How can Do-IT Profiler support in Prisons and through the gate?
Supporting Individuals with Learning Difficulties and Disabilities

Terminology and definitions for Learning Difficulties and Disabilities (LDD), and the manner of measurement used, remain variable and confusing.

What is key to consider is there is extensive evidence to show around 1 in 3 people in prison may have a learning difficulty and/or disability and overlap between all conditions is the rule rather than the exception.

LDD includes Learning Disability, Autism Spectrum Disorder (ASD), ADHD, Dyslexia, Dyscalculia and Dyspraxia (also known as DCD) and Developmental Language Disorders.

In understanding those with Learning Disability it is key that the screening approach applies the definition in Valuing People. This moves away from using IQ as a ‘hard measure’ of Learning Disability as has been discussed and recognised internationally.

What is considered is an individual, bio-psychosocial approach which considers the degree of impact on the person’s day to day functioning. Additionally, the need to understand the pattern of both past and current functioning to improve the quality of information to determine the presence of a LDD.

<table>
<thead>
<tr>
<th>Proportion with secondary diagnosis of (%)</th>
<th>ASD</th>
<th>ADHD</th>
<th>DCD</th>
<th>DLD</th>
<th>Dyscalculia</th>
<th>Dyslexia</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary diagnosis</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>ASD</td>
<td>-</td>
<td>3-78</td>
<td>25-53</td>
<td>21</td>
<td>-</td>
<td>14</td>
</tr>
<tr>
<td>ADHD</td>
<td>6</td>
<td>18-53</td>
<td>-</td>
<td>7-18</td>
<td>18-45</td>
<td></td>
</tr>
<tr>
<td>Dyspraxia</td>
<td>6</td>
<td>19-53</td>
<td>-</td>
<td>25</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>DLD</td>
<td>4-8</td>
<td>26</td>
<td>30-71</td>
<td>25</td>
<td>62</td>
<td>48-87</td>
</tr>
<tr>
<td>Dyscalculia</td>
<td>-</td>
<td>39</td>
<td>25</td>
<td>-</td>
<td>-</td>
<td>26-48</td>
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<tr>
<td>Dyslexia</td>
<td>-</td>
<td>18-50</td>
<td>15-25</td>
<td>-</td>
<td>39-48</td>
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</tr>
</tbody>
</table>

A definition from Mencap and in line with ‘Valuing People’:

“is a reduced intellectual ability and difficulty with everyday activities – for example household tasks, socialising or managing money – which affects someone for their whole life .

People with a learning disability tend to take longer to learn and may need support to develop new skills, understand complex information and interact with other people.

The level of support someone needs depends on individual factors, including the severity of their learning disability.”

“IQ test scores are an approximations of conceptual functioning but may be insufficient to assess reasoning in real-life situations and mastery of practical tasks” and need to be:

“Normed for the individual’s sociocultural background and native language. Co-occurring disorders that may affect communication, language and or motor/sensory function may affect test scores.” DSMV, 2013 p37
How can Do-IT Profiler provide support?

Do-IT Profiler provides a **consistent, cost effective** way to identify an individual’s strengths and **challenges** early on in their sentence, whilst providing meaningful tools to support the person on their rehabilitative pathway.

The early identification of a person’s needs and skills allows for the correct targeting of interventions and support which provide better outcomes for the individual and subsequently the organisations working with them.

Key aspects of the tools:

- **Baseline Screening** – Uses screening tools and cognitive assessments to screen for Learning Difficulties/Disabilities and understanding each person’s strengths and challenges. This is undertaken through self-reporting and assessment. This includes information from the individual user and staff. This delivers a consistent and accessible system for all.

- **Ongoing support and monitoring** - Supporting the person on their pathway through the CJS including tools for employment, wellbeing, training, action planning and resettlement.

- **Reporting** – Provides instant feedback and advice at individual and staff level in the context/language of the CJS population.

- **Management** – Offers extensive management capability providing data relating to individuals and at an organisational level and can be used for case management.

**Usable by all staff and upskilling**

- Do-IT Profiler provides immediate guidance for non-specialist staff on how to support individuals with practical and easy to use approaches with a ‘Five Minute Intervention’ approach.

- This information can be used in Education and also on the wing to help the key workers.

- This information provides information to ‘upskill’ staff about supporting individuals also with LDD and making reasonable adjustments and helps to consider the environment as well as the person.

- Practical strategies are dependent on the response of the person and the barriers they have.

- Training materials on LDD are embedded in the Profiler system.
Supporting Individuals with Learning Difficulties and Disabilities

Do-IT Profiler offers high levels of validity and reliability because it is underpinned by a model that has both a theoretical and practical approach, refined and developed by working with colleagues in each sector. The developers of the tools have an international reputation in the field of learning difficulties and disabilities for more than 20 years.

Profiler tools have been specifically developed relating to Learning Difficulties and Disabilities for adults seeking employment, NEETS, in FE /HE populations, and in the prison and youth offending contexts. In each setting the tools have been adapted in order to provide the contextual guidance.

Do-IT Profiler is and has been used extensively in the following settings:

- Work and Health populations
- Welfare to Work
- Education and apprenticeships including school, sixth form colleges, FE and HE
- Apprenticeship Providers
- Prisons and Youth Justice

In the CJS this has been developed with forensic psychologists, educators and prison staff to ensure it is appropriate and fit for purpose. It has been tried and tested over the past 10 years.

It has been used by more than 15,000 offenders from across the UK.

The approach to screening allows the prison to capture challenges commonly associated with Learning Difficulties and Learning Disabilities alongside gaining information on the background and past history, developmental, educational and current functioning related to intellectual difficulties but also the social background, and type of offending behaviour. This takes a person centred approach.

Clinical studies implicate a relationship between Attention Deficit Hyperactivity Disorder (ADHD) and Traumatic Brain Injuries (TBI) that were experienced during childhood (Eme, 2012). This association can be 2 way and so may be confusing when differentiating the diagnosis. ADHD diagnosis before the age 10 was nearly twice as common among those who reported a history of head injury before the age of 10 (11.3%) compared to the uninjured group (6.3%) (Keenan et al., 2008).

The Profiler system has been used in all functions in the prison. Initially used in Education induction, it now has tools that can support the person throughout their journey through the CJS for training and resettlement, and including wellbeing tools.

In the prison the system operates on the intranet, however, there are also online and tablet standalone versions. This means that the technology can be used across a range of settings.
Disability Friendly/Accessible

The system has a series of ‘disability friendly’ and accessible components to ensure all users can access the system.

This includes:

✓ A ‘Getting Started’ video is played the first time the person uses the system to explain the accessibility features
✓ The person can listen to the questions if they wish
✓ Option to change the background colours
✓ Use of easier read fonts
✓ Use of keyboard shortcuts to minimise mouse or touchpad usage
✓ Layout of questions has been designed for easier read
✓ Spellchecker is available for any free text, where possible
✓ Design and layout of assessments is considered with the end user always in mind
✓ Report and guidance are presented in a range of formats
✓ Overview (quick look executive summary)
✓ Link to personalised guidance (this is dependent on the responses given)
✓ Further optional resources in different formats to suit the person’s learning styles e.g. video, sound, print
Languages

Bilingual (Welsh and English) modules are already in use in prisons in Wales in HMP Cardiff, HMP Swansea and HMP YOI Parc.

Profiler for prisons is also available in Polish, Lithuanian, Albanian and Romanian. Profiler is not only translated, but also voiced in the language to ensure accessibility.

Other languages that have been trialled on Profiler include Spanish, Portuguese, Arabic, Bulgarian, Italian and Maltese. These have not been used so far in prison settings, but could be added into the system.

Whilst the language of testing can be provided in the language of individual, staff reports are provided in English. Where appropriate, the system could provide reports for people in custody in their first language.

Did you know...?

About 10% of the prison population has English as an Additional Language and would not be able to be asked information about their past education and potential learning difficulties which is likely to be present in around 1 in 3 of this group. Carroll, C., Hurry, J., Wilson, A (2015) A Prison within a Prison. Cambridge: The Bell Educational Trust
Learning Difficulties and Disabilities screening tools

The Profiler is completed by the person (not staff, unless one to one support is required).

It takes about 30-40 minute to complete.

It can be delivered in a class setting as part of a group with a staff member or peer mentor providing support if required.

Areas assessed

There are three components to the screening for Learning Difficulties and Disabilities:

1. Capture of background relevant information relating to:

   Relevant questions relating to Learning Disability:
   - Previous diagnosis of a Learning Disability
   - Specialist support in school and type
   - Qualifications gained
   - Ability to drive/passed a test
   - Difficulties with daily functioning
   - Using Public Transport
   - Self care
   - Managing money
   - Reading and understanding
   - Communicating with others

2. Assessment of ability and Learning Disabilities

   This is called KASS (Knowledge and Skills Screener)

3. Screening for Learning Difficulties

   Additional information captured:
   - Past education including attendance at school, support in school, exclusion from school, whether they have been diagnosed with a learning difficulty or disability.
   - Past relevant medical history e.g. epilepsy/traumatic brain injury.
   - Additional associated information e.g. housing, carer, parent, debt, Looked After Child (LACYP)
   - Additional Information that is relevant to screening: ESOL (which may make it harder to determine dyslexia for example), and history of head injury (that may be confused for ADHD traits); reported substance misuse.
Outputs

The system automatically scores and analyses the information collected, and provides guidance in differing formats to meet the varying needs of the prison setting. Included within the system are:

A flagging system for LDD

This identifies individuals who are at ‘higher risk’ based on algorithms. This information can help prioritise their needs.

The ‘Executive Summary’ also reports on factors that may also need to be considered e.g. noting someone reporting reading/dyslexia type difficulties is also reporting that English is not their first language; reporting someone with ADHD type traits also has a history of head injury/traumatic brain injury.

We see this additional information is an important and additional feature to highlight there may be several reasons for someone having literacy difficulties or problems with maintaining attention that may not be specifically related to LDD e.g. depression

The referral pathway for the prison for this information is then determined by the prison itself.

Reports:

The reports are provided in several formats:

- An ‘Executive Summary’ (quick read to highlight specific areas of concern)- This flags areas of concern that need to be considered by the wing, and any onward referral, for learning and skills or to health.

- A staff report with detailed personalised guidance using the ‘Five-minute intervention approach.’

- An offender/person’s report with practical guidance in different formats.
Guidance for staff

This information shows how to support the offender with practical and easy to use ‘Five-minute intervention’ approaches.

This information has been helpful in providing information to ‘upskill’ staff about supporting individuals with LDD’s.

Detailed guidance including time taken to respond, and guidance on interpretation.

Practical strategies presented are dependent on the response of the person.

Literacy related skills

The person has reported having significant challenges with aspects of literacy related skills.

Care Planning & Support Strategies:
- Find a topic the person is interested in, or a task they want to complete such as writing a letter, filling in a form, as a reason to improve their literacy.
- When explaining something to the person use pictures as well as words where possible to aid understanding. Show how this is used in newspapers and books as well.
- Offer to read any important information to the person and check for understanding. Offer to help complete any written forms.
- Check the person’s reading level and provide information at that level where possible. Check readability of materials you are using to ensure they are accessible to all (you can do this is in Microsoft Word).
- Some people may find it harder to remember a series of instructions. You may see the person becoming frustrated or angry or not wanting to join in. Be aware that this may be the case if you see these behaviours and break instructions into parts and them also check for understanding.
- Don’t assume the person has the basic spelling rules such as phonics (ch, th, wh etc), and spelling rules such as when to spell ‘i’ before y or ‘y’ before i. Teach the specific rules.
- Read first reading can help with gaining confidence in being able to read out aloud.
- Use a multi-sensory approach to demonstrating unfamiliar concepts and relate this to real world examples where possible.
- Encourage sufficient opportunities for short but regular practice sessions for reading out aloud.

KASS

Significant numbers of errors were made. The table below shows the specific errors and this may help to see where assistance can be given.

You may want to consider what other factors may have impacted on the individual's performance in this task e.g. hearing, visual impairment, current substance misuse, English second language.
- Difficulties at this level may indicate one to one support may be required
- Check for understanding when giving oral or written instructions
- Ask the person what is their preferred means of communication
- Shorter sessions for learning may be better if concentration is difficult to maintain
- Check specific errors as this may indicate where help or specific teaching may be required e.g. telling the time, money concepts, reading, number difficulties, abstract concepts.

Responses given
Reports for the person

Once the modules have been completed an individual report is available.

This provides a profile of both strengths and challenges.

Quick tips to help are provided and support strategies delivered in a range of accessible formats e.g. voice, video, pdf, so that ‘text to speech’ can be used.

Additional resources are available in multiple formats to ensure accessibility.

Content has been written specifically for prison context.
Staff Training

The system is quick to set up and requires minimal training. It can be delivered by non-specialists.

Face to face training

Initial on-site training days are provided for staff to gain an understanding of the tools. Additional training on utilisation of the data is also offered.

Specific training for staff on up-skilling those supporting offenders with Learning Difficulties and Learning Disabilities can also be offered either face to face or through train the trainers packages to aid cascade of information.

Embedded into the system is a comprehensive manual on how to use Profiler and training videos on LDD so that any new staff can access information about LDD, how to use the system and the rationale for doing so.

‘Getting started’ videos for staff are played on first usage to ensure they understand the rationale for the LDD Profiler and how to use the accessibility features if they wish to do so. These play the first time the person logs in.

Do-IT Solutions have also developed some free resources for use in the CJS (see below):

http://doitprofiler.com/wp-content/uploads/2015/10/LD-in-prison-leaflet.pdf that can be printed off and made available offline for all staff to access.
Predictive analytics

Predictive analytics can be implemented once there is some ongoing data. This can provide a metric of what works over time e.g. one measure could be looking at improved educational and employment outcomes during the contract, this data would be organisations, as it is testing the intervention model you are delivering in the prisons you are managing. As the prison/organisations are data controllers this allows the potential to hone interventions and to demonstrate what is working within their model during the contract time frame.

Live data and reporting built in

Do-IT Profiler provides a Management Information platform where data from every module on the system is automatically collated and analysed. The data can be presented at prison, group and individual levels in different and easy to understand formats e.g. in pie graphs, as percentages. The data can also be exported in Excel, CSV and pdf.

A platform can also be created where there are different prisons within an area which allows for the organisation to compare and contrast data (this platform only holds anonymised data).
Additional Functionality

- **Contract specifications** reporting can be designed to meet specific needs and delivered at pre-set times or staff can access information on the platform.

- Creating specific modules to **convert existing forms for staff monitoring** - all on one platform - design and delivery can be accessible.

- Module set up can vary from contract to contract in terms of path of delivery and package content and if there are specific pragmatic needs e.g. time with individual.

- **Guidance** can be tailored to **locality** (if provided by organisation) or specific groups e.g. females and domestic violence; youths.

- **Additional staff training materials** can be added to the platform to allow for easy access to bitesize learning (e.g. about neurodiversity).

- Modules can be **shown to all or opened for specific individuals** allowing for specialist modules to be used e.g. with someone with learning disability, autism, mental health, substance misuse.

- **Case Management System** capability providing once system for all information.

API availability

*Where required, an API is available to allow data transfer and systems integration, for example in a “single sign-on” authentication system.*
End to end support

Tailoring packages and modules to the specific organisation needs

As Do-IT Profiler is a software-as-a-service, the company can work collaboratively with the organisation to create new modules specifically for different contexts and achieve specific outcomes e.g. domestic violence, maturity assessments and includes bespoke monitoring and tracking tools, case management and specific management reports.

Additional packages

Employability and training tools

Do-IT Profiler offers a range of employability and training tools specifically designed to compliment the Learning and Skills provision in supporting people in custody. Modules included in this package: Strengths finder, Vision of my Future, Job skills Support, CV maker.
End to end support

Employment and training

Do-IT Profiler’s job matching report supports the individual in identifying a job that is best suited to their skills and strengths. The individual completes the job match assessment which identifies their skills, strengths and challenges and then generates a specific report.

The individual’s information is then matched against the characteristics needed for 181 core jobs.

Note: If a person is practically unable to do a job, Profiler will automatically remove the job from the matches. (for example a CCTV operator may be a match based on skill, but if the person is visually impaired it could not be a match for them.)
End to end support

Educational assessment and support

A detailed range of screening and assessment tools for literacy and numeracy including support materials and activities (on and offline) that compliment the Learning and Skills provision.

Study skills tools for different levels of learners with resources to aid learning.
End to end support

Health and wellbeing tools

For many in prison, health and wellbeing can be negatively impacted. Whether it's the worry about loved ones at home, the fact that they are in prison, or that they may have received some bad news, the person may need an opportunity to identify and manage the issues that are affecting their health and wellbeing.

Health and wellbeing issues can be even more prevalent with people that have LDD and with 1 in 3 people in custody having LDD, finding ways to support the individual in managing their health and wellbeing is key.

Do-IT Profiler has a suite of modules and resources as part of the Health and Wellbeing package that support people in custody.

The modules empower the individual to identify the factors that could be impacting on the health and wellbeing and information to help self-manage and improve their health and wellbeing in prison and through the gate.

For individuals who have identified challenges with their health and wellbeing, bitesize videos, sound files and factsheets are available.

Modules also provide the information for staff working with the individual to have the conversation and signpost to relevant support, for example, Listeners.
End to end support

Monitoring and tracking tools

Monitoring and tracking supports the individual in seeing the distance they have travelled by what they have achieved.

The monitoring and tracking tools available on the Do-IT Profiler system are easily accessible for both the individual and the staff member. Modules provide options to set and review goals.

Tools can also be provided for the staff member to review the individual's progress and the individual to review their own progress.

The report provides shows the both the views. This can be useful to support engagement conversations between the member of staff/keyworker and the person and target the action plan.
End to end support

Resettlement tools

The thought of leaving prison for some can be exciting, but daunting at the same time. The Resettlement Package offers a range of tools to support the individual with preparing for release.

There are modules that capture information needed to help the person plan for release, i.e. accommodation concerns, employment challenges, caring responsibilities and provides resources and practical strategies if the person has identified an concern.

Other modules use a strengths based approach to identifying their aspirations and planning their future.

This module allows you to think about your future. Your future also begins by thinking about what makes you feel good. There are no right and wrong answers
Support on leaving prison

Baseline screening and assessment to target and provide support for each individual.

Monitoring tools to measure distance travelled and action plans to determine level of progress.

Apps to support the individual to maintain contact when he/she is not physically accessing the services, which can monitor and provide specific guidance from a central point in the organisation.

A dashboard for the organisation to be able to provide personalised guidance by a keyworker to the person as well as standardised prompts in response to changes (lowered mood) or feelings of potential risk.
**Client set up options**

**Example 1 – Standalone (intranet) with local host without internet connection**

This is the most common form of prison set up, where all Profiling is carried out within the prison with no internet connection. A local (intranet) database is maintained within the prison. Where appropriate, anonymised data can be transferred to the online system.

**Example 2 – Fully online**

This is the most common form of system, used where the organisation has internet connected computers in each multiple locations. These all connect to the central database via the internet. This requires reasonable internet connection. It may be applicable where prisons visit a college supporting the CJS.
Client set up options contd.

Example 3 Tablets with Wi-Fi

Example 2 Composite

Where required, and with appropriate security in place, it is possible to use a combination of systems that use direct connection, USB data transfer, Wi-Fi and sim card. Examples may be when connections have to be made between custody suites and prison set ups.
Security

- Do-IT Profiler has SSL certification.
- Do-IT Solutions is Cyber Essentials certificated
- All data is held under the terms of the Data Protection Act (1988).
- All personal data is owned by the client. However, Do-IT may use anonymised parts of that data for the purpose of dynamic test norming.
- Microsoft Azure (UK based) is used and has ISO27001 certification.
- Password encryption uses industry standard SHA1.
- All documentation reviewed by external consultants for GDPR compliance
- All staff trained for GDPR compliance.

Data in Prison

- All data is owned by the client
- All personal details are held on the prison intranet, where security is the responsibility of the prison authorities, those providing access to the data and those providing IT support services to the prisons.
- For agreed external analysis, data can be anonymised and exported to an online service, where no personal data is retained.
- Do-IT can perform data analysis only where specific permissions are provided in writing.
- Do-IT have the capability to compare and contrast data from across many prisons (19 – Jan 2018), if all the permissions are made available.
- Access to information is provided on a hierarchical basis, with access levels determined by the institution Profiler manager. Only those at this top level would be able to access data for group analysis.
Do-IT Profiler and GDPR- Frequently Asked Questions (FAQ)

Is Do-IT Solutions GDPR compliant?
Yes, Do-IT Solutions underwent a full, independent GDPR review and were deemed as fully compliant.

Is it Do-IT Profiler ISO27001 compliant?
Yes, Do-IT Profiler is hosted on Microsoft Azure platform which is ISO27001 compliant.

Is it Do-IT Profiler Cyber Essentials compliant?
Yes, the certificate can be provided on request.

Where is the data held (including secondary/back up data centre)?
The data is held on a UK based Microsoft Azure Cloud Service

Who will be responsible for administering the system (adding/removing users, setting access controls and permissions)?
The organisation that purchases Do-IT Profiler.

Who will be responsible for ensuring data is only held for as long as necessary?
Do-IT Profiler will follow the guidelines set out in the purchasing organisation’s Security and Data Storage Policy. However, if this is not forth coming Do-IT Profiler will ask you periodically if the data should be deleted with a recommendation that it should be deleted at a maximum of 2 years after the date of last access.

Is all data held under the terms of the Data Protection Act 1998?
Yes, ICO Registration number - Z1752169

Who owns the data?
The data is owned by the purchasing organisation. Subject to the organisation’s authorisation, Do-IT Solutions may use the anonymised data for dynamic test norming or research to support social change.

How is the data anonymised?
The anonymisations is in accordance with the requests of the purchasing organisation. An individual’s Prison Number, First Name, Last Name and User Name are ALL removed automatically within the prison system. The purchasing organisation has access to the personal data for their use inside the prison. The data that is uploaded is anonymised and can not be reconstructed outside of the prison.

How do individual’s consent to using Do-IT Profiler?
The individual has the option to consent on registering on to the system. The consent is a double agreement for prisons, such that Stage 1 is to agree that the data would be shared with prison staff within the prison and the organisation in the prison (obviously if they do not agree, they cannot enter Profiler), and Stage 2 is about allowing their data, duly anonymised, to be used for research purposes by the organisation and, where appropriate, by Do-IT with the consent from the Ministry of Justice.
**What is the retention period for the data?**
The data retention period is for the purchasing organisation to specify. As a default, Do-IT Solutions suggest all purchasing organisations enable a “delete after two years” policy. However, for some government contracts, data retention must be up to seven years. Once the purchasing organisation has specified their policy, Do-IT Solutions will make code changes to automatically carry out that process. However, the purchasing organisation always has the option to manually delete data. Note that this applied to the data retained within the prison as well as the anonymous data held outside the prison.

**Who is responsible for the data protection of personal data on the intranet?**
The purchasing organisation is responsible for the data protection of personal data on their intranet system.

**Does Do-IT Solutions have a Data Protection/Privacy Policy?**
Yes, the policies can be found on the website (www.doitprofiler.com).

**Does Do-IT Solutions have a nominated Data Protection Officer?**

**Have all Do-IT Profiler staff undergone data protection awareness training?**
Yes, all staff have undergone data protection/GDPR training. The training also forms part of the new staff induction.

*Please provide Do-IT Solutions with your Data Sharing Agreement.*
**Professor Amanda Kirby MBBS, MRCGP, PhD**

Amanda is co-founder and CEO of Do-IT. She has an international reputation in the field of developmental disorders and learning difficulties and is a qualified GP (and was GP of the year). She also has a part-time chair at the University of South Wales.

Other areas of note include:

- She developed The Dyscovery Centre, a clinical centre for children and adults with learning difficulties and ran this for more than 15 years.
- She has worked in adult mental health services for several years.
- She has sat on strategic government bodies e.g. DWP, WG, Autism strategy task force
- Developed with DWP ‘Hidden Impairment Toolkit’ and ‘Passport for Life’ and UK employers website for HING(DWP sponsored group)
- International expert, researcher and clinician in learning difficulties for more than 20 years
- Keynote speaker at international conferences/webinars/post grad. courses to more than 15,000 people
- Published 100 peer reviewed papers and 8 books in the field, translated into 5 languages
- Patron and advisor to UK and international charities including BDA,ADDIS, Dyspraxia Foundation and Chair of Movement Matters in UK
- Advisor on accessibility e.g. Harry Potter books /DWP/Autism bodies
- First Disability Confident Leader in Wales

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**Dr Ian Smythe PhD**

Ian is co-founder, COO and Technical Director of Do-IT, leading on the development of assessments in the field of cognitive psychology, as well as state-of-the-art psychometric analysis using data collected within Profiler. He takes overall responsibility for software development, including mapping future service delivery. Ian is also the lead in international sales. His experience of running large scale EU-funded projects, particularly those related to literacy and dyslexia, also enables him to ensure delivery of Profiler in diverse languages is fit-for-purpose. Before Do-IT, he built an international reputation as an expert in dyslexia and in particular the difficulties of multilingual individuals.

Other areas of note include:

- Specific expertise in literacy assessment, including dyslexia, following on from his PhD which focused on cognitive skills that lead to literacy difficulties in Brazilian Portuguese, Hungarian and Chinese as well as English and Welsh.
- Is an authority on Assistive Technology and dyslexia, writing books, papers and a teachers advice publication for the Welsh Government
- Has worked with foreign governments and non-governmental organisations (e.g. the World Bank) conducting workshops, lectures and seminars, including Angola, Brazil, Canada, Hong Kong, Poland and South Africa.
- Has been a lead partner 12 EU projects related to specific learning difficulties.
- Has books published in Bosnian, Brazilian, Bulgarian, Polish, Czech and English.
- The author of many research papers, is editor of the quarterly Profiler Research Bulletin and a regular contributor to the British Psychological Society’s Assessment and Measurement.
- Presents monthly CPD webinars for teachers and other professionals.
Helen Arnold-Richardson  LLB (Hons) PGCE (PCE)

As the Business Director for Do-IT Solutions in the Criminal Justice System, Helen brings a vast amount of knowledge and experience of offender learning and prison system, having worked in a variety of roles within the Criminal and Youth Justice sector. It was within these settings that she first encountered Profiler and became a staunch champion of its usefulness even before she worked for Do-IT.

She has led projects, contracts and teams supporting offenders in custody and through the gate and as a result, gained first-hand knowledge of the challenges offenders and staff face.

She has worked on European projects focussed on reducing reoffending and supporting people in custody and has sat on strategic boards and advisory groups to support reducing reoffending through offender learning.

Lynne Peters

Lynne joined Do-IT Solutions in 2013 as the Account Manager. Prior to this she was the Education Advisor and Manager of The Dyscovery Centre (University of South Wales). She has worked in the field of Learning Difficulties for the past twenty years working with children and adults at a clinical and practical level as well as the management of student services assessments.

Lynne has considerable experience in the development of resources for Education, Health and parents and is the author of six books in the field of SPLDs (100 Ideas for Supporting Children with Dyspraxia DCD, Mathematics and Dyscalculia) as well as a Goal making resource pack, along with creating interactive resources and materials for websites.

She has also delivered training and workshops as part of a team in the area of DCD and other Learning Difficulties.

She has direct experience in delivering customer support to prisons for the past 5 years.
Testimonials

“Do-IT Profiler is an important tool in assessing how best to support offenders with learning difficulties and disabilities. It has been integral to the work we have been doing here at Parc to train staff who support individuals in this area.”

Lisette Saunders, Deputy Director of Parc Prison

“31.1. Only one prison, HMP/YOI Parc, had a process for screening all prisoners which took place during the induction stage. The screening tool used was not a specific learning disability tool but asked social, communication, literacy, numeracy, attention and coordination questions. It also provided guidance for staff working with vulnerable prisoners with poor communication and intellectual skills.

Good practice example: HMP/YOI Parc

A screening tool was administered to all prisoners and a score was generated that gave an indication as to where a prisoner had a high level of need, and in which areas these needs were concentrated. Where a high level of need was identified, this prompted a case review between the prisoner, a prisoner mentor, residential and activities staff and a learning disability nurse, from which a supported living plan was generated, identifying how these needs were to be best dealt with. We were told:

“Although there is a financial cost in screening all prisoners on their induction into the prison, the cost is worth it due to reductions in the use of segregation and the use of control and restraint.”

P27 A joint inspection of the treatment of offenders with learning disabilities within the criminal justice system – phase two in custody and the community March 2015

Expert opinions gained in the development

Please do not under-estimate the invaluable support and advice offered over the past ten years by all our partners working in the CJS who have helped make this a robust system serving the needs of offenders across the country. This has included teaching and learning staff in prison settings, forensic psychologists, and prison officers. Feedback has also been gained from prisoners.
User feedback (Experts by experience)

We have sought feedback from prisoners to check for usability, understanding and usefulness.

A recent independent review of 101 prisoners (2018) showed the following:
78% of individuals reported good to very good experience using Do-IT Profiler
67% of individuals reported that it was easy to very easy understanding questions
76% of individuals found the report and guidance useful to very useful
Examples of Publications


https://www.criminaljustice.org.uk/publications/psj/prison-service-journal-235


Kirby, A.Adult Dyspraxia/DCD Checklist: http://psychology.research.southwales.ac.uk/research/developmental-psychology/amanda-kirby/


Further articles and references:

Recognising cumulative adversity means understanding the individual-the evidence

- In 3000 offenders using Profiler, 19% reported being homeless before entering CJS and 20% of those had been LAC
- LAC are 2x to have SEN (DFES)
- 13% of prison population have ESOL (HMP, 2006). Therefore, could be at least 3% with Learning Difficulties.
- In those with Learning Disability 15% had ADHD 10% had ASD as well. (O’Brien, 2010, Journal of Learning Disabilities and Offending Behaviour)
- 86% of those who were homeless, bullied at school and had self-harmed had attempted suicide
- 16% in 3000 offenders had been bullied at school.
- SES: Rates of exclusions in Scotland per 1,000 pupils are more than 6 X for pupils living in the most deprived areas
- Exclusion: 85% of the young offenders had been excluded from school at some point, with 1 in 3 excluded more than 10x (Mottram and Lancaster, 2006)
- Up to 44% of ADHD children may have at least one other psychiatric disorder, 32% have two others and 11% have at least three other disorders. (Satzmari P et al. ADHD and differences among correlates. J Am Acad Child Adolesc Psychiatry 1989; 28: 865-872.)
- Children with SEN statements also had 6x the rate of permanent exclusions (0.6 per 1,000 pupils) of those pupils with no SEN (0.1 per 1,000 pupils), although both rates were low (Wales).
- 89% of students Education Other Than At School (EOTAS) have a SEN (Wales, 2017)
- ADHD diagnosis before the age 10 was nearly 2X common among those reporting a history of TBI before the age of 10 (Keenan et al., 2008).
- TBI in young offenders- from 10 studies-16.5% to 72.1% (Hughes et al, 2015).
- Up to 40% of children with ADHD have oppositional defiant disorder, 20% have conduct disorder and 10%–20% have mood disorder. Only 7% have tics or Tourette’s syndrome but 60% of those with this syndrome have ADHD (Goldman LS et al. Diagnosis and treatment of attention-deficit/hyperactivity disorder in children and adolescents. JAMA 1998; 279: 1100-1107.)
- ADD + Dyslexia (Loo et al., 2004; Gayan et al., 2005; Trzesniewski et al., 2006)
- 88% of the participants with at least one problem area in literacy skills also had other neurocognitive deficits. (Functional illiteracy and neurocognitive deficits among male prisoners: implications for rehabilitation. Tuominen, et al. Journal of Forensic Practice, 16.4 (2014): 280-268.)
- ADHD + Conduct Disorder = Increased risk of Antisocial Personal Disorder (APD). Young, Misch, et al. found added factors of “substance misuse and violent cognitions are important in relation to community offending” (p. 74).
- ADHD + ASD = Greater overall cognitive impairments in children with both symptoms. (Sinzig et al., 2008 and Yerys et al, 2009). Higher oppositional and aggressive symptoms. (Mulligan et al., 2009)
- ADHD + Substance misuse Those with ADHD 3 times more likely to develop substance misuse disorder (Kessler et al., 2006, (Young et al., 2011)
- ADHD + Emotional lability (Farrington, Ttofi, & Coid, 2009; Sourander et al., 2006)
The level of co-occurrence of Learning Disabilities with other developmental disorders is high, and so capturing these aspects as well, ensures the overall profile of each individual is understood to ensure support is appropriate and is truly person centred.

This also ensures background confounding reasons for challenges being presented are also captured e.g.

- Someone may not be able to complete an assessment because English is not their first language.
- Someone may present with inattention and impulsivity which could be confounded by having had a head injury.
- Someone may have literacy difficulties not because of Dyslexia but because of missing out on education, leaving school or being excluded from schools, or moving from school to school.

This additional information provides a greater insight into the different parts of the individual’s life and increases the sensitivity of the tool at identifying individuals with learning difficulties and disabilities. It gains an understanding of current reported functioning i.e. the impact their difficulties has on daily living and participation.

All information can be inputted by the individual, staff or a trained peer mentor, at the institution.

The structure and level of the details is normally a trade-off between informative detail and time taken to capture that detail. Therefore, we have worked closely with the prisons we are working in to ensure the most important information is captured first and additional data may be added later e.g. at induction and then later in learning and skills. It is a pragmatic trade off-considering that some people may also not be able to concentrate for a great length of time, so length of time of completion of the screening has been contained to around 30 minutes.
To be able to support the individual and the staff working with them in a variety of settings, Do-IT Profiler provides screening and support by offering a suite of tools dependent on the age of the individual and the context and delivering personalised responses.

Do-IT Profiler provides:

- **Screening and support modules for Learning Difficulties and Disabilities/Neurodiversity**
- **Mental health challenges and emotional wellbeing**
- **Study skills** including time management and exam preparation
- **Employability skills** - including quick screener and more in-depth assessment of needs. This aids staff planning, and helping with setting a vision, for the individual, their aspirations and seeing their strengths
- **Assessment of reading, spelling, comprehension, typing and maths** skills
- **Gathering collateral information** for further validation e.g. apprentice/employer; keyworker/person
- **Delivering distance travelled** measures for soft skills and hard outcomes
- **RAG rating** systems to aid staff targeting and determine level of need
- **Specialist tools** for specific individual's needs e.g. Autism Spectrum Disorder/Learning Disabilities/Resilience; substance misuse treatment.
Contact
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