



SITE SAFE
Te Kaitiaki o Haumarū

Communicating so everybody
understands

A gift for you all

Albeit a virtual one

This voucher entitles the bearer to ask one stupid question or make one inane comment over the course of this webinar.

It is expected that this voucher will be used over the course of the time we are together.

Feedback from workshop participants reveals that people who use their vouchers get twice as much out of the webinar as those who do not.

There are spare vouchers for those who need them.

Rules of engagement

- ▶ Please interrupt if you have a burning question (- or ask it at the end.)

(I think there will be a function on the technology that enables you to do that.)

- ▶ Chatham House rules apply



The Big Picture

In the New Zealand workforce -

- 40% of NZ adults in the workforce have literacy challenges

- At least 40% have numeracy challenges

- This data confirmed by repeated international surveys

- Large implications for Health and Safety

But wait - there's more!!!!

There's Neurodiversity as well....

- At least 10% of New Zealanders have Dyslexia

- It is likely another 5% have other neurodiverse conditions like ADHD, Dyscalculia and Autism Spectrum Disorder.

- And there are people who have English as a second language

We don't need to throw our hands on the air!

But we do need to remember these people

For context though

- ▶the neurodiverse conditions are often the major cause of the literacy and numeracy issues

The goal today



We want to
give you
some tools to
manage
these issues

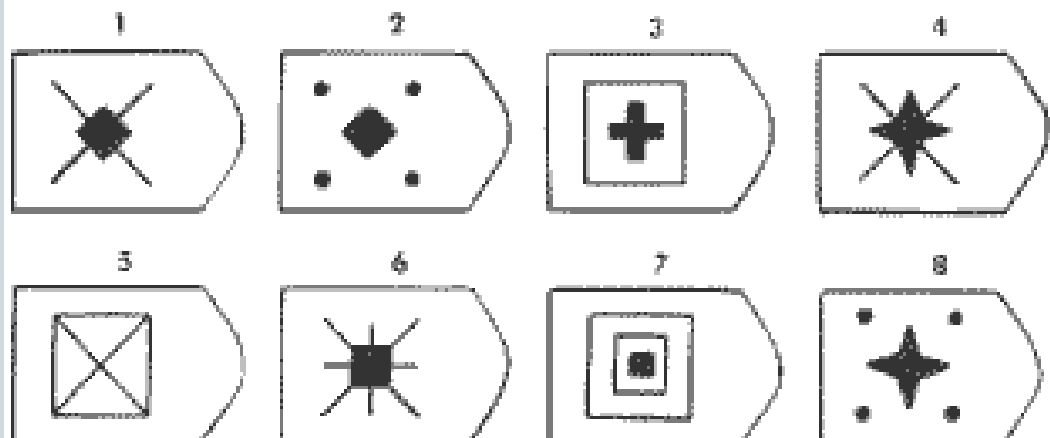
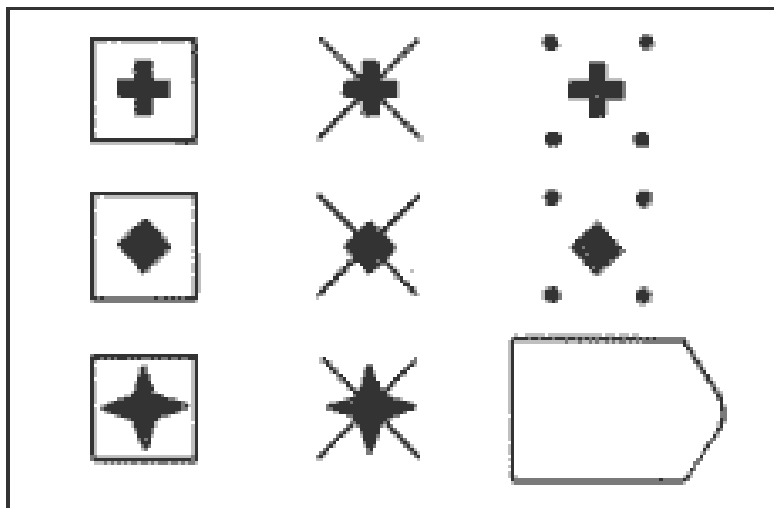
- ▶ - Some knowledge about the conditions
- ▶ - Some tell-tale signs as a guide for what to look for
- ▶ Some strategies to meet the needs of all your learners - the neurodiverse ones and the neurotypical ones
- ▶ (Keep in mind that dyslexia and related conditions will exist in **Site Safe** staff as well as your **clients**.)

Firstly some knowledge

- ▶ Literacy deficits, numeracy deficits and conditions like Dyslexia are not an indication of low intellect. Many of the worlds most intelligent people have dyslexia.
- ▶ Most people with literacy/numeracy/dyslexia issues strive to hide their condition.
- ▶ Giving these people a document to read will often not work.
- ▶ Asking them “do you understand?” will often not work either. (Who is going to admit they cannot read a document?)

A little activity for you

- ▶ to separate intelligence from reading skills.



What about when we add text?

- ▶ Which word below rhymes with mugwump?
A. bonkifiable B. heiferlump
C. splodgify D. ratrage

Which word below rhymes with rastify?

- A. ostificate B. rastible
C. cranksage D. pastify

Some more knowledge

- ▶ **Most people with dyslexia, for example will not know they have it. They will just believe that they are “thick and stupid at book learning”.**
- ▶ **You cant be expected to meet all their needs in the short time that you have these people - but it will help if you have a basic understanding**

Dyslexia - what is it

- ▶ - Genetic, inherited condition
- ▶ - lasts a lifetime
- ▶ - Neurological - the brain is arranged differently.
- ▶ Most importantly: -

It is not an indication of low intellect. And there are ways to manage and support it

- ▶ People with dyslexia are known to have a range of skills and talents:-
 - * Often strong visual, spatial, 3-D skills
 - * known to be creative, innovative and left field thinkers
- ▶ * Very strong problem solvers
- ▶ * Often able to see patterns, connections and relationships that others do not see.
- ▶ * Often very entrepreneurial
- ▶ * Often very empathetic

The other side
of the coin

Tell tale signs to look for

- ▶ - People who find excuses to avoid reading or writing in front of you.
- ▶ - Excuses like “I left my glasses at home” - or “I get distracted here, I will do it as home”.
- ▶ - Atrocious spelling if asked to write anything down.
- ▶ - Clever people who avoid promotions - or going on courses. They don't want to expose their poor reading or writing skills to others
- ▶ - A wide disparity between how able people are orally - and how poor they are at putting anything down on paper

Strategies to cater for the neurodiverse

- ▶ - Minimise power point presentations. Use learning walls instead (Power Point presentations are really challenging for neurodiverse learners.)
- ▶ Provide a written copy of the power point presentation if possible
- ▶ - Present information in two ways wherever possible. Oral and written.
- ▶ Include as many flow diagrams and illustrations as possible
- ▶ Include as many practical demonstrations as possible

More strategies

- ▶ Let it be known that your learning space is a “dyslexia friendly learning place”.
- ▶ Invite any learner with dyslexia to self identify. (But expect most not to.)
- ▶ Have a brief chat if possible to any learner who identifies as dyslexic - to find out which things they find difficult.
- ▶ Remember that any practices good for dyslexic learner are good for all other learners as well.

More strategies

- ▶ - If possible, present written material on a non-white background
- ▶ - Simplify your own written language. (Often poor reading is the result of information being written in a poor way.)

Consider your fonts.

(all these are nominally the same size!)

- ▶ The quick brown fox jumps over the lazy dog
- ▶ The quick brown fox jumps over the lazy dog
- ▶ The quick brown fox jumps over the lazy dog
- ▶ The quick brown fox jumps over the lazy dog
- ▶ The quick brown fox jumps over the lazy dog
- ▶ The quick brown fox jumps over the lazy dog

Other things about written resources

- ▶ Consider font size and well as font type
- ▶ Avoid italics, underlining and block capitals
- ▶ Use bold for emphasis
- ▶ Avoid blocks of text - use bullet points if possible
- ▶ Present written material on a non-white background if possible
- ▶ Avoid narrow columns (like a newspaper) where possible

In summary

You are all in the business of communicating information

Some groups in our audiences are more difficult to reach than others

Our goal should be to communicate with them all

The Dyslexia Friendly Quality Mark

- ▶ A new initiative to create better deal for people with dyslexia.
- ▶ Very relevant to Site Safe?
- ▶ The Dyslexia Friendly Quality Mark (DFQM) is a set of standards of best practice for delivering education and training to dyslexic/neurodiverse people
- ▶ It is a holistic initiative that impacts on all parts of an organisation.

More about the Dyslexia Friendly Quality Mark

- ▶ Once the standard has been met the DFQM is awarded for a three year period
- ▶ The value proposition is: -
 - Learners will feel safe in an organisation that has the DFQM
 - It is a point of difference and an avenue for PR and Marketing for organisations that have it.



**Dyslexia-Friendly
Quality Mark™**

Supporting people
with dyslexia



Are there
any
questions?

THANK YOU VERY MUCH FOR
YOUR TIME