1	1	10	1.60	0.60	
<b>SPECIFICATIONS OF SYSTEM</b>																
use of famous dyslexics	2		0	1	1	1	2	1	0	2	2	1	10	1.10	0.10	
job info, agreement with suggestions (0-6)	4	5	6	5	6	4	3	6	5	5	6	6	11	5.00	0.67	
video info, agreement with suggestions (0-12)	8	12	12	9	9	6	12			12	6	6	9	9.56	0.59	
<b>HARD OUTPUT</b>																
agreement with suggestions (0-8)	6		7	7		6	8	6				5	7	6.43	0.61	
satisfaction with examples	1	0	0	0	0		1	0			1	1	8	0.38	-0.63	

## **Appendix III**

### **Additional Material for Questionnaire Study of Professionals in the Field of Adults With Dyslexia; Computing and Careers, Chapter 7**

#### **Appendix IIIa Questionnaire for Professionals**

What follows is a full reproduction of the 'Questionnaire for Professionals in The Field of Adults With Dyslexia; Computing and Careers', with introduction and the 'Careers Advice System Scenario', that forms the basis of the study described in Chapter 7. Details as to how it was constructed can be found in Section 7.1.2. in the latter chapter.

In order that the reader can gain a more realistic idea of what was actually sent out I have decided to begin the copy of the questionnaire on a fresh page, and retain the original formatting.

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### QUESTIONNAIRE FOR PROFESSIONALS IN THE FIELD OF DYSLEXIA, COMPUTING AND EMPLOYMENT

Gregory Brachacki

#### Introduction

In a report entitled 'Adult Dyslexia Screening Feasibility Study' commissioned by the then Department of Employment and published in 1992, Nicolson, Fawcett and Miles surveyed opinions internationally of dyslexia researchers and practitioners on the computerised screening of dyslexia in adults. They conclude that not only would some form of computerised screening for dyslexia in Job Centres be feasible and worthwhile, but also that this would give rise to the need for appropriate follow up and support services. Indeed in the opinion of the experts consulted the screening would be of little value otherwise. The proposed screening systems are now close to completion, and in response to this I am for my Ph.D. doing preliminary work for a prototype computerised multimedia careers advice system specifically tailored to dyslexics, for use in Job Centres or by careers services. Recent advances in technology have made possible the development and implementation of interactive tutorial systems integrating video footage and sound. The reduction of emphasis on the written word, and the flexibility in the use of such systems would appear to make them especially beneficial for adults with dyslexia.

Various computerised careers advice systems are already available and are being widely used. However, as yet there has been no work at all on how these can be adapted to suit dyslexics. We have already conducted structured interviews with a number of experts in the field of adult dyslexia, employment and computer use. However, we are very interested in getting the views of a wider range of concerned professionals. Therefore, we have decided to circulate a questionnaire intended for those who have experience of dyslexics' performance in the employment market and related areas. The subjects we need to cover are, how dyslexics can get the most out of the employment market, how careers advice in general can be adapted to help them most, what function the proposed system will fulfil, how useful and feasible will it be, and what it should deliver. Though we have some ideas on the above points from the interview study, your response will be invaluable in providing a broader, and perhaps more representative point of view. We will also be constructing a questionnaire to find out the opinions of adult dyslexic people themselves. We have tried to make this questionnaire as comprehensive as possible and as a result it may appear to be rather long. However, the vast majority of it requires only very brief responses. As this questionnaire is designed for a broad range of concerned professionals, you may feel that some questions fall outside your primary field of expertise. However, I would like to stress that any responses based on your more general knowledge of people with dyslexia will be highly valued.

Below is presented a brief scenario outlining the general use and some characteristics of the proposed system as we see it, specific ideas will be made clear in the body of the questionnaire.

Finally, I would like to take this opportunity to thank you for your participation in this study. I am fully confident that it will make a useful contribution to the field as a whole, and an invaluable resource in the construction of a multimedia careers advice system for adult dyslexics. Your time and effort is greatly appreciated. If you have any queries please feel free to contact me.

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## The Careers Advice System Scenario

The system will be computer based and designed to be used with little supervision in a Job Centre or careers centre environment by a prediagnosed dyslexic client who is not fully certain as to their preferred career.

On starting the system the client will be presented with an introductory front end which will explain the functions and workings of the system, and maybe contain some accounts from famous successful adult dyslexics presented in video format. The client will then be given the opportunity to select one from a range of options presented as icons, the machine could be equipped with touch screen. These options could include various assessments (e.g. likes and dislikes, or skills), or the option to browse the data base. The latter will contain written information on jobs or segments of digitised video footage with sound. In the assessment sections the client will be asked to rate themselves on a number of characteristics and the results of this will be used to compile a ranked list of jobs. The client will be given the option to view any data or video footage relevant to any job in the list. Unfortunately, it will not be possible to include video footage on each individual job, instead each video segment will be concerned with a specific job that is a good example of a whole employment area, consisting of segments of interviews with successful dyslexics in their place of work, and a general demonstration by the same individual of the characteristics of the job. A hard copy of the results will be presented at the end of the session. This must be designed to be useful to the client in the search of further resources, and to any careers advisor they might consult.

The system should be flexible enough to allow the client to search it in a way which best suits their specific wants and styles. The intent is to create a system which the client can explore rather than one which strictly dictates the route to be taken.

### 1.1 Background and Experience

We are looking for a variety of perspectives on dyslexia and would be grateful for some information on your background for our records, so that we can where appropriate break down the answers into different categories of respondent. Naturally, any personal information you give will be maintained in the strictest confidence.

Your Name \_\_\_\_\_

Position \_\_\_\_\_

Address \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

e mail \_\_\_\_\_

Tel. \_\_\_\_\_

#### 1.1.1 How many years experience have you had working with dyslexic people?

0-1 year	2-3 years	4-5 years	6-7 years	More (please specify)

#### 1.1.2 How much of that experience has been with adult dyslexic people-

0-9%	10-19%	20-29%	30-39%	More (please specify)

**1.1.3 How much of that experience has been in-**

	0-9%	10-19%	20-29%	30-39%	More(please specify)
remediation/ education					
assessment					
counselling					
career guidance					
research					

**1.1.4 How extensive would you say is your experience of computer use by adult dyslexics?**

none	a little	some	fairly extensive	very extensive

**1.1.5 How extensive would you say is your experience of computerised careers advice systems?**

none	a little	some	fairly extensive	very extensive

**1.1.6 Do you have any other experience which you think would be relevant to this study?**

**1.2. Dyslexic adults in employment**

**1.2.1 How important do you believe the following factors are in determining how successful an adult dyslexic person is in employment?**

	irrelevant	of little importance	of some importance	Important	very important
drive/confidence					
self knowledge <sup>1</sup>					
support past/present					
literacy level					

**1.2.2 Can you think of any other factors that are important in determining how successful an adult dyslexic person is in employment?**

<sup>1</sup>By 'self knowledge' we mean the individuals knowledge of their own condition and its consequences, i.e. strengths and weaknesses, limitations and opportunities.

1.2.3 How common do you think are the following strengths in employment amongst adult dyslexic people?

	very uncommon	uncommon	neither common nor uncommon	common	very common
determination					
creativity					
communication skill					

1.2.4 Can you suggest any other strengths adult dyslexic people have in employment?

1.2.5 How common do you think are the following weaknesses in employment amongst adult dyslexic people?

	very uncommon	uncommon	neither common nor uncommon	common	very common
literacy					
lack of self esteem					
memory					
organisational skill					

1.2.6 Can you suggest any other weaknesses adult dyslexic people have in employment?

### 1.3. Specialist careers advice

This section is designed to elicit some information about the services currently available to adult dyslexics, so that we can make some assessment of how great the need is for the proposed system. We are also interested in gaining some idea of what constitutes best practice in advising adult dyslexic people, as this influences what the system should focus on.

1.3.1 From your experience how would you rate the following characteristics of specialist careers advice available to adult dyslexic people?

	very poor	poor	fair	good	very good
availability					
provision of appropriate material					
staff training and awareness					
quality of advice					

1.3.2 Can you think of any material presently available that is especially suited to dyslexic people looking for work?

Those interviewed consistently suggested a number of specific issues that should be addressed by a careers advisor when dealing with an adult dyslexic person in order to achieve the best results

**1.3.3 How important is it to for a careers advisor to address the following issues?**

	very important	important	not sure	unimportant	very unimportant
emotional issues					
facilitation of self knowledge					
disclosure to employers <sup>2</sup>					

**1.3.4 Are there any other factors that you believe are important to address in order to gain the best results from careers advice?**

**2.1 Feasibility of the multimedia careers advice system**

We are interested in what role a computerised careers advice system plays in the general careers advice processes. We have suggested a number of characteristics of such systems which may strongly influence that role.

**2.1.1 How much of an advantage or disadvantage do you think the following characteristics are to staff and clients?**

- (a) time saving for staff
- (b) lessening of time restrictions on the client
- (c) lack of human contact
- (d) systematic assessment of clients' characteristics
- (e) lack of open ended questions.
- (f) large number and broad range of potential job suggestions.
- (g) limited depth of information on specific jobs.
- (h) the provision of data as a springboard for clients and advisers in later advisory sessions.
- (i) the provision of data as a springboard for the use of other resources by the client. e.g. a careers library.

	great disadvantage	some disadvantage	not sure	some advantage	great advantage
a					
b					
c					
d					
e					
f					
g					
h					
i					

<sup>2</sup>By this we mean the question of whether or how to tell employers about ones dyslexia.

2.1.2 Can you suggest any other characteristics which influence the role such systems play, and what effects might these have?

2.1.3 How much of an advantage or disadvantage to adult dyslexic people is there in-

(a) using computers (i.e. with icons, touch screen etc.)?

(b) inclusion of video footage and sound?

(c) interactive structure of the system?

	great disadvantage	some disadvantage	not sure	some advantage	great advantage
a					
b					
c					

2.1.4 Can you think of any other benefits and drawbacks of the system outlined in the scenario (page 1)?

2.1.5 How feasible does the scenario sound to you?

	Definitely no	Probably no	Not sure	Probably yes	Definitely yes
Feasible?					

2.1.6 What follow up services should be offered to the client after they have used the system?

For example, counselling, job shadowing, and training in CV and letter writing, interview technique, and job searching



**2.2 Specifications of the multimedia careers advice system**

In this section is designed to find out what sort of information the system should deliver to the client, and in what format.

**Deliverables**

**2.2.1 We are thinking of making an introductory front end to the system. How useful do you think it would be to include-**

- (a) information on how to work the system
- (b) strengths and weaknesses of dyslexics in employment
- (c) some examples of well known successful dyslexics.

	not useful	of little use	not sure	quite useful	very useful
a					
b					
c					

**2.2.2 Can you suggest anything else which we should include in this front end?**

**2.2.3 How useful would the following pieces of information on specific jobs or areas of employment be to the client?**

- (a) minimum qualification
- (b) outline of duties
- (c) outline of skills required
- (d) outline of working conditions
- (e) information on social environment
- (f) reliance on literacy skills
- (g) reliance on organisational skills
- (h) willingness to make accommodations
- (i) promotion prospects
- (j) wages

	not useful	of little use	not sure	quite useful	very useful
a					
b					
c					
d					
e					
f					
g					
h					
i					
j					

**2.2.4 Is there anything else we should include in this general information?**

As mentioned above we are thinking of presenting digitised video footage and sound in addition to other job information the system might offer. Each video segment will necessarily be concerned with a specific job that is a good example of a whole employment area. The type of footage used can take two forms.

**2.2.5 How useful would it be to emphasise the following topics in videoed interviews with successful dyslexics in the work place?**

- (a) brief personal history
- (b) their strengths and weaknesses in general
- (c) account of problems faced finding/holding down a job
- (d) ways they have overcome those problems (successful strategies)
- (e) results of success
- (f) account of their priorities in life in general

	not useful	of little use	not sure	quite useful	very useful
a					
b					
c					
d					
e					
f					

**2.2.6 How useful would it be to emphasise the following topics in a videoed general demonstration of the characteristics of the job?**

- (a) demonstration of general duties
- (b) demonstration of skills required or most useful
- (c) working environment
- (d) flexibility of hours and duties
- (e) deadlines
- (f) impression of the social environment
- (g) prospects of, and requirements for promotion
- (h) account of accommodations (allowances) possible

	not useful	of little use	not sure	quite useful	very useful
a					
b					
c					
d					
e					
f					
g					
h					

**2.2.7 Can you think of anything in addition to the above that would benefit from presentation in digitised video and sound format?**

**Outcomes**

**2.2.8 How useful to staff and clients would it be to include the following pieces of information in the hard output given to the client?**

- (a) job lists compiled from individual assessments (e.g. skills, likes/dislikes)
- (b) ratings on characteristics measured in assessments
- (c) general information about dyslexia
- (d) contacts for dyslexics
- (e) account of how client searched the system
- (f) information on jobs the client has requested
- (g) summaries of information in video segments which client has watched
- (h) list of further appropriate resources
- (i) list/description of unexplored parts of system

	not useful	of little use	not sure	quite useful	very useful
a					
b					
c					
d					
e					
f					
g					
h					
i					

**2.2.7 Is there anything else we should include in the hard output?**

**2.2.8 Is there anything further you can suggest as far as architecture or content of the system which would be of especial benefit to dyslexic people?**

**2.3 Conclusion**

**2.3.1 Can you think of any one else we should talk to?**

**2.3.2 Can you think of any further sources of information we should consult?**

### 2.3.3 Is there anything further you would like to add?

### 2.3.4 Analysis of Strengths and Weaknesses

One recommended decision-making procedure is to adopt a SWOT analysis, by listing the Strengths and Weaknesses of a proposed action, together with the anticipated Opportunities and 'Threats' that will arise as a result of taking the action. If you have time, please have a go at a SWOT for the 'Job Centre plus multimedia careers advice package' suggestion.

3.2.1. Strengths

3.2.2. Weaknesses

3.2.3. Opportunities

3.2.4. Threats or Dangers

## Appendix

As stated above we have interviewed a number of specialists in the field. Reproduced below are some of their comments. We would be grateful for your reactions. Please:

- (i) tick if you agree strongly
- (ii) cross if you disagree strongly
- (iii) do nothing if you have mixed feelings or if you think it's not that important

### General

- generally careers advice is not brilliant.
- They often get stuck in using a lot of energy covering up
- dyslexics could respond better by actually going to a workplace, rather than saying 'We have the right job for you, in you go' (dyslexics show) dislike of authority in any situation where they felt threatened
- What I notice about your questioning is that you generalise and of course you can't generalise
- rather than doing things in isolation you've got to be connected up with people like the Department of Employment and the Careers Service
- here are people who can learn, who do learn, but who learn differently
- There's no such thing as a standard dyslexic
- three different categories at least. Some with verbal problems, some with visual problems, some with problems in both dimensions
- They felt themselves to be loners
- adult dyslexics aren't just children grown up

### Employment of adult dyslexics

- employment probably the point at which the dyslexic person is most vulnerable
- a dyslexic is somebody who quite frequently has to find a way to get into an occupation which isn't the accepted way
- I'm not aware there is a common route in to employment
- There is a leaning towards trying to find something you can do for your self, self employment
- they usually have to go in (to employment) on the bottom rung and that's usually just the wrong thing for them
- You tend to be pushed into manual jobs, this sort of thing
- provided people understand what they're dealing with they can be successful in any sort of sphere
- if they find a niche in some rather undemanding job they tend to stay there
- if you (the dyslexic) feel you can actually do the job, then go for it
- most of them are making decisions based on years of being told what they can't do
- Its not until they get in the work place that they really can find out whether they can do it or not
- their personality basically was the same as non-dyslexic people, it's their experience that changed their way of looking at the employment market
- dyslexics get very depressed by failure, and they should learn how to handle it
- success in the work place would be having a good job or feeling contented
- without education you don't get a look in for jobs
- tend to be working because we've got something to prove
- they already give up on their ideal job before they go anywhere near it

### Factors in Success

- The emotional factors (of dyslexia) would really outweigh the practical factors in many ways
- if they're going to break into successful employment they must be aware of their abilities, they must be equally aware of their difficulties
- (the major factor in success is) extent to which they've been prepared to persist
- the ability to pick yourself up and restart is very important.
- having the good fortune of not making too many mistakes

### Strengths

- Verbally they're usually OK so that's usually a strength
- the ability to process, sometimes, more than one piece of information at a time
- wouldn't think they've got any more strengths than anyone else in the employment market.
- very strong drive and need to prove themselves, and therefore to outshine and, of course, that obviously brings its own problems
- they have a greater rapport and understanding of the people and the people's difficulties
- often people are getting somebody who has been very determined and persistent
- many dyslexic people are often sort of more lateral in their thinking so sometimes they can be the creative one in an organisation

### Weaknesses

- I wouldn't focus on anything as being a particular weakness
- their weaknesses are frequently the result of peoples focus on weakness rather than strength
- if they succeeded they would fold up, because they would be so unused to success
- they were very much at a disadvantage in social awareness
- many, many dyslexics are over achievers and tend to collapse very easily
- their main weakness is that they're people that often can't do things in conventional ways
- misunderstandings, discrimination, I think that's probably the biggest disadvantage
- lack of confidence that they will in fact be able to do it, that sometimes in fact creates a problem
- many of them are not as realistic as they should be

- they do have inappropriate goals
- the greatest difficulty was that they (dyslexics) didn't see the outcome of their own actions.
- getting emotionally upset by other peoples attitudes is something which does happen to dyslexics
- comes down more to the personality rather than specific weaknesses and strengths in their own learning profile
- you don't want to expose your self in terms of giving an opportunity where you are shown up in your reading writing or spelling

### Specialist careers advice

- careers guidance has got to be a part of what assessment is all about
- I'm not aware that staff training (of careers advisors) focuses any attention on dyslexia as a condition
- If they go to a job centre and are persistent they can end up getting quite good careers advice
- train staff to recognise that lumping together people who are dyslexic doesn't work.
- we must be responsible not just to the dyslexic but also to the client who will be using the services of that dyslexic
- I think they tend to get fairly superficial advice which would perhaps irritate them
- there is much greater understanding of dyslexia compared to the past
- there are materials but they belong to the individual service, counsellor, organisations
- the application form, it's usually a problem in the mind, because actually they can do it but they're frightened of it
- people still perceive it very much as a literacy difficulty; they don't understand any of the broader issues
- if you're focusing just on literacy skills then people with difficulty can wind up with poor advice
- only difference I see between advising a dyslexic and a non dyslexic is to focus on what dyslexia is

### For best results

- part of the problem in careers advice is restricting the client to a specific time and getting something done
- there should be no door closing on potential sources of employment
- lots of dyslexic people are better off in small organisations rather than large organisations
- rephrase it as a statement of need rather than a statement of disability
- I think very often it's quite useful for people to be forced to make a choice
- scrap the test and tell approach, and focus very much on the counselling approach
- it's planning to the nth degree
- I would be concerned not to give the impression that we should be saying to dyslexics 'you must go out and get a proper job'
- I sometimes find that their aims and ambitions do need to be directed realistically in other directions
- I think the most important thing is to match up a proper cognitive analysis profile of that person with the competencies for a job
- (to give careers advice) you've got to have a human with experience.
- it really needs a holistic approach to be any use at all
- person who is giving the advice, whoever it is, must have additional training
- one (the careers advisor) would have to have a real knowledge, not just a theoretical knowledge about dyslexia:
- what must come out strongly, is that it's the dyslexic person's responsibility to take responsibility for finding a job
- some adults have got absolutely no qualifications but a lot of experience, so say whether there's anylee way at all

### Characteristics of system

- An optimum time (for one session) might be half an hour/40 minutes
- it would be quite nice if you could get out of it after 5 minutes if you wanted to
- I think the main thing is to allow the person to work by themselves, as an initial step
- do the process without the careers advisor having an influence on what their choices are going to be
- the majority of individuals can only benefit if they're sitting talking to somebody
- the answers which it's going to be producing for these people, could be totally different from the answers in human contact
- talking to a careers officer; they might tell them what they think they would like to know
- it's only in personal interviews that one gets an idea of things like whether people actually have the competence to pursue things that they're talking about
- human contact at the point where you have it, will be more utilised in a better way.
- As for the large number and broad range of potential job suggestions, I personally don't think there's too many necessarily
- too much choice is embarrassing
- if the system is even lightly patronising, it will be a great put down.
- it's cheaper to run than have an individual do the job, but I think people see through that
- if you leave it to the client then it's a question of procrastination
- that the client should feel less pressured is really very important
- they do sort of process information slowly and need to be able to look at things several times
- if you're going to provide information it would be useful to have it backed up, available on tape
- it would be a benefit to anyone to have a profile of their personality, profile of their cognitive strengths, weaknesses and so on
- the person can spend longer on that (the system) without feeling they've wasted someone else's time
- you can do it enough times that you've actually got the knowledge, you know, the information that you want, so that would be good with the lack of human contact
- lack of openness but I don't see how you can do anything about that really
- backup could be in book form.
- interactive structure I think is essential
- (video presentation)The more realistic and life like you can make it, again, the better

### Feasibility

- instead of having video footage you can actually just have sound
- touch screen, I don't think that is needed
- if you do have somebody who's got literacy problems then there's an obvious advantage of using a computer

- the multisensory aspect is what makes it the most attractive
- a lot of dyslexics enjoy using the computers
- if they're going to be sitting in front of a computer maybe they might be more honest towards it
- I think they've got to be able to explore it, but after the exploration, perhaps it might be better to follow a set procedure through it
- it's a very small proportion of tasks that have to be done where a computer would do better
- I just don't believe that a computer will be able to assess clients' characteristics
- a computer is probably going to be better suited to giving information fast and in detail than an individual
- I think that computers are very accessible to most dyslexics
- CD ROM interacting vocally it might be less embarrassing than a human sitting beside you
- role plays on video would be quite useful for a lot of people
- the main drawback of a computer system is that it is not going to do what a careers counsellor can do in terms of developing people's understanding and discussing options
- my fear about computerised systems is that, because they have economic advantages then it becomes all that's available.
- touch screen is the easiest choice because they may have problems with co-ordination
- tend to go towards things that are more visually oriented
- interactive, I think that's really important, because then you're in control of it rather than it controlling you.
- money, that's the only thing that's going to hold you up

### Specifications of system

- the main information of the answers it is producing should just be produced purely on one page
- 'a limited depth of information on specific jobs'. I personally think that all you need is half a page or something like that
- maybe a possibility of something to do with a CV
- maybe some suggestions about letters
- definitely something about interview techniques.
- it should begin with 'what is dyslexia?'
- information doesn't have to be collected by the computer from the clients, it can be collected by the advisor and then processed by the computer
- talk about whether literacy level is professional, technical, vocational or functional rather than using percentile ranks etc.
- (use of famous successful dyslexics) it also prevents some dyslexic people from accepting the fact that they have some difficulties that they need to adjust to
- you should put in there one or two well known successful dyslexics and their errors which might have been avoided
- I don't think examples of well known dyslexics has an impact on the majority of dyslexics
- the section when you are giving successful dyslexics or giving experiences preferably have them coming from the individual themselves
- not famous characters but people who they can relate to who actually are making a very good job of what they are doing
- I suppose speech output would be a helpful option
- if you've got too many options they may go for the easiest option
- give them example texts and asked which of them they regard as their comfortable reading level
- should be stuff available in the package to tell you why the job was chosen
- you don't want to necessarily be told what dyslexia is because you know what it is already
- you might have to have a facility for taking it off, printing off, at any stage
- have something you can press, and then you could expand out the information
- much more powerful if a dyslexic is telling another dyslexic than in a book.
- include the option to change the colour of the background and the print
- one has to be careful that the presentation of material is really at a level that is appropriate
- should address to the person who is tapping into it what happens when things go wrong (in employment)
- addressing strengths and weaknesses is very useful and seeing other people do that for themselves gives a lot of confidence
- this is very helpful, I think, to hear someone talking about what's good and what's bad in their work
- (include) information on minimum qualifications or how to dodge this
- if a dyslexic has information which is presented as speech then it has to be in short bursts
- if you were to talk about the strengths of dyslexics rather than the strengths and weaknesses that would make more sense
- help features at the beginning, because there's not going to be a manual to this system
- something more graphic (in the hard output), more pictures I think.
- I'd go quite strongly for being able to choose what print out you want

### Conclusion

- there obviously is a need for it (the system)
- if effective implementation is to introduce a system that can occupy a significant and important role in the process then I personally have my doubts that it will
- given the resources I can't see why it can't be implemented
- it's certainly a feasible scenario for a career guidance system
- there should be a record of who has used the system and a link so for your long term study you can find out how this has benefited people
- you obviously want to have all the data for research purposes
- make a video or presentation which would actually be aimed at or went to the employers and that would take away some of the myths about dyslexia
- careers office should have a training video commenting on the use of the package

## Appendix IIIb Respondents to the Questionnaire For Professionals

Below is provided a list of the 24 out of 77 (31.17%) people who responded to the 'Questionnaire for Professionals in the Field of Dyslexia, Computing And Employment'. In addition to these a 7 questionnaires were returned uncompleted, bringing the total returns to 31 (40.26%).

returns	explanation
3	not enough experience
2	unable to complete without explanation
1	retired
1	deceased

*table x* details of uncompleted questionnaire returns.

*table xi.a* Respondents to 'Questionnaire for Professionals in the Field of Dyslexia, Computing And Employment', Adelman to Chinn.

Respondent	Position
Adelman, Pamala	Professor, Director of Learning Opportunities Program
Blackhouse, Gill	Lecturer/ Psychologist, Dyslexia Clinic
Brand, Violet	Chief Verifier RSA (Specific Learning Disabilities)
Chew, Jennifer	SLDD Co-ordinator
Chinn, Steve	Principal
Crombie, Margaret	SEN Support Co-ordinator/ writer
Davidson, Johan	Senior Educational Psychologist
Fleming, Isobel	Research Student
Gilroy, Dorothy	Tutor/ Counsellor
Goode, William	retired trainer, still doing some vocational guidance
Gray, Guy	retired occupational psychologist
Hornsby, Beve	Principal
Hughes, JR	Educational Psychologist
Hutchins, Jean	British Dyslexia Association Computers Committee
Kemp, Gavin	Marketing Manager



*table xi.b* Respondents to 'Questionnaire for Professionals in the Field of Dyslexia, Computing And Employment', Keogon to Yandell.

Keogon, Jane	Regional Principal
Klein, Cynthia	Trainer and Consultant in Dyslexia and Learning Development
Laycock, David	Head of the Computer Centre for People with Disabilities
Matty, Jo	Vice President of the British Dyslexia Association
Miles, Prof. T.R.	retired Lecturer/ Reaseacher
Newton, Dr. Margaret	Consultant Psychologist
Price, Geraldine	Lecrurer in Specific Learning Disabilities, Advisor for Disabled Students
Reiff, Henry	Assistant Dean of Academic Affairs
Yandell, Babara	Teacher and Advisor for Nottinghamshire Dyselxia Association

## **Appendix IIIc Full Results for Quantitative Questions**

The following tables are a record of all the responses made by each respondent to each of the questions requiring quantitative or scaled responses, along with the total number of responses, average or responses, and standard deviation of responses for each of these questions. This data forms the basis of the results presented in Section 7.3.

table xii.a full results for quantitative questions. Questions 1.1.1 to 2.1.1, respondents Adelman to Gray. 558

QUESTIONS	RESPONDENTS											
	AP	BG	BV	CJ	CS	CM	DJ	FI	GK	GD	GW	GG
<b>1.1 Background and experience</b>												
1.1.1 experience with dyslexia	5	5	5	5	5	5	5	2	5	5	5	5
1.1.2 experience with adults	5	2	5	5	1	1	1	5	5	5	2	5
1.1.3 type of experience												
remediation/education	5	5	5	4	5	5		3	5	4	4	
assessment	2	5	5	4	1	3	5	2			5	4
counselling		5				1	5			4	5	
career guidance		5			1	1				1	5	4
research	2	1			1	1		5		1	1	
1.1.4 computer use experience	2	2	2	2	1	4	3	5	4	3	2	2
1.1.5 computer careers guidance	2	1	1	2	2	3	2	3	1	2	4	2
<b>1.2 AD in employment</b>												
1.2.1 factors in success												
drive/confidence	5	5	5	4	4	5	5	5	5	4	4	4
self knowledge	5	5	5	4	4	5	4	4	4	4	5	4
support past/present	4	3	5	3	4	5	5	4	3	3	4	3
literacy level	4	2	5	4	3	4	4	4	4	4	3	3
1.2.3 common strengths												
determination	5	3	4	3	3		3	5	4	4	4	4
creativity	5	3	4	4	3	5	3	5	4	4	3	3
communication skill	4	3	3	3	3		3	5	2	4	3	4
1.2.5 common weaknesses												
literacy	3	5	4	4	4	5	4	4	4	4	4	4
lack of self esteem	4	4	3	4	4	4	4	5	5	4	5	3
memory	4	4	3	3	4	5	4	5	4	3	4	3
organisational skill	4	3	3	3	4	5	4	4	5	3	3	3
<b>1.3 Specialist careers advice</b>												
1.3.1 characteristics												
availability	2	1	2	3	2	2	2	2	1	1	2	3
appropriate material	2	1	2	3	2	2	2	2	1	1	4	3
staff training/awareness	2	1	2	3	2	2	4	2	1	1	2	3
quality of advice	2	1	2	3	2	3	2	2	1	1	4	3
1.1.3 issues for advisers												
emotional	4	4	4	3	4	4	4	4	4	2	4	4
facilitate self knowledge	5	4	4	4	4	4	4	4	4	4	5	4
disclosure to employers	3	4	4	4	5	3	3	2	5	3	4	3
<b>2.1 Feasibility</b>												
2.1.1 advantages of following												
a time saving for staff	3	3		4	4	5	4	4		3	4	4
b lessening of time restrictions	3	4		4	4	5	4	4		3	3	4
c lack of human contact	2	4		2	4	2	2	4		1	3	2
d systematic assessment	4	4		4	4	4	3	4		3	5	4
e lack of open ended questions	3	2		2	3	4	1	3		1	3	2
f large no./broad range suggestions	4	4		4	4	4	4	2		3	4	4
g limited depth	2	1		2	2	4	2	2		2	4	2
h springboard in advisory sessions	4	4		4	4	4	4	4		4	5	4
i springboard to other resources	4	4		4	4	4	4	4		4	5	4

table xii.b full results for quantitative questions. Questions 1.1.1 to 2.1.1, 559 respondents Hornsby to Yandell (end).

QUESTIONS	RESPONDENTS											
	HB	HJ	HuJ	KC	KJ	LD	MJ	MT	NM	PG	RH	YB
<b>1.1</b>	<b>Background and experience</b>											
1.1.1	experience with dyslexia											
1.1.2	experience with adults											
1.1.3	type of experience											
	<i>remediation/education</i>											
	<i>assessment</i>											
	<i>counselling</i>											
	<i>career guidance</i>											
	<i>research</i>											
1.1.4	computer use experience											
1.1.5	computer careers guidance											
<b>1.2</b>	<b>AD in employment</b>											
1.2.1	factors in success											
	<i>drive/confidence</i>											
	<i>self knowledge</i>											
	<i>support past/present</i>											
	<i>literacy level</i>											
1.2.3	common strengths											
	<i>determination</i>											
	<i>creativity</i>											
	<i>communication skill</i>											
1.2.5	common weaknesses											
	<i>literacy</i>											
	<i>lack of self esteem</i>											
	<i>memory</i>											
	<i>organisational skill</i>											
<b>1.3</b>	<b>Specialist careers advice</b>											
1.3.1	characteristics											
	<i>availability</i>											
	<i>appropriate material</i>											
	<i>staff training/awareness</i>											
	<i>quality of advice</i>											
1.1.3	issues for advisers											
	<i>emotional</i>											
	<i>facilitate self knowledge</i>											
	<i>disclosure to employers</i>											
<b>2.1</b>	<b>Feasibility</b>											
2.1.1	advantages of following											
a	<i>time saving for staff</i>											
b	<i>lessening of time restrictions</i>											
c	<i>lack of human contact</i>											
d	<i>systematic assessment</i>											
e	<i>lack of open ended questions</i>											
f	<i>large no./broad range suggestions</i>											
g	<i>limited depth</i>											
h	<i>springboard in advisory sessions</i>											
i	<i>springboard to other resources</i>											

table xii.c full results for quantitative questions. Questions 2.1.3 to 2.2.8 (end), respondents Adelman to Gray. 560

QUESTIONS		RESPONDENTS											
		AP	BG	BV	CJ	CS	CM	DJ	FI	GK	GD	GW	GG
2.1.3	advantages of following												
a	<i>using computers</i>	4	5	5	4	4	5	4	5	5	4	4	5
b	<i>video</i>	4	5	5	4	4	5	4	5	4	4	3	4
c	<i>interactive structure</i>	4	5	5	4	5	5	4	5	4	3	3	4
2.1.5	how feasible?	4			4	4	4	3	4	4	3	4	4
<b>2.2</b>	<b>Specifications</b>												
2.2.1	introduction												
a	<i>info. on workings</i>	5	5	5	5	4	5	5	5		5	5	4
b	<i>strengths/weaknesses of dyslexics</i>	5	4	5	5	3	1	5	5		4	3	4
c	<i>well known dyslexics</i>	5	5	5	4		4	4	5		5	3	4
2.2.3	info. on jobs												
a	<i>minimum qualifications</i>	5	4	5	4	5	5	5	5	5	4	5	4
b	<i>outline of duties</i>	5	4	5	4	5	5	5	5	5	5	4	4
c	<i>outline of skills</i>	5	4	5	4	5	5	5	5	5	5	4	4
d	<i>outline of working conditions</i>	5	4	5	4	5	5	5	5	4	5	4	4
e	<i>info. on social environment</i>	5	4	5	3	5	4	5	4	4	5	3	4
f	<i>reliance on literacy</i>	5	5	5	5	5	4	5	4	4	4	4	4
g	<i>reliance on organisation</i>	5	5	5	4	5	4	5	4	2	4	4	4
h	<i>willingness to make accommodations</i>	5	3	5	4	4	4	5	4	1	5	4	4
i	<i>promotion prospects</i>	5	4	5	4	4	4	5	4	4	5	4	4
j	<i>wages</i>	5	4	5	4	5	4	5	5	5	5	5	4
2.2.5	videod interviews												
a	<i>personal history</i>	5	4	5	4	4	5	5	5	4	4	3	4
b	<i>strengths and weaknesses</i>	5	4	5	4	4	5	5	5	4	4	4	4
c	<i>problems finding/holding jobs</i>	5	4	5	5	4	5	5	5	5	4	5	4
d	<i>successful strategies</i>	5	4	5	5	4	5	5	5	5	4	4	4
e	<i>results of success</i>	5	4	5	4	4	5	5	5	5	4	4	4
f	<i>priorities in life</i>	5	4	5	4	4	5	4	4	4	4	3	3
2.2.6	videod job demo												
a	<i>general duties</i>	5	4	5	4	4	4	5	4	1	5	5	4
b	<i>demo of skills</i>	5	4	5	4	4	4	5	4	1	5	5	4
c	<i>working environment</i>	5	4	5	4	4	2	5	4	4	5	4	4
d	<i>flexibility</i>	5	4	5	4	4	4	5	4	4	5	4	4
e	<i>deadlines</i>	5	4	5	4	4	4	5	5	5	5	4	4
f	<i>social environment</i>	5	4	5	4	4	2	5	4	2	5	3	4
g	<i>requirements for promotion</i>	5	4	5	4	4	4	5	4	4	5	4	4
h	<i>accommodations possible</i>	5	4	5	4	4	4	5	4	4	5	4	4
2.2.8	hard output												
a	<i>job lists individual assessments</i>	5	4	3	4	4	5	5	4		4	5	4
b	<i>ratings on characteristics</i>	5	4	3	4	3	4	5	4		4	5	3
c	<i>general info. on dyslexia</i>	5	3	4	4	4	4	4	5		4	4	4
d	<i>contacts</i>	5	4	5	5	4	4	5	5		4	4	4
e	<i>how client searched system</i>	5	4	3	4	2	4	3	4		4	3	3
f	<i>info on jobs</i>	5	4	5	4	2	5	5	5		5	5	4
g	<i>summaries of videos</i>	5	4	3	4	2	2	5	4		4	4	4
h	<i>list of resources</i>	5	4	5	4	4	5	5	4		4	5	4
i	<i>list of unexplored parts</i>	5	4	3	4	4	5	3	4		3	3	3

table xii.d full results for quantitative questions. Questions 2.1.3 to 2.2.8 (end), respondents Hornsby to Yandell (end). 561

QUESTIONS	RESPONDENTS											
	HB	HJ	HuJ	KC	KJ	LD	MJ	MT	NM	PG	RH	YB
2.1.3	advantages of following											
a	using computers											
b	video											
c	interactive structure											
2.1.5	how feasible?											
2.2	Specifications											
2.2.1	introduction											
a	info. on workings											
b	strengths/weaknesses of dyslexics											
c	well known dyslexics											
2.2.3	info. on jobs											
a	minimum qualifications											
b	outline of duties											
c	outline of skills											
d	outline of working conditions											
e	info. on social environment											
f	reliance on literacy											
g	reliance on organisation											
h	willingness to make accommodations											
i	promotion prospects											
j	wages											
2.2.5	videoed interviews											
a	personal history											
b	strengths and weaknesses											
c	problems finding/holding jobs											
d	successful strategies											
e	results of success											
f	priorities in life											
2.2.6	videoed job demo											
a	general duties											
b	demo of skills											
c	working environment											
d	flexibility											
e	deadlines											
f	social environment											
g	requirements for promotion											
h	accommodations possible											
2.2.8	hard output											
a	job lists individual assessments											
b	ratings on characteristics											
c	general info. on dyslexia											
d	contacts											
e	how client searched system											
f	info on jobs											
g	summaries of videos											
h	list of resources											
i	list of unexplored parts											

table xii. e number of responses, averages and standard deviations for questions 1.1.1 to 2.1.1. 562

QUESTIONS		No responses	Average	standard dev.
<b>1.1</b>	<b>Background and experience</b>			
1.1.1	experience with dyslexia	24	4.79	0.72
1.1.2	experience with adults	24	3.42	1.67
1.1.3	type of experience			
	<i>remediation/education</i>	22	4.14	1.17
	<i>assessment</i>	21	4.10	1.30
	<i>counselling</i>	14	3.79	1.37
	<i>career guidance</i>	10	2.50	1.78
	<i>research</i>	13	2.15	1.68
1.1.4	computer use experience	24	2.83	1.27
1.1.5	computer careers guidance	24	1.71	0.81
<b>1.2</b>	<b>AD in employment</b>			
1.2.1	factors in success			
	<i>drive/confidence</i>	24	4.71	0.55
	<i>self knowledge</i>	24	4.50	0.51
	<i>support past/present</i>	24	4.13	0.74
	<i>literacy level</i>	24	3.67	0.76
1.2.3	common strengths			
	<i>determination</i>	21	3.86	0.65
	<i>creativity</i>	22	3.95	0.79
	<i>communication skill</i>	21	3.24	0.77
1.2.5	common weaknesses			
	<i>literacy</i>	24	4.25	0.53
	<i>lack of self esteem</i>	24	4.29	0.62
	<i>memory</i>	23	4.13	0.69
	<i>organisational skill</i>	24	4.00	0.72
<b>1.3</b>	<b>Specialist careers advice</b>			
1.3.1	characteristics			
	<i>availability</i>	21	2.19	0.68
	<i>appropriate material</i>	21	2.19	0.87
	<i>staff training/awareness</i>	21	2.05	0.74
	<i>quality of advice</i>	21	2.33	0.86
1.1.3	issues for advisers			
	<i>emotional</i>	23	4.09	0.79
	<i>facilitate self knowledge</i>	23	4.43	0.51
	<i>disclosure to employers</i>	23	3.83	0.89
<b>2.1</b>	<b>Feasibility</b>			
2.1.1	advantages of following			
a	<i>time saving for staff</i>	22	3.82	0.73
b	<i>lessening of time restrictions</i>	22	3.82	0.80
c	<i>lack of human contact</i>	21	2.71	1.15
d	<i>systematic assessment</i>	21	3.81	1.03
e	<i>lack of open ended questions</i>	22	2.50	1.06
f	<i>large no./broad range suggestions</i>	22	3.82	0.85
g	<i>limited depth</i>	22	2.27	0.98
h	<i>springboard in advisory sessions</i>	22	4.14	0.64
i	<i>springboard to other resources</i>	22	3.95	0.72

table xii. f number of responses, averages and standard deviations for questions 2.1.3 to 2.2.8 (end). 563

QUESTIONS		No responses	Average	standard dev.
2.1.3	advantages of following			
a	<i>using computers</i>	24	4.42	0.58
b	<i>video</i>	24	4.29	0.69
c	<i>interactive structure</i>	24	4.17	0.87
2.1.5	how feasible?	20	3.75	0.55
<b>2.2</b>	<b>Specifications</b>			
2.2.1	introduction			
a	<i>info. on workings</i>	23	4.70	0.63
b	<i>strengths/weaknesses of dyslexics</i>	23	3.87	1.14
c	<i>well known dyslexics</i>	22	4.27	0.98
2.2.3	info. on jobs			
a	<i>minimum qualifications</i>	24	4.63	0.65
b	<i>outline of duties</i>	24	4.58	0.58
c	<i>outline of skills</i>	24	4.71	0.55
d	<i>outline of working conditions</i>	24	4.50	0.59
e	<i>info. on social environment</i>	24	4.21	0.78
f	<i>reliance on literacy</i>	24	4.63	0.58
g	<i>reliance on organisation</i>	24	4.42	0.78
h	<i>willingness to make accommodations</i>	24	4.29	1.00
i	<i>promotion prospects</i>	24	4.33	0.56
j	<i>wages</i>	24	4.54	0.59
2.2.5	videoed interviews			
a	<i>personal history</i>	23	4.17	0.78
b	<i>strengths and weaknesses</i>	23	4.39	0.58
c	<i>problems finding/holding jobs</i>	23	4.61	0.58
d	<i>successful strategies</i>	23	4.70	0.56
e	<i>results of success</i>	23	4.52	0.59
f	<i>priorities in life</i>	23	3.87	0.81
2.2.6	videoed job demo			
a	<i>general duties</i>	23	4.43	0.95
b	<i>demo of skills</i>	23	4.48	0.95
c	<i>working environment</i>	23	4.26	0.75
d	<i>flexibility</i>	23	4.30	0.47
e	<i>deadlines</i>	23	4.65	0.49
f	<i>social environment</i>	23	4.09	0.90
g	<i>requirements for promotion</i>	23	4.35	0.49
h	<i>accommodations possible</i>	23	4.48	0.59
2.2.8	hard output			
a	<i>job lists individual assessments</i>	21	4.33	0.66
b	<i>ratings on characteristics</i>	21	3.81	0.87
c	<i>general info. on dyslexia</i>	21	4.10	0.77
d	<i>contacts</i>	21	4.48	0.60
e	<i>how client searched system</i>	21	3.48	0.75
f	<i>info on jobs</i>	20	4.45	0.83
g	<i>summaries of videos</i>	21	3.71	1.06
h	<i>list of resources</i>	21	4.48	0.60
i	<i>list of unexplored parts</i>	20	3.70	0.80



### Appendix III d Responses to Free Response Questions by Question, Respondent and Sample Statement

The table below shows support for the sample comments presented in table 9, Section 7.4, in terms of both question and respondent. The numbers in the body of the table indicate specific sample comments (represented in table 9 with italic numbers). Ticks are used to indicate that the respondent's reply did not conform to any sample comment, and thus was not supported by any other respondent.

table xiii Responses to Free Response Questions by Question, Respondent and Sample Statement

	Intro	AD in employment			Specialist careers advice		Feasibility			Specifications				Conclusion		
	1.1.6	1.1.2	1.2.4	1.2.6	1.3.2	1.3.4	2.1.2	2.1.4	2.1.6	2.2.2	2.2.4	2.2.7	2.2.7	2.2.8	2.3.1	2.3.2
AP				1												
BG	√	√			1	2				1		√				
BV		√														
CJ									1							
CM	√	1	√	√	1	2	√	1	2	√	1	√	√	√	√	√
CS	√	5	√	1	1	√	√	√	1	√		√				
DJ	√	4	2		1	√		2	√	√	1					
FI					2											
GD		5	1	√	2			1	1		2				√	
GG			√	√	2			1		√						
GW	√	2		2	2	1	√	√	1			√			√	√
HB	√	√	√	1					2							√
HJ		3	√	√	1	√	√	√	√	√	√	√	√			
HuJ		3			2											
KC	√	1,4	1	√	1	1	√		1	1						
KG		√	√		1				√	√	1					
KJ		3	√	1	1				1		√				√	
LD	√	√	√	√				√	2	√				√	√	
MJ									1,2	√				√		
MT		√							1						√	
NM							√		√	√	2	√	√	√		√
PG		1,2							1							
RH	√	1,4	√	√		√			√	√					√	
YB	√	2	1,2	2	1	√	√	2	1			√				

### **Appendix IIIe Full Responses to Sample Comments**

An account of the most positively and negatively marked sample comments can be found in Section 7.5, table 11. Here I will present the results for all the sample comments, also indicating the response to each one by each respondent. As in table 11 the sample comments are ordered within sections from the most positively to the most negatively marked.

Unfortunately, presenting these results gives rise to problems, as the size of the table necessary to do so in one go would be prohibitively large, and difficult to break down in to simple sub tables in an efficient manner. Thus, to get around this problem I have provided two tables. The first table below (table xix) acts as a key by providing a number for each sample comment. These numbers are also used in table 11 (Section 7.5). In the second table (table xx) only these numbers are used to identify each sample comment, allowing it to fit within the width of a normal page. This table contains the responses of each of the respondents, and the percentage of the responses that were positive and negative for each sample comment.

Finally, I apologise for the use of such a small type face in the following table (table xix). Unfortunately this proved necessary to keep it to a reasonable size. I hope this does not cause the reader to many difficulties.

**table xix.a** Numbered Sample comments ordered within sections from most positively to most negatively marked (sample comments 1.1 to 7.16).

<b>1.</b>	<b>General</b>	5.2.	you don't want to expose your self in terms of giving an opportunity where you are shown up in your reading writing or spelling
1.1.	here are people who can learn, who do learn, but who learn differently	5.3.	misunderstandings, discrimination, I think that's probably the biggest disadvantage
1.2.	There's no such thing as a standard dyslexic	5.4.	getting emotionally upset by other peoples attitudes is something which does happen to dyslexics
1.3.	three different categories at least. Some with verbal problems, some with visual problems, some with problems in both dimensions	5.5.	their main weakness is that they're people that often can't do things in conventional ways
1.4.	generally careers advice is not brilliant.	5.6.	many of them are not as realistic as they should be
1.5.	rather than doing things in isolation you've got to be connected up with people like the Department of Employment and the Careers Service	5.7.	their weaknesses are frequently the result of peoples focus on weakness rather than strength
1.6.	They felt to be loners	5.8.	comes down more to the personality rather than specific weaknesses and strengths in their own learning profile
1.7.	adult dyslexics aren't just children grown up	5.9.	the greatest difficulty was that they (dyslexics) didn't see the outcome of their own actions.
1.8.	They often get stuck in using a lot of energy covering up	5.10.	I wouldn't focus on anything as being a particular weakness
1.9.	What I notice about your questioning is that you generalise and of course you can't generalise	5.11.	they do have inappropriate goals
1.10.	dyslexics could respond better by actually going to a workplace, rather than saying 'We have the right job for you, in you go'	5.12.	they were very much at a disadvantage in social awareness
1.11.	(dyslexics show) dislike of authority in any situation where they felt threatened	5.13.	if they succeeded they would fold up, because they would be so unused to success
<b>2.</b>	<b>Employment of adult dyslexics</b>	5.14.	many, many dyslexics are over achievers and tend to collapse very easily
2.1.	if you (the dyslexic) feel you can actually do the job, then go for it	<b>6.</b>	<b>Specialist careers advice</b>
2.2.	most of them are making decisions based on years of being told what they can't do	6.1.	we must be responsible not just to the dyslexic but also to the client who will be using the services of that dyslexic
2.3.	provided people understand what they're dealing with they can be successful in any sort of sphere	6.2.	people still perceive it very much as a literacy difficulty: they don't understand any of the broader issues
2.4.	Its not until they get in the work place that they really can find out whether they can do it or not	6.3.	train staff to recognise that lumping together people who are dyslexic doesn't work.
2.5.	dyslexics get very depressed by failure, and they should learn how to handle it	6.4.	if you're focusing just on literacy skills then people with difficulty can wind up with poor advice
2.6.	a dyslexic is somebody who quite frequently has to find a way to get into an occupation which isn't the accepted way	6.5.	careers guidance has got to be a part of what assessment is all about
2.7.	There is a leaning towards trying to find something you can do for your self, self employment	6.6.	I'm not aware that staff training (of careers advisors) focuses any attention on dyslexia as a condition
2.8.	without education you don't get a look in for jobs	6.7.	there is much greater understanding of dyslexia compared to the past
2.9.	success in the work place would be having a good job or feeling contented	6.8.	I think they tend to get fairly superficial advice which would perhaps irritate them
2.10.	I'm not aware there is a common rout in to employment	6.9.	there are materials but they belong to the individual service, counsellor, organisations
2.11.	they usually have to go in (to employment) on the bottom rung and that's usually just the wrong thing for them	6.10.	the application form, it's usually a problem in the mind, because actually they can do it but they're frightened of it
2.12.	if they find a niche in some rather undemanding job they tend to stay there	6.11.	only difference I see between advising a dyslexic and a non dyslexic is to focus on what dyslexia is
2.13.	their personality basically was the same as non-dyslexic people, it's their experience that changed their way of looking at the employment market	6.12.	If they go to a job centre and are persistent they can end up getting quite good careers advice
2.14.	You tend to be pushed into manual jobs, this sort of thing	<b>7.</b>	<b>For best results</b>
2.15.	tend to be working because we've got something to prove	7.1.	there should be no door closing on potential sources of employment
2.16.	employment probably the point at which the dyslexic person is most vulnerable	7.2.	person who is giving the advice, whoever it is, must have additional training
2.17.	they already give up on their ideal job before they go anywhere near it	7.3.	I think the most important thing is to match up a proper cognitive analysis profile of that person with the competencies for a job
<b>3.</b>	<b>Factors in Success</b>	7.4.	it really needs a holistic approach to be any use at all
3.1.	if they're going to break into successful employment they must be aware of their abilities, they must be equally aware of their difficulties	7.5.	one (the careers advisor) would have to have a real knowledge, not just a theoretical knowledge about dyslexia:
3.2.	the ability to pick yourself up and restart is very important.	7.6.	(to give careers advice) you've got to have a human with experience.
3.3.	(the major factor in success is) extent to which they've been prepared to persist	7.7.	rephrase it as a statement of need rather than a statement of disability
3.4.	The emotional factors (of dyslexia) would really outweigh the practical factors in many ways	7.8.	what must come out strongly, is that it's the dyslexic person's responsibility to take responsibility for finding a job
3.5.	having the good fortune of not making too many mistakes	7.9.	some adults have got absolutely no qualifications but a lot of experience, so say whether there's any lee way at all
<b>4.</b>	<b>Strengths</b>	7.10.	part of the problem in careers advice is restricting the client to a specific time and getting something done
4.1.	many dyslexic people are often sort of more lateral in their thinking so sometimes they can be the creative one in an organisation	7.11.	it's planning to the nth degree
4.2.	often people are getting somebody who has been very determined and persistent	7.12.	I sometimes find that their aims and ambitions do need to be directed realistically in other directions
4.3.	Verbally they usually OK so that's usually a strength	7.13.	lots of dyslexic people are better off in small organisations rather than large organisations
4.4.	very strong drive and need to prove themselves, and therefore to outshine and, of course, that obviously brings it's own problems	7.14.	scrap the test and tell approach, and focus very much on the counselling approach
4.5.	wouldn't think they've got any more strengths than anyone else in the employment market.	7.15.	I would be concerned not to give the impression that we should be saying to dyslexics 'you must go out and get a proper job'
4.6.	they have a greater rapport and understanding of the people and the peoples' difficulties	7.16.	I think very often it's quite useful for people to be forced to make a choice
4.7.	the ability to process, sometimes, more than one piece of information at a time		
<b>5.</b>	<b>Weaknesses</b>		
5.1.	lack of confidence that they will in fact be able to do it, that sometimes in fact creates a problem.		

**table xix.b** Numbered Sample comments ordered within sections from most positively to most negatively marked (sample comments 8.1 to 11.8).

<b>8.</b>	<b>Characteristics of system</b>	9.19.	instead of having video footage you can actually just have sound
8.1.	interactive structure I think is essential	<b>10.</b>	<b>Specifications of system</b>
8.2.	(video presentation)The more realistic and life like you can make it, again, the better	10.1.	I suppose speech output would be a helpful option
8.3.	that the client should feel less pressured is really very important	10.2.	include the option to change the colour of the background and the print
8.4.	it would be quite nice if you could get out of it after 5 minutes if you wanted to	10.3.	not famous characters but people who they can relate to who actually are making a very good job of what they are doing
8.5.	even if it's slightly patronising, it will be a great put down.	10.4.	one has to be careful that the presentation of material is really at a level that is appropriate
8.6.	if your going to provide information it would be useful to have it backed up, available on tape	10.5.	talk about whether literacy level is professional, technical, vocational or functional rather than using percentile ranks etc.
8.7.	it would be a benefit to anyone to have a profile of their personality, profile of their cognitive strengths, weaknesses and so on	10.6.	this is very helpful. I think, to hear someone talking about what's good and what's bad in their work
8.8.	the person can spend longer on that (the system) without feeling they've wasted someone else's time	10.7.	you might have to have a facility for taking it off, printing off, at any stage
8.9.	human contact at the point where you have it, will be more utilised in a better way.	10.8.	addressing strengths and weaknesses is very useful and seeing other people do that for themselves gives a lot of confidence
8.10.	they do sort of process information slowly and need to be able to look at things several times	10.9.	(include)information on minimum qualifications or how to dodge this
8.11.	do the process without the careers advisor having an influence on what their choices are going to be	10.10.	help features at the beginning, because there's not going to be a manual to this system
8.12.	the majority of individuals can only benefit if they're sitting talking to somebody	10.11.	I'd go quite strongly for being able to choose what print out you want
8.13.	the answers which it's going to be producing for these people, could be totally different from the answers in human contact	10.12.	maybe a possibility of something to do with a CV
8.14.	talking to a careers officer; they might tell them what they think they would like to know	10.13.	maybe some suggestions about letters
8.15.	it's cheaper to run than have an individual do the job, but I think people see through that	10.14.	definitely something about interview techniques.
8.16.	An optimum time (for one session) might be half an hour/40 minutes	10.15.	it should begin with 'what is dyslexia?'
8.17.	you can do it enough times that you've actually got the knowledge, you know, the information that you want, so that would be good with the lack of human contact	10.16.	you should put in there one or two well known successful dyslexics and their errors which might have been avoided
8.18.	I think the main thing is to allow the person to work by themselves, as an initial step	10.17.	give them example texts and asked which of them they regard as their comfortable reading level
8.19.	As for the large number and broad range of potential job suggestions, I personally don't think there's too many necessarily	10.18.	have something you can press, and then you could expand out the information
8.20.	backup could be in book form.	10.19.	much more powerful if a dyslexic is telling another dyslexic than in a book.
8.21.	it's only in personal interviews that one gets an idea of things like whether people actually have the competence to pursue things that they're talking about	10.20.	if a dyslexic has information which is presented as speech then it has to be in short bursts
8.22.	too much choice is embarrassing	10.21.	a limited depth of information on specific jobs, I personally think that all you need is half a page or something like that
8.23.	lack of openness but I don't see how you can do anything about that really	10.22.	(use of famous successful dyslexics)it also prevents some dyslexic people from accepting the fact that they have some difficulties that they need to adjust to
8.24.	if you leave it to the client then it's a question of procrastination	10.23.	the section when you are giving successful dyslexics or giving experiences preferably have them coming from the individual themselves
<b>9.</b>	<b>Feasibility</b>	10.24.	if you've got too many options they may go for the easiest option
9.1.	if you do have somebody who's got literacy problems then there's an obvious advantage of using a computer	10.25.	something more graphic (in the hard output), more pictures I think.
9.2.	alot of dyslexics enjoy using the computers	10.26.	the main information of the answers it is producing should just be produced purely on one page
9.3.	the main drawback of a computer system is that it is not going to do what a careers counsellor can do in terms of developing people's understanding and discussing options	10.27.	information doesn't have to be collected by the computer from the clients, it can be collected by the advisor and then processed by the computer
9.4.	interactive, I think that's really important, because then you're in control of it rather than it controlling you.	10.28.	should be stuff available in the package to tell you why the job was chosen
9.5.	the multisensory aspect is what makes it the most attractive	10.29.	if you were to talk about the strengths of dyslexics rather than the strengths and weaknesses that would make more sense
9.6.	if they're going to be sitting in front of a computer maybe they might be more honest towards it	10.30.	I don't think examples of well known dyslexics has an impact on the majority of dyslexics
9.7.	a computer is probably going to be better suited to giving information fast and in detail than an individual	10.31.	you don't want to necessarily be told what dyslexia is because you know what it is already
9.8.	I think that computers are very accessible to most dyslexics	10.32.	should address to the person who is tapping into it what happens when things go wrong (in employment)
9.9.	CD ROM interacting vocally it might be less embarrassing than a human sitting beside you	<b>11.</b>	<b>Conclusion</b>
9.10.	I think they've got to be able to explore it, but after the exploration, perhaps it might be better to follow a set procedure through it	11.1.	there should be a record of who has used the system and a link so for your long term study you can find out how this has benefited people
9.11.	role plays on video would be quite useful for a lot of people	11.2.	careers office should have a training video commenting on the use of the package
9.12.	my fear about computerised systems is that, because they have economic advantages then it becomes all that's available.	11.3.	make a video or presentation which would actually be aimed at or went to the employers and that would take away some of the myths about dyslexia
9.13.	touch screen is the easiest choice because they may have problems with co-ordination	11.4.	given the resources I can't see why it can't be implemented
9.14.	tend to go towards things that are more visually oriented	11.5.	it's certainly a feasible scenario for a career guidance system
9.15.	money, that's the only thing that's going to hold you up	11.6.	there obviously is a need for it (the system)
9.16.	touch screen, I don't think that is needed	11.7.	you obviously want to have all the data for research purposes
9.17.	it's a very small proportion of tasks that have to be done where a computer would do better	11.8.	if effective implementation is to introduce a system that can occupy a significant and important role in the process then I personally have my doubts that it will
9.18.	I just don't believe that a computer will be able to assess clients characteristics		

table xx.a Full results for each sample comment, by respondent, sample comments 1.1 to 4.7.

	BG	CM	CS	DJ	FI	GD	GG	GW	HJ	HuJ	KC	KJ	MJ	NM	RH	YB	% +ve	% -ve
<b>1.</b>																		
1.1.	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	87.5	0
1.2.	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	87.5	0
1.3.	0	0	0	0	1	0	1	1	0	1	1	0	1	1	1	1	56.25	0
1.4.	1	1	0	1	0	0	0	1	0	0	1	1	1	1	0	0	50	0
1.5.	0	0	0	1	1	0	1	1	0	1	0	1	0	1	0	1	50	0
1.6.	0	0	0	0	1	0	0	1	1	1	0	1	1	0	1	1	50	0
1.7.	0	0	0	0	1	0	0	0	1	1	1	1	1	1	0	1	50	0
1.8.	0	0	1	0	0	0	0	1	1	1	1	0	1	0	1	0	43.75	0
1.9.	0	0	1	0	1	0	0	1	0	1	0	0	0	0	0	1	31.25	0
1.10.	0	0	-1	0	0	0	1	1	0	0	1	1	1	0	0	0	31.25	6.25
1.11.	1	0	0	0	0	0	0	1	0	0	0	0	0	1	0	-1	18.75	6.25
<b>2.</b>																		
2.1.	1	1	0	0	1	1	1	1	0	0	0	1	0	1	1	1	62.5	0
2.2.	1	0	0	0	0	0	0	1	0	0	1	0	1	1	1	1	43.75	0
2.3.	1	0	0	0	0	0	0	1	0	0	1	0	0	1	1	1	37.5	0
2.4.	1	0	0	0	0	0	0	1	1	0	1	0	0	0	1	1	37.5	0
2.5.	0	0	0	0	1	0	1	1	0	0	0	0	1	1	0	1	37.5	0
2.6.	1	0	0	0	0	0	0	0	1	0	0	1	1	0	1	0	31.25	0
2.7.	1	0	0	0	0	0	0	0	0	1	0	0	1	1	0	0	25	0
2.8.	-1	0	0	0	1	0	1	1	0	0	0	0	0	1	0	1	31.25	6.25
2.9.	0	0	0	0	1	0	1	1	0	0	0	0	0	1	0	-1	25	6.25
2.10.	0	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0	12.5	0
2.11.	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	12.5	0
2.12.	0	0	0	0	1	0	0	0	0	0	0	0	1	0	0	0	12.5	0
2.13.	0	0	0	0	0	0	1	-1	-1	0	0	0	1	1	0	1	25	12.5
2.14.	0	0	0	0	0	0	0	0	0	0	0	-1	0	1	0	0	6.25	6.25
2.15.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2.16.	-1	-1	0	0	1	0	1	-1	0	0	0	0	1	0	0	-1	18.75	25
2.17.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	-1	0	0	6.25
<b>3.</b>																		
3.1.	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1	87.5	0
3.2.	1	0	1	0	1	0	1	1	1	0	0	0	1	1	1	0	56.25	0
3.3.	1	1	0	0	1	0	0	0	0	0	0	0	1	1	1	1	43.75	0
3.4.	0	0	0	0	-1	0	0	0	0	0	0	0	0	0	0	0	0	6.25
3.5.	0	0	0	0	-1	0	0	0	0	0	0	0	0	0	-1	0	0	12.5
<b>4.</b>																		
4.1.	1	1	1	0	1	1	1	1	1	0	1	0	1	1	1	1	81.25	0
4.2.	1	0	0	0	1	0	0	1	0	0	1	0	1	1	1	1	50	0
4.3.	0	0	0	0	1	0	1	1	0	-1	0	0	1	1	-1	1	37.5	12.5
4.4.	1	0	0	0	-1	1	0	0	0	0	0	0	0	1	1	0	25	6.25
4.5.	0	0	0	1	-1	0	0	1	0	0	0	0	0	0	0	1	18.75	6.25
4.6.	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	6.25	0
4.7.	0	0	0	0	1	0	0	0	0	-1	0	0	1	-1	0	-1	12.5	18.75

table xx.b Full results for each sample comment, by respondent, sample comments 5.1 to 7.16.

	BG	CM	CS	DJ	FI	GD	GG	GW	HJ	HuJ	KC	KJ	MJ	NM	RH	YB	% +ve	% -ve
5.																		
5.1.	0	0	0	0	1	0	1	1	0	0	1	1	1	1	1	1	56.25	0
5.2.	0	0	0	0	1	0	1	1	0	0	1	1	1	1	0	1	50	0
5.3.	0	1	0	0	1	0	0	0	0	0	0	1	0	1	1	0	31.25	0
5.4.	0	0	0	0	1	0	0	1	0	0	1	1	1	1	0	-1	37.5	6.25
5.5.	0	0	0	0	-1	0	0	1	0	0	1	0	0	1	1	1	31.25	6.25
5.6.	0	0	0	0	0	0	0	0	0	0	0	1	1	1	1	-1	25	6.25
5.7.	0	0	1	0	1	0	0	0	0	0	0	0	1	0	0	-1	18.75	6.25
5.8.	0	0	0	0	1	0	0	0	0	0	0	0	0	1	0	0	12.5	0
5.9.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	6.25	0
5.10.	0	0	1	0	-1	0	0	0	0	0	0	0	0	0	0	-1	6.25	12.5
5.11.	0	0	0	0	-1	0	0	0	0	0	0	0	0	0	0	0	0	6.25
5.12.	0	0	0	0	-1	0	0	0	0	0	0	0	0	0	0	-1	0	12.5
5.13.	0	0	-1	0	-1	0	0	0	0	0	0	0	-1	0	-1	-1	0	31.25
5.14.	0	-1	0	0	-1	0	0	0	-1	0	0	-1	-1	0	-1	-1	0	43.75
6.																		
6.1.	0	0	1	1	1	1	1	1	0	0	1	0	1	1	0	1	62.5	0
6.2.	0	0	1	0	1	0	1	1	0	0	1	1	1	1	0	1	56.25	0
6.3.	0	0	1	1	1	0	0	1	0	0	0	0	1	1	0	1	43.75	0
6.4.	0	1	0	0	1	0	0	1	0	0	1	0	1	1	0	1	43.75	0
6.5.	0	0	1	0	0	0	0	1	0	0	1	1	0	1	0	1	37.5	0
6.6.	0	0	0	0	0	0	0	1	0	0	1	0	1	1	0	1	31.25	0
6.7.	0	0	0	0	1	0	1	1	0	0	0	0	1	1	0	0	31.25	0
6.8.	0	0	0	0	0	0	0	1	0	0	1	0	-1	1	0	1	25	6.25
6.9.	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	12.5	0
6.10.	0	0	1	0	1	0	0	0	0	0	0	0	0	1	0	-1	18.75	6.25
6.11.	0	0	0	0	0	0	0	1	0	0	1	0	0	1	0	-1	18.75	6.25
6.12.	0	0	0	0	-1	0	1	0	0	0	0	0	1	0	0	-1	12.5	12.5
7.																		
7.1.	0	1	1	1	0	0	0	0	0	0	1	1	1	1	0	1	50	0
7.2.	0	1	0	0	1	0	0	1	0	0	1	0	1	1	0	1	43.75	0
7.3.	0	1	0	0	0	0	1	1	0	0	0	0	1	1	0	1	37.5	0
7.4.	0	0	1	0	0	0	0	1	0	0	0	1	1	1	0	1	37.5	0
7.5.	0	0	0	0	1	0	0	1	0	0	0	1	1	1	0	1	37.5	0
7.6.	0	0	0	0	0	0	0	1	0	0	1	1	1	1	0	0	31.25	0
7.7.	0	0	0	0	0	0	0	1	0	0	0	0	1	1	0	0	18.75	0
7.8.	0	0	0	0	1	0	0	1	0	0	0	0	0	0	0	1	18.75	0
7.9.	0	0	0	0	0	0	0	1	0	0	0	1	1	0	0	0	18.75	0
7.10.	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	12.5	0
7.11.	0	0	0	0	1	0	0	0	0	0	0	1	0	0	0	0	12.5	0
7.12.	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	12.5	0
7.13.	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	-1	12.5	6.25
7.14.	0	0	0	0	0	0	0	0	-1	0	1	0	1	0	0	0	12.5	6.25
7.15.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
7.16.	0	0	0	0	0	0	0	0	0	0	0	-1	0	0	0	0	0	6.25

table xx.c Full results for each sample comment, by respondent, sample comments 8.1 to 9.19.

	BG	CM	CS	DJ	FI	GD	GG	GW	HJ	HuJ	KC	KJ	MJ	NM	RH	YB	% +ve	% -ve
<b>8.</b>																		
8.1.	0	1	0	0	1	0	0	1	0	0	1	0	1	1	0	1	43.75	0
8.2.	0	1	0	0	1	0	0	1	0	0	1	0	1	1	0	1	43.75	0
8.3.	0	0	1	0	1	0	0	0	0	0	1	0	1	1	0	1	37.5	0
8.4.	0	0	0	1	0	0	0	0	1	1	0	0	1	0	0	1	31.25	0
8.5.	0	0	1	0	0	0	0	1	0	0	1	0	1	1	0	0	31.25	0
8.6.	0	0	0	0	1	0	0	1	0	0	1	0	1	0	0	1	31.25	0
8.7.	0	0	0	0	0	0	0	1	0	0	1	0	1	1	0	1	31.25	0
8.8.	0	0	0	1	0	0	0	1	0	0	0	0	1	1	0	1	31.25	0
8.9.	0	0	1	0	0	0	0	1	0	0	0	0	1	1	0	0	25	0
8.10.	0	0	0	0	1	0	0	0	0	0	1	0	1	0	0	1	25	0
8.11.	0	0	1	0	0	0	0	0	0	-1	0	0	1	1	0	1	25	6.25
8.12.	0	0	0	0	0	0	1	0	0	1	0	0	0	0	0	1	18.75	0
8.13.	0	0	0	0	0	0	0	1	0	1	0	0	0	1	0	0	18.75	0
8.14.	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	1	18.75	0
8.15.	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	1	18.75	0
8.16.	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	12.5	0
8.17.	0	0	0	1	0	0	0	0	0	0	0	0	1	0	0	0	12.5	0
8.18.	0	-1	0	1	0	0	0	0	0	-1	0	0	1	0	0	1	18.75	12.5
8.19.	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	6.25	0
8.20.	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	6.25	0
8.21.	0	0	0	0	0	0	1	-1	0	0	0	0	0	0	0	0	6.25	6.25
8.22.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
8.23.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
8.24.	0	0	0	0	0	0	0	0	0	0	0	0	-1	0	0	0	0	6.25
<b>9.</b>																		
9.1.	0	0	0	0	1	0	1	1	0	1	1	1	1	0	0	1	50	0
9.2.	0	0	1	0	1	0	1	1	0	0	0	0	1	1	0	1	43.75	0
9.3.	0	0	0	0	0	0	1	1	0	0	1	0	1	1	0	1	37.5	0
9.4.	0	0	0	0	0	0	1	0	0	0	1	1	1	0	0	1	31.25	0
9.5.	0	0	0	0	0	0	0	0	0	0	1	1	1	0	0	1	25	0
9.6.	0	0	0	0	1	0	0	0	0	0	0	1	1	0	0	1	25	0
9.7.	0	0	0	0	1	0	1	0	0	0	1	0	0	0	0	1	25	0
9.8.	0	0	1	0	1	0	0	0	0	0	1	0	0	0	0	1	25	0
9.9.	0	0	0	0	1	0	1	0	0	0	0	0	1	0	0	1	25	0
9.10.	0	0	0	0	0	0	0	1	0	0	1	0	1	0	0	0	18.75	0
9.11.	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0	1	18.75	0
9.12.	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	1	18.75	0
9.13.	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	1	18.75	0
9.14.	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0	1	18.75	0
9.15.	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	6.25	0
9.16.	0	-1	1	0	1	0	0	0	0	0	0	0	-1	0	0	0	12.5	12.5
9.17.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
9.18.	0	0	-1	0	0	0	0	1	0	0	0	0	0	0	0	0	6.25	6.25
9.19.	0	0	0	0	0	0	0	-1	0	-1	0	0	-1	0	0	0	0	18.75

table xx.d Full results for each sample comment, by respondent, sample comments 10.1 to 11.8 end.

	BG	CM	CS	DJ	FI	GD	GG	GW	HJ	HuJ	KC	KJ	MJ	NM	RH	YB	% +ve	% -ve
<b>10.</b>																		
10.1.	0	1	1	0	0	0	0	1	0	0	1	0	1	1	0	1	43.75	0
10.2.	0	1	1	0	0	0	0	1	0	0	1	0	1	1	0	1	43.75	0
10.3.	0	1	0	0	1	0	0	1	0	0	1	1	1	0	0	0	37.5	0
10.4.	0	1	0	0	0	0	0	1	0	0	1	1	0	1	0	1	37.5	0
10.5.	0	0	0	0	1	0	0	0	0	0	1	0	1	1	0	1	31.25	0
10.6.	0	0	1	0	0	0	0	0	0	0	1	0	1	1	0	1	31.25	0
10.7.	0	0	0	0	0	0	0	1	0	0	0	1	1	0	0	1	25	0
10.8.	0	0	0	0	0	0	0	1	0	0	1	0	1	0	0	1	25	0
10.9.	0	0	0	0	0	0	0	0	0	0	1	1	1	0	0	1	25	0
10.10.	0	0	0	0	0	0	0	1	0	0	1	0	1	1	0	0	25	0
10.11.	0	0	0	0	1	0	0	0	0	0	1	1	1	0	0	0	25	0
10.12.	0	0	0	0	1	0	0	0	0	0	0	0	1	0	0	1	18.75	0
10.13.	0	0	0	0	1	0	0	0	0	0	0	0	1	0	0	1	18.75	0
10.14.	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	1	18.75	0
10.15.	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	1	18.75	0
10.16.	0	0	0	0	0	0	0	1	0	0	0	0	1	1	0	0	18.75	0
10.17.	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	1	18.75	0
10.18.	0	0	0	0	0	0	0	0	0	0	1	0	0	1	0	1	18.75	0
10.19.	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0	1	18.75	0
10.20.	0	0	-1	0	0	0	0	1	0	0	0	0	1	1	0	1	25	6.25
10.21.	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	12.5	0
10.22.	0	0	0	0	0	0	1	1	0	0	0	0	1	0	0	-1	18.75	6.25
10.23.	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	12.5	0
10.24.	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0	0	12.5	0
10.25.	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1	12.5	0
10.26.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	6.25	0
10.27.	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	6.25	0
10.28.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	6.25	0
10.29.	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	6.25	0
10.30.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
10.31.	0	0	0	0	0	0	0	0	0	0	0	0	-1	0	0	1	6.25	6.25
10.32.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>11.</b>																		
11.1.	0	1	0	0	1	0	0	1	0	0	1	0	0	1	1	1	43.75	0
11.2.	0	1	1	0	1	0	0	0	0	0	0	0	1	1	1	1	43.75	0
11.3.	0	0	0	0	1	0	0	0	0	0	1	0	1	1	1	1	37.5	0
11.4.	0	0	0	0	0	0	0	1	0	0	0	1	1	0	1	0	25	0
11.5.	0	0	0	0	0	0	0	1	0	0	0	0	1	0	1	1	25	0
11.6.	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	12.5	0
11.7.	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	12.5	0
11.8.	0	0	0	0	0	0	1	0	0	0	0	0	-1	0	0	0	6.25	6.25



## **Appendix IV**

# **Additional Material for Questionnaire Study of Adult Dyslexic People On The Feasibility Of Computerised Careers Guidance, Chapter 8**

### **Appendix IVa Questionnaire for Dyslexic Adults**

What follows is a full reproduction of the 'Questionnaire for Adult Dyslexic People on the Feasibility of Computerised Careers Guidance', with introduction and the 'Careers Advice System Scenario', that forms the basis of the study described in Chapter 8. Details as to how it was constructed can be found in Section 7.1.1. in the latter chapter.

In order that the reader can gain a more realistic idea of what was actually sent out I have decided to begin the copy of the questionnaire on a fresh page, and retain the original formatting.

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## QUESTIONNAIRE FOR ADULT DYSLEXIC PEOPLE ON THE FEASIBILITY OF COMPUTERISED CAREERS GUIDANCE

Gregory Brachacki

### Introduction

Being dyslexic myself, and after a number of years of research, I have become very aware of the difficulties of gaining good quality careers advice that takes dyslexia into account. Only in the last few years has serious consideration been given to the problems of adults with dyslexia, and how it effects employment. Adults with dyslexia are more likely to be unemployed or hold lower status, low paid jobs. In 1992 my Ph.D. supervisors, Rod Nicolson and Angela Fawcett, along with Prof. Tim Miles from Bangor University published a report for the then Department of Employment entitled 'Adult Dyslexia Screening Feasibility Study'. This concluded that computerised screening for dyslexia in job centres was feasible and a good idea, but also emphasised the need for follow up services, notably specialist careers advice. My Ph.D. research follows on from this. I am doing background work for a prototype computerised careers advise package specifically tailored to people with dyslexia.

- I would like to make two final points clear before I go any further-
- I have tried to be thorough, and as a result the questionnaire below may seem rather long. However, most of the questions need only very brief responses, mostly only a tick.
  - "Successfully employed", in this questionnaire, means doing a job that one finds stimulating and fulfilling, without things that one is less good at causing too many problems. In short, I'm talking more about personal satisfaction than factors like wages or promotion prospects.

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### Why use computers?

Modern computer systems offer a wide range of advantages to dyslexic people.

- They use simple, intuitive symbols (icons) on the computer screen that can be activated by the pointer of a mouse, or in the case of 'touch screen' a finger, instead of complex and difficult typed commands.
- Greater flexibility and a lot more options allow the user to go though the system the way they want to, rather than being forced into a particular routine, or accept a particular colour/size/type of text for example.
- It is now possible to include clips of video footage with sound as a presentation option.

In short, we can create a system with far less reliance on the written word, which is flexible enough to cater for a very wide range of personal styles, and offers the user an interesting and varied experience, while being equally, maybe more, informative than what has been possible in the past.

PTO

## What's in the questionnaire?

I have interviewed and sent a questionnaire to a number of professionals, but I think it is important to get input from the people who will be using the system. To this end I have put together the questionnaire below. The subjects it covers are-

- how dyslexic people can get the most out of the employment market
- how careers advice in general can be adapted to help them most
- how dyslexic people get along with computers
- what function the proposed system will fulfil, and what it should deliver.
- how useful and feasible will it be

Lastly, I would like to take this opportunity to thank you for your participation in this study. I am fully confident that the results will be of great value. Your time and effort is greatly appreciated. If you have any queries please feel free to contact me.

Below is presented a brief scenario outlining the general use and some characteristics of the proposed system as we see it. Some details will be made clear in the body of the questionnaire.

## The Careers Advice System Scenario

The system will be computer based and designed to be used by an adult dyslexic person who is not fully certain what job they prefer, in a Job Centre or careers centre. This will need as little staff supervision as possible.

### Introduction

On starting the system the user will be presented with an introductory front end which will explain generally how the system works, and what it is meant to do. It could also contain some videoed accounts from famous successful adult dyslexic people.

### Main section

The user will be presented with a range of options presented as icons. These options could include various assessments (e.g. likes and dislikes, or skills), or the option to browse through the information on jobs.

*assessment-* In the assessment sections the user will be asked to rate themselves on a number of characteristics and the results of this will be used to make a list of appropriate jobs.

*information on jobs-* This latter will be in the form of written information on jobs or segments of video footage. The user will be given the option to view any text or video footage relevant to any job in the list of appropriate jobs.

*video footage-* It will not be possible to include video footage on each individual job. Each video segment will be concerned with a specific job that is a good example of a whole employment area. These will consist of sections of interviews with successful dyslexics in their place of work, and a general demonstration of the characteristics of the job by the same individual.

### Print out

This will be presented to the user at the end of the session. It must be designed to be helpful to the user in searching for further information, and to any careers advisor they might consult.

All of this will not have to be done in one sitting, the user can save where they are and come back at a later date. The system should be flexible enough to allow the user to search it in a way which best suits their specific wants and styles. The intent is to create a system which the user can explore rather than one which forces them into a specific route.

**i. Specialist careers advice**

- |  |            |           |
|--|------------|-----------|
|  | <b>yes</b> | <b>no</b> |
| <b>1.1 Have you ever received any formal careers advice?(please specify)</b> | [ ]        | [ ]       |
| <b>if yes</b>  |            |           |
| <b>a. was it in school/college/university</b>                                | [ ]        | [ ]       |
| <b>b. the Department of Employment and Education careers service</b>         | [ ]        | [ ]       |
| <b>c. other (please state) _____</b>   |            |           |

**1.2 How would you rate the careers advice services you have experienced on the following points?**

	very good	good	neither good or bad	bad	very bad
availability, i.e. how easy was it to get					
provision of material, books, pamphlets, etc. appropriate to dyslexics					
staff awareness of dyslexia					
quality of advice you received					

**1.3 Are there any books, pamphlets, videos, or tapes that you have found particularly helpful in finding a career?**

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**1.4 How helpful to an adult dyslexic person is it for a careers advisor to-**

	<i>very helpful</i>	<i>helpful</i>	<i>neither helpful or unhelpful</i>	<i>unhelpful</i>	<i>very unhelpful</i>
talk about the emotional issues to do with dyslexia					
encourage you to understand your strengths and weaknesses					
discuss whether or not to tell an employer about your dyslexia					

**1.5 Is there anything else specific to adults with dyslexia, that you think it would be particularly useful for a careers advisor to do?**

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## 2 Feasibility of the multimedia careers advice system

We are interested in what role a computerised careers advice system plays in the general careers advice processes. We have suggested a number of characteristics of such systems that may strongly influence that role.

2.1 Please rate the following characteristics of our suggested computer system on how much of an advantage they would be to you.

	great advantage	some advantage	neither advantage or disadvantage	some disadvantage	great disadvantage
that you can spend as long or short a time as you like, and run through it in several sessions					
that you can go through it unsupervised, i.e. there will be less contact with humans.					
that it will assess your strengths/weaknesses, likes/dislikes in a systematic way					
that it can give a lot of different job suggestions, but not much depth of information on each					
that it will give you information that you can discuss with a careers advisor later					
that it will give you information that will lead you to other resources, e.g. books and pamphlets					

2.2 How useful would it be to include video footage and sound(see introduction)?

great advantage	some advantage	no advantage or disadvantage	some disadvantage	great disadvantage

2.3 Do you like the idea of the computer system we have proposed?

Definitely yes	somewhat	Not sure	not much	Definitely no

**3 Specifications of the multimedia careers advice system**

**3.1 The introduction to the system**

**3.1.1 How useful do you think it would be to adults with dyslexia to include the following in the introduction?**

	<i>very useful</i>	<i>of some use</i>	<i>not sure of little use</i>	<i>of no use</i>
information on how to work the system				
strengths and weaknesses of dyslexics in employment				
some examples of well known successful dyslexics				

**3.1.2 Is there anything else you would like to suggest we should include in this front end?**

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### 3.2 Information Contained in the System

We have a few suggestions on what information the system could offer on any job selected.

#### 3.2.1 How useful would the following pieces of information on specific jobs or areas of employment be to you?

	<i>very useful</i>	<i>of some use</i>	<i>not sure of little use</i>	<i>of no use</i>
minimum qualifications				
outline of duties				
outline of skills required				
outline of working conditions				
information on social environment, e.g. is it informal and friendly or impersonal?				
reliance on literacy skills				
reliance on organisational skills				
willingness to make accommodations for dyslexics				
promotion prospects				
wages				

#### 3.2.2 Is there anything else you would like to see included in this general information?

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3.2.3 We have suggested a few things that could be emphasised in videoed interviews with adult dyslexics in the work place. Please rate the following.

	very useful	of some use	not sure of little use	of no use
brief personal history by the person				
their strengths and weaknesses in general				
account of problems they faced finding/holding down a job				
ways they have overcome those problems (successful strategies)				
results of success to them				
account of their priorities in life in general				

3.2.4 Can you think of anything else we could present in video format that would be useful to adults with dyslexia?

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### 3.3 Outcomes (print out)

At the end of the session the computer will offer a print out. This will contain information on the jobs you've looked at.

3.3.1 We have made a few suggestions on what else the printout could have in it. Please rate the following suggestions.

	<i>very useful</i>	<i>of some use</i>	<i>not sure of little use</i>	<i>of no use</i>
job lists compiled from individual assessments (e.g. skills, likes/dislikes)				
ratings on characteristics measured in assessments				
general information about dyslexia				
contacts for dyslexics				
account of how client searched the system				
summaries of information in video segments which have been watched				
list of further appropriate resources				
list/description of unexplored parts of system				

3.3.2 Is there anything else you would like to see in this print out?

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3.3.3 In general, is there anything else you would like to see in this system?

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## 4 Your Background

### 4.1 Computer Use

#### 4.1.1 How much do you use a computer?

every day	every week	every month or two	very occasionally	never

#### 4.1.2 What have you used it for?

	often	sometimes	never
a. word processing	[ ]	[ ]	[ ]
b. spreadsheets, working with numbers	[ ]	[ ]	[ ]
c. getting information, e.g. the internet, CD encyclopaedias	[ ]	[ ]	[ ]
d. games	[ ]	[ ]	[ ]
e. other (please state) _____			

#### 4.1.3 How comfortable do you feel with computers?

very comfortable	moderately comfortable	neither comfortable nor uncomfortable	moderately uncomfortable	very uncomfortable

#### 4.1.4 How helpful have computers been to you?

very helpful	moderately helpful	neither helpful nor unhelpful	moderately unhelpful	very unhelpful

**4.1.5 Is there any feature of computers that you have found particularly helpful?**

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**4.1.6 Is there any feature of computers that you have found particularly hindering?**

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**4.2 Employment History**

Remember that by 'success' I'm talking about a sense of being stimulated by, and gaining personal satisfaction from your work rather than just how much money or status it brings you.

**4.2.1 How successful do you feel you have been in employment?**

very successful	moderately successful	satisfactorily successful	moderately unsuccessful	very unsuccessful

**4.2.2 Just in a few words, can you tell us what you think is the most important factor in determining how successful an adult with dyslexia is in employment?**

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From personal experience and talking to a number of professionals I have come up with a number of ideas on the major strengths and weaknesses of adult dyslexic people.

**4.2.3 How important to you are the following strengths in getting successful employment?**

	<i>very important</i>	<i>important</i>	<i>important neither or unimportant</i>	<i>unimportant</i>	<i>very unimportant</i>
determination					
creativity					
communication skill					

**4.2.4 Which other strengths have been helpful in getting successful employment?**

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**4.2.5 How much of a hindrance to you are the following weaknesses in getting successful employment?**

	<i>some hindrance</i>	<i>hindrance</i>	<i>some hindrance a little</i>	<i>hindrance</i>	<i>no hindrance at all</i>
poor literacy					
lack of self esteem					
poor memory					
poor organisational skill					

**4.2.6 Which other weaknesses have caused particular problems in getting successful employment?**

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### 4.3 Background Details

Finally, I would like to know a few bits of basic information about you so that I can tell if different groups, e.g. age groups, have different priorities and thus need different versions of the system. As with the rest of your answers the information you give will be confidential.

4.3.1 Your Name \_\_\_\_\_

4.3.2 Age \_\_\_\_\_

4.3.3 Home town or city \_\_\_\_\_

4.3.4 Have you been diagnosed as dyslexic? (please tick)      yes[ ] no[ ]  
If yes when? \_\_\_\_\_

4.3.5 Are you presently employed?      yes[ ] no[ ]

4.3.6 If no, for how long have you been unemployed? \_\_\_\_\_

4.3.7 If yes, what is your present job? \_\_\_\_\_

4.3.8 What job would you ideally like to do?  
\_\_\_\_\_

### Qualifications

4.3.9 Do you have-  
a. GCSEs, O levels, CSEs? If yes, how many? \_\_\_\_\_

b. A levels? If yes, how many? \_\_\_\_\_

c. a degree? If yes, what subject? \_\_\_\_\_

d. other? (please specify) \_\_\_\_\_

**4.3.10 Is there anything further you would like to add?**

From my own experience and from talking to many other adult dyslexic people I know that there are a lot of interesting stories about careers services, and experiences at work in which dyslexia has been a factor. On top of the information I am asking for in the questions above, I am very interested in gathering accounts of these experiences, good, bad, or just funny. If you have any good stories that you would like to tell please write them on a separate sheet and enclose them with the questionnaire. If you have any other comments please feel free to write them here. After that please return the questionnaire to me in the pre-paid envelope provided. Thanks.

## **Appendix IVb Full Results for Quantitative Questions**

The following tables are a record of all the responses made by each respondent to each of the questions requiring quantitative or scaled responses, along with the total number of responses, average or responses, and standard deviation of responses for each of these questions. This data forms the basis of the results presented in Section 8.3.





table xxi.b full results for quantitative questions. Questions 1.1 to 3.2.1, respondents BW to EL.

QUESTIONS	RESPONDENTS											
	BW	CA	CB	CE	CM	CS	CW	CW	DP	DS	EC	EL
<b>1</b>	<b>Specialist careers advice</b>											
1.1	formal careers advice											
a	1	1	1				1	1		1	1	1
b	DEE careers service											
	1		1				1				1	
1.2	rating careers services											
	availability											
	4	4	3	4		1		4		1	4	3
	provision of material											
	3	1	1			1		1		2	1	1
	staff awareness											
	4	2	1			1		1		2	2	3
	quality of advice											
	4	4	1	3		1		1		3	3	4
1.4	good practice careers advice											
	emotional issues											
	4	4	5	5	3	4	4	4		5	5	4
	encourage understanding S/W											
	5	4	5	5	5	5	5	5		5	5	5
	discuss disclosure											
	3	4	5	5	5	4	5	4		5	5	5
<b>2</b>	<b>Feasibility</b>											
2.1	rating characteristics of system											
	time flexibility for dyslexic											
	5	4	4	4	3	4	4	5		5	5	4
	unsupervised											
	4	4	4	4	4	4	4	4	2	1	5	3
	assessment of S/W etc.											
	4	4	4	4	4	4	5	4	3	5	5	5
	large number low depth of suggestions											
	5	2	4	4		3	1	4	3	4	4	5
	springboard for advisory sessions											
	5	4	5	5		4	5	5	4	5	5	5
	springboard for resources											
	5	4	5	5	5	4	4	4	5	5	5	5
2.2	video footage?											
	4	4	4	4	5	3	5	5	4	5	5	3
2.3	do you like the general idea?											
	5	5	4	5	4	5	3	5	4	4	5	4
<b>3</b>	<b>Specifications</b>											
3.1.1	intro											
	info on systems workings											
	5	5	5	5	5	5	5	5	5	5	5	5
	S/W in employment											
	4	5	5	4	5	4	5	5	3	4	5	5
	well known dyslexics											
	4	5	5	3	5	4	5	5	4	5	5	4
3.2.1	job info											
	minimum qualifications											
	5	5	5	5	5	4	4	5	5	4	5	5
	outline of duties											
	4	5	5	5	5	4	4	5	5	5	5	5
	outline of skills											
	4	5	5	5	5	4	4	5	5	5	5	5
	outline of working conditions											
	5	5	5	5	5	2	4	5	5	4	5	4
	info on social environment											
	4	5	5	5	5	3	5	5	4	5	5	4
	reliance on literacy skills											
	4	5	5	5	5	4	5	5	5	5	5	5
	reliance on organisational skills											
	4	5	2	5	5	4	5	5	4	5	5	5
	willingness to make accommodations											
	5	5	5	5	5	5	5	4	5	5	5	5
	promotion prospects											
	5	5	5	5	5	5	4	5	3	5	5	4
	wages											
	5	5	5	5	5	4	3	4	5	5	4	4

table xxi.c full results for quantitative questions. Questions 1.1 to 3.2.1, respondents ES to JL.

QUESTIONS	RESPONDENTS											
	ES	FA	GK	GM	GW	GY	IS	JA	JC	JD	JH	JL
<b>1</b>	<b>Specialist careers advice</b>											
1.1	formal careers advice											
a	1			1	1	1	1	1	1	1		1
b	1			1					1	1		
1.2	rating careers services											
	<i>availability</i>											
	3		3	5	3	2	4	3	3	5		3
	<i>provision of material</i>											
	1		2	3	1	1	2	1	2	1		5
	<i>staff awareness</i>											
	1		2	3	2	1	2	1	4	2		5
	<i>quality of advice</i>											
	3		2	5	3	2	3	3	5	4		5
1.4	good practice careers advice											
	<i>emotional issues</i>											
	2	5	2	4	5	5	3	3	5	5		5
	<i>encourage understanding S/W</i>											
	2	5	4	4	5	4	4	4	5	5		5
	<i>discuss disclosure</i>											
	2	4	3	5	5	4	5	3	5	5		5
<b>2</b>	<b>Feasibility</b>											
2.1	rating characteristics of system											
	<i>time flexxibility for dyslexxic</i>											
	5	5	3	5	5	3	3	5	5	5	5	4
	<i>unsupervised</i>											
	5	4	2	3	3	5	4	5	4	4	3	5
	<i>assessment of S/W etc.</i>											
	2	4	2	5	5	5	5	5	5	5	5	4
	<i>large number low depth of suggestions</i>											
	3	3	3	2	3	4	5	4	4	1	4	3
	<i>springboard for advisory sessions</i>											
	5	5	4	4	4	4	5	4	5	3	5	3
	<i>springboard for resources</i>											
	5	3	4	4	4	5	5	5	5	5	5	3
2.2	video footage?											
	4	5	3	4	5	5	5	4	5	5	5	3
2.3	do you like the general idea?											
	4	3	3	3	5	4	5	5	5	5	5	4
<b>3</b>	<b>Specifications</b>											
3.1.1	intro											
	<i>info on systems workings</i>											
	5	5	4	5	5	5	4	4	5	5	5	5
	<i>S/W in employment</i>											
	5	5	4	4	5	5	5	3	5	5	5	5
	<i>well known dyslexxics</i>											
	5	4	1	5	5	5	5	3	4	4	4	3
3.2.1	job info											
	<i>minimum qualifications</i>											
	5	4	5	5	5	5	2	4	5	5	5	5
	<i>outline of duties</i>											
	5	5	5	5	5	5	5	4		5	5	4
	<i>outline of skills</i>											
	5	5	5	5	5	5	5	4	5	5	5	4
	<i>outline of working conditions</i>											
	4	5	5	5	4	4	4	4	4	5	5	4
	<i>info on social environment</i>											
	4	5	4	5	5	4	4	4	5	5	5	4
	<i>reliance on literacy skills</i>											
	5	5	5	5	5	5	4	5	5	5	5	4
	<i>reliance on organisational skills</i>											
	5	5	5	5	5	4	5	5	5	5	5	4
	<i>willingness to make accommodations</i>											
	5	5	5	5	5	5	5	4	5	5	5	5
	<i>promotion prospects</i>											
	4	4	5	5	5	4	5	4	4	5	5	4
	<i>wages</i>											
	4	5	4	5	5	3	4	4	5	5	5	4

table xxi.d full results for quantitative questions: Questions 1.1 to 3.2.1, respondents JM to LQ.

QUESTIONS	RESPONDENTS											
	JM	JPe	JP	KA	KS	LBr	LB	LF	LG	LJ	LN	LQ
<b>1</b>	<b>Specialist careers advice</b>											
1.1	formal careers advice											
a	1	1	1	1	1	1			1	1	1	
b	1		1			1				1		
1.2	rating careers services											
	<i>availability</i>											
	2	2	3	1	2	3	2	3	3	2	4	
	<i>provision of material</i>											
	3	2	1	1	2	1	2	3	1	2	1	
	<i>staff awareness</i>											
	3	2	2	2	2	2	2	4	1	1	2	
	<i>quality of advice</i>											
	3	2	3	3	1	1	2	3	3	2	3	
1.4	good practice careers advice											
	<i>emotional issues</i>											
	3	5	5	1	4	5	5	4	3	5	5	5
	<i>encourage understanding S/W</i>											
	3	5	5	1	5	5	5	2	5	5	5	5
	<i>discuss disclosure</i>											
	3	2	5	2	5	5	5	3	5	5	5	5
<b>2</b>	<b>Feasibility</b>											
2.1	rating characteristics of system											
	<i>time flexibility for dyslexic</i>											
	3	5	5	5	5	5	5	4	4	5	5	5
	<i>unsupervised</i>											
	3	5	4	4	4	3	4	5	4	5	4	4
	<i>assessment of S/W etc.</i>											
	3	5	5	4	5	5	4	5	5	4	5	5
	<i>large number low depth of suggestions</i>											
	3	3	4	4	5	2	3	5	3	4	5	5
	<i>springboard for advisory sessions</i>											
	3	5	4	5	5	4	4	5	5	5	5	5
	<i>springboard for resources</i>											
	3	5	5	4	5	5	4	5	5	4	5	5
2.2	video footage?											
	3	3	4	5	5	5	4	4	4	3	5	5
2.3	do you like the general idea?											
	3	5	4	4	5	5	4	3	5	5	5	5
<b>3</b>	<b>Specifications</b>											
3.1.1	intro											
	<i>info on systems workings</i>											
	3	5	5	5	5	5	5	5	5	4	5	4
	<i>S/W in employment</i>											
	3	5	5	4	3	5	5	5	5	5	5	5
	<i>well known dyslexics</i>											
	3	2	5	1	5	5	5	5	4	4	5	5
3.2.1	job info											
	<i>minimum qualifications</i>											
		5	5	4	5	3	4	5	4	5	5	5
	<i>outline of duties</i>											
		5	5	4	5	5	5	5	3	5	5	5
	<i>outline of skills</i>											
		5	5	5	5	5	5	4	4	5	5	5
	<i>outline of working conditions</i>											
		5	5	5	4	5	5	5	3	5	5	4
	<i>info on social environment</i>											
		3	5	5	4	5	5	5	4	4	5	5
	<i>reliance on literacy skills</i>											
		5	5	5	4	5	4	5	5	5	5	5
	<i>reliance on organisational skills</i>											
		5	5	5	5	5	4	5	5	5	5	5
	<i>willingness to make accommodations</i>											
		5	5	5	5	5	5	5	5	5	5	5
	<i>promotion prospects</i>											
		4	5	4	5	5	5	5	5	4	5	5
	<i>wages</i>											
		5	5	4	5	5	5	4	4	4	5	5

table xxi.e full results for quantitative questions: Questions 1.1 to 3.2.1, respondents MBa to PR.

QUESTIONS	RESPONDENTS												
	MBa	MBc	MBr	MD	MF	MH	MN	NA	NO	PC	PM	PR	
<b>1</b>	<b>Specialist careers advice</b>												
1.1	formal careers advice												
a		1	1	1							1	1	
b		1	1									1	
b						1							
1.2	rating careers services												
	<i>availability</i>		3	3	5	4	3		2	2		5	4
	<i>provision of material</i>		1	3	5	4	1			1	1	4	5
	<i>staff awareness</i>		1	3	5	3	2		2	1		5	2
	<i>quality of advice</i>		1	3	5	4	3		2	1		5	4
1.4	good practice careers advice												
	<i>emotional issues</i>	5	4	5	3	3	4	5	4	5	4	4	3
	<i>encourage understanding S/W</i>	4	4	5	5	3	5	5	5	5	5	5	3
	<i>discuss disclosure</i>	5	4	5	5	3	3	5	5	4	3	3	5
<b>2</b>	<b>Feasibility</b>												
2.1	rating characteristics of system												
	<i>time flexxibility for dyslexxic</i>	5	2	5	5	4	5	5	5		5	4	5
	<i>unsupervised</i>	5	1	5	5	4	4	3	5		2	5	4
	<i>assessment of S/W etc.</i>	5	3	5	3	3	5	5	5		3	5	4
	<i>large number low depth of suggestions</i>	4	1	3	4	2	3	2			2	4	4
	<i>springboard for advisory sessions</i>	5	3	5	3	4	5	5	5		5	5	5
	<i>springboard for resources</i>	5	1	5	5	3	5	4	5		2	3	5
2.2	video footage?	4	4	4	4	3	3	5	5		5	4	5
2.3	do you like the general idea?	5	3	4	4	4	5	5	5		5	4	5
<b>3</b>	<b>Specifications</b>												
3.1.1	intro												
	<i>info on systems workings</i>	5	5	5	5	5	5	5	5	5	5		4
	<i>S/W in employment</i>	5	4	5	1	4	5	5	5	5	4		5
	<i>well known dyslexxics</i>	5	4	5	5	4	5	5	5	5	5		3
3.2.1	job info												
	<i>minimum qualifications</i>	5	1	5	5	4	5	5	5	4	4	5	4
	<i>outline of duties</i>	5	4	5	5	4	5	5	5	5	4	5	4
	<i>outline of skills</i>	5	4	5	5	4	5	5	5	5	5	5	5
	<i>outline of working conditions</i>	5	4	5	5	4	5	4	4	5	4	5	4
	<i>info on social environment</i>	5	4	5	3	3	5	5	5	5	2	3	5
	<i>reliance on literacy skills</i>	4	4	5	5	3	5	3	5	5	5	5	5
	<i>reliance on organisational skills</i>	4	4	5	4	4	5	3	5	5	4	5	5
	<i>willingness to make accommodations</i>	5	5	5	4	3	5	5	5	5	5	5	5
	<i>promotion prospects</i>	3	4	5	5	5	4	5	5	5	5	5	5
	<i>wages</i>	3	4	5	5	5	4	5	5	5	5	5	4

table xxi.f full results for quantitative questions. Questions 1.1 to 3.2.1, respondents RCh to YP (end).

QUESTIONS	RESPONDENTS												
	RCh	RC	RL	RM	RS	SC	SF	SJ	SR	SS	TM	WH	YP
<b>1</b>	<b>Specialist careers advice</b>												
1.1	formal careers advice												
	1	1	1	1	1	1	1	1	1	1			1
a	educational institution												
	1		1		1	1	1	1		1			1
b	DEE careers service												
	1		1				1	1					
1.2	rating careers services												
	availability												
	3	3	5	2	5	4	4	5	5	4	5	4	
	provision of material												
	1	1	1	1	1	2	4	1	1	3	5	3	
	staff awareness												
	1	2	1	1	1	2	2	3	1	3	5	3	
	quality of advice												
	1	3	1	1	2	3	3	3	2	4	5	3	
1.4	good practice careers advice												
	emotional issues												
	5	5	1	5	5	3	5	4	5	4	5	5	4
	encourage understanding S/W												
	5	4	1	5	5	5	5	5	5	5	5	5	5
	discuss disclosure												
	5	2	1	4	5	4	5	5	5	5	5	5	3
<b>2</b>	<b>Feasibility</b>												
2.1	rating characteristics of system												
	time flexibility for dyslexic												
	4	5	5	5	5	4	5	5	5	4	5	5	5
	unsupervised												
	4	4	5	4	5	4	5	5	4	3	5	5	5
	assessment of S/W etc.												
	5	3	4	4	5	4	4	5	5	4	5	5	5
	large number low depth of suggestions												
	3	1	4	3	2	4	4	4	4	3	5	1	3
	springboard for advisory sessions												
	5	5	4	4	5	4	4	5	5	4	5	4	4
	springboard for resources												
	4	4	4	4	5	4	4	5	5	3	5	4	5
2.2	video footage?												
	3	5	5	4	4	5	5	5	4	4	5	5	4
2.3	do you like the general idea?												
	5	5	5	4	5	4	5	5	5	3	5	5	4
<b>3</b>	<b>Specifications</b>												
3.1.1	intro												
	info on systems workings												
	5	5	5	5	5	5	4	5	3	4	5	5	5
	S/W in employment												
	5	5	5	4	5	5	5	5	5	4	5	5	4
	well known dyslexics												
	4	5	5	5	5	5	5	5	4	4	5	3	5
3.2.1	job info												
	minimum qualifications												
	3	5	2	4	5	5	5	4	4	4	5	5	5
	outline of duties												
	5	5	2	4	5	5	5	5	5	4	5	5	5
	outline of skills												
	5	4	4	4	5	5	5	5	5	4	5	5	5
	outline of working conditions												
	4	4	4	4	5	5	4	5	4	4	5	5	4
	info on social environment												
	5	3	4	4	5	5	4	4	5	5	5	5	4
	reliance on literacy skills												
	5	5	4	4	5	4	5	5	5	5	5	5	5
	reliance on organisational skills												
	5	5	4	4	5	4	5	5	5	5	5	5	5
	willingness to make accommodations												
	5	5	5	5	5	5	5	5	5	5	5	5	4
	promotion prospects												
	5	4	4	4	5	5	3	5	5	4	5	5	4
	wages												
	5	5	4	4	5	5	4	4	5	4	5	5	5

table xxi.g full results for quantitative questions. Questions 3.2.3 to 4.3 (end), respondents AD to BS.

QUESTIONS	RESPONDENTS												
	AD	AG	AH	AM	Ma	AO	AS	AT	BB	BM	BR	BS	
3.2.3	video info												
	<i>personal history</i>	4	5	4	4	4	4	5	3	4		4	5
	<i>S/W</i>	4	4	4	5	5	4	5	4	5		5	5
	<i>problems finding work</i>	4	5	4	5	4	5	5	4	5		5	5
	<i>successful strategies</i>	5	5	5	5		5	5	5	5		5	5
	<i>results of success</i>	4	4	4	5	5	4	5	4	3		5	5
	<i>priorities</i>	2	4	3	4	4	4	5	3	3		4	5
3.3.1	printout												
	<i>lists from individual assessments</i>	5	4	5	4	4	5		5	5	4	5	5
	<i>assessment ratings</i>	5	5	5	4	4	5		4	3	3	5	4
	<i>general info on dyslexia</i>	5	3	4	5	2	4			4	5	4	5
	<i>contacts</i>	5	4	4	5	2	4		5	5	4	5	5
	<i>how client searched system</i>	3	3	3	5	2	5		4	4	3	5	5
	<i>summaries of video segments</i>	5	2	4	4	3	4		5	4	4	4	4
	<i>further resources</i>	5	3	4	5	1	4		4	5	4	5	5
	<i>list unexplored parts</i>	5	3	3	4	1	5		4	4	3	2	4
<b>4</b>	<b>Background</b>												
4.1	Computer use												
4.1.1	how much?	4	4	5	2	2	3	2	4	2	4	2	5
4.1.2	uses												
a	<i>word processing</i>	3	3	3	2	2	2	3	3	2	3	2	2
b	<i>numbers</i>	2	3	3	2		1	3	2	1	1	2	
c	<i>information</i>	3	3	3	1		2	3	1	2	2	1	
d	<i>games</i>	3	1	2	2	2	2	2	3	2	1	1	
4.1.3	how comfortable?	4	3	5	2	3	1	5	4	1	4	2	2
4.1.4	how helpful?	4	4	5	4	3	4	5	5	4	4	3	4
4.2	Employment history												
4.2.1	how successful	2	2	2	1		2	4	3	2	1		3
4.2.3	strengths												
	<i>determination</i>	5	5	5	5	5	5	5	4	5	5	5	4
	<i>creativity</i>	5	4	4	4	5	5	5	4	3	5	5	3
	<i>communication skill</i>	5	5	4	5	5	5	5	5	5	5	5	4
4.2.5	weaknesses												
	<i>poor literacy</i>	3	5	3	4	3	5	5	4	5	4	1	2
	<i>lack of self esteem</i>	3	1	2	5	4	5	5	1	4	3	1	5
	<i>poor memory</i>	3	4		4	4	5	4	4	2	4	2	5
	<i>poor organisational skill</i>	3	1		5	5	5	5	3	2	2	1	3
4.3	Personal details												
	diagnosed?	1	1		1	1	1	1	1		1	1	1
	employed?	1	1	1		1	1	1		1			1
	age	43	48	37	43	34	43	23	42	47	31	24	50
	time since diagnosis (years)	3	3		10	2	20	7	4		3	2	7
	O' levels, CSEs, GCSEs	5		9	1	1	1	0		4	11		4
	A' levels	0		4	0	0	0	0		0	1		0

table xxi.h full results for quantitative questions: Questions 3.2.3 to 4.3 (end), respondents BW to EL.

QUESTIONS	RESPONDENTS												
	BW	CA	CB	CE	CM	CS	CW	CWd	DP	DS	EC	EL	
3.2.3	video info												
	<i>personal history</i>	5	5	5	3	5	3	5	4	4	5	5	5
	<i>S/W</i>	4	5	5	4	5	4	5	3	4	5	5	5
	<i>problems finding work</i>	4	5	5	4	1	5	5	4	5	5	5	5
	<i>successful strategies</i>	5	5	5	4	5	3	5	4	5	5	5	5
	<i>results of success</i>	5	5	5	4	5	3	4	5	5	5	5	5
	<i>priorities</i>	4	5	5	3	2	3	4	4	4	4	5	5
3.3.1	printout												
	<i>lists from individual assessments</i>	4	5	5	5	5	4	5	5	5	4	5	5
	<i>assessment ratings</i>	4	4	5	5	4	3	5	4	4	3	5	5
	<i>general info on dyslexia</i>	5	4	4	5	5	4	3	5	5	4	5	5
	<i>contacts</i>	5	5	5	5	5	5	5	5	5	5	5	4
	<i>how client searched system</i>	4	5	5	5	4	3	3	3	3	5	5	4
	<i>summaries of video segments</i>	4	5	5	5	5	3	4	5	3	5	5	4
	<i>further resources</i>	4	5	5	5	5	4	5	5	5	5	5	4
	<i>list unexplored parts</i>	4	5	5	5	4	3	3	4	4	4	4	5
<b>4</b>	<b>Background</b>												
4.1	Computer use												
4.1.1	how much?	5	5	2	4	3	5	5	2	5	5	5	3
4.1.2	uses												
a	<i>word processing</i>	3	3	2	3	3	3	3	2	3	3	3	3
b	<i>numbers</i>	2	2	3	1	3	2	2	2	1	1	2	2
c	<i>information</i>	3	3	1	1	1	1	2	1	1	1	3	1
d	<i>games</i>	1	3	1	1	1	1	1	2	3	2	2	1
4.1.3	how comfortable?	5	4	3	5	4	3	4	4	3	2	4	3
4.1.4	how helpful?	5	5	4	5	5	3	5	3	4	5	5	5
4.2	Employment history												
4.2.1	how successful	5	4	1	4	4	2	5	4	4	5	2	3
4.2.3	strengths												
	<i>determination</i>	5	5	5	5	5	5	5	5	4	5	5	3
	<i>creativity</i>	5	5	5	4	5	4	4	5		5	5	3
	<i>communication skill</i>	5	5	4	4	5	5	5	4		5	5	3
4.2.5	weaknesses												
	<i>poor literacy</i>	4	2	4	1	3	4	2	4	4	3	4	4
	<i>lack of self esteem</i>	4	5	5	2	1	4	3	4	4	1	5	5
	<i>poor memory</i>	5	3	4	1	5	5	4	4	3	4	5	4
	<i>poor organisational skill</i>	5	4	5	1	5	5	4	3	2	5	5	4
4.3	Personal details												
	diagnosed?	1	1	1		1	1	1	1		1	1	1
	employed?	1		1	1	1	1	1	1		1		1
	age	37	43	25	48	29	32	42	35	35	52	31	55
	time since diagnosis (years)	8	4	5			3	24	22			3	6
	O' levels, CSEs, GCSEs	1	6	4		6	4	6	6	6	4		5
	A' levels	0	2	0		0	2	1	0	0	0		0



table xxi.j full results for quantitative questions. Questions 3.2.3 to 4.3 (end), respondents ES to JL.

QUESTIONS	RESPONDENTS												
	ES	FA	GK	GM	GW	GY	IS	JA	JC	JD	JH	JL	
3.2.3	video info												
	<i>personal history</i>	2	3	3	4	5	4	3	5	4	4	4	4
	<i>S/W</i>	5	4	3	3	5	4	4	5	4	5	5	4
	<i>problems finding work</i>	5	4	5	5	5	5	5	5	5	5	5	4
	<i>successful strategies</i>	5	5	5	5	5	5	5	5	5	5	5	5
	<i>results of success</i>	4	4	5	5	5	3	5	4	4	4	4	4
	<i>priorities</i>	3	5	3	3	5	1	5	4	3	4	4	3
3.3.1	printout												
	<i>lists from individual assessments</i>	4	5	5	5	5	4	3	5	5	5	4	5
	<i>assessment ratings</i>	2	2	5	5	5	3	5	5	5	5	4	5
	<i>general info on dyslexia</i>	5	5	5	5	4	4	4	3	5	3	4	5
	<i>contacts</i>	5	5	5	5	5	5	4	4	5	5	5	5
	<i>how client searched system</i>	4	4	3	4	5	5	5	4	4	4	3	4
	<i>summaries of video segments</i>	4	4	3	2	4	2	4	4	5	5	3	4
	<i>further resources</i>	5	5	5	4	5	5	4	4	5	5	4	5
	<i>list unexplored parts</i>	5	4	4	5	5	3	5	3	5	4	3	5
<b>4</b>	<b>Background</b>												
4.1	Computer use												
4.1.1	how much?	5	1	2	5	2	4	5	3	2	4	3	4
4.1.2	uses												
a	<i>word processing</i>	3	1	2	3	3	3	3	3	2	3	3	2
b	<i>numbers</i>	2	1	1	3	1	2	3	1	1	2	1	3
c	<i>information</i>	1	1	1	2	1	1	3	2	2	2	1	3
d	<i>games</i>	1	1	3	1	1	3	1	1	1	1	1	3
4.1.3	how comfortable?	4	1	4	5	5	4	5	4	4	5	3	3
4.1.4	how helpful?	5	3	3	5	5	5	5	5	4	5	4	4
4.2	Employment history												
4.2.1	how successful	3	4	2	5	5	4	4	1	4	4	2	2
4.2.3	strengths												
	<i>determination</i>	5	4	5	5	5	5	5	4	5	5	5	5
	<i>creativity</i>	5	5	5	4	5	3	5	3	4	4	5	2
	<i>communication skill</i>	5	5	5	5	5	5	5	5	5	5	5	5
4.2.5	weaknesses												
	<i>poor literacy</i>	5	5	4	3	4	4	5	5	5	4	4	2
	<i>lack of self esteem</i>	5	5	5	1	4	3	5	4	3	5	5	4
	<i>poor memory</i>	5	5	5	1	2	2	5	4	3	5	5	4
	<i>poor organisational skill</i>	5	3	5	1	3	2	5	4	1	5	5	2
4.3	Personal details												
	diagnosed?	1	1	1	1	1	1	1	1	1	1	1	1
	employed?			1	1	1	1	1			1		
	age	25	54	35	30	36	24	20	25	40	25	25	29
	time since diagnosis (years)	2	34	4		10	2	11	3	2	8	12	5
	O' levels, CSEs, GCSEs	7		0	6	1	8	11	5		9	9	8
	A' levels	3		0	0	0	0	2	1		3	0	0

table xxi.k full results for quantitative questions. Questions 3.2.3 to 4.3 (end), respondents JM to LQ.

QUESTIONS	RESPONDENTS												
	JM	JPe	JP	KA	KS	LBr	LB	LF	LG	LJ	LN	LQ	
3.2.3	video info												
		5	5	4	5	5	5	4	3	5	5	5	
	<i>personal history</i>		5	5	4	5	5	5	4	3	5	5	
	<i>S/W</i>		5	5	5	5	5	5	5	5	5	5	
	<i>problems finding work</i>		5	5	4	5	4	5	5	4	5	5	
	<i>successful strategies</i>		5	5	5	5	5	5	5	4	5	5	
	<i>results of success</i>		5	5	3	4	5	5	4	4	5	5	
	<i>priorities</i>		4	4	4	4	5	5	5	3	4	4	
3.3.1	printout												
	<i>lists from individual assessments</i>		5	5	4	5	4	5	5	5	5	5	
	<i>assessment ratings</i>		5	5	4	5	4	5	4	5	5	3	
	<i>general info on dyslexia</i>		3	5	5	4	5	5	5	3	4	5	
	<i>contacts</i>		5	5	5	5	5	5	5	5	5	5	
	<i>how client searched system</i>		3		4	4	5	5	5	3	3	4	
	<i>summaries of video segments</i>		5	4	3	5	5	5	4	4	3	5	
	<i>further resources</i>		5	5	4	5	5	5	5	5	4	5	
	<i>list unexplored parts</i>		5	5	3	5	5	4		5	5	5	
<b>4</b>	<b>Background</b>												
4.1	Computer use												
4.1.1	how much?	2	4	4	4	5	4	4	2	4	5	2	5
4.1.2	uses												
a	<i>word processing</i>	2	3	3	3	3	3	3	2	3	3	2	3
b	<i>numbers</i>	1	1	1	1	2	1	2	2	2	3	1	3
c	<i>information</i>	1	2	3	3	1	1	1	2	2	1	2	3
d	<i>games</i>	1	3	3	1	2	1	1	1	1	2	2	2
4.1.3	how comfortable?	3	5	2	3	4	5	4	4	4	5	4	5
4.1.4	how helpful?	3	5	5	4	5	5	5	4	5	5	5	5
4.2	Employment history												
4.2.1	how successful	2	3	2	1	2	3	4	2	3	4	3	5
4.2.3	strengths												
	<i>determination</i>	5	5	5	5	5	5	5	5	5	5	5	5
	<i>creativity</i>	5	5	5	5	5	5	5	5	4	4	5	5
	<i>communication skill</i>	5	5	5	5	5	5	5	5	5	5	5	5
4.2.5	weaknesses												
	<i>poor literacy</i>	4	4	2	5	4	5	4	5	4	3	5	5
	<i>lack of self esteem</i>	5	5		5	5	5	3	5	3	2	1	2
	<i>poor memory</i>	4	3		5	4	5	5	5	1	5	2	1
	<i>poor organisational skill</i>	5	2	2	5	4	5	5	5	1	5	2	1
4.3	Personal details												
	diagnosed?	1	1	1	1	1	1	1	1	1	1	1	1
	employed?	1	1	1		1			1		1	1	1
	age	43	58	36	45	27	29	36	40	29	48	33	35
	time since diagnosis (years)	32	45	92	13	7	3	3	7	3	4	8	2
	O' levels, CSEs, GCSEs	0	8	2		8	2	5	1	2	5	5	0
	A' levels	0	1	0		3	0		0	0	0	1	0

table xxi.1 full results for quantitative questions. Questions 3.2.3 to 4.3 (end), respondents MBa to PR.

QUESTIONS	RESPONDENTS												
	MBa	MBc	MBr	MD	MF	MH	MN	NA	NO	PC	PM	PR	
3.2.3	video info												
	<i>personal history</i>	5	4	5	4	4	5	4	5	5	2	4	3
	<i>S/W</i>	5	4	5	4	4	5	4	5	5	3	5	3
	<i>problems finding work</i>	5	4	5	5	5	5	5	5	5	5	5	1
	<i>successful strategies</i>	4	4	5	5	5	5	5	5	5	5	5	5
	<i>results of success</i>	4	4	5	5	5	5	5	5	5	4	5	4
	<i>priorities</i>	4	4	5	5	4	5	5	5	5	3	4	3
3.3.1	printout												
	<i>lists from individual assessments</i>	4	4	5	4	5	5	5	5	5	4	5	5
	<i>assessment ratings</i>	5	4	5	4	4	5	5	5	5	5	5	5
	<i>general info on dyslexia</i>	5	4	5	4	4	5	5	5	5	3	5	4
	<i>contacts</i>	5	4	5	5	4	5	5	5	5	3	4	5
	<i>how client searched system</i>	5	4	5	5	4	5	3	5	5	5	5	3
	<i>summaries of video segments</i>	5	4	5	4	4	5	3	5	5	4	3	5
	<i>further resources</i>	5	4	5	5	4	5	4	5	5	4	5	5
	<i>list unexplored parts</i>	5	4	5	4	3	5	4	5	5	4	3	4
<b>4</b>	<b>Background</b>												
4.1	Computer use												
4.1.1	how much?	2	4	5	4	5	4	4	2	3	2	4	5
4.1.2	uses												
a	<i>word processing</i>	3	3	3	3	3	3	3	2	3	2	3	3
b	<i>numbers</i>	2	1	2	2	3	2	1	1	2	2	1	3
c	<i>information</i>	1	1	1	3	3	1	1	2	3	2	1	3
d	<i>games</i>	1	1	1	1	2	1	1	2	2	1	1	2
4.1.3	how comfortable?	4	3	4	3	5	3	4	5	5	4	1	4
4.1.4	how helpful?	4	4	5	5	5	4	4	4	5	5	5	4
4.2	Employment history												
4.2.1	how successful	1	2	1	4	4	3	5	3	4	1	3	2
4.2.3	strengths												
	<i>determination</i>	4	4	5	5	5	5	5		5	4	5	5
	<i>creativity</i>	4	5	5	5	4	5	5	4	5	3	5	5
	<i>communication skill</i>	5	5	5	5	5	5	5	5	5	5	5	5
4.2.5	weaknesses												
	<i>poor literacy</i>	2	4	1	5	4	2	5	5	5	5	4	5
	<i>lack of self esteem</i>	5	4	1	5	5	4	3	5	5	4	4	4
	<i>poor memory</i>	2	4	2	1	5	1	2	5	1	5	4	4
	<i>poor organisational skill</i>	4	4	2	1	4	4	2	5	1	4	2	5
4.3	Personal details												
	diagnosed?	1	1	1	1	1	1	1	1	1	1	1	1
	employed?		1		1		1	1		1		1	
	age	47	33	38	44	23	31	62	30	36	44	42	29
	time since diagnosis (years)	6	25	2	7	4	23		19		5	9	4
	O' levels, CSEs, GCSEs	5	3	5	4	7	9	6	0	6	5	5	0
	A' levels	1	1	0	0	3	0	5	0	1	0	2	0

table xxi.m full results for quantitative questions. Questions 3.2.3 to 4.3 (end), respondents RCh to YP (end).

QUESTIONS	RESPONDENTS													
	RCh	RC	RL	RM	RS	SC	SF	SJ	SR	SS	TM	WH	YP	
3.2.3	video info													
	<i>personal history</i>	5	5	4	4	5	4	5	4	3	3	5	5	4
	<i>S/W</i>	5	3	3	5	5	5	5	4	5	3	5	4	4
	<i>problems finding work</i>	5	3	3	5	5	5	5	5	5	4	5	4	5
	<i>successful strategies</i>	5	5	5	5	5	5	5	5	5	5	5	5	5
	<i>results of success</i>	5	4	4	5	5	4	5	4	4	4	5	5	5
	<i>priorities</i>	5	3	4	4	5	3	5	3	3	3	5	5	4
3.3.1	printout													
	<i>lists from individual assessments</i>	5	5	4	4	4	4	4	5	5	5	5	5	4
	<i>assessment ratings</i>	5	5	4	3	5	5	5	5	4	4	4	5	5
	<i>general info on dyslexia</i>	4	4	4	5	4	4	5	4	5	4	5	5	5
	<i>contacts</i>	5	5	4	5	5	5	5	5	5	4	5	5	5
	<i>how client searched system</i>	3	5	4	4	5	3	4	4	3	3	5	5	4
	<i>summaries of video segments</i>	3	3	4	4	5	3	4	3	4	4	5	5	3
	<i>further resources</i>	4	4	4	4	5	5	4	5	5	4	5	5	4
	<i>list unexplored parts</i>	4	4	4	3	5	4	5	4	3	5	5	5	4
<b>4</b>	<b>Background</b>													
4.1	Computer use													
4.1.1	how much?	5	5	4	4	4	4	5	4	5	2	5	4	4
4.1.2	uses													
a	<i>word processing</i>	3	3	2	2	3	3	3	3	2	2	3	3	3
b	<i>numbers</i>	3	1	1	1	2	2	1	2	1	1	1	1	2
c	<i>information</i>	3	2	1	1	2	2	3	3	2	2	1	2	1
d	<i>games</i>	2	2	2	1	2	1	1	1	2	1	1	2	1
4.1.3	how comfortable?	4	5	1	3	5	4	5	4	2	2	4	4	2
4.1.4	how helpful?	5	5	4	4	5	5	5	5	4	3	5	4	5
4.2	Employment history													
4.2.1	how successful	1	4	1	2	5	4	3	3	2	4	4		4
4.2.3	strengths													
	<i>determination</i>	5	5	5	5	5	3	5	4	5	2	5	5	4
	<i>creativity</i>	1	4	5	4	5	4	3	4	3	3	5	5	5
	<i>communication skill</i>	5	5	5	5	5	5	3	4	5	1	5	5	5
4.2.5	weaknesses													
	<i>poor literacy</i>	3	4	5	5	5	4	4	4	5	2	5	4	2
	<i>lack of self esteem</i>	5	5	5	5	5	4	4	3	5	3		5	5
	<i>poor memory</i>	1	5	4	5	5	3	4	1	5	3	5	2	2
	<i>poor organisational skill</i>	2	3	4	5	5		4	1	2	3		1	4
4.3	Personal details													
	diagnosed?	1	1	1	1	1	1	1	1		1	1	1	1
	employed?		1	1		1	1	1	1	1	1	1	1	
	age	35	45	43	42	24	29	38	34	38	57	54	32	67
	time since diagnosis (years)	4	0.5	31	0.5	14	19	2	24		4	3	3	3
	O' levels, CSEs, GCSEs	11	6	4	0	7		6	9	3	9	0	6	
	A' levels	4	0	0	0	2		0	3	0	3	0	3	

table xxi.n number of responses, averages and standard deviations for questions 1.1 to 3.2.1.

	QUESTIONS	No. responses	mean	standard dev.
<b>1</b>	<b>Specialist careers advice</b>			
1.1	formal careers advice	53	1.000	0.000
a	educational institution	36	1.000	0.000
b	DEE careers service	21	1.000	0.000
1.2	rating careers services			
	<i>availability</i>	61	3.098	1.207
	<i>provision of material</i>	59	1.932	1.258
	<i>staff awareness</i>	59	2.169	1.206
	<i>quality of advice</i>	60	2.700	1.280
1.4	good practice careers advice			
	<i>emotional issues</i>	71	4.141	1.018
	<i>encourage understanding S/W</i>	71	4.493	0.954
	<i>discuss disclosure</i>	69	4.203	1.092
<b>2</b>	<b>Feasibility</b>			
2.1	rating characteristics of system			
	<i>time flexibility for dyslexxic</i>	71	4.535	0.693
	<i>unsupervised</i>	72	3.833	1.088
	<i>assessment of S/W etc.</i>	72	4.375	0.830
	<i>large number low depth of suggestions</i>	70	3.243	1.197
	<i>springboard for advisory sessions</i>	71	4.451	0.713
	<i>springboard for resources</i>	72	4.250	0.989
2.2	video footage?	72	4.375	0.721
2.3	do you like the general idea?	72	4.347	0.906
<b>3</b>	<b>Specifications</b>			
3.1.1	intro			
	<i>info on systems workings</i>	72	4.792	0.473
	<i>S/W in employment</i>	72	4.500	0.822
	<i>well known dyslexxics</i>	72	4.292	1.027
3.2.1	job info			
	<i>minimum qualifications</i>	72	4.500	0.904
	<i>outline of duties</i>	71	4.732	0.560
	<i>outline of skills</i>	72	4.806	0.399
	<i>outline of working conditions</i>	70	4.486	0.608
	<i>info on social environment</i>	70	4.443	0.735
	<i>reliance on literacy skills</i>	72	4.708	0.659
	<i>reliance on organisational skills</i>	72	4.708	0.568
	<i>willingness to make accommodations</i>	72	4.917	0.325
	<i>promotion prospects</i>	72	4.556	0.648
	<i>wages</i>	72	4.542	0.649

table xxi.o number of responses, averages and standard deviations for questions 3.2.3 to 4.1 (end).

QUESTIONS		No. responses	mean	standard dev.
3.2.3	video info			
	<i>personal history</i>	71	4.254	0.806
	<i>S/W</i>	71	4.479	0.694
	<i>problems finding work</i>	71	4.620	0.799
	<i>successful strategies</i>	70	4.900	0.347
	<i>results of success</i>	71	4.507	0.606
	<i>priorities</i>	71	3.986	0.918
3.3.1	printout			
	<i>lists from individual assessments</i>	71	4.662	0.506
	<i>assessment ratings</i>	71	4.437	0.788
	<i>general info on dyslexxia</i>	70	4.400	0.730
	<i>contacts</i>	71	4.761	0.547
	<i>how client searched system</i>	70	4.086	0.847
	<i>summaries of video segments</i>	71	4.085	0.858
	<i>further resources</i>	71	4.563	0.670
	<i>list unexplored parts</i>	70	4.171	0.884
<b>4</b>	<b>Background</b>			
4.1	Computer use			
4.1.1	how much?	73	3.726	1.182
4.1.2	uses			
a	<i>word processing</i>	73	2.699	0.491
b	<i>numbers</i>	71	1.761	0.746
c	<i>information</i>	71	1.817	0.833
d	<i>games</i>	72	1.569	0.709
4.1.3	how comfortable?	73	3.630	1.173
4.1.4	how helpful?	73	4.452	0.688
4.2	Employment history			
4.2.1	how successful	70	2.986	1.268
4.2.3	strengths			
	<i>determination</i>	72	4.764	0.569
	<i>creativity</i>	72	4.389	0.865
	<i>communication skill</i>	72	4.806	0.620
4.2.5	weaknesses			
	<i>poor literacy</i>	73	3.863	1.146
	<i>lack of self esteem</i>	71	3.873	1.362
	<i>poor memory</i>	71	3.592	1.420
	<i>poor organisational skill</i>	70	3.400	1.517
4.3	Personal details			
	diagnosed?	68	1.000	0.000
	employed?	47	1.000	0.000
	age	73	37.712	10.188
	time since diagnosis (years)	63	10.476	14.137
	O' levels, CSEs, GCSEs	63	4.794	3.106
	A' levels	62	0.839	1.308

## Appendix IVc Responses to Free Response Questions by Question, Respondent and Sample Statement

The table below shows support for the sample comments presented in table 22, Section 8.4, in terms of both question and respondent. The numbers in the body of the table indicate specific sample comments (represented in table 22 with italic numbers). Ticks are used to indicate that the respondent's reply did not conform to any sample comment, and thus was not supported by any other respondent.

*table xxii.a* Responses to free response questions by question, respondent and sample statement, respondents AD to GW.

	Specialist careers advice			Specifications					Computers			Employment history		
	1.1c	1.3	1.5	3.1.2	3.2.2	3.2.4	3.3.2	3.3.3	4.1.2	4.1.5	4.1.6	4.2.2	4.2.4	4.2.6
AD		1	5		1			√		1	√	2.4	1.2	
AG			4						√	2	√	4	2	3
AH		2	√							1		3	√	
AM										1		5		
AMa					√					1	√	√	√	
AO	*													
AS										2	1.3	6		2
AT			4		√				√	1.4	√	1.3	3	3
BB			2	√	√	√	√			1		1.5	4	1
BM										3	1			3
BR	1			√	√					1	2	√		4
BS											√	√	√	√
BW		2	√					√		4			4	1
CA		2	√	1	1	√				4	1	2	√	
CB			√	√		√			√	1.5	1	√	5	√
CE			√	√	√	√	1	√	2	1.4	3	√	√	
CM										2	√	4,8	2	
CS												√	3	
CW		1	√		1	√				1	3	7		3
CWe			3	1	√	√		1	1	2	1.2	3	1.5	1
DP									√		1	3		1
DS		2	1		2	√	√		1	1.2	1.4	3	4.5,6	3
EC			√						1	2	1	√	1.2,5	2
EL	1									3	1	√	2,5	2
ES			√	√	2	√				2	√	6	√	2
FA			√								√	6	6	4
GK			√						√	1	√	√		
GM			2	√					2	1.5	2	1	4	
GW		1	2								√	2,4	2	

table xxii.b Responses to free response questions by question, respondent and sample statement, respondents GY to YP (end).

	Specialist careers advice			Specifications					Computers			Employment history		
	1.1c	1.3	1.5	3.1.2	3.2.2	3.2.4	3.3.2	3.3.3	4.1.2	4.1.5	4.1.6	4.2.2	4.2.4	4.2.6
GY			√						√	1		1		
IS		1							√	1	√	8		
JA		2				√				1,2	1		√	2
JC	1	2	√	√		√	√			2	√	5	√	1
JD							√			1		2,4	√	
JH										1		3,5	3	2
JL		2	√		2	√		√		2	√	√	5	2
JM	1				√							√	1,3	
JPe	1	2	√	√	√	√		1	1	1,5	√	4	4	1
JP			2							2	2	7	1	4
KA										1	2		√	3
KS		1	√		1		√			1,5	2	6	1	1
LBr			√							1	4			4
LB		2	√	√		√				3	√	√	3	2
LF			5							1		6		
LG			√						1	1,3,4	1	5,7	1	1,5
LJ		2	3		√		√	√	2	3	2	√		√
LN		1	√						√			√	2	
LQ			1		2	√			√	√		√	6	4
MBa	*									4		1		
MBe			1	2			√		1		1	3	√	√
MBr	1	2	√	√	1	√			1	3	1	2		√
MD		1	2		√					1	√	2	3,6	1
MF			√	√						2	√	2	√	5
MH		2	√							1,3	1	4		5
MN			3		1	√		√	√	1	√	4	1	3
NA										1	√			
NO			√	√						1	√	2	3	1
PC		1	1	√		√			2	√	√	√	5	
PM			√								2	√	√	
PR		1	1			√		√	√	√	1	√	4	1
RCh	1									3	√	1,7	√	√
RC			√						1	1,2			√	1
RL		1	4	2		√	√	√		1,3	√	8	√	4
RM			√			√	√				√	7	√	2
RS	1	2	√	√	1	√			1	1	√	3,5	1	√
SC	1		3				√			1,4	3	2,8	3	4
SF			√		√				√	4	1	√	2,6	2
SJ	1		√							1	√	1	√	3
SR									√	1	√	1	√	3
SS										1,3	2	1		
TM			√							3			√	3
WH			√		2	√	1			1	√	√		4
YP						√				3,4	1		4	