Transcript for Tech Tools for Dyslexia at work, in education and at home webinar

ANNIE: Hello, everyone, and welcome to today's webinar from me in a very sunny Hastings. It's just gone 1:00 so I will give everyone a chance to join. Feel free to drop into the Q&A box and say hi. We discovered that the chat feature can cause problems for some people using screen readers so that's switched off, but the Q&A function is there. Hello from Jonathan, Marie. Thanks for joining us. Jen in Philadelphia. Amazing. Thanks for joining us. I think we'll make a start now. Hello, everyone. Welcome to our webinar which is tech cools for dyslexia at work in education and at home. I'm Annie Mannion and I'm marketing manager at AbilityNet and I will run this webinar taking place during dyslexia awareness week. Just to go through a few bits of housekeeping, we have live captions today provided by Kristi at MyClearText. You can turn on the captions using the CC option on the control panel. We have additional captions available via streamtext.net/player and slides are available at slide share.net and also at abilitynet.org.uk/techtoolsdyslexia. If you have any technical issues or need to leave early, don't worry, you will receive an e-mail with the recording, the transcript and the slides and depending on how you joined the webinar, you will find the Q&A window so if you want to ask the panel any questions, drop those into the Q&A area. Any that we're unable to cover during the live session will be answered on our website at forward slash tech tools dyslexia. Anyone joining late, we turned off the chat function because it can cause problems for people with screen readers so use the Q&A box. We do have a survey at the end so complete that as you're able. Moving on to the next slide, for those of you who aren't yet familiar with AbilityNet, we're now celebrating our 25th year this year and we support older people, disabled people living with any disability or impairment to use technology to achieve their goals at home, at work and in education. We do this by providing accessibility and inclusion testing and training and free information like our fact sheets and this webinar. So today we're going to be discussing the tips and tools for tech adjustments that could help if you have dyslexia. To discuss the topic today, we have joining us Catherine Parfitt who is the head of accredited training at the British Dyslexia Association. Joining Catherine is senior accessibility consult team leader at AbilityNet, Rina Wharton, who is here but she's chosen not to be on camera as it helps with her dyslexia to concentrate without being on screen. Finally, we also have Adam Tweed, who is a senior accessibility consultant here at AbilityNet too. Hopefully today you will have pointers to take away. I'm just going to start with a poll to find out about you all before we begin the webinar content. I'll launch that now. Can you tell us what best describes your reason for attending today? I'm dyslexia and I'm here to learn about how tech can help me. I'm here to learn how tech can help someone I know. I'm here as a professional to learn how tech can help a client I work with or I'm here to learn more about tech and dyslexia in general or I'm here for another reason. Feel free to share why in the Q&A area. You may find you can't see the poll depending on how you joined the webinar so you can respond in the Q&A panel. I'm just going to leave a few moments for anybody that wants to vote. Nearly everybody. Okay. I'm going to end the poll now and share the results. Okay. You can see the bulk of responses are 55% of you are here as a professional to see how tech can help a client or employee or student you work with and then I'm here to learn more about tech and dyslexia in general, that's 19% of you. 12% say I'm dyslexia and here to learn how tech can help me and then I'm here to learn how tech can help someone I know, a relative or friend, that's 10%. And then 4% are here for another reason. Thank you. We'll do another poll later on. So, now I would like to introduce AbilityNet's Adam Tweed who will be sharing useful idea for adjustments you can make for your tech that can make a difference if you have dyslexia and he will also out line reasonable adjustments in the workplace and education. Over to you, Adam.

ADAM: Thank you very much, Annie. I'm just going to get the slide show up so I can see where we are. But, yes, I'm Adam Tweed and I'm just going to take you through some of the reasonable adjustments and some of the tech tools that you have built into your computers that you can start using immediately. Let me just go to the next slide. In terms of reasonable adjustments, these are adjustments that you can make within any workplace and the key ones I brought out here from my time assessing as a need’s assessor both for students and within the workplace, some key ones here are giving reasonable time or removing time restrictions. Really have a think about the sorts of activity that is you're carrying out and the source requirements you've got of students, of employees in terms of reading in particular and whether you need the time restriction at all. We have things like universal adjustment so providing everyone with ample time eliminates anyone having to identify needing that extra time. Think about how long it will be to reasonably read and absorb information and think about just giving that little buffer to everybody, so nobody is forced to out themselves if they don't wish to. Provide alternative formats. I do hope I can demo this in a minute. We can remove the need for people to have to self-identify in order to access basic support for things like dyslexia. And then demonstrate. So, enable choice around how you get information across to somebody. Show or tell somebody how to do something rather than providing written instructions. Give them that choice as to whether that might suit them better. Certainly, I'm somebody who learns quite well from being shown something. I don't consider myself to be dyslexic, but I do prefer to see something done so I can follow along. What it really comes down to is enabling choice, building an environment in which a person can use its own strategies. The best person to tell you how to manage is the individual managing dyslexia in education and the workplace. They're going to know how they work best. All you really have to do is make sure they're not restricted in doing this, for example, allowing the use of things like spelling and grammar tools, speech to text and text to speech which I will demonstrate in a second and accessing tools and settings to adjust how they work. If I just go quickly to the next slide, speaking of, we have a tool called my computer my way. It's free on the AbilityNet website. You can go in there and put in something like a condition or a barrier, a difficulty that you're having or you can just browse through the articles and this shows you some of the useful settings you might not know about within your device, whether that be your smart phone, tablet, computer, and it will show you what you can leverage from the operating system and the accessibility settings that may be there to support you. So now, next slide, very briefly and then I will take over. We're going for the live demo. I don't know why I do this to myself every single time, but I'm going to focus on some of the in-built assistive technology that many people overlook as a really good introduction. These tools can be presented to employees or students as productivity tools which can be useful if somebody is struggling with a diagnosis or admitting they might benefit from a bit of assistance. They're available immediately so if you have an employee or student who discloses a difficulty, you can just ask them have you tried using this. It might be that the in-built solution is good enough to provide support for the transition until a full workplace assessment or disabled student allowance assessment can be carried out until a specific software can be provided. Many disabled students who may have received DSA, it's that few weeks of a job to goat over that barrier. My personal soapbox is finding out if a software works for a student. It allows them to say it works for me but only up to this point. That will help with the justification for the more expensive third-party software, the specialist software. Now, a bit of a caveat before I get started. I written similar sessions and they have run smooth as silk on occasions, however, another occasion, I think the time before last, it did not go smoothly to the point that I had to record the demos and post them alongside the recording of the session so be prepared there may be follow-ups in this goes horribly wrong. I don't mind things going wrong. I'm a little bit weird like that, I guess. I find it much more fun. I don't want to replace things with demo videos. I think it's much more important to see things not working so when you try, you're not placed in that how come it worked for him and not for me situation. What am I doing wrong? So, we'll give this a go, and I will try to learn from my mistakes and slow down a bit and try not to do too much to begin with. I'm going to take over the screen share.. Are you able to bring that up for me? Share a screen and I want to share a screen and sound. Hopefully you should see my screen with a Word document open. Catherine, can you give me a thumbs up if that's you’re seeing. I don't know if anybody has tried the dictation in Microsoft a while ago. It used to be awful, but it's improved a great deal, although, again, the constant caveat that it worked in rehearsal. I'm using the online version of Word, but this dictation is available in the desktop or app version as it's now called. You will see there is a dictate and that dictate option will bring up oh, no. Here we go. We started already with an issue so hopefully I can restart that. Bear with me. It may be now that I started - there we go. That cold sweat as that stopped working. I am rambling away. It's one of those things when you demo something you can never think of what to say so I'm just going to ramble away, and you can see it's doing a fairly accurate way of kind of transcribing what I'm saying. New paragraph. Peter piper picked a peck of pickled peppers. It was starting to struggle a little bit. We can do things like delete. Delete. So, it takes a moment there to work out that I'm saying a command, but the first time it just deleted the full stop, the period there, and then it deleted the word I was after. Let's try some formatting. So, select paragraph. Bold that. Under line. Deselect that. Select Peter. Text colour red. Highlight yellow. Deselect that. It missed the highlighting bit there. I'm just going to switch it off now because I want to take it down to another line. But you can see it's pretty accurate. I am obviously speaking quite quickly. It's a webinar. Public speaking not being my forte so therefore I'm rambling a little bit, but I have a reasonably decent microphone, that's key, having a good quality microphone. When it comes to dyslexia, one of the things that is a common problem is the homphone. This used to be a real issue. Nowadays they're not sending their business over there are they?

ANNIE: I just had a request, if you're able to zoom in just a little bit.

ADAM: Yep, so my words are - got it. So, yes, you can see that it's picked up the correct homophone there. There are three versions of they're used in that sentence, and you can see it churning away in the background to do that. Not to be left out, I'm going to quickly switch to Google. Google I was having more problems with. It seems the translations are more accurate, but the command is more difficult. New line. I'd like to turn this into a heading. Select line. Apply heading one. Oh, yes, it worked. Okay. So, we will stop that there. Just giving a flavour of the fact that this dictation software is available in both Google and within Word and so it's really a useful way of getting ideas out quickly without worrying about things like spelling and with some assistance for things like grammar. Now, the flip side of speech-to-text is text-to-speech. There's one brilliant tool that I'm hoping most of you will have heard of, but I do want to demo it because there are sometimes people who haven't and it's a great piece of software and it's called the immersive reader. The immersive reader I've got here running. I'm going to use Microsoft Edge to demonstrate it. I opened up the mail online. I'm not making any comments about the politics of this paper, it's just a really good site because it's so busy. There's so much going on, it's distracting and difficult to follow it along sometimes. Normally there would be adverts running. I don't know if I have a good blocker on at the moment. It would be fantastic if I have but if I could now up at the top, if I open up a new story in my bar next to the URL, you will see enter immersive reader. If I like on that, it takes away all the junk, just gives you the reading mode and then you can pick text preferences, make the text larger, increase the spacing which is often useful for somebody who does have dyslexia. You can change the font, so you have the Calibri, Sitka and if there's something deeply wrong with you, there's also comic sans if you prefer that one. You can change column styles and themes as well. I know there's the comorbid condition that's separate from dyslexia but often commonly cooccurring that the tinting of pages can be particularly useful for people who experience dyslexia, and we have a whole load of options here. I do use this one because it just takes away that stark hand over because I'm almost at my 15, you have the option to read allow and this is really impressive, and I love this perspective of somebody who might just sit at the desk and want the news read at lunchtime because the voices are natural.

>> Fury at plans for Las Vegas style 300-foot-high crystal ball in Stratford that will be covered in glowing animated adverts for the next 25 years as neighbours blast developers' insulting offer of blackout blinds.

ADAM: I think I crashed the browser which is a good opportunity for me to stop.

ANNIE: Thank you so much, Adam. Great ideas and hopefully that's given you an idea of the flavour of some of the things that help. Now I want to share some videos we have within AbilityNet to highlight the experiences some people with dyslexia might face when reading text or performing tasks online. In the first video, we'll show you a dyslexia YouTube channel. It can show experiences people have with text online. There's no one size fits all so this is just a starting point for discussions. If you could play that video now and apologies for the slightly fuzzy sound on the video.

>> Please press alt and enter to view this movie full screen. (Captioned video)

- such as rivers, whirlpool, glare. Overlap. And disappearing text. Also, floating lines. Text reversal. Notice how numbers can easily be confused. Text flow. Fully justified text can cause problems because of the uneven spacing between the words. Left justified text is much easier to read.

ANNIE: Thanks, Freya. Now in the second film I would like to introduce my colleague, Rina, who contributed her thoughts about dyslexia simulators in a recording in advance of today's session. She mentions a couple of things Adam mentioned earlier, too. If you can play that video, Freya, that would be great. Thank you.

VIDEO: Hi, my name's Rina Wharton and I was diagnosed as dyslexic when I was 17. Today I'll be referring some dyslexia simulators. So, these simulations can be useful to show how people can experience dyslexia but because the condition is so wide ranging and vary so much from person to person, there's so many different characteristics, not all of them can be simulated. So having a simulation could potentially mislead people or oversimplify of the some needs and challenges that people experience. So, using them has to have some kind of caveats front and centre. There's value in having them, though, to create some empathy and understanding or even just to start a conversation around lived experience and how people experience dyslexia. So, the first dyslexia similarity I've got here is hosted on Codepen by a user called light. This one changes the letters within the words, so it simulates a specific element of dyslexia that some people experience. This particular similarity can be helpful for people like teachers or colleagues at work. If someone with dyslexia specifically describes this as a challenge that they face, it can help people to understand how they experience reading written words. There does need to be a caveat on it that just because someone has dyslexia doesn't mean they will vie text in this way. Personally, I don't find that words or letters move or dance or change. I don't experience that element of dyslexia. Also, the next simulator that I'm going to share is the web disability simulator. This is a Google Chrome extension that you can get on the Chrome web store, and you get a few options with this one. We're going to specifically look at this dyslexia option, which is under the read and write drop down, but also the concentration option at the bottom of the list. If I go ahead and activate the dyslexia option, you can see that this one is very much like the one that we looked at before on Codepen in that the letters within the words will change around. The words and letters change around 6789 again, it's very similar to the previous one that we looked at. It simulates a very specific part of the dyslexia experience that not everyone will experience. Okay. So, the other one that I kind of mentioned earlier was this concentration option that's at the bottom of the similarity. So, I'm just going to turn this on and then I'm going to turn it off because it will really distract me. As you can see, things are moving around, getting bigger, getting smaller, things pop up in the middle of the screen. It makes it really hard to focus on what you're doing so I'm going to turn it off now because I can't think while I'm looking at it. One of the things that I experience is trouble focusing and so that is if you get a web page that's like - I'm not going to name names but certain news sites with popups all over the place, adverts, all those things that are super distracting. Out of all of these, that is my favourite simulator. It gives good examples of how difficult it can be a concentrate on busy websites. Some of the key points that I discussed today, there is value in using dyslexia simulator if you're working with someone who has dyslexia who success this is representative of their experience, but I think it's really important to remember that these simulators only simulate one small part of the dyslexic experience and there are a huge number of other challenges that people with dyslexia can experience that aren't in these simulators and can't be simulated themselves, so things like trouble forming sentences and bringing words to mind. You can't really simulate that. It's just really important to remember that while they can be useful, there are many other elements of dyslexia that aren't included within the simulators.

ANNIE: That's great. Yeah, hopefully both those videos give you a flavour of some of the experience that some people with dyslexia might face online and some of it might ring true to you. I will bring Rina in for the discussions in a few minutes. Briefly, over to Catherine Parfitt of the British Dyslexia Association to describe a little bit about what the charity does and then we'll have a panel discussion with Adam, Rina, and Catherine afterwards.

CATHERINE: Hello, my name is Catherine Parfitt and I'm the head of accredited training for the British Dyslexia Association and I joined the association only in July this year. I feel, as a dyslexic myself, really excited to be involved with an organisation that since 1972 has been the voice of dyslexic people in the environment and not just in schools but within the workplace and within education as well. This session is being put on this week as part of the dyslexia awareness week and our theme for this Dyslexia Awareness Week is about celebrating beck uniquely you and I think Adam and Rina touched on this already, that dyslexia isn't just one thing. I think we'll talk about that through our questions as well. What I wanted to do was just talk to you a little bit about what the dyslexia association does. Next slide. We do have in terms of today's audience; we do support adults in the workplace through a number of different channels. The thing really at the heart of the British Dyslexia Association is about celebrating diversity and the issues that those with dyslexia may face. Next slide. So as part of Dyslexia Awareness Week, we have a number of different webinars, and these are aimed really for different audiences, but we run these webinars not just during dyslexia awareness week but throughout the year. If you just want a quick introduction as to what dyslexia is or how you might be able to help yourself at work or support maybe your child with reading with dyslexia, then that's a really useful starting point. The British Dyslexia Association holds these webinars as a taste of what we offer so it's worth looking to see what information is there and if there's anything kind of particularly current that might be useful for you. Next slide. One of the benefits is our national help line and we receive a vast number of queries every day from all sorts of people, their parents or teachers or people with dyslexia themselves or people who think they might be dyslexic and don't know where they can get support so the help line can signpost people to services. It might signpost to AbilityNet's accessibility tools, for example, or to an assessment service if you're looking for yourself or someone you know, looking for an assessment service. The BDA, as a charitable association, we fundraise for those in the community with dyslexia and we have been able to fund assessments for those who are low income who otherwise may not be able to go through the assessment process so the help line is a good first contact, really, for any advice and guidance that you might want. Next slide. We also run training sessions which I'm responsible for and we do a whole load of different types of training. There's eLearning, virtual training, face-to-face courses. We can offer bespoke training as well in your workplace to anything from 5 to 105 depending on what your particular needs are. We try to make sure that those can be designed specifically around your particular needs, and we also train a very large number of specialists, teachers, and assessors throughout the year as well with the view that part of our charitable status where improving awareness and sending specialist staff back out into the community and into education as well. Next slide. This is supplementary to what we do within education institutions. We do also work with people in the workplace to support neurodiversity, so we offer workplace needs assessments as well as we just recently launched our dyslexia frequently quality mark as well which is about inclusivity practice in the workplace F. you work at a place that would like to champion dyslexia support. The dyslexia friendly quality mark would be a good place for that. Next slide. As a charitable organisation, we also have a fund raising division and we encourage people, not just people with dyslexia themselves but anybody who maybe has supported those with dyslexia or has a personal interest in this area to help us raise money, really, which feeds into things like our help line and our training courses and also an opportunity to offer things like services and finally, we do have a monthly E-newsletter. If you would like to learn more about what the BDA do, the British Dyslexia Association, and the things that it offers, you can sign up to our regular e-newsletter and get up to date stories about the work we have been doing and the people we have been connecting with through our work. So that's a little bit about the BDA and what we do and as I said, I think part of dyslexia or awareness week has been about championing the kind of work that's going on across different sorts of organisations and AbilityNet is key to sending that word out that dyslexia don’t have to be a barrier in school, your workplace or even if your own personal lives. Everybody's dyslexia is different. For some of us, it can bring us challenges, but it can also be strengths as well and part of the work that we do is very much key to raise that as well and talk about the positives that those with dyslexia can bring, particularly in a work force environment.

ANNIE: Thank you so much, Catherine, for that introduction to British Dyslexia Association. There's lots going on and there's so much support and guidance available. Just a reminder to, you will be able to access all the slides and the QR codes and everything on our webinar page. Okay. Great. Now I would like to bring in Adam and Rina into the conversation and pose a few questions this a panel discussion and afterwards, we'll take questions from you as attendees so drop your questions - there's loads in there already F. you drop them into the Q&A box, we'll try to cover them towards the end of the webinar. The first question, starting with Rina, what are the common issues that people with dyslexia might face in the workplace and in education, particularly regarding tech use?

RINA: Hello. My name is Rina, and, yeah, so in terms of challenges for myself and slightly more generally people with dyslexia, I am going to preface this with that I'm also autistic so sometimes it's difficult to face the challenges I face because of dyslexia and the challenges I face because of my autism so I will try to limit this to dyslexia. Things like organisation, interpreting questions, reading just generally, working under pressure, everything gets more challenging when I'm working under pressure. Processing speeds, and this is one where it's hard to define whether it's autism or dyslexia or both of them, but in terms of processing written and verbal information can take longer. I have the world's worst working memory. Tell me something and five minutes later I will have forgotten it but give me a random fact like the colour of Harrod's bags, I will remember that. It's just the useful things that I forget. Thinking about what I want to say, thinking about the words I need to say it with, bringing those words to mind, putting them in order and saying it is something that I struggle with sometimes. You probably hear it because I'm saying um a lot, trying to work out what my next word is supposed to be. So, yeah, in terms of tech specifically, things like using websites and documents, not having massive blocks of text is useful, so like walls of text are a particular challenge. The brightness of screens, the glare can be challenging. I'm trying to not venture into some of the other questions we've got. Those are the things I wanted to say.

ANNIE: Okay, thank you for highlighting those. Catherine and Adam, did you have other suggestions from our experience? Any particular common issues that come up?

CATHERINE: I think one of the things I would say is because dyslexia is so multifaceted, often the assumption is it's only about reading and writing and often those other elements that you really talked about in a little bit of depth there, around things like organisation and how you might respond to questions from people, your energy levels as well, people don't necessarily think about that as being part of dyslexia and I think the challenge of the workplace is there's so much information coming at us and we're supposed to process that swiftly, whether that's verbal or visual information. A lot of the tech tools that Adam mentioned, what they can often do is take some of no load off the memory and processing speed, so your thinking space has more capacity to deal with the issue you're supposed to be dealing with. For example, the text reading software, if you're hearing the tech rather than having to use your processing capacity to decode your words, you have that technology doing that part for you and you may find that you can take in the information much more effectively because one of the things in terms of reading difficulties for people with dyslexia might not be the accuracy, it might not be the visual disturbance that's been described previously. It might be about keeping the text stable, read accurately and do it at speeds and also remember what it is you have read and understand what you've read and so it's because it's so multifaceted and the same is true, really, of writing, that often with different dyslexic profiles, one element is less effective than another so where the technology can come in is it can take some of the burden of that part of the task away and in the workplace, I think it's really important that employers recognise the need for people with all sorts of different neurodiversity. It's not necessarily just dyslexia that can create a problem or a challenge with reading speed. It's important that employers recognise that and allow individuals to use technology to support them and I think that's within the workplace and certainly within schools, one of the big problems we have is that a lot of technology is available for free through your mobile phone but if you're in a workplace or an institution that don't permit that, that's putting up a barrier that's unnecessary and might hinder how effective you can be in the workplace. It's so important to recognise that dyslexia isn't just one thing. It can be a multitude of different things and not always just based on those literacy tasks. It was really interesting, that simulator that Rina shared where numbers go the wrong way around, that's not something we may associate with dyslexia because we hang up on this idea that dyslexia is just about reading but it's not just reading words, it can be about reading numbers as well and factoring that in is so important when making sure we are adjusting and enabling people to make choices about how they can best access information in the workplace.

ANNIE: Yeah, Adam, did you have anything to add to that question?

ADAM: Nothing really to add. Comprehensive answers from Rina and Catherine. The only thing I can think of has completely slipped my mind now. Talking about processing difficulties, but it's that the issue where I think we expect everybody to learn and work in the same way and if we start building in flexibility to say, well, you might benefit from listening to this, you might want to read this, you might be dyslexic and you prefer reading, we can flex to allow that through the use of the text, so don't limit people from being able to leverage the tech. Mobile phones are fantastic platforms to help people out and allow these tools to help.

ANNIE: Conscience of time, the question about making things keep your answers brief on this one, I know Rina has great tools to highlight for the question afterwards and then we'll have lots of time left for questions from attendees, starting with Rina.

RINA: Use your white space. It doesn't have to be white, that's just the name of it, it's confusing, I know, but use space on the website at all the content to your advantages. Break up blocks of text. Have a paragraph and a decent space or like maybe a line or a line and a half and then another paragraph. Things like avoid imposing time limits so booking a ticket, it can be really difficult to process the time to book a ticket. Let people use their own styles on websites and things, things like fonts and colours and text spacing, let people use whatever they feel most comfortable with. It's not specific to dyslexia, it could be some other things, but that way they have the control over what they're seeing. Things like be really clear about what you want so don't ask me for a postcode, where do you live? I live at this road in this town at this house number in this city in this country. If you want a postcode, just ask me. Or like if I'm booking something, if I can have like a calendar that I can click it and download it, that's great. Then I don't have to process the information I'm given, price the information I need and insert it into my calendar. It's done automatically for me which is really good. Those are things I wanted to say.

ANNIE: Wonderful. Very comprehensive list but Catherine and Adam, do you have anything to add to that particular question?

CATHERINE: I think Rina covered it; I would just say make sure whatever content you put out is adaptable. I think that's the key. You can say well if I use this background, that's supposed to be good for a dyslexic learner, that colour may not be suitable for a dyslexic learner or for someone else with a different disability. There's a choice to be able to adapt and change font sizes, change colours, change content but I think that kind of a major presentation is less is more, I think. Take away the fuss that you get, and designers want to make things be pretty but it's distracting and difficult to read so you won't get your message out so adaptability and less is more would be my two top things on that.

RINA: Oh, I have one more. Allow people to use auto fill. If I can just tap one put tonne and it inserts all my information great. I know my name is short, but Rina is my nickname, it's not short. Let me auto fill, it lets me reduce the time processing.

ANNIE: I just wanted to highlight we talked about lots of suggestions for working and education but are there other tools that we have not discussed so far that are particularly useful in-home scenarios? So over to Catherine, Rina and Adam. Rina, I know you mentioned you have tools that you recently discovered.

RINA: Yeah, end of last week I found this app called structured and it's great. It's like you insert all the stuff you've got, and you get a timeline of what you have to do and when to do it, set up alerts. So, things you can have seven or eight alerts on. It gives you a warning, in five minutes you have to do this thing. Great, I can stop what I'm doing and in five minutes it says you have to do this thing now and I'm ready to do that now! It's brilliant, I absolutely love it but using your tech to help you plan and organise what you've got to do using it to help you remember what tasks you've got to do. Like Adam was sharing earlier, it can read stuff out to you, also things like setting colour filters on your phone and computer and things like that. I love dark mode, night mode, it takes a lot of the blue out of the screens and it's less tiring to look at. That's the main one I have with this.

ANNIE: Thank you, Rina. Catherine, did you have additional discussions?

CATHERINE: I think as well as the text reading and text-to-speech that Adam talked about, one of the biggest go-to’s I would suggest are things that help you to organise yourself. That's certainly an element of dyslexia that's overlooked and there are loads of free tools. There's worth playing around with them and seeing what works for you and then also looking to see what can be adaptable for different scenarios so the ones I really like are ones which sync to your desktop or your laptop and your mobile phone as well. I really like Google keep. It works on the basis of post-it notes, which I love, and ones like 24 me, structured sounds like it's a similar organisational tool. There are a lot. It's worth taking to other people to see what they try and recommend but try them out and give them a go, what works for one person will not necessarily work for you but there's so much out there. You don't have to do the hard work for organisation yourself. There are tools that will do it for you.

ANNIE: Thank you. Adam?

ADAM: Somebody in the Q&A beat me to it but it's called blend tools. It's an AI-powered organisational tool and it's not only very useful but it's also great fun as well, so goblin.tools I think is the address for it. Have a play and see what it can do. There are a lot of AI tools, ChatGPT is a constant companion of mine. That sounds very sad, doesn't it? I have human companions but it's a working tool.

ANNIE: Thank you. I will wrap up there, so we have time for questions from attendees. Just a note to Freya, we were going to do a poll but just so we can have as much time as possible for attendee questions, we'll skim past that and move straight on to the Q&A. As I see you have been doing, put your questions in the Q&A window. Unanswered questions will be captured and added to our website, and you will be sent a link to access them. Sifting through the 52 questions that are here, there's one that I think is something that comes up fair hi regularly, which is a question from Rachel about the use of language to refer to someone who has dyslexia, do we say person with dyslexia or dyslexic person? I imagine this comes up for you, Catherine, quite a bit within the British Dyslexia Association.

CATHERINE: Yeah, I think we have gone through waves of how we might choose to identify people with dyslexia or identify ourselves. I'm an out and proud dyslexic but not everybody is comfortable with that term so person with dyslexia takes the emphasis off the dyslexia being the leading identity so for some people, they prefer that. I think whilst it can be a little bit of a mind field, I think it's always just best to ask people and listen to how they refer to themselves because that's probably how they would choose to be referred to. I think that would always be my lead. The thing is with dyslexia is just having the opportunity to talk about it and to explain what that means to each individual because it will mean something different to everyone.

ANNIE: Yep, okay, thank you. Hopefully that answers your question, Rachel. So just going to move onto another question. A question for Adam from Aly, what's your thoughts on Grammarly as a tool? Can you highlight the differences or benefits?

ADAM: They both have got their positives. Immersive reader is good because it's present on a lot of operating systems, it's straight away. Grammarly, I know there's a free version but there's an installation version. Grammarly will fix grammar. Immersive reader will not do that. Also using immersive reader to proofread, which is something I do. If you have written something, it's much better having it read back to you because it's easier to hear mistakes than when you read because you read as if you think you have written it. You won't get that with Grammarly, but you get the checks as you go. They are different so it's difficult to give a direct comparison there. They could be used alongside each other and be even more supportive.

ANNIE: Okay, thank you. A final question for Rina, a brief response if you can, we have a couple of things to mention, what tools or apps might you recommend with structure and organisation of writing? Is there a particular thing that you use?

RINA: In terms of structure and writing, I don't use any tools. I just kind of either waffle and don't get the point on at all in which case people just ask me more questions or I'm direct because of my autism, this is the point I want to make, so I will use four words and I have made my point and that becomes an issue in my uni work, which I just finished at uni. I had an autism support person who would say you have to add more to that and help me to academic waffle, it's not like waffle-waffle but academic waffle. I'm not 100% sure of that I will send that out.

CATHERINE: - is a good one. Mind wrapping or a piece of paper or there's tech tools for it as well, just go through Google and there's lots of tools that some of those also help with productivity and organisation as well. Certainly, a mind mapping approach helps because it allows you to think more organically and tactically and then you can move around so it gives more flexibility, and they can help with the stricture as well. That would be my tip.

ANNIE: Thank you so much and thank you, everyone, for all your questions. We'll gather them up and post them the next few days. Thank you everyone, Adam, Rina, Catherine, Kristi with MyClearText and my colleagues in the background. I want to share more information, Freya if you can share the slides, as mentioned, AbilityNet offers free IT support at home and online so you can find out more at abilitynet.org.uk or you can call our help line at 0800-0487642. If you would like to volunteer, you can go to abilitynet.org. You can find out more about training, you can save 10%. Coming up we have inclusive and accessible recruitment. How to create accessible documents and presentations and PDF accessibility so that's in October and November and we also have options for staff training about eLearning at abilitynet.org and you can sign up to our newsletter at forward slash newsletter. We have that for all sorts of organisations and our next three webinars, you can access at forward slash webinars and the next one is sharing our digital accessibility survey results and that's the 31st of October. So, thanks again to everyone who has joined us, please do complete the feedback form you will be directed to, and we'll be in touch soon. Bye. Everyone.

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