

Individuals with hidden impairments, (also called neurodiversity, specific learning difficulties, developmental disorders), includes conditions as ADHD, Autism Spectrum Disorders, dyslexia, dyspraxia (DCD), dyscalculia and specific language impairments, may have challenges in a number of areas but will also have many strengths.

Remember that **every** individual will be different and so it is important to ask how challenges present and what/who makes them more able to work effectively.

However, here are some challenges:

- Completing handwritten forms, taking notes
- Following instructions or directions
- Explaining things to others
- Concentrating in group sessions/meetings if there is background noise
- Organising possessions
- Time management
- Remembering information
- Working in a group setting
- Reading, spelling, writing and understanding information at speed
- Awareness of appropriate social etiquette in varying situations
- Learning a new skill at speed and accuracy at the same pace as others

Do-IT Solutions brings you Workplace+ Profiler, a state of the art online assessment package that helps to unlock the hidden talents in your employees and provide guidance for you and them.

Using the suite of tools, Workplace+ Profiler not only identifies dyslexia-type traits, but also includes other learning difficulties that often overlap, such as dyspraxia (also known as DCD/Developmental Coordination Disorder), dyscalculia, ADHD, and language and communication difficulties.

Workplace+ Profiler provides your employees with a comprehensive personalised report, with links to online resources and suggestions to help them in the workplace.



Proud to support
British Dyslexia
Association

Below are some resources that can help you supporting individuals in W2W. All links can be found at doitprofiler.com/w2w/resources.

Support organisations

- AADDUK
- ADDISS
- ADHD Europe
- Adult Dyslexia Organisation (UK)
- Afasic
- Afasic Scotland
- Autism Alliance
- Autism Initiatives
- Autism Scotland
- British Association for Supported Employment
- British Dyslexia Association
- Dyslexia Action
- Dyslexia Association Ireland
- Dyslexia Scotland
- Dyspraxia Association of Ireland
- Dyspraxia Foundation
- Dyspraxia Scotland
- Education Scotland
- Foundation for people with Learning Disabilities
- HADD
- INCADDS
- Mencap
- National Autism Society
- Royal College of Psychiatrists
- Royal College of Speech and Language Therapists
- Scottish Consortium for Learning Disability

Other useful resources

- Access to Work
- Easy read materials
- How to check readability of materials
- Disability Confident Campaign
- Check readability of materials:
 - Microsoft readability test
 - Readability Score
- For further practical ideas see *How to Succeed in Employment with Specific Learning Difficulties: A Guide for Employees and Employers* by Professor Amanda Kirby

To find out more about Do-IT Profiler for W2W, go to doitprofiler.com/w2w

General considerations	Interview setting	In the job
<ul style="list-style-type: none"> • Try to ensure the job description aligns to the job and doesn't include skills or qualifications that the applicant doesn't need. Look at the actual skills of the present workforce. • Print job application forms and other written materials in Arial, Comic Sans Serif – font size 12+ • Avoid printing forms on bright white or dark paper. • Have online applications (with no handwritten letter necessary). Provide a space on the form for the applicant to record what adjustments they may require. • Provide the options to complete forms over the phone. • Provide written/visual instructions on how to use equipment – keep these handy by the piece of equipment. • Create a list of appropriate abbreviations, acronyms and subject specific vocabulary relating to your work setting e.g. for horticulture – hoe, divot, lawnmower etc. • Consider the format of information that you provide is accessible e.g. online- this allows it to be read by text to speech readers; can read in a larger font etc. • Try to ensure the job description aligns to the job and doesn't include skills or qualifications that the applicant doesn't need. Look at the actual skills of the present workforce and see what they are doing. Does the job really need good communication skills or high levels of literacy? 	<ul style="list-style-type: none"> • Offer the candidate the potential to visit before the interview to orientate themselves. • Provide in advance, where possible, timings (and stick to these), your expectations of the candidate, the format and expected outcomes of the interview in good time including address/time of interview, name of interviewers • Let all interviewees know beforehand if there are specific tasks to be done and ask if they require any adjustments (separate room, additional time, use of computer or specific software that they usually use). • Ask if they require someone to attend with them. • When asking questions be explicit and avoid hypothetical questions e.g. What if...?. • Where possible provide a concrete example of what you are wanting from the candidate. • Allow candidates to use notes to prompt them if they require this. • Ask what adjustments they may need to do the job. (You then need to consider whether you can reasonably deliver them.) • Consider a work trial as an alternative to an interview. • Give a named point of contact and their contact details. • Avoid jokes and sarcasm that may be misinterpreted. • Introduce yourselves at the interview and where name badges if possible. 	<ul style="list-style-type: none"> • Contact Access to Work to ask for an assessment to guide on assisted software or organisational/ communication assistance. • Allocate a mentor to assist a new employee, where appropriate, until they are settled in. • Demonstrate as well as discuss new tasks and break down into parts to allow practice first slowly and accurately before building up speed. • Ask the employee what support they require and what environments /tasks can cause them a challenge. e.g. noise, sound, movement, changing settings, talking in a large group. • Provide the rules of the workplace or training setting. Check for understanding. These should include clothing for different settings, times starting, breaks, etiquette for tea and coffee making, toilet breaks, how to address different colleagues. • Discuss specific adjustments as this will be dependent on each individual e.g. alternatives to note taking in meetings; avoidance of making presentations in front of others; need for one base/desk to work from. • Consider flexible working hours, such as starting early or staying late if this is a potential challenge e.g. noisy work environment, anxiety travelling when busy. • Ask the employee's preferred means of communication when being given work e.g. verbal, written, email. • Discuss if they need assistance with organisation e.g. use of colour coding; diary reminders, setting alarms on computer/phone. • Discuss with the employee any particular environmental triggers and work to find reasonable solutions e.g. turn lights off, use of ear plugs. • Provide templates/samples of letters, proformas, reports to show what is expected if this is required. • Feedback explicitly, and sensitively if there are challenges and agree on actions, record and provide this to the employee and agree review dates. • Short and regular meetings are useful with one person. Identify priorities for the day/week on a regular basis. Discuss, where possible, expected work in advance. Clearly mark deadlines and review points.