

Dyslexia and the Police

Belinda M. Medhurst

University of Leicester

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Declaration

I hereby declare that no portion of the work referred to in this thesis has been submitted in support of an application for another degree or qualification of this or any other University and is all my own work.

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Dedication

I would like to dedicate this work to my parents who have helped encourage me to aspire and achieve. They are very proud.

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Dyslexia and the Police

Abstract

This research was commissioned by Organisation 1, a police force in England, in order to clarify the incidence of dyslexia within newly recruited officers and to identify strategies and systems which can support them in their role. From researching the subject areas, it was clear that little previous evidence existed and as such, this was considered 'grounded research'. From a review of the existing literature of dyslexia, the impact of self esteem appeared key, particularly in formative education (e.g., Burden 2008, 2010; Taylor 2015 & Crivellie 2013). Within other public services, it was evident that neurodiversity (Griffin & Pollak 2009 and Pinkowski 2017) and disclosure were key factors in identification and services response (McCusker, 2014; Rosenfeld 1979 and Doyle, 2014). New interventions developing across the HE sector were focused on technological support, with coaching and mentoring appearing key in supporting self esteem with those identified with specific learning-difficulties in the work place (Crivelli 2013 and Price 2016).

When regarding the links between dyslexia and self esteem, the research report establishes that traits of dyslexia are linked with levels of self esteem, with a statistically significant, negative correlation ($p > 0.012$ level, $r = -.235$). The higher the levels of dyslexia 'traits' within the cohorts of newly trained recruits, the lower the self esteem. Other independent variables, such as demographic data were not collected so a simple, linear regression analysis ($F(1, 5.3) = 17.86$ $p = .000$) revealed the power of this relationship. A further small, self-selected sample of interviews gathered follow up qualitative data. This revealed the views of new recruits who were at least 'at risk of dyslexia' from the screeners. Discussions regarding these new recruits' perceptions of anxieties, stresses and frustrations are revealed. There are

limitations to this data, for instance the size of the female only sample, which are discussed. However, this study forms an important foundation for considering the new recruits' perceptions in the police role.

Finally, a service evaluation draws deeper perspectives across the police service, comparing views of both officers with a diagnosis of dyslexia, as well as line managers who are all experienced police officers (Person-Goff & Herington, 2013). The survey identifies a number of collaborative views on the weaknesses of police officers with dyslexia as well as the sorts of intervention which appear to have made a difference (Taylor, 2015 and Reid et al 2008 and Doyle, 2014). However, there do appear to be differences in opinion regarding strengths of officers with dyslexia in their role, or the levels of support from line managers and peers (Strauss, Griffin & Rafferty, 2009).

The collaborative information from this thesis gives clarity on the impact of dyslexia on the police officer in role, for both newly qualified and experienced staff members. The voice of the officer with at least traits of dyslexia matches a number of views from the experienced officers, sharing concerns about administrative tasks and timescales and reflecting on variations of line management support. The echoed concerns and positive views of self in role, can assist the support structures in providing safe transitions, support and mechanisms for improving the quality of police work when challenged with dyslexia (Poda & Popea, 2013, Brown, 2007 and Strauss, Griffin & Rafferty, 2009).

Literature Review

**Dyslexia and the Police – what are the key difficulties faced by new recruits to the force
and what intervention makes a difference?**

Belinda M. Medhurst

University of Leicester

Abstract

This literature review examines the underpinning evidence for supporting dyslexia in the workplace, particularly within the police force. In this review of the current literature, the research linked to self esteem, the workplace and dyslexia is examined in relation to policing roles. The arguments of medicalisation of dyslexia are discussed against a 'Neurodiverse' model of individual differences: are these deficits or just 'differences'. In such discourse, the tensions across the work force in general are made clear, touching on the challenges of identifying and supporting specific learning-difficulties for both the employer as well as the employee.

There is growing recognition that dyslexia is widespread and affects up to 10% of the population. The British Dyslexia Association describe 10% of the population may have dyslexia and that 4% of these may be severe. Dyslexia has had an impact on employment in general, affecting an individual's ability to carry out a number of administrative tasks efficiently and accurately. There have also been a number of employment tribunals regarding dyslexia in the police (e.g., Paterson v Commissioner of Police of the Metropolis 2007) which have resulted in large settlement costs and public scrutiny into the supportive measures in place within police services. However, the literature here cites potential hidden challenges to the police profession as they undertake regular new recruitment. It is important to understand the impact dyslexia has on the Police specifically, in understanding the cost to the public purse and impact on the judicial process. The debate of attribution is strong within specific learning-difficulties to establish ethnographic impact. In particular, the effects of dyslexia on self esteem and resilience are of great interest in establishing methods of coping, developing and overcoming the impact of weak working memory and poor literacy skills.

This literature review acknowledges a paucity of literature on dyslexia in the police, so a broader examination of work place and the support for dyslexia has been explored. This includes interventions such as coaching (Doyle, 2014), which supports a range of specific learning-difficulties. Baker and McNulty (2013) outline how low self esteem within the workplace in general can help develop behaviours which increase interdependence through a fear of rejection. DeBeer et al (2014) described the prevalence of factors which are influential for the workforce who have dyslexia, such as driving down the rates of disclosure whilst looking for the support of colleagues. However, there are further issues regarding disclosure of dyslexia and specific learning-difficulties (Rooney, J., Yeowell, G., & Goodwin, P., 2016) which DeBeer fails to identify. These affect behaviour across contexts, with differing levels of disclosure when occupied in the workplace, rather than within a study/college based role. Finally, the importance of neurodiversity in driving a positive ‘differences’ rather than ‘deficits’ model appears key at this time in providing a positive response to a high incidence need. This can be seen as a response to the Equality Act 2010 when meeting the needs of the employee.

Introduction

Rationale for the Review

This narrative review examines the existing underpinnings of psychological theories of dyslexia within the context of adult working environments, in order to reflect the challenges faced by newly recruited police officers with dyslexia. From examining 18 articles identified through searches, it was possible to locate the theoretical underpinnings for dyslexia diagnostic methodology resulting from both medical and neurodiverse approaches. A further 16 articles explored some of the wider implications for dyslexia in the workplace as well as clarification of the nature of dyslexia within adults. Once the nature of dyslexia was made clear, the review narrowed the searches into workplace issues and the problems with disclosure of specific learning-difficulties revealed a further 8 focussed articles which identified rates of disclosure in student and workplace environments. These studies revealed many issues for the adult with dyslexia regarding their self esteem and confidence in role which resulted in searches to ascertain the impact of low self esteem on work related roles. A further 2 articles were identified which discussed peripheral issues of interest through a tribunal hearing and cultural factors which may have a bearing on neurodiverse conditions for the police role and these were also reviewed. Unfortunately, a search into dyslexia and the police revealed no related results and the literature then addressed the recent police training routes to identify the demands on new police recruits. The outcomes of the study reveal the lack of emerging evidence regarding police research and dyslexia. Furthermore, although the articles may reveal the impact of dyslexia on workplace roles, there is little to clarify specific reasons for high levels of non-disclosure rates, resulting in a lack of understanding as to the decisions and underlying reasons which cause workers to share their dyslexia. The study

reveals a need for further evidence regarding the incidence of dyslexia in the police, disclosure rates and support interventions for dyslexia in the workplace.

Objectives

At the core of this investigation is literature discussing the nature of dyslexia and more specifically, dyslexia within the domain of police work. The following questions focussed the cornerstone for the review of this literature:

1. What is dyslexia and how does it present within adults?
2. How are adults affected by dyslexia? What are the key factors which are reported to be affected by dyslexia in both adults and young people?
3. What supports adults with dyslexia and neurodiversity in the workplace and what are the legal requirements in implementing support?
4. What was the latest research investigating the police and dyslexia?
5. What are the new training routes available for new police recruits and how might dyslexia affect this process?

Methods

The literature search was carried out using the following data bases: Psych EXTRA; Psych INFO; Psych ARTICLES; Web of Science as well as Google Scholar (2016-2019). The searches were conducted using a range of key words within the identified questions (see Table 1) and as questions were answered, and factors shaping responses to these questions were uncovered, the literature search grew to encompass those factors. For example, when reviewing literature on the factors which influence adults with dyslexia, self esteem and confidence were revealed as key elements and these were added to the literature search. The search proceeded until concepts were at saturation.

Table 1. Key search terms inserted into search engines.

Research question	Relevant search terms used	*Approximate number of relevant papers reviewed from returns
1. What is dyslexia and how does it present within adults?	Definitions of dyslexia; Dyslexia in adults; Characteristics of dyslexia	18
2. How are adults affected by dyslexia? What are the key factors which are reported to be affected by dyslexia in both adults and young people?	Self esteem and dyslexia; Resilience and dyslexia; Adult reactions to dyslexia; Disclosure of dyslexia;	16
3. What supports adults with dyslexia and neurodiversity in the workplace and what are the legal requirements in implementing support?	Dyslexia in the workplace; Neurodiversity in the workplace; interventions / support for adults with dyslexia; supporting dyslexia in the workplace; dyslexia and the law; public sector work and dyslexia.	8

4. What was the latest research investigating the police and dyslexia?	Police and dyslexia; administrative roles in the police; working memory and police; police and neurodiversity; tribunals within the police force for dyslexia;	2
5. How does dyslexia affect the police role?	Police and self esteem; police and resilience; working memory and the police;	0
6. What training routes are available to new police officers and how might dyslexia affect this process?	Strategies to support newly qualified police recruits; New police training;	3

*NB: please note that this result is not the number of returned articles from the searches, but those considered relevant according to the methods applied (see Table 2 below).

Although most countries have a law enforcement agency of some kind, policing practice and policies vary substantially between them. Research relevant to or conducted in the UK was therefore prioritised in the review. Along a similar vein, policing practice and policy has changed considerably over the years, so unless the research was fundamental and of undisputed value (e.g., classic studies such as Burns 1982 work with dyslexia), older studies

from the 1960-1980 periods were omitted and those from within the past 10-20 years were selected.

There were five stages for establishing the relevance of any article. Any article that did not meet criteria at Step 1 were not reviewed at Step 2. This process was also applied throughout, with articles at each step being discarded if they did not meet that criteria. In this way only relevant material was reviewed.

Table 2 Method for Establishing Relevant Articles

Step	Method
1	Review title
2	Review abstract
3	Retrieve article
4	Search document for key words / phrases in text
5	Print key articles for comparing/contrasting; highlight relevant sections; write notes to summarise key findings.

The literature search revealed some relevant material in the form of text books and book sections. These were available in hard copy only and were purchased inf fundamental relevance was established from citations in key research articles. Finally, in addition to an online search, the book catalogue at a local university library was reviewed for relevant material. The same search terms were applied as above for this process.

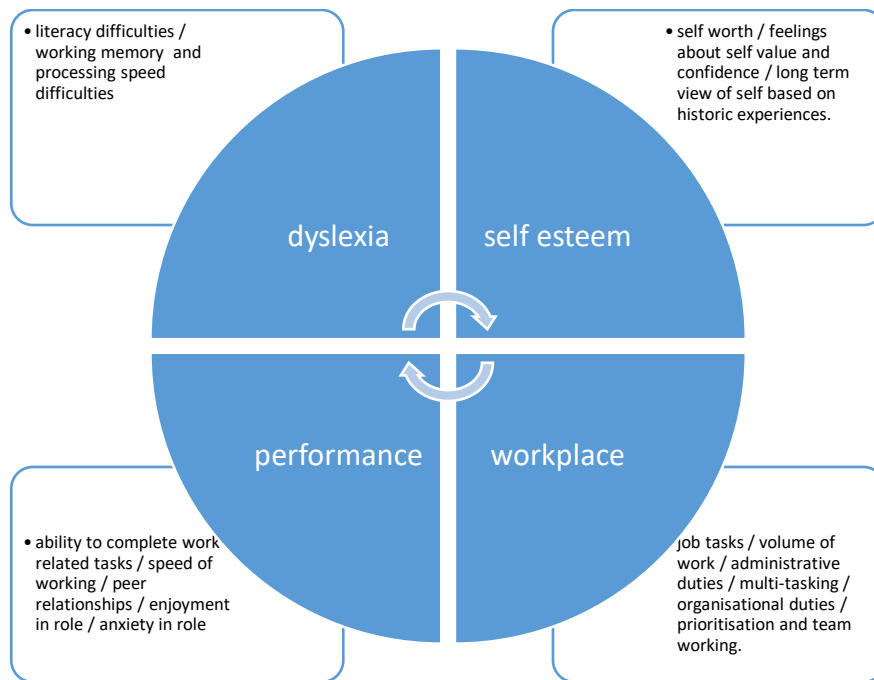
The start of the literature focused on defining dyslexia and regarding how it affects adults and the workplace. Much research exists in the field of childhood development and dyslexia, of which the researcher was fully aware, due to their steeped background in education and child psychology. For instance, the researcher was very familiar with Snowling and Burden's

extensive work on dyslexia and its impact on self development within children and young people. The researcher therefore focused on recent and emergent work on dyslexia and the workplace (e.g., McCusker, 2014) which reflected on the importance of a neurodiverse and inclusive approach towards specific learning-difficulties within adults. This tracked the impact of dyslexia on self development into adulthood.

It became apparent through these searches that ‘disclosure’ of specific learning-difficulties was a particular issue which had been well researched (e.g., Rooney 2016). This resulted in further articles regarding issues of shame and confidence, then self esteem and resilience factors within dyslexia (e.g., Doyle, 2014; Morris & Turnbull 2006). The realm of dyslexia with self concept and self esteem previously mentioned then became a focus. This sought to track the basis of research from Burden’s ‘myself as learner’ scales (2008, 2010) to reveal the impact of dyslexia on self esteem within adults (Reid, Came & Price 2008). This evidenced a sharp focus on the impact dyslexia can have on self esteem and self development.

When considering the relationship dyslexia has on self esteem, it becomes apparent that there are linking themes, which may affect each other. This may best be illustrated through Table 2 below, identifying the knock-on effect of one factor into the others. Here, the impact of dyslexia on self esteem can be seen to fuel the effects of performances in tasks and jobs. There are other factors which are also influential, but it seems from the literature that the job related performances are affected by the dyslexia. There are buffers which mitigate the impacts such as compensatory strengths of dyslexia, good problem solving skills and the IPSE (Baker & McNulty 2013).

Table 3: relationships between dyslexia, self esteem, workplace and job performances.



Finally, the recent and planned changes to recruitment in the police, as well as recent reports on the effectiveness on policing as identified through the Neyroud report (2011) examined the structures and changing face of policing in the UK. The literature searches for gathering a background to this subject area were affected by the wealth of information and reports available at the time. Any recent publications have been included where possible, but the limitations of evidence for ‘dyslexia and the police’ are acknowledged, with the view that this subject area is currently limited. However, a lack of evidence does not mean that the evidence does not exist; rather it reflects that the subject area has not yet been examined.

From gathering the evidence across the subject areas, it was possible to ascertain the social and political pressures affecting legislative changes around identification and support for dyslexia. However, further literature searches established the affect which dyslexia has on individuals. Naturally, it has been found to influence aspects of writing and administrative

tasks through the work of McCloughlin et al (2002), but further research such as Morris and Turnbull (2006) identified struggles in training for nurses. In examination of the adult with dyslexia it became clear that a complex combination of fear of disclosure, fear of failure and loss of job were affecting the individual at a core level. Previous studies in childhood examined the links of self esteem with poor academic progress as a consequence of dyslexia which appear to manifest again in adulthood (Burden, 2008). This literature provides important factors for consideration in the Research Report.

Narrative Discussion

What is Dyslexia?

This is a much-researched area with many views, not all of which concur. However, dyslexia is generally regarded as a Specific Learning Difficulty (SpLD) and is an umbrella term which includes dyslexia, ADHD and DCD/dyspraxia and dyscalculia. They are neurological rather than psychological, often running through families and occur independently of intelligence (The British Dyslexia Association, 2019). They are termed ‘specific’ as they are considered to be focused on a specific aspect of functioning, rather than ‘generalised’ learning difficulties which affect a broader range of cognitive skills. Of these difficulties, dyslexia is considered the most prevalent condition, accounting for approximately 75% of all difficulties (BDA 2015). Dyslexia is commonly characterised as a difficulty with the development of effective word-decoding strategies, low levels of word reading and poor spelling performance (Vellutino, Fletcher, Snowling & Scanlon, 2004). However, it is also known that adults with dyslexia have poor working memory functions, poor phonological representations and processing skills (Snowling, 2000). Furthermore, Swanson and Siegel (2001) proposed that learning disabilities result from an impairment in working memory and McLoughlin and Leather (2013) explained behaviours for dyslexia as an inefficiency in working memory, based on their practical and academic experiences. They describe some of these key difficulties such as planning and organisation difficulties as arising from weak phonological loop and temporal lobe processing, accounting for issues with time management. The aspects of phonological coding and processing are largely seen as having a dominant explanation for literacy difficulties.

However, there is more to reading than phonological decoding skills. Orthographic transparency, syllabic complexity and particularly morphological complexity all impact on

the rates of reading acquisition and fluency skills. There is evidence that adults with dyslexia who have strong morphological awareness are able to compensate for their deficiencies in the areas of weak literacy skills (Law, Wouters & Ghesquiere, 2015). Consequently, it has been acknowledged that adults with dyslexia are able to ‘mask’ their literacy weaknesses and develop personal strategies to compensate (McLoughlin, Leather & Stringer, 2002). Adults such as these can therefore remain largely undetected, possibly ‘pre-editing’ and avoiding writing words which are difficult for them to spell and developing reading fluency by ‘top-down’ processing approaches (Reid & Kirk, 2001). The DfES in 2003 reported that 16% of adults aged 16-65 in England had literacy levels at entry level or below (ie., below 11 year old level). However, not all individuals with these literacy weaknesses may be classified as ‘dyslexic’. The current study is therefore not going to explore literacy skills (e.g., reading, spelling and writing abilities) as the sole indication of potential dyslexia within the researched cohorts. However, it will strive to identify the potential ‘dyslexia traits’ and associated behaviours as described by McCloughlin and Leather. These common issues are evident in working memory deficits, including organisation, ‘timestables’ retention as well as spelling and reading skills (‘Adult Reading Test’, Smith & Everatt 2001).

From clarifying the nature of dyslexia it was necessary to address Question 2 regarding the impact of dyslexia upon an adult population. A search of the issues faced by adults with dyslexia resulted in evidence reported by McCusker, 2014, when individuals with dyslexia are considered likely to have problems with processing and remembering information they see, hear and read. Further clarity on this was provided by Singleton, 1999, who described how assessments on adults with dyslexia have focussed more on these processing skills and less on reading and spelling abilities, which may have developed despite cognitive deficits. This study by Singleton identified that it is more likely that adult undergraduates with dyslexia display problems with taking notes in lectures, writing essays and sitting written

exams. As these tasks require working memory and auditory processing skills, assessment for dyslexia in adult populations may best be identified through examining phonological processing, lexical access and working memory, outside of conventional measures of literacy (Singleton & Horne, 2009). The research study within this thesis therefore aims to review key working memory skills which are likely to be utilised in police work, rather than just focusing just on the weak literacy skills. These are likely to include skills such as listening to radios, ear-pieces and telephones, retaining oral information from crime scenes, recording information from crime scenes on a hand-held computer (MDT) and writing statements for court representation.

The review then considered these deeper cognitive aspects of dyslexia which have a strong impact on adults' skill sets and may alter job performances. McLoughlin, Leather and Stringer (2002) outlined the broader complexities of dyslexia (e.g., secondary characteristics) by exploring the affective components, such as confidence, social isolation, fear and frustration. However, these are considered to be 'symptomatic' of dyslexia, thereby rooting the issues in medical conditions with apparent cognitive deficits. This is further clarified in McLoughlin and Leather (2013) who detail the complexities of dyslexia through a range of cognitive components which are affected. The nature of dyslexia from this perspective appreciate the broader aspects of functioning that phonological issues from working memory deficits can impact, both positively and negatively. They propose the following definition of dyslexia to describe this:

'Developmental dyslexia is a genetically inherited and neurologically determined inefficiency in working memory, the information processing system fundamental to learning and performance in conventional educational and work settings. It has a particular impact on verbal and written communication as well as organisation, time management, planning and

adaptation to change.’ (pp28). This definition has been accepted by many in the field as a credible description of the complex nature of dyslexia (e.g., Doyle and McDowell 2015).

The literacy review within this field also acknowledges recent publications illuminating the impact of certain executive functions on aspects of memory, which is important in police roles. Such cognitive models of dyslexia which regard its position within executive function are described by Smith-Spark, Zięcik and Sterling (2016) who reviewed the impact of dyslexia on time-based prospective memory (TBPM). The subjects in this study were asked to perform a number of tasks to test out this memory for delayed intentions. The groups included dyslexics and non-dyslexics and were matched for age and IQ. They were asked to self report on a range of tasks which were delayed to occur in the future. Whilst engaged in an ongoing task they were asked to break from this at regular intervals to perform prospective memory tasks. It was this particular task which dyslexic subjects found most challenging. When regarding the nature of police work, there is a degree of delayed memory/TBPM which is required, such as responding to a lower priority casework after dealing with a higher priority casework which is anticipated to be problematic for those with dyslexia. Whilst not such an issue on the training phase of recruitment, this is certainly an issue with the day-to-day routines of the job.

The research therefore appears to accept that whilst dyslexia impacts greatly on reading, writing and general literacy skills, there are significant implications for phonology, auditory retention, auditory processing and working memory skills. The presentation of these will identify clear individual differences for each ‘dyslexic’. However, the impact can vary between individuals suggesting more affective and environmental factors may influence responses to being ‘dyslexic’ in the workplace. This may not be desirable for those who are

line managing individuals with dyslexia, with the requirement for individualised approaches demanding more time and energy. The need for these ‘reasonable adjustments’ as described by McLoughlin and Leather (2013) should however, not be limited by resources, or impose undue financial or administrative burdens.

Some of these factors warrant further discussion and literature searches into the impact dyslexia has on skills in the workplace have identified wider issues. The review therefore incorporated results which explored other cognitive skills aside from phonology and working memory which are apparent in dyslexia which may also influence job performance. For example, the impact of dyslexia on attention and spatial skills has been reviewed (Facoetti, Trussardi, Ruffino, & Lorusso, 2010). This research considers that although dyslexia may largely be seen to be a consequence of linguistic deficit (e.g., phonological processing model) there are a number of spatial, attentional and sensory deficits which also impact on functioning. Their research within children outlines how dyslexics with poor non-word decoding accuracy showed a slower time course of visual and auditory (multisensory) spatial attention compared with both chronological age and reading level controls as well as compared with dyslexics with slow but accurate non-word decoding. These results suggest that multisensory “sluggish attention shifting” appears to selectively impair the sublexical mechanisms that are critical for reading development. Although this evidence is based on children, it is still considered valid in addressing the nature of dyslexia on the ability to switch attentional channels, a skill particularly important for police work when multi-tasking. The research by Focoetti et al is further supported by Vidyasagar and Pammer (2009) who suggest that phonological problems and the reading impairment both arise from poor visual coding. This research argues that attentional mechanisms controlled by the dorsal visual stream assist with letter recognition (orthography) and any deficits in this process will cause a

numerous changes, including impairments in visual processing of graphemes, their translation into phonemes and the development of phonemic awareness. This view of dyslexia localizes the core deficit within the visual system as a largely 'orthographic' issue.

Attentional channels and visual systems appear key to the development of effective reading and spelling skills; the research has not yet clarified how difficulties in these cognitive system affects our workplace or performance for adults and more research into this area is needed. However, it is known that multi-tasking with dyslexia can be challenging (Morris & Turnbull, 2006). In this study with nurses, it was concluded that the multi-tasking component of the job of nursing was challenging and appeared to make tasks longer to complete for the group of nurses with dyslexia. A range of informal support mechanisms were applied and the nurses with dyslexia were largely able to overcome the deficits and difficulties in information processing, such as working longer hours to familiarise equipment, systems and rehearsal/visual plans to retain steps and methodology. However, these nurses have to apply significantly more cognitive effort to maintain the same standards in care as non-dyslexic nurses. From this research there are several issues which become apparent. For instance, the study is dependent on feedback reports from the nurses, with no direct observations of performances within role available. There are also a number of peer pressures and work related pressures which are not explicit which may have influenced the reports from nurses. This study incorporates a qualitative design which is dependent on small numbers of nurses and a wider response rate would gather higher levels of validity. Although no direct research exists in the police, there are examples from the Employment Tribunal Appeal (ETA) (e.g., Paterson, 2007) which identified the need for 25% extra time in exams to allow for processing time in high pressure exams for promotion. This does therefore further support the view that dyslexia significantly affects the speed and efficiency of cognitive processing.

In considering Question 1 ('What is dyslexia and how does it present within adults?') these review discussions have focused principally on the 'deficit' model of dyslexia which identifies the specific areas of difficulty in a medical view. The evidence here is quite clear in focusing on neurological weaknesses which are common among individuals with dyslexia and are often helpful in formulating a diagnosis of this specific learning difficulty. Dyslexia is recognised as a 'disorder' (DSMV, SLD). However, in reviewing the individual within a work-place environment there may be limitations to this deficit or medical approach. For instance, McCloughlin and Leather (2013) describe the affective components of dyslexia in great detail, reflecting extensively on the need for counselling to support the stress, low self esteem and feelings of grief and helplessness. Although not necessary for all individuals, McCloughlin and Leather describe common issues for developing a sense of autonomy, well being and resourcefulness within the workplace. These potential outcomes from the diagnostic process can leave the individual feeling a sense of incompetence. This resource has been seen as a valuable tool for those working with adults in education and work place contexts, providing theoretical frameworks and practical applications across contexts. However, its applications are possibly broader and do not give the depth required for understanding how adults with dyslexia may function through more empirical review. Further consideration into how dyslexia impacts on the individual addresses the key elements in Question 2 ('How are adults affected by dyslexia? What are the key factors which are reported to be affected by dyslexia in both adults and young people?') of this review. Consequently, more evidence is required on understanding the impact of dyslexia on the self.

Dyslexia and 'the self'

When the review search was focused onto dyslexia and self esteem there was a high return of articles, many of which appeared focussed on the subject area and had relevance. A further search into 'self efficacy' and dyslexia revealed a good return of results. Consequently, In addressing Question 1 – 'How are adults affected by dyslexia? What are the key factors reported to be affected by dyslexia?' – 16 articles exploring dyslexia and 'the self', specifically 'self esteem', were reviewed in detail. During the applied methods, it became apparent that a number of factors were also influenced by dyslexia, including 'resilience' - a term used in some articles, as well as 'job satisfaction' and 'job motivation'. The numbers of returns on these searches revealed disappointing numbers of relevance. It is acknowledged here that a lack of evidence into the subject areas of resilience or motivation and dyslexia does not imply there is no effect from these factors, but further research will be needed here to uncover this impact.

From these findings the evidence appeared clearer that more research had explored the concept of self-value with dyslexia than other affective factors such as motivation and resilience, indicating the prevalence of issues for 'self perception' and dyslexia. The results within the subject areas of self esteem and self efficacy within dyslexia appeared to have some overlap. Self-efficacy refers to a person's self-perceived ability to successfully perform a particular task or behaviour (Bandura, 1986). The research in the field of self efficacy and dyslexia appeared largely focused on administrative or study related tasks involving literacy skills, although dyslexia can have a broader impact than just on these skills alone (McLoughlin & Leather 2013). There is also a need to note that the terms 'self esteem' and 'self concept' are often used interchangeably, although strictly speaking, the term 'self concept' has been defined as a multi-dimensional construct (Harter 1990; Deleghuch, Bracken, Bracken & Schicke 1992) where broader cognitive, affective and behavioural issues are

present. The term 'self esteem' considers how the individual's present self matches up to their ideal self (Coopersmith 1967). It is generally regarded, with established work in the field by Battle (1990) that once self esteem is established it is often stable over time and becomes difficult to change. It is these feelings of self as viewed over time which appear important in adults. As dyslexia is considered to be a life-long condition, it is necessary to match this with stable views of self which research would indicate are shaped and stable at formative years (e.g., Chapman, Lambourne & Silva, 1990). From this perspective, it was necessary to focus the review on one aspect from the literature to avoid confusion and the term 'self esteem' was regarded as favourable for the purposes of focus and clarity.

Literature within the field of self esteem and disclosure is also important as trust appears key in sharing personal information regarding specific learning-difficulties. Key research outlined initially by Fitzgerald (1963) revealed the risk factors involved which deciding to share personal information, which depended on the trust and intimacy within the relationship as well as confidence in self. The higher the self esteem, the less the need to gain approval and support. Related work with self esteem and disclosure can be further illustrated with Corrigan and Rao (2012) who examined the resulting self-stigma from internalising public discrimination and prejudice towards their mental illness. This heightened self-stigma appeared to have a direct relationship on disclosure for people with mental illness. Extrapolation of these studies has a bearing on the research of disclosure for officers with dyslexia. They may also have experienced discrimination from previous disclosures which has impacted on their self-stigma and resulted in possible lower levels of self esteem.

The nature of self esteem and dyslexia has been clearly established in developmental psychology, where the impact on a child's views of themselves as learners has been greatly affected (e.g., Burden, 2008, 2010; Snowling 2010). Indeed, within the literature on school aged children, the strongest link is between poor reading performance and low self esteem (Burns, 1982). This original work by Burns has been replicated many times, for example within Chapman, Lambourne and Silva (1990) where a longitudinal study identified the longevity of low academic self esteem which increases underachievement. Factors affecting low academic self esteem were primarily influenced by reading achievement at formative ages of seven and nine years. It is therefore unsurprising that adults with dyslexia also commonly experience problems with self esteem, as described by Doyle (2014) where much work in coaching was seen to support the individual's views of their competence in core working memory tasks. Similar research described by McCloughlin and Leather (2013) detail the number of interventions required to support self esteem and anxiety resulting from dyslexia.

The work by Riddick, Sterling, Farmer and Morgan (1999) appeared key in establishing the relationships between self esteem and dyslexia as it revealed findings in the British adult population within the last 20 years. The impact with students at university was measured using the Culture-free Self-esteem Inventory, with participants formed from both dyslexic students and matched controls. The findings of this work reveal how the growing adult appears to have mastered their feelings around literacy but once faced with a competitive and high literacy demanding environment, feelings of inadequacy can return. The results of this study identify low levels of self esteem for the students with dyslexia, who appear to still regard themselves as struggling with written work. It is this pervasive sense of self shaped by earlier, formative education which persists into adulthood, as indicated by the longitudinal

work by Chapman, Longbourne and Silva (1990). These views of self appear to link present academic performances from experiences in participants past, which continue to have an adverse affect on their self esteem. Limitations of this study are focussed on the small sized sample (32 participants in total) together with the lack of longitudinal data. Views which are retrospective depend on accurate memory and recollections which are highly subjective and affected by other factors at that time. The need to make explicit how the students perceive their historic as well as present performances would ideally be gathered over longitudinal data gathering, with the same participants, in order for this to be stabilised as a long term perspective.

Having explored the nature of the self and dyslexia, it has become clear that there are strong relationships with self esteem appearing lower in individuals views of themselves when they have a diagnosis of dyslexia. This review now needs to address the work place in more detail, so that the impact in employment can be clarified. This will further shape the knowledge base for understanding and supporting the effects of low self esteem within the workplace.

Low Self Esteem and the workplace

The review was keen to establish the factors which are influenced by dyslexia and to clarify how they are then influential in work-related performances. This will link the evidence from Question 2 ('How are adults affected by dyslexia? What are the key factors which are reported to be affected by dyslexia in both adults and young people?') to Question 3 (What supports adults with dyslexia and neurodiversity in the workplace and what are the legal requirements in implementing support?') in the review. As low self esteem has been identified as a clear factor reduced by dyslexia, it follows that the review needs to be informed on how individuals perform with low self esteem in the workplace. From searches a number results revealed the impact of low self esteem and the workplace, with many headlines involving bullying, mental health and management styles appearing in titles. Some of these results describe models for managing a low self esteem within workplace environments. For instance, individuals with low self esteem may be observed to engage in behaviours which may risk rejection, possibly as a way of creating an 'interdependence'. This has been outlined in a 'risk-regulation model' by Murray, Holmes and Collins, (2006). Using this approach, individuals can engage in either avoidance behaviours or engaging behaviours, depending upon the perceived risk of rejection (e.g., when the risk is high, the individual rejects such behaviours and engages in interdependence behaviours to reduce the risk and pain of rejection). Those individuals with Low Self Esteem (LSE) were considered to engage in these types of behaviours more freely, with less inhibition and more frequency. LSE's were also seen to report feeling more isolated and less connected (Leary, Tambor, Terdal, & Downs, 1995). Leary et al also described a 'Sociometer Theory' whereby a low self-esteem may indicate that one's social standing is in jeopardy. In this way, sociometer theory is similar to the risk-regulation model—both theories suggest LSEs should be more likely to anticipate rejection.

Although Leary et al are able to demonstrate that LSE can result in a higher level of anticipation of rejection, this is not a 'causal link' but can be considered 'correlational' in nature. Consequently, they are not able to detail when this is likely to occur or specifically what may trigger the risk-rejection behaviours. For instance, do individuals with LSE trigger risk-rejection behaviour in all of their relationships or just select ones. However, Baker and McNulty (2013) explored this issue of LSE in a range of close relationships to establish if it encourages behaviours that risk rejection to increase interdependence within the relationship. They termed this 'The role of relational self-construal' and examined 6 previous studies to review impact. In all 6 studies, self-esteem was positively associated with behaviours that can increase interdependence among people low in relational self-construal but negatively associated with those behaviours among people high in relational self-construal. Within the workplace, this relationship 'risk-rejection' behaviour may be less intense but still evident at low levels, whereby the individual experiences a fear of rejection and isolation and compensatory behaviours are clearly evident. This may be apparent through the need to disclose personal information for instance, in creating a more 'interdependent state'. It may be that the individuals with LSE are cautious about who they engage in these 'risk-rejection' behaviours, which implies good social awareness and selection, which in turn may protect them in wider and less safe environments, including the workplace.

When exploring Baker and McNulty's explanations further however, the relationship between views of performance within job role and impact on self esteem need further review, to establish the nature of self esteem in the workplace with more clarity. Ferris, Lian, Brown, Pang and Keeping (2010) criticised previous research in the area which

considered that self esteem (either high or low) should have a main and moderating effect on job performance, as the findings were inconclusive. Ferris et al proposed that the influence of self esteem on job performance would only be apparent when one's self esteem is not contingent upon workplace performance. Therefore, they reviewed the importance of performance to self-esteem (IPSE). They argue that 'self-esteem contingencies' are separate from 'self-esteem level'; self-esteem contingencies do not speak to whether an individual's self-esteem level is high or low. They do outline the particular domains in life to which one's self-esteem level is most responsive. Importantly, when self-esteem is contingent upon a particular domain, one's behaviours in that domain hold greater implications for the self. This is critical in outlining when the self-esteem level should have main and moderating effects on job performance. Given the evidence regarding LSE proposed by Leary et al, the situation for maintaining self esteem in the workplace is a complex one. Not only are there issues for LSE and risk taking behaviours (Leary et al), but when an individual is contingent on their workplace performance they are likely to experience greater influence on their self-esteem. However, this view by Ferris does not identify the particular stresses and anxieties which some individuals may experience when their IPSE is dependent on their workplace environment. Nor does it explain how and individual may respond to LSE as a consequence and what strategies may be developed when the IPSE buffers and moderates the self esteem.

Having clarified the impact of a low self esteem within the workplace environment, it is clear that individuals engage in behaviours to moderate their internal stresses and anxieties as buffers to potential threats. The literature with adults who have dyslexia echo these findings. Previous research from Riddick, Sterling, Farmer and Morgan (1999) regarded the impact of anxiety and low levels of self esteem and dyslexia. The self-esteem, anxiety and past and

present educational histories of 16 dyslexic university students and 16 matched controls were compared. The dyslexic group was found to have significantly lower self-esteem than the controls reflecting the impact of poor literacy and working memory skills on self confidence. This group was more anxious and described feeling less competent in their written work. However, there was no difference between the groups on the State-Trait Anxiety Inventory. Individuals with dyslexia are therefore clearly at risk of poor self esteem and compensatory behaviours. It is interesting that there is no significant difference between the groups regarding anxiety levels. This may suggest that anxiety and self esteem are not related issues, although there are clear relationships between dyslexia and self esteem. The current study is interested in the police environment and the affect that the dyslexia impacts on the police role. Based on these findings the issues of anxiety do not appear to be related to dyslexia and may therefore not be considered affected by dyslexia.

From considering the outcomes of the searches in Question 2 and further literature into the impact dyslexia has on the workplace environment, the search into how the individual may be seen to cope with their dyslexia and diagnosis warrants further discussion. Question 3 addresses this by considering how the deficits of dyslexia may be viewed through the perspective of Neurodiversity. This approach considers neurodiverse conditions in employment through a positive lens, to provide more empowerment for both employer and employee in overcoming the negative 'deficit' perceptions. By exploring these alternative views of dyslexia and specific learning-difficulties a broader understanding of how support can be applied to develop the individual in the work place at a core level. This needs examination through observations and feedback within workplace environments, to provide an empirical perspective. Neurodiversity and the workplace

When addressing Question 3 ('What supports adults with dyslexia and neurodiversity in the workplace and what are the legal requirements in implements support?') it is necessary to address the concept of Neurodiversity. A search into 'neurodiversity' with dyslexia revealed 8 relevant responses reflecting the lack of knowledge base within this new subject area. The more limited information available from these articles at this time does result in a less robust argument regarding the nature of dyslexia from a neurodiverse view. Despite this young and growing body of research, it is still necessary to fully understand the nature of dyslexia within a work context and the medical model will need to be challenged.

The term 'Neurodiveristy' has started to shape perspectives of dyslexia quite recently, with websites for the British Dyslexia Association now placing dyslexia under this umbrella term (July 2019). When considering how specific learning-difficulties impact on individuals it is important to consider the view of whether there are internal deficits or just individual differences. The term 'neurodiversity' encapsulates the more positive and empowering notion of 'difference' as opposed to 'deficit' and is also consistent with current conceptions of learning difficulties as being highly co-occurring and overlapping (Deponio, 2004; Kaplan, Dewey, Crawford, & Wilson Kaplan, 2001). In its broadest sense the concept of neurodiversity defines atypical neurological development as a normal human difference that should be tolerated and respected in the same way as other human differences. This is very much the position adopted currently by the British Dyslexia Association on their website.

In an HE context, neurodiversity has evolved to include many types of LDs, including ADHD and Asperger's Syndrome as well as dyslexia, dyspraxia and dyscalculia, (DANDA, 2008). Within the literature which was searched, some singular and interesting work by Griffin and Pollak (2009) specifically researched the issues of neurodiversity within the HE context.

This focussed on identity of self, to ascertain how much individuals perceive themselves as being neurologically determined. The work completed also gave clarity on the nature of strategies which could be applied for supporting them in the college and workplace environments. The findings revealed how 41% of student sampled viewed themselves as adopting a 'differences' view. This allowed them to see themselves as having a variety or spectrum of skills, which could be viewed positively across a range of situations including academic ones. However, nearly half had adopted a 'medical model' of their difficulties which expressed their learning difficulties in terms of a deficit or multiple deficit approach to their skills. Language such as 'symptoms' and 'suffering' were used to describe their perceived profiles. A striking finding was the difference in beliefs and language used by the two groups. For example the previous educational experiences for those experiencing a differences approach, reflected in their descriptions of negative epithets from teachers. This resulted in a 'need to prove them wrong'. This study concludes that the students sense of neurodiversity is related to the meanings their label gives them. This in turn is directly related to the educational experiences, ambition, academic and social self-esteem. The 'differences' view has therefore clear implications for self esteem and educational aspirations. The work by Griffin and Pollak is helpful in establishing a UK perspective in an adult population and having a large sample across a student population. The findings are quite compelling, as many students reflect similar voices but the feedback is through questionnaire rather than interviews.

The recent review by Armstrong (2010) uses the term neurodiversity to encompass a new way of thinking about a variety of disabilities (e.g., autism, attention deficit/hyperactivity disorder, dyslexia) by focusing on their potential benefits rather than problems. In this way he tries to overcome the difficulties faced by specific learning-difficulties, for example, by

focussing on the strengths and methods used to compensate for difficulties. Armstrong uses case studies of high achieving examples within each of the disabilities to illustrate how such individuals not only overcame adversity, but excelled. He has however, been criticised for promoting this approach, as it can be considered disingenuous and misleading, for example expecting all dyslexic individuals to have compensatory strengths in their problem solving and visual skills. His use of highly functioning and highly achieving examples promotes unrealistic paths which individuals facing debilitating conditions may not be able to achieve. It also ignores the issue that many of these specific learning-difficulties arise from genetic rather than educational issues as dyslexia is generally regarded as a genetically pre-disposed weakness which is evident with families.

Despite these criticisms however, Armstrong's research into disabilities helps to consider a positive perception in overcoming adversity. He strives to offer alternative perceptions which reduce success or maximise the challenges faced by neurodiverse conditions, providing hope and motivation for self improvement. Within the workplace, this will need further protection to ensure there is consistency of support across environments, so that equality of provision is maintained. This protection can ensure an equal view is held by employers, lecturers and trainers. In reviewing this protection it is important to be aware of Employment and The Law. Dyslexia is identified within the Equality Act (2010) and therefore searches into the legality surrounding dyslexia within the workplace naturally follow from these neurodiverse perspectives. It is essential for this review to consider the legal systems around specific learning-difficulties in order to appreciate the tensions of the employer/employee relationship. This is part of Question 3 of the review.

Dyslexia in the Workplace – The Law

This review now addresses the legal aspects of Question 3, to regard the law and dyslexia as stated in The Equality Act (2010). This gives focus to dyslexia as a disability which ensures that employees are not treated unfavourably and are offered reasonable adjustments to support them achieving their full potential. The Equality Act has been observed to drive the need for assistive technologies which can improve written communication (e.g., Dragon Naturally Speaking, a dictation software which produces text from diction). As a consequence, much advice for police forces has incorporated such electronic measures wherever practical, to assist in writing reports, statements and documents, particularly in preparation for court. The work of McLoughlin and Leather (2013) which was previously described, detail these reasonable adjustments with extensive technologies, coaching and organisational changes to support adults with dyslexia. They promote wide-ranging interventions for supporting not just literacy weaknesses, but improvements within working memory, organisational, meta-cognitive and task analysis skills. This asks the employer to provide a flexible and well-resourced approach to developing the adult in the work place with dyslexia. However, issues regarding practicality of these resources are not discussed, which is of much relevance to the police officer and their varied work environments, open plan offices and the need for portable solutions. There are also no recommendations for how to ‘phase’ these approaches into work environments, such as the formation of ‘working groups’ who can oversee the challenges and act as buffers between the line managers and employers, negotiating interventions and offering a ‘plan/do/review’ approach to implementation.

This review is interested in establishing more detail regarding how individuals with dyslexia may vary and present with different strengths and weaknesses. The research reviewed has

given an ‘overview’ of neurodiverse perspectives and how the employer may respond to these in general. However, it is important to generate further details regarding how the individual with dyslexia may typically present within their work environment. From gathering further clarity, it would be possible to match resources for the individual. It is at this point in the review that the issues regarding how people with dyslexia may frequently ‘compensate’ or hide their specific weaknesses may become apparent. Key literature within this domain is presented in McCusker (2014) who successfully reviewed the impact dyslexia made in the workplace and established both the negative and positive qualities for this ‘hidden disability’. Individuals with dyslexia may have strong visual creative and problem-solving skills. Consequently, careers in inventions, architects, engineers and the arts/entertainment are seen to be prominent for dyslexia. Individuals with dyslexia are also seen to make their own private adjustments and McCusker describes how they may start work early, leave late and adjust working periods to manage slower working paces. There may also be compensatory skills such as organisation and mapping of work tasks to time allocation, to ensure deadlines are met. This research reviewed case studies, to outline the need for an ‘individual approach’, as not all dyslexics respond in the same way to strategies (e.g., asking whether oral or written instructions are preferred channel). Key factors to consider appear focused on location for working, education of employees on dyslexia, time management/organisational skills development and the use of assistive technology. McCusker makes the technology currently available evident for organisations, encouraging them to seek out literacy software and ‘talk to your staff’ so that each individual can have a system which helps. He promotes further training for organisations, citing both the BDA and the British Assistive Technology Association but touches on the key issue of promoting an ‘open environment’ to reduce stress and remove the barriers for productive working.

This is also evidenced by Doyle (2014) where the process of ‘coaching’ allowed for more tailored mapping of needs and resources to be dovetailed at an individualised level. Doyle (2014) and Doyle and McDowall (2015) review the impact of coaching in organisations as a reasonable adjustment. A Social Cognitive Learning Theory (SCLT) approach (Doyle & McDowall 2015) was implemented with 95 dyslexic coaches and 41 line managers. From a ‘before and after’ rating scales, work performances were measured. This revealed higher prevalence of working memory, organisational skills and time management than literacy difficulties as barriers to work performance. There were significant changes to work performances, which were seen to improve over time, with changes in executive functions as well as literacy. The study challenges preconceptions regarding dyslexia as solely a ‘reading disability’ with reference to a life-long difficulty affecting and individual’s adaption to change, citing the definition by McLoughlin and Leather 2013 as key here. This study by Doyle and McDowell certainly impresses the potential for coaching as a tool for shaping positive change in the working environment for dyslexia. However, the study is limited by the opportunistic sample of client selection, together with a lack of control regarding the line management support and only speculation can be made regarding the longevity of these claims as the groups were not contactable after the study. There is also no control group and comparison data would be helpful in extending the implications.

When considering the wide range of resources available for supporting dyslexia within the workplace, there may be constraints in police work which can affect the uptake of these support systems. The current study will need to review the practicalities of these factors within the police force, where location is highly variable and hours of working are contracted to ‘shift’ hours. The application of such practicalities can however, only occur if the organisation has knowledge of the difficulties. A key factor in this process is ‘disclosure’ on

the problems experienced or previous diagnosis, which the individual has the control to share. The issues for disclosure can be extensive and affect not just the individual concerned but the organisation as a whole. The literature on disclosure of specific learning-difficulties appears quite extensive and the review addresses this in the final section of Question 3. This next section will consider how being open about disability can be challenging for individuals, resulting in stress, organisation and memory issues as well as low self esteem (Doyle, 2013).

Disclosure of Specific learning-difficulties

The literature search revealed no related articles for police and dyslexia and the review therefore focused around factors influencing individuals with dyslexia within the generic work place, or other adult training environments, including student placements. When considering support for individuals in the work place, there may be other factors which influence take up of support. In particular, there are problems with individuals sharing a knowledge of their difficulties in the workplace, or 'disclosing'. A broad review conducted by De Beer et al (2014) reviewed the literature from 33 studies to identify 318 factors influencing work participation for individuals with dyslexia. Although this study is focused in The Netherlands, it revealed key factors which either facilitated or hindered the skill sets and progress for individuals with dyslexia in the workplace. Among the categories identified, 'personal factors' such as disclosure and coping strategies were clarified. Self disclosure of dyslexia was mentioned in 50% of the studies which was much higher than other factors in this sub-category. It is clear that the issues of 'self-disclosure' or 'support of colleagues' are key, influential pressures in the workplace. The idea of 'having a job' and 'being employed' is a high priority for these individuals and influence their decisions on disclosure. However, de Beer's study is a review of the literature and does not identify factors which pertain to the reasons individuals may or may not disclose, or the potential 'fear of disclosure' (Rosenfeld, 1979). In his study, Rosenfeld outlines how individuals fear disclosure where males seek to maintain control over their relationships and females avoid personal hurt and problems with interpersonal relationships. De Beer et al report on this high level of disclosure citations within studies, but find it hard to classify, reflecting that it is "part of a 'meta-cognition' that Leather et al add to the model". However, Leather et al do not consider the role of disclosure but through a correlational study link higher levels of planning and cognition to higher levels of job satisfaction and self-efficacy. De Beer et al do not clarify the high incidence of

disclosure within research further and their review of literature within this field may therefore be considered more limited in drawing any clear conclusions.

It is evident from these studies that adults with dyslexia may have concerns about self-disclosure and it is important to establish the reasons for this. It is possible they may be keen to persevere and overcome their deficits independently. This motivation to maintain privacy over specific learning-difficulties could be a consequence of anxiety regarding others perceptions and being judged. Doyle, (2014), as previously mentioned, explored the impact of dyslexia in the workplace through an extensive study involving 93 clients and 41 managers. Within this study, many factors are highlighted, including stress management which is one of the top five key factors for needing support and intervention. The adult with dyslexia is seen as reflecting low levels of self esteem regarding their performance in the workplace. As a consequence, many individuals with dyslexia can feel shame or embarrassment in the workplace (e.g., Morris & Turnbull, 2006) The individual might not want to reveal their diagnosis for fear of prejudice or open discrimination. Doyle describes the process of 'victimisation' which can occur frequently for many clients. This further gives weight to the view postulated by De Beer et al (2014) regarding the importance of self disclosure.

It is also important to establish if the fear to disclose only occurs during 'employed' roles or whether there is a fear of disclosure among other adult populations. For instance, do students or those engaged in training programs also experience the embarrassment and shame associated with disclosure. A key article regarding this can be seen with Rooney, Yeowell and Goodwin, (2016) who reviewed the disclosure of specific learning-difficulties within the

NHS workplace for numerous health professionals (Allied Health Professionals). Although the study was of small scale with eight participants (seven of whom had a diagnosis of dyslexia), it was longitudinal in nature and explored changing perspectives using a qualitative design. The use of initial questionnaire surveys were used with follow up interviews to establish the progression of individuals from training to employment. Four main themes were identified, including 'having dyslexia' and 'disclosure' together with 'support and strategies'. These participants did not perceive themselves as having a disability, but did perceive the stigma attached to their diagnosis. Consequently, this perception affected their decision regarding disclosure, with issues such as not regarding their SpLD as a disability, fear of stigma, discrimination and support following disclosure all influential factors. It was also apparent that when participants were students, more chose to disclose than to not disclose. However, during clinical placements this trend changed. Non-disclosure was related to a fear of discrimination which would be evident in the negative perceptions by others around them as well as the use of assistive technology which would make them appear less worthy. However, these participants did not report being treated less favourably. Indeed, many reported favourable relationships and no bullying. There were issues with regards availability on campus of academic support; apparently these adjustments were not in place during the transition to work placements. Unfortunately, over a third reported that their SpLD had impacted negatively on their ability to undertake further CPD and many had to request their adjustments, which were not available automatically. The conclusions reached by Rooney et al are focused on the imbalance of reporting SpLDs pre and post training; students are more empowered to disclose and receive the adjustments more readily whilst disclosure on application for employment and on placement is seen as reflective of fear of discrimination and negative perceptions. They also report that the decision to disclose was related to the humanistic qualities of their line manager and that reaction of the confidant was

one of the most important factors in determining whether the disclosure decisions are considered beneficial. This study is considered highly relevant, as it is focused on public service employees within the last few years. This increases its potential for 'generalisability' as participants are seen to be public sector workers moving from training to key public figure roles. The longitudinal nature adds to its validity, which is further enhanced by the qualitative nature of the research which allows the voices of the employees to be the focus of the results. Further literature of this nature which is conducted within the police would be helpful in extending the contexts across public sector employees.

It is apparent that a fear of disclosure may increase in role as it transitions from training to placement and then onto employed roles. This is further illustrated with Morris & Turnbull (2006) who reported similar issues, with their research in the public sector. In this study, all 18 nurses had problems with disclosure. All participants had confirmed diagnosis of dyslexia and only 6 felt that disclosing their dyslexia would be advantageous, enhancing their chances of receiving support. It is important to illustrate the factors nurses were challenged by in their role, as these are likely to be influential in the 'decision making' process of disclosure.

Morris and Turnbull revealed how the nurses experience an impact of their dyslexia on recall skills, drug recognition, calculation and clinical documentation. As a consequence of these issues there were a number of reported coping mechanisms put in place by the nurses to compensate for their weaknesses. There was, for instance, a heightened sense of self-awareness which promoted patient safety. Some nurses made up visual wall charts, others required more time to assimilate information and some borrowed clinical equipment to assimilate strategies at home. Indeed, the need for more time appeared a recurring theme, particularly in acute situations. However, it is important to reveal limitations within this

study, as the researchers reveal that the majority of dyslexic students chose not to participate, possibly for reasons which were similar to those in the findings of the study.

Despite these limitations, the findings by Morris & Turnbull (2006) are echoed in similar research (Madaus, Folley, McGuire & Ruban 2002) who surveyed 132 graduates with learning difficulties to ascertain if they had disclosed these difficulties to their employer. Again, the findings reflected approximately 30% failing to disclose, with 46% reporting their decision to not disclose for fear of a potentially negative impact in the workplace or a concern for job security. The replication of the findings here gives further weight to Morris and Turnbull's findings, revealing genuine concerns about trusting the employer with this personal information. There is little relevant research regarding disclosure in the police although some recent work into the disclosure of gay men in the police (Rumens & Broomfield (2011) revealed issues for management. The environment is still considered to be a masculine one, which may discredit or limit the integration of gay men. These conditions may seek to alienate those who do not fit the traditional police stereotype, a possible issue for disclosure of disability in general.

As can be seen above, the drive and motivation not to disclose is clear; however, there is further evidence of the application of independent strategies in overcoming the deficits these nurses experienced in their role. Possibly this was to 'cover up' their dyslexia, or maintain their workloads and keep pace with other nurses. There may be a desire to reduce the visibility of their difficulties and ensure they are accepted and appropriately viewed by their peers, thus reducing the fear of judgment and shame from disclosure. Finally, there may be a

perceived threat regarding discrimination and negative perception by line managers and colleagues.

How then can dyslexia impact on other public service roles, specifically police work?

Questions 4, ('What was the latest research investigating the police and dyslexia?'), 5 (how does dyslexia affect the police role?) and 6 ('What training routes are available to new police officers and how might dyslexia affect this process?') turn the focus of research on to police work and establishing the impact of dyslexia on police officers. The review has, so far, successfully revealed the key factors influencing adults with dyslexia and the current approaches to positive intervention and support for the work place. However, the police environment is different to typical workplaces, due to the transiency of role, movement across environments, multi-tasking and wide ranging responsibilities. The training of police officers may be key in shaping individuals for these roles and preparing them for the job. Indeed, it was concerns from training course leaders regarding the nature of new recruits which led to the current commission. The method for selection of recruits, identification of skill sets and preparation of individuals for attachment roles require clarification, so that any issues of dyslexia within these new recruits can be fully understood.

The Police and Dyslexia

Question 4 is focussed on current and most recent publications for police and dyslexia. Consistent searches over the past two years for literature regarding the UK police and dyslexia revealed no relevant responses. However, from conducting a recent search (July 2019), an article by Macdonald and Cosgrove (2019) had been published, outlining their work in the north of England across a whole police service. This was conducted to include administrative employees as well as police officers. The findings from this research are not grouped for these different participants, but generalised for the police population as a whole. Electronic surveys with methodological approaches drawn from social model principles were administered. These were focused on the barriers of the police environment for all police staff, to ascertain how they perceived their dyslexia affected a number of extensive categories, which included literacy and administrative tasks such as spelling, as well as organisation skills and their disclosure rates. The conclusions from this data tended to disregard information on aspects of functioning in favour of sociological impact, disclosure rates and fear of discrimination. A lack of clarity in this study, regarding the wide ranging roles occupied within police personnel, makes identification of challenges specific to the police officer role indiscernible from this data. In drawing upon a population across the police workforce, the environments are wide ranging, with active police officers experiencing a myriad of working environments, whilst office-based staff are secure in one controlled base.

This research by Macdonald and Cosgrove outlines the impact from across the organisation, revealing fears of stigma, which were associated with a lack of disclosure of dyslexia. However, there is no clarification on the impact of the dyslexia on active police officers; nor

is there any detail on the nature of their frustrations or anxieties in their role as police officers with dyslexia. The perspective adopted within this research appears as a 'social model of disability', regarding organisational discrimination, legal responsibility and cultural perceptions. Macdonald and Cosgrove rely heavily on an unpublished doctoral research from Hill, (2013). Hill's work also reinforces the sociological issues apparent in the police service as a whole, regarding disclosure of specific learning-difficulties and the notion of a 'dyslexia identity'. This identity, as previously described by Burden and Snowling, appears shaped by previous educational exclusion which impacts on officer's self-esteem, resulting in a deficit perspective. However, the work from Hill does have limitations, being a small scale, reflecting auto-ethnographic perspectives and finally, does not appreciate recent technological advances in policing which can positively impact on those identified or identifying as having dyslexia. This research took place before the widespread usage of MDTs and although Hill is somewhat critical of the police's application of assistive technologies and IT systems, there are no suggestions for wider accommodations, including technological aids, time-management and coaching which are considered good practice (e.g., Doyle 2014; Reid & Price 2008). A key focus on the current research has been driven by the demand for such accommodations, as the commission for this work is underpinned for clarity on advice to line managers supporting such officers in their day to day duties. This is also addressed in Question 4 and particularly Question 5, regarding how dyslexia effects aspects of the police role. There is still no evidence on how administrative roles are impacted on with dyslexia, nor is there information on how officers cope with their dyslexia. There is also no relevant evidence on police and self esteem. Once again, the lack of evidence in this area does not mean that there are no issues, but that the evidence has not yet been reported.

The current literature review is driven by a need to understand specific issues affecting newly recruited police officers who may be affected by dyslexia, in order to drive further support and accommodations within active role. In exploring the issues for these officers, it is also necessary to reflect on the journey they have travelled and will continue to do so, as they become fully qualified police officers. This review needs to examine how individuals become police officers and what further training is required to become active in the role. The next section addresses Question 5 regarding the history and current position with regards police training.

Police Training in the U.K.

One piece of key literature within the field of training officers for police work in the UK was commissioned through a recent review in 2011 by Peter Neyroud – commonly termed ‘the Neyroud report’ - which delivered 14 recommendations. Among these it was suggested that training needed to be more nationally coordinated, but with local flexibility built in. It was also agreed that this be delivered by a mixture of internal and external providers. This could draw on both higher and further education providers to ensure the quality of training. To increase efficiency and lower costs of training, the option of e-learning, shorter residential periods, more cost effective training locations and a national curriculum be pursued. There were no firm conclusions from this consultation regarding charges and fees. However, agreement was reached on frameworks for qualifications, including the Police Initial Qualification (PIQ) as suggested by Neyroud. This should be at least to level four of the National Qualifications Framework.

In June 2015, the Leadership Review (College of Policing) identified the challenges for the future within leadership and management. Resilience was key: these are individuals who need to be able to adapt to high pressure and complex situations as well as demonstrating flexibility to cope with changing public safety issues and emerging crimes rates. In considering the Police Role, new recruits to the profession may need selection for identification of this resilience, which will help them to overcome adversity in their role either personally or professionally.

Desired skills and pre-requisites for training

Based on the Leadership Review (June 2015) it is clear that police officers need skills for:

Resilience; adaptation; IT literate; empower/trust/support social skills; valuing difference and diversity. The 'soft' skills that are vital to leadership are often the first to be cut. However, if you do not invest and develop this in the workforce they may decide to either leave, or stay without the investments in training being made.

Interviewing

The investigation of crime is a core function of policing (ACPO, 2004) and crucial to any criminal investigation is the information provided by witnesses and victims (Kebbell & Milne, 1998; Milne & Bull, 2006). Police officers are normally tasked with the gathering of information from victims and witnesses by the way of an interview. Interviewing witnesses is a high frequency activity and undoubtedly police officers very quickly become experienced interviewers. However, interviewing is a complex skill, a process of conversational exchange that requires training, practice and a considered approach to ensure that the interviewer–interviewee encounter is productive (Shepherd, 1991). PEACE, the current police service interviewing model, introduced across England and Wales in 1992, was designed to develop the professional skills necessary to conduct an effective investigative interview (ACPO, 2001) by providing a framework to guide officers through the interview process. PEACE training for probationary officers aims to equip them with the skills necessary to interview any co-operative witness using an adaptation of the CI comprising ten primary components. All derived from the enhanced CI procedure (Fisher & Geiselman, 1992) and these components are; 'explain the aims of the interview, rapport, report everything, never guess, uninterrupted free-recall, encourage concentration, recall in a variety of orders, change perspective, mental reinstatement of context and witness compatible questioning' (NSLEC, 2004).

Dando, Wilcock and Milne (2008) reviewed closer consideration of the four components perceived to be most frequently used (establish rapport, uninterrupted account, explain & report everything) to reveal that they are all components specifically aimed at maximizing the overall effectiveness of the interview process by enhancing officers' social and communication performance. Furthermore, they are some of the most straightforward components to apply. Likewise, the two components perceived to be least used (recall in a variety of orders & change perspective) are arguably the most demanding PEACE CI components. However, if simplicity of application were an officer's primary consideration, this would not account for the finding that two equally straightforward components namely, encourage concentration and never guess were perceived as being less frequently used than the more cognitively demanding mental reinstatement of context and witness compatible questioning components. This provides evidence that the complex cognitive components are challenging for all new recruits, but that some social or perceived 'less important' tasks are also less frequently employed. Dando, Wilcock and Milne conclude that the newly trained officers who conduct the majority of frontline witness interviews report feeling inadequately trained, under pressure and generally ill equipped to conduct a PEACE cognitive interview.

Given the cognitive deficits within working memory common for dyslexic police officers, it is likely that some of these tasks may be challenging, specifically the retention of interview material and rapidity of reporting under stressful 'frontline' situations. Working memory is frequently impaired under stress which may further hinder auditory retention and processing skills. However, the lack of research in this area is disappointing and further evidence regarding the specific police roles affected by dyslexia is required. This is particularly urgent, given the prevalence of dyslexia across any population, regardless of training route,

together with legal responsibilities and a growing neurodiverse perspective to include, support, foster and nourish individuals with dyslexia.

Summary

This review on the literature for dyslexia examines its high prevalence across the general population, the varying definitions and descriptors and the impact it has on self esteem, working memory and general auditory retention skills. There is much evidence to support the view that dyslexia shapes self esteem (e.g., Burden, Snowling, Chapman, Lambourne & Silva) and further support to the view that adults view themselves negatively based on low self esteem as students (e.g., Riddick et al). However, these studies do not conclusively make these links, with a lack of longitudinal information from child to adulthood for example, as well as a paucity of evidence for workplace and specifically, police work. Further research into the field of police work is needed here to verify the findings across contexts. Within the workforce, there are legal responsibilities for the employer to demonstrate a supportive and inclusive environment which promotes a healthy approach to specific learning-difficulties and overcoming barriers to task completion. However, this task appears fraught with issues for disclosure of specific learning-difficulties which are well reviewed (e.g., Yeowell, Rooney & Goodwin 2016). This often leads to low self esteem and possible risk-taking behaviours to generate interdependency states. Overcoming these weaknesses within the workplace may be need to review the nature of neurodiversity in the workplace and the perception of dyslexia as a difference rather than a deficit. Furthermore, individuals with dyslexia demonstrate a high level of motivation to overcome their weaknesses, such as working late, implementing visual strategies and repetition to ensure success. Finally, there are identified strategies for overcoming the impact of dyslexia, such as coaching in the workplace, which empowers the individual and encourages positive self esteem. Within the police, many tasks rely on good working memory. The Leadership Review of the Police in June 2015 clearly identifies skill requisites which a dyslexic individual will struggle to meet given impairments in working memory and associated cognitive deficits. specific learning-

difficulties. The lack of evidence in the field of police work and dyslexia, together with research into strategies to support officers with dyslexia in police work has significantly affected the knowledge base for this thesis. My research seeks to bridge some gaps between theoretical concepts and practical support with regards to dyslexia in an identified workplace – the police.

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The Research Report

The Impact of Dyslexia on Self Esteem for Newly Recruited Police Officers: an Investigation into the Challenges and Coping Strategies for Police Officers new to the role.

Belinda Medhurst

University of Leicester

Research Paper PsyD 2016-18

Abstract

This paper aims to investigate the relationship between dyslexia traits and self esteem within cohorts of newly trained police officers in two organisations. Current evidence within the field of police work regarding dyslexia is limited. However, research considering dyslexia within the workplace has identified issues with self esteem and disclosure of difficulties (e.g., Burden 2010; Lynch & Gussel 1996; Vogel & Adelman 2000; Greenbaum, Graham & Scales 1996). By applying a mixed research methodology, the study considers the experiences of newly trained officers to gain an insight into the key issues prevalent for them in their formative development. In the first study 93 participants (approximately 72.2% males) completed Rosenberg Self-Esteem Scale (RES) and Smythe and Everatt, (2001) dyslexia screener.). Hypothesis 1 predicted at least 10% of participants would have presence of dyslexia traits and Hypothesis 2 predicted that dyslexia traits have a negative correlation with self esteem. Correlational analysis revealed a statistically significant relationship ($p > 0.012$ level, $r = -.235$) and these hypotheses were accepted. There are clear implications for the officers' confidence in role, particularly when faced with a highly administrative work load.

The data from the dyslexia screener was used to identify 15 participants who were deemed most 'at risk' of dyslexia to be invited for semi-structured interviews whilst 'on attachment' to police stations 8 months later. Four of these participants came forward for interview. Semi-structured interviews gathered qualitative narratives on perceptions of self within role. These biographical accounts established 'Multiple Perspectives' from which Open Axial and Selective Coding steps of Grounded theory (Strauss & Corbin 1998) were applied. Results of

this yielded views of anxieties in role, including capacity to complete reports, particularly 'fast time statements' with accuracy. Extensive factors including shift patterns, line management, peer support and time management were considered most influential. The study concludes with discussion around strategies to support dyslexia traits in the work place, including the effectiveness of technological aids alongside applications of a neurodiversity approach within the field (Pinkowski 2017; Griffin & Pollak 2009).

The Impact of Dyslexia on Self Esteem for Newly Recruited Police Officers

Research into dyslexia has identified an emotional impact, as individuals frequently express low self esteem if they present with dyslexic related problems. Burden (2010; 2008) describes the impact of dyslexia on an individual's self-efficacy, internal locus of control and attribution of success and failure on events. Burden outlines how the impact of dyslexia shapes an individual's self-efficacy. This effect is so powerful within child development, that children have quite fixed self perception by the time they reach adolescence. Consequently, any difficulties such as dyslexia are viewed and judged on a child's ability to gain control over their difficulties and achieve positive outcomes. These become further established by adulthood, when individuals follow paths suited to their educational outcomes (Hartas 1966). Those children who fail to make the expected grade appear more prone to follow criminal paths (Reid, Came & Price, 2008) and up to 50% of the prison population are estimated to suffer some form of dyslexia (Kirk & Reid, 2001). Self perception of skills and educational abilities are therefore well established within the adult population. Furthermore, the impact of self efficacy and self esteem on behaviour patterns has further identified relationships with expectations and perceived outcomes for health (McGee & Williams, 2000; Mann, Hosman, Schaalma, Nanne & de Vries, (2004)). These studies illustrate how a strong self esteem is linked to better health and social behaviour, whereas poor self esteem is associated with a range of mental difficulties and disorders. This can be further classified through externalizing (e.g., depression) and internalizing behaviours (violence / substance abuse).

Further research into self perception and self esteem can reveal relationships between the degree of health monitoring, or 'self care' and levels of self esteem (Hajek & König (2017). They describe how an individual's use of routine health check correlated with levels of self esteem and self efficacy, ie., that low self esteem results in fewer health checks. This would suggest that a lower self perception and efficacy levels are likely to restrict behaviour through expectation of negative outcomes. Further research into stress and coping strategy theory has also reviewed the impact these mental health related factors have on self esteem for individuals with dyslexia (Carawen, Nalavany & Jenkins, 2016). Adults over the age of 21 with diagnosed dyslexia rated themselves for self esteem, emotional experiences of dyslexia and demographic factors. The results from this work identified negative emotional experience with dyslexia which impacted negatively on self esteem. However, the support of family appeared to 'buffer' and mitigate the effect of negative emotional experiences. Conclusions from these studies would suggest that low self esteem arises from specific learning-difficulties, but can then further impact on other health related behaviours, such as health vigilance and well being. Support networks such as family and friends can buffer this negative affect; however, the research into the work place is needed to understand the impact from supportive line managers and peer groups.

In reviewing the impact of specific learning-difficulties and dyslexia within the police services there appears to be little research available. The available research into self-esteem and the police services is also limited and of little relevance (e.g., Lester 1986; Stotland, 1975 and Anshel 2000) tending to reflect on aspects of stress, wellness and health within role. Tewksbury and Copenhaver, 2016, offer research regarding physical confidence and self

regard within the context of American police work, where high levels physical confidence within role is required. High levels of professional self esteem has been reported to buffer the negative effect of victimisation experiences on punitivity within police officers (Elrich, 2018). Studies have also showed high self esteemed individuals to hold more positive attitudes towards outgroups and stigmatised individuals (Ashton-James & Tracy 2012). Furthermore, Marshall & Mansson (1966) indicate that highly punitive individuals have a more negative self-image than lowly punitive ones.

Further evidence has suggested that persons with higher self-esteem may be less vulnerable to potential ego-threatening incidents, as they are secure of their self-appraisal and so cannot easily be diminished by others (Baumeister et al. 1996). In turn, those with an already low self-view may perceive such stimuli as especially aversive (Averill 1982). Self-esteem is known to be an important personal resource for coping with stressful events in police work as well . Because police officers are assaulted while on duty, such experiences may be rather perceived as an attack against their professional and not their personal self. Indeed, police officers have been found to be very sensitive to resistance against their researchery (Kury et al. 2009).

These studies have limited application into the current research, reflecting on peripheral aspects of the self esteem on the general police role. As there is such paucity of research within the police service regarding the impact of specific learning-difficulties on professional performance this study is considered 'grounded research'.

In considering the research relating to dyslexia in the workplace in general, there appears to be a small and growing body of research. The impact of dyslexia and self esteem appears to play a role in decision making when considering the ‘concealment’ or disclosure within the workplace. Naravany, Carawan and Scubers (2015) describe how living with a concealment stigmatised identity, adults with dyslexia are at risk of low self esteem. Furthermore, they face complex decisions regarding the disclosure of their dyslexia and the further impact this may have on them, such as discrimination and prejudice within their role. Greenbaum, Graham and Scales (1996) revealed how 80% of students did not disclose their Learning Difficulties for fear of discrimination and Lynch and Gussel (1996) describe how students with Learning Difficulties fear stereotyping and negative attribution, making them less likely to disclose.

It is also known for instance, that students’ levels of disclosure regarding their specific learning-difficulties is high in their college placements (Rooney, Yeowell, & Goodwin, 2016; Roffman, Herzob & Wershba-Gershan 1994; Lynch & Gussel 1996). However, this appears to decrease upon attachment to work placements. Students fear risk of being treated less favourably or of bullying by colleagues. Vogel and Adelman (2000) studied former college students 8 to 15 years after graduation and only 41% had disclosed their learning difficulties. A lack of preparation appeared the key reason for non-disclosure. There are also ‘decisions’ to be made about ‘to be or not to be dyslexic’ (Price, Gerber & Mulligan 2005; Price & Gerber 2001). There are layers of complexity in this decision making process. Dyslexia is seen as a wild card which may lead to many outcomes for the individual. Disclosure may provide more support within both role and from colleagues; however it may also lead to discrimination and prejudice with less favourable responses from line managers (Price & Gerber 2001).

Dyslexia is now commonly regarded as a Specific Learning Difficulty (SpLD) alongside other conditions such as ADHD and DCD/dyspraxia and dyscalculia. They are neurological rather than psychological, often running through families and occur independently of intelligence (The British Dyslexia Association (BDA), 2019). They are termed ‘specific’ as they are considered to be focused on a specific aspect of functioning, rather than ‘generalised’ learning difficulties which affect a broader range of cognitive skills. They are also regarded as Neurodiverse conditions and the BDA now refers to them in this way. The term ‘Neurodiversity’ arises as this incorporates the ‘neuro’ aspect reflecting the cognitive and affective aspects of the specific learning difficulties, with ‘diversity’ reflecting the breadth and range across populations. This term is a ‘non-pathological’ reference to a wide range of mental functions, to consider them in a social model of disability. Of these difficulties, dyslexia is considered the most prevalent condition, accounting for approximately 75% of all difficulties (BDA 2015). The current estimation on the incidence of dyslexia in normal populations is approximately 10% (British Dyslexia Association, 2006). This has an impact on resources and support strategies required within employment as dyslexia is an identified specific learning difficulty within the Equality Act 2010. As discussed, there are factors including motivation, morale and self efficacy which are likely to increase the incidence of emotional struggles experienced by these individuals (Burden 2010, Burden 2008). Further discussion of these factors (Dornyei, 2001; Ford, 1992) reveals the impact of low self esteem on motivation, with self perception being shaped by external factors such as the interest from significant others. This leads to more extrinsic goals which are dependent on external responses from others, resulting in a loss of ‘locus of control’. Given this close relationship between low self esteem and dyslexia (Burden 2008), there are further implications for employee morale, motivation and self efficacy to manage and

overcome such challenges. These key considerations form the bedrock of this research and the key research questions derive from and relate to them.

When considering how society perceives and regards dyslexia, there is currently a strong argument between the medical ‘deficit model’ and neurodiverse perspectives within specific learning-difficulties, (Griffin & Pollak 2009; Pinkowski 2017). The notion of neurodiversity is a growing area of activity and research and this research project sits within its broad auspices. Simply put, neurodiversity is an extension of inclusive and socially driven approaches which see the value and worth of those experiencing a range of neurological conditions. These conditions would historically have been seen as disadvantageous and restricting in and of themselves. The social paradigm which drives contemporary thinking around neurodiversity can be used positively in interpreting and managing a specific learning difficulty such as dyslexia. Studies such as Armstrong (2010) and Griffin and Pollak (2009) have shed light on specific learning-difficulties as being more ‘differences’ than ‘deficit’. In this perspective, challenges of a specific learning difficulty can lead to a creative energy to overcome and compensate for deficits in cognitive functioning. For instance, Griffin and Pollak (2009) outline a qualitative study to explore the feelings and views of a range of 27 current and previous students within a university reflect on their learning difficulty.

Participants generally hold one of two views about their learning difficulty: either a neurodiverse / differences perspective, or a medical / deficit view. The former view was associated with greater career ambition and academic self esteem, while the latter was seen as a process for obtaining the Disability Student Allowance.

The empowering neurodiverse perspective can help those individuals with low self esteem to consider approaches which will allow them to overcome their conditions. Some may even

enhance their skills in other areas, with creative problem solving approaches when faced with challenges. Tabibi, and Pfeffer (2015), investigated creative thinking abilities among children and adults with dyslexia. Although no differences were observed within the groups of children, there were consistent results for the dyslexic adults who surpassed non dyslexic adults on almost every measure of creativity. This suggests that there may be enhanced right hemispheric development and further, that these skills become enhanced with maturation and age. This research aims to secure a knowledge base in the field of police work, specifically organisations 1 and 2, regarding the impact of dyslexia on self esteem. The literature is clear on the impact of dyslexia on self-efficacy and self esteem, where adults attribute their performance more negatively. To review this, within the police context, the current study will examine this relationship with candidates who are new to the police profession at early stages of their initial training and further into their probation period.

The research is particularly focused on establishing the severity of dyslexia traits in new candidates and the comparative levels of their self esteem. The literature is clear that individuals with dyslexia have lower self esteem than the rest of the population. This may be the case with police officers therefore Study 1 aims to explore the following hypotheses:

Hypothesis 1 The incidence of dyslexia traits in the sample population will be broadly similar to the BDA at 10%.

Hypothesis 2 There will be a negative correlation between self esteem and dyslexia traits.

A follow up of these individuals with dyslexia in study 2 further into their probation will consider in depth the factors which support their progress. By establishing the relationship between dyslexia and self esteem, preventative methods can be offered to reduce this affect

and support new officers at a challenging point in their role development. Further research into such strategies can also be identified through discussions with the recruits as they are on a range of attachments. At this time, line managers struggle to identify such reasonable adjustments and there is much confusion regarding dyslexia within the police. This research aims to clarify the nature of dyslexia traits and its impact on police officers. Furthermore, it aims to clarify the factors which support individuals with dyslexic traits.

Study 2 will identify officers considered ‘at risk of dyslexia’ and give them the opportunity to feed back on their experiences as new recruits. It is hoped that Study 2 will identify any strategies and factors which could support the progress and esteem of police officers in their developing role. Therefore, the key research question for Study 2 is:

RQ 1: What are the key issues for police officers with dyslexia traits within the attachment phase of their training?

Method - Study 1

Participants

The 93 participants in this study were all newly qualified Police Officers who had completed the initial 12 week training course in Organisations 1 and 2. This study was not interested in the collection of demographic data and no precise information was gathered on the age, ethnicity or other private and personal details of these officers. This study wanted to focus on the key issues under observation and gathering of peripheral, personal and sensitive information would involve further ethical consideration. The question as to how this data would be used, stored, destroyed and protected are key considerations in demographic data collection and as this study was not interested in these issues the argument for gathering this information was weak. However, it is known that approximately 72.22% of these officers were male, as indicated through the proportion of named / signed responses. However, the practicalities of data collection proved to be a barrier to knowing the precise numbers here. For instance, the training cohorts were often split into groups and different groups completed the questionnaires at different times over the course of a week in Organisation 2. In Organisation 1 different personnel were involved in the data gathering again, which was carried out at intervals in the training schedule of week 12, depending on when there was capacity. The geographical locations of the training were approximately 180 miles apart, in different counties and with differing trainers. The precise numbers are therefore not possible to calculate, due to absence rates on the day, incomplete returns of questionnaires as some did not turn over the form and complete the reverse side, as well as possible reluctance to participate. However, this research was not interested in the backgrounds of the individuals and so precise information on demographics was not a pre-requisite. It is expected that some of the officers who took part in this study may have experience from many different roles (this study has not elicited data on these previous roles). However, these officers may have

been Special Constables in previous roles or had a role in the British Armed Forces, possibly overseas. There is an acknowledgement that many have finished university and are graduates. Their work experience may be limited in both duration and role, which may in turn minimise their outlook as an employee. Other individuals may have experience with employment in private sector, such as builders or office workers/retail. Their experience as full time Police Officers will most likely be very limited.

All 93 participants were self selected during week 12 of the training course, through an open invitation delivered by the course tutors. This was conducted during one of their class sessions from three different cohorts of trainees on subsequent training courses across 2 organisations. Due to the public nature in which the questionnaires were completed it is quite likely that some social dynamics may influence data collection. For instance, the training rooms have desks and chairs next to each other and it is not a private situation. The police environment can be a competitive one and divulging personal, social and demographic data, such as age, ethnicity, previous diagnosis of dyslexia may have been uncomfortable for participants to declare (e.g., Watson et al 2001, Land & Ross, 2014). It is also probable that data would not have been consistently recorded, with some 'nil' returns (e.g., Denscombe 2006). Some individuals would have concerns regarding privacy and sharing private data and as a consequence would have failed to reveal this (Lawrence, 2012). The GDPR legislation further enforces the need to protect individuals from feeling exposed by sharing personally identifiable information at an early, vulnerable stage in the officers' development. This would have impacted on the sample size of completed responses. Finally, there were limitations as a consequence of Ethical Clearance which required a need to maintain anonymity of participants. Therefore the use of an electronic system was not possible, as the

email addressed used would leave an electronic trail and no other ‘within police systems’ would allow me to access the data, for security reasons.

As the data was not going to be used there are ethical considerations in gathering and storing personal information which is unnecessary. Consequently the research focused solely on questionnaire responses regarding the key variables in question.

Materials

The materials used for this study were the Rosenberg Self-Esteem Scale (RES, Rosenberg 1965) and the dyslexia screener devised by Smythe and Everatt, (2001). (See Appendix E).

The Rosenberg Self-Esteem Scale (RES, Rosenberg 1965) shows particular strengths for identification of several areas including domain-specific self-evaluations, self-evaluative biases, social desirability, personality, psychological and physical health. This questionnaire has been extensively used (e.g., Gray-Little, Williams & Hancock, (1997) and Robins, Hendin & Trzesniewski, (2001)), and is considered to have excellent test-re-test reliability, external and interval validity and ecological validity. Results of this questionnaire yield scores on a 10-item scale that measures global self-worth by assessing positive and negative feelings about the self. The scale is believed to be uni-dimensional. All items are answered using a 4-point Likert scale format ranging from strongly agree to strongly disagree. (See Appendix E Questionnaire for Research Report).

The questionnaire devised by Smythe and Everatt, (2001) is a dyslexia screener. This standardised questionnaire has been well researched across many studies and therefore is

considered to have high test-retest reliability (e.g., reading alpha = 0.81) and good construct validity in relation to measures of literacy with high correlations (reading $r=.66$) and spelling $r=.60$) (Snowling, et al 2012). There are 15 questions with seven items which required the respondent to rate 'symptoms' of dyslexia on a scale of zero to four such as problems with literacy skills, word finding and organization. For the purposes of this study the original questionnaire was retained which identifies commonly related items to dyslexia focused around literacy, organisational and working memory skills. Results yield a numeric value which has already been professionally standardised to achieve an 'at risk' score as identified on the screening tool. Scores of 45-60 are indicative of 'mildly affective' dyslexia. These would be used to select individuals for further investigation through interview who present with at least 'traits of dyslexia'. It is important to make clear that this screener tool does not provide a definitive diagnosis of dyslexia and that a full assessment by an experienced and trained practitioner would be required to give this.

Procedure

The procedure for data collection for the questionnaires required ethical clearance from the University of Leicester and agreement by Organisations 1 and 2. This was in place before the participants were approached (see Appendix A and B Ethical Approval).

Week 12 was selected for data collection as advised by the Inspector for Training and Recruitment who described how the technical aspects of the role would have been completed, such as role play and using the radio systems etc. The self-esteem of these new recruits may have been tested by this process. Up until week 10 the majority of the training consisted of class based work which may have skewed self esteem negatively, due to the pressure of reading and writing all day. However, week 10 and onwards was more related to the practical aspect of the role and by week 12 the individual is 'prepared' for active service. It was considered that the officers' views are based on previous knowledge of their ability from the whole 12 week training, as well as general previous experience.

two of police training recruits in Week 12 of the 12 week training course were approached during a 'class based' session. This timescale was chosen, to allow for the trainees to settle into the role and experience the challenges which officers experience in the job. At the 9 week stage of training onwards, the officers are given scenarios and casework as well as the ear-pieces which are worn by police officers. Consequently, they may experience the police officer role in realistic terms exposing potential challenges for any dyslexic recruits. It was considered that questionnaires completed at this stage would reveal insightful perspectives on ability and honesty regarding confidence in the role. Consequently the analysis identifies any correlations between those with low self-esteem who are at risk of dyslexia.

All participants were briefed by the senior officer responsible for their training who explained both the voluntary nature of the research, as well as the confidential aspects. It was made clear to all participants that their participation would be gratefully received by Organisations 1 and 2 and that the information would help formulate structures for supporting new recruits in the Police. Each Police Officer in Training was then provided with a blank, self sealing envelop which contained the following paperwork:

- Consent Form
- Information on the Study
- Self-Esteem Questionnaire
- Dyslexia Screener Questionnaire

Those participating officers completed the forms and placed them in the self sealed envelopes which were then gathered by the tutor who retained them for collection. This data was then coded to protect participants anonymity. The data analysis will also review the items/factors on the questionnaires which are most frequently occurring, as high indicators of dyslexia and low self esteem. Quantifiable data from questionnaires was analysed using SPSS/other relevant, approved software.

Results – Study 1

The questionnaires from newly recruited officers yielded a range of scores from the dyslexia screener from 9 to 63, mean of 30.51, and a range for self-esteem from 26-63, mean of 34.56 (see Table 1 below). This is evidence of dyslexia within the cohort of at least 10 %, as predicted by Hypothesis 1 (‘There will be a presence of dyslexia traits and/or working

memory issues impacting on approximately 10% of participants (as identified through the BDA)’. This is indicated as 29 of the total 93 individuals have at least traits of dyslexia (31.1%) and 10 of the 93 have at least mild dyslexia (10.8%). (N.B. a diagnosis of dyslexia would be only confirmed through a full psychometric assessment).

When compared to the Screener norm referenced data from Table 2 (below) it can be seen that mean score is approximately 55. The achieved average score of 33.8 is far less than this. Such a low score may indicate a higher skill set of individuals within the cohorts of trainees if considered valid. However, these results may indicate a degree of either concealment or lack of openness regarding skills for literacy and working memory.

Table 1

Terms and Ranges from the Dyslexia Screener

Terms and Ranges from the Dyslexia Screener		Results from Administration
Possible Range of Screener Scores	22-88	22-63
Mean Average Screener Score	55	33.8
Probably mild dyslexic	45-60	8
Probably moderate/severe dyslexic	Greater than 60	2
*37-45 possible traits		19

***according to Smythe and Everatt 2001**

Table 2

Descriptive Statistics

	Descriptive Statistics					
	Mean	Std. Deviation	N	Range	Min. Score	Max. Score
Self Esteem	30.3172	4.42436	93	20	19	39
Dyslexia	34.1613	8.15647	93	39	24	63

From the above Table 2, it is apparent that the range of data for self esteem is over only four standard deviations, range of 20 and a mean average score of 30. However, the possible range from the questionnaire was far greater (10-50) and the mean average is 30. The distribution from the police trainees is therefore above this indicating higher levels of self esteem in general for this population. From regarding the raw data (Appendix G, raw and descriptive data) it can be seen that many recruits sitting together when completing this questionnaire replied very similarly, indicating potential 'copying' of extremely high scores (i.e., Participants 27-31). These results are discussed below in terms of police culture.

An analysis of the data was carried out using a Pearson Product Moment Correlation Coefficient, to establish the degree of covariance of two data sets utilising a one tailed hypothesis. This can examine the relationship between self-esteem and dyslexia. The result of this analysis demonstrates a negative correlation which was significant (Pearson $r = -.235$, $n=93$, $p < 0.012$) (please see Appendix for data analysis). Hypothesis 2 can be accepted.

Regression analysis is a form of predictive modelling technique which investigates the relationship between a dependent variable (target) and independent variable (predictor). This technique is used for forecasting, time series modelling and finding the causal effect

relationship between the variables. From the various different types of regression available to make predictions, it was necessary to regard the needs of this study, which was focussed on predicting the impact of dyslexia on self esteem levels for future populations. This will yield more information than a simple correlation, which only establishes a relationship and cannot predict or forecast the likelihood of that relationship in future populations.

One of the most widely known predictive modelling techniques is a linear regression whereby the dependent variable is continuous, and the independent variable(s) can be continuous or discrete. The nature of the regression line is linear. With a simple linear regression there is usually just one independent variable (sometimes termed the regressor or predictor variable) and a dependent variable (the response). Within this study, there are only two variables and so a simple linear regression analysis was then calculated to predict participants self esteem based on their dyslexia scores (Gallo, A., 2011). A simple linear regression analysis could be completed as the data satisfied the six basic assumptions required to conduct a regression analysis (eg., that the two variables are measured at a continuous level, that there is a linear relationship and homoscedasticity where the variance remains the same) many of which were observable from the scattergram (Appendix G Descriptive Data). These results can be seen in Table 4 (below). A significant regression equation was found ($F(1, 5.3) = 17.86$ $p = .000$) with an $R^2 = .055$. (Please see Appendix G for data).

Table 3

Model Summary^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.235 ^a	.055	.045	4.32400

a. Predictors: (Constant), Dyslexia

b. Dependent Variable: Self Esteem

Method - Study 2

Participants

All four Participants in this study were a self-selected sample from Study 1. All four respondents were newly qualified Police Officers who had completed the initial 12 week training course in Organisations 1 and 2 and were on ‘attachment’ to Police Stations across the county, some three-four months in to their new role. It was important to select these new officers as they had by this stage of their training been exposed to the job and the challenges of administrative workloads. They are also now immersed in the police culture. They were identified as ‘at risk of dyslexia’ from Study 1. They were contacted via secure email server directly by the researcher. Of those contacted only 4 responded.

Materials

The interview schedule draws directly on the questions and possible responses in the standardised questionnaires and is semi structured to allow sufficient flexibility to adapt questions in line with the interviewee’s needs and responses. Questions 1, 3 and 4 of the RSE identify positive qualities of self which are used in the first interview question (Elrich, 2018). Questions 2, 5 and 6 of the RSE are used to explore challenges in interview questions 2-4 (Burden 2010; Carawen, Nalavany & Jenkins, 2016). Questions 5 and 6 are derived from question 10 of the Dyslexia Screener regarding creative solutions in role (Tabibi & Pfeffer

2015). Questions 4 and 7 were both scaling questions regarding stress (Poda & Popea, 2013) and line manager support (Price & Gerber 2001), which were considered additional sources of information which may be useful.

All interviews were recorded digitally and transcribed professionally by a service subscribing to confidentiality as sought under the GDPR.

The interview schedule of core questions were:

1. *What are the key strengths within your current role as PC? Please can you identify them for me?*
2. *What do you see as the challenges within your current role in relation to the jobs you have to undertake?*
3. *Which of these are particularly challenging for you?*
4. *Can you identify on a scale of 0-10 how stressful these tasks are for you?*
5. *What strategies have been offered to help you within your current role?*
6. *What do you feel would help you to overcome the difficulties in your PC role?*
7. *On a scale of 0-10, how supportive have you found your employers to be within your PC role?*

Procedure

All participants who scored 40 or above on the dyslexia screener were contacted via follow up email (secure server) and asked to participate in follow up interviews six to seven months after they had completed initial training (See Appendix C and D Consent and Information to Participant forms respectively.) The following documents were attached to the email:

- Description of the study
- Consent Form
- Letter of Invitation

Of the sample who were ‘at risk’ of dyslexia, four participants responded positively to the email.

At this stage of their training (three to nine months), most new recruits are tutored and shadowed. They have gained basic skills and should be familiar with the processes and procedures of much police work, as well as being part of specific teams. All Semi-structured interviews were conducted during the attachment phase of the new recruits training program in local police stations where the officer is currently attached and during a regular shift of work at a time suitable to both interviewer and interviewee. On completion of the interview, all recruits were thanked for their participation. Interviews were transcribed and analysed by using Open Axial and Selective Coding steps of Grounded theory (Strauss & Corbin 1998).

Results – Study 2

Interview data was gathered from across three cohorts following questionnaire analysis. The officers scoring 40 and above on the dyslexia screener were invited to attend interviews at their convenience. However, the sample was small (n=4) with few respondents. Furthermore,

the officer scoring highest on the screener was not contactable as they used a 'pseudonym'.

All the interviewees were female and under 25 years of age.

Interviews were transcribed professionally to ensure confidentiality was maintained to GDPR. They were then evaluated. The data processing was then completed using Open Axial and Selective Coding steps of Grounded theory (Strauss & Corbin 1998). This method was applied due to the reduced number of participants, as this was considered appropriate for small sample sizes. An alternative data processing such as thematic analysis for example, would require a larger sample size of 15 or more. Application of the coding methods followed the 5 steps of the analytical process as follows:

*reading and reviewing each transcript twice for content understanding and identification of comments

*Observations were used to make preliminary categories, based on literature review, theory and observations

*preliminary codes were identified (McCrocken) to establish the 'field of patterns and themes ...rising into view'.

*examination of clusters of comments made by respondents to gain 'statement of measuring ... runs through all pertinent data that carries heavy emotional or factual impact' (Ely & Associates 1991).

This set of processes yielded a coding scheme as follows:

- Thinking and learning skills - TL
- Talking and speaking and role with the public - TSp
- Time management - TM

- Shift work - SW
- Writing and reading skills - WR
- Technology - T
- Line Management - LM
- Dyslexia - D
- Peer Support - PS

Within these coded themes, comments were focussed around the challenges which were faced and the strategies which were found to help new recruits. (See Appendix H for Example of Transcript; and Appendix I Coded Themes). Not all of these codes are ‘dyslexia’ related but may impact on self esteem in the role.

TL- Thinking and learning skills

New recruits were clearly reflecting the need for more time to make decisions which were correct, as they felt they were unsure of correct procedure and laws (e.g., ‘been told the same law so many times they’re all just a big mess in my head’; ‘need for time’; ‘time’; ‘take time and I’ll get used to it’). The recruits were urged by colleagues to take a positive view that they will need more time and will ‘get used to it’. However, there was reflection on the strategies they had been used in training school such as mnemonics, to assist them with using their initiative (e.g., ‘got to imagine and prepare for events on the scene’; ‘think on your feet’; ‘we learn about 50 mnemonics in the training school’).

TSp- Talking and speaking and role with the public

Comments regarding speaking were generally positive, as this was seen by the new recruits as a strength in public situations. For instance ‘speaking.. (is) my strong point’ and ‘(I) enjoy

speaking to the victims the most and making their voice heard'. Other comments reflect how they have to 'get rid of the uniform' to be themselves and interact more naturally.

However, there were some challenges to the role when dealing with solicitors who were viewed as 'strange', 'quite miserable or grumpy' and '..laugh when they find out I'm new and I feel like (they) look at me differently and expect less of me because of my age'. Further comments regarding how officers feel the public treat them differently receiving 'more violent or abusive behaviour because I am new and young'. There were comments about difficulty 'doing an interview for a job that's not mine is difficult' and 'if I don't know what (this) is about I have to find the legislation'. These issues identified stress as 'an 8' on a 0-10 scale.

TM - Time management

The issue of managing time was evident in all interviews as there was a perception of planning workloads and organising tasks which was important in task completion (e.g., 'You have to deal with jobs that aren't emergencies / deal with 999 emergencies and casework at the same time'). The response and 999 work presented challenges to the completion of statements and investigating the crimes. Some officers reflected how they were 'an 8 for stress' as they feel unsure about what time allocation is available and when they are in a position to book interviews (e.g., 'I'm not really sure what time I can book stuff'; it's not really knowing my options – that's quite difficult').

SW - Shift work

Officers had mixed views on the impact of shift patterns on workloads. There were some constraints as 'on a night shift you can't call someone' and officers reflected '(they were) quite hard to do', being 'tired at the end of a shift' and 'the information has gone out of my head'. There were also problems with earlies as 'you hardly ever finish on time' (e.g., 'often

work late ... 3-5 hours after shift stops' and 'I'm tired at the end of a shift ... the information has gone out of my head'. However, some officers commented how 'early and night shift were quieter' and that they 'really like the night shifts'. These officers went on to explain that they 'plan to do office type stuff' on late shifts and that it worked well for victims who had 'finished work and the kids were in bed'. One officer commented that the 'shift work had not really impacted' and that they 'did this before' as it 'suits my life better'. Officers did comment consistently on how 'urgent work is prioritised outside of a late shift' and that 'shift work can mess things up'. This was later qualified with comments such as 'early and late shifts I plan to do office type stuff'.

WR - Writing and reading skills

The interviewees all commented on difficulties within writing and reading skills (e.g., 'I get distracted... I can't proofread as well ... I don't notice my mistakes' ; I can't read... reading out loud doesn't always work... my brain won't registers what I'm reading .. and I miss a line' and 'I struggle with admin – order of legal points takes ages'). There were clear concerns about the rate of administrative tasks and writing statements (e.g., 'fast time statement is most pressure ... this is when I feel the pressure'). Stress levels were reported as eight or nine for fast time statements and emotional reflections were strong ('I hate it' / 'I worry about it'). There were also reports that notes and writing were 'daunting' and 'once you've written it that's it; you can't change it'. Issues with concentration were raised as officers felt they 'get distracted' and proof reading was difficult. Reading skills were also seen as challenging with comments such as 'I read a job and I still don't really understand it' and 'I have to write down everything.. I was never good with memory.. and I have to write call sign on my hand because I will forget it'. Some officers expressed frustration that 'I'm worried about knowing how to word it and need to work on my reports' and 'I struggle with admin ... the order of legal points takes ages'. There were comments on how 'I've done a

lot of reading before but since I've come here and gone to training school I can't read it... and it all looks really confusing'. Some officers have created lengthy processes to assist them such as 'I write statements in blocks... then ask them questions to confirm sections... then read it to them... take notes and check'. They may also 'write most of what I know before (to) take the pressure off'.

T - Technology

The use of technology in the role was seen positively by some officers (e.g., 'I prefer it being on the MDT' and 'easy to log and put a crime on a system'). This was illustrated by one officer who would 'write up a statement summary, copy that and then paste it onto NICHE or computer or 3924 as well'. Commitment to the IT was clear with some views such as 'they should issue technology.. you can get keyboards but these used to be issued but now they don't so I'll just get my own one.' They enjoyed using the spell checkers and some preferred using the hand held computers (MDTs). Logging crimes on a system was seen as 'easy' by some, who explained how they would '...flip between screens' and 'don't need to keep retyping' as they would cut and paste information. However other officers expressed frustration and that 'typing up a whole statement takes a while', '(our) computers are useless' and that the 'MDTs are great when they work'.

LM - Line Management

Reflections on line management were varied as support was dependent on individual situations. For instance, some officers expressed positive reflections and '(I) haven't got a bad word to say about my sergeants' and they are 'a big support'. This was explained further with flexible working arrangements being offered, such as 'you go to 'x' and say 'I need a workload day' and they give it to you'. Other officers were less positive, expressing frustration that they had been given unfair workloads and a variability of response ('If you went out with someone else that person would deal with it differently'). There were also

concerns with line management as ‘there’s no regular place of regular time set up’ or ‘It would be good to meet with someone - so many officers go off sick with stress or anxiety or just generally illness. If we did talk to officers a little bit more it would help with their wellbeing’. Further illustrations reflected frustrations on how ‘you do it over again until you get it right their way. If you went out with someone else that person would deal with it differently.’ One particular officer explained how ‘I was given a workload and then I did actually go and speak to a supervisor about that and he said he was really sorry I shouldn’t have been given a workload because it’s not fair’.

D - Dyslexia

All officers mentioned they either had dyslexia or thought they were dyslexic although this was not asked in the interview questions (e.g., ‘I think I’m dyslexic’ and ‘I’m not sure if I’m a little bit dyslexic as well, but it’s really difficult for me to make really fast notes with numbers, dates of birth and car registrations.’ There were positive comments about the training school which had ‘helped me with dyslexia’ and tested officers to see if they had dyslexia. They were open about their dyslexia and made frank comments about their spelling and reading skills (e.g., ‘I can’t spell for shit’ and ‘another girl on the team is dyslexic .. she is sympathetic.’). Some explained that they had a passport and had been public about it.

PS - Peer Support

Peer support was evident by some officers who expressed high praise for their team mates (e.g., ‘everyone’s so supportive’, ‘there is no taunting’, ‘they know I’m going to take longer’ and it’s ‘like a family’). There was mention of support from peers who had informed the new recruits to make contact and ‘ring us if you need us’ and how ‘everyone... would look after us’. Some reflected on chance factors stating that they were ‘lucky with my team’. However,

some officers identified a lack of support and made it clear that ‘things are really rushed’ and ‘everyone’s really busy’ and ‘I’d probably get a different answer from each person as well.’ There were concerns about colleagues ways of working with comments such as ‘things are really rushed... and they are really, really short’, or ‘there is no team support’. Some felt that they ‘need more experience with other officers and learning from them.’ Further insight into the different styles of working was also evidenced by one officer who described how ‘you get office cats’ or ‘other people who are just out all the time responding to stuff’. Finally, some felt that the responses were variable, as ‘some teams (are) really good at responding to stuff and you hear them on the radio (but) other teams are more office-based doing office type things’.

Discussion

Results from study 1 have successfully identified the presence dyslexia traits within the new recruits, with a prevalence of at least 10% (BDA). Further examination into the impact of dyslexia on self esteem has revealed a statistically significant negative correlation, (Pearson $r = -.235$, $n=93$, $p < .012$). A significant regression equation was found ($F(1, 5.3) = 17.86$ $p = .000$) with an $R^2 = .055$. This predicts the significance of the presence of dyslexia in reducing self esteem. Further information from the study 2 successfully revealed extensive information on the key issues present for new recruits as they progress through their probation. There are implications for recruits who have a presence of dyslexia traits in their profile, particularly regarding administrative roles, the need for more time in decision making and the benefits of good line management and peer support. Within interviews the officers responded honestly and revealed mixed views of shift work, frustrations with some technology and negative comments regarding unfair workloads and timescales. However, it

is important to acknowledge that the issues identified with this cluster of officers are singularly related to just this group with 'dyslexia traits' and not common across the new recruits. Examination of a control group with no evidence of dyslexia traits would be needed to confirm this.

From the results it can be seen that a higher range of self-esteem measures have been achieved for the new recruits, with some similar scores for some individuals 'clustered' together who were seated next to each other during completion. This may indicate some 'enhanced' views of self which may have been affected by the context and police culture (e.g., Brown 2007). Furthermore, the 'macho culture of the police' (Brown 2007) does reveal the traditional role of the police officer role as 'male, rough and tough' and this persists across the different environments. This is likely to affect the public admission of both levels of self esteem and dyslexia traits as assessed on this occasion.

Evidence from questionnaire analysis identifies dyslexia traits as present within the early phases of training for new recruits and is above the incidence of 10% (BDA). This appears even before the officers are on attachment and required to undertake administrative tasks, such as completion of case files for court. It is also known that there are adaptations to self esteem which can occur and become enhanced through experience. For instance, Poda and Popea (2013) report that professional experience, self-esteem and perceived self-efficacy strongly and positively correlate with stress-related growth. In their study regarding the growth of self-efficacy and self esteem among professional rescuers they identify, among other factors, how these specific individuals can increase their self esteem with increases in stress loads of tasks. Given the degree of similarity between individuals of the police and

professional rescuers, some degree of similar outcomes can be anticipated in normal participants. However, the generalisability of these findings may be limited in the present study, which focuses on dyslexia and perception of not just practical aspects of the roles but the administrative and literacy dependant tasks.

This leads to an examination of the importance of dyslexia traits within the police roles. From interview findings, it is clear that the new officers carry a burden of anxiety regarding their confidence in role, for both decision making and report writing. There are also issues for task completion in role, with fast time statements consistently reported as exceptionally challenging. The difficulties with reading and writing are particular concerns for these officers. They describe the challenges of completing reports and statements as well as investigation and interviewing under time pressure. Although the officers are trying to compensate for slow reading and writing speeds by being pre-prepared, this ultimately results in writing the work at least twice, taking up more time. All officers reported issues with reading, writing statements, remembering information and editing their work.

The role of police work is clearly heavily loaded with administrative tasks and the officers on attachment are not yet carrying a full caseload, but are still within the tuition phase.

Although some report favourably on their line management and peer support, this appears heavily dependent on the location of attachment and particular shift or team the officer is placed with. Those officers who report high levels of support, may be young and new in role. This brings into question the validity of their experience and awareness of effective line management in both challenge and support in role. However, other officers report very different experiences, expressing the validation of their perception with 'I've had (team

support) in other jobs and I know what it is. We don't have that (here)'. Possibly there is localisation of support and variability in line management vigilance and structures. The officers reporting less favourable supervision had been moved twice so effectively could be said to have had more experience. There is therefore a wide ranging organisational reflexivity and identity, which appears dependent on the location and attachment of individuals within their first year of probation. However, all the trainees interviewed experienced low self esteem and confidence in aspects of their role which were related to administrative tasks, writing, reading and retention of the law. This impacted on their confidence with decision making and duration of task completion.

Stress and anxiety within the role are apparent within specific tasks such as decision making and communication in legal and challenging public roles. The officers report that their age and experience were brought into question when dealing with solicitors. They also commented on the public response of increased 'violent or abusive behaviour because I am new and young.' This appears to lower confidence in role as well as increase a lower mood state. Self efficacy in this situation is clearly challenging for recruited officers. Evidence from studies regarding team work, peer and line-management support such as Strauss, Griffin and Rafferty (2009) emphasise the importance of line management and team support in driving forward productivity and belief in the organisation. Transformational leadership by leaders of the organization enhances commitment to the organization, whereas transformational team leaders seem to facilitate proactivity by increasing employees' confidence to initiate change. Furthermore, London and Klimoski, (1975) explain how self esteem was not related to job satisfaction or performance measures. However, it was found that self ratings of performance and satisfaction with work and peers were related. Clearly the importance of peers and job satisfaction are complex and interrelated variables. If new

recruits are challenged in their role and able to experience high job satisfaction as a consequence, they may still benefit from peer support and management structures to enhance self esteem further. Where the officers are given such support it is to be expected that their level of job satisfaction will be enhanced.

Disclosure of specific learning-difficulties and engagement of officers who were identified with high levels of dyslexia traits within their profile were identified as challenges to the profession. In the current study, there was a limited disclosure from new recruits as it is known that few individuals have joined with a report diagnosing dyslexia which they have shared with Occupational Health. One individual wrote on their returned questionnaire a disclosure that they had dyslexia. However, the subject who achieved the highest score on the dyslexia screener was unwilling to engage with any follow up interviews and deliberately remained untraceable. This could be linked to a fear of exposure and the challenges of declaring a difficulty within the role. The research into disclosure has clearly identified the risk of job loss and potential intimidation by peers (e.g., Rooney, Yeowell & Goodwin, 2016). In this study, the disclosure of students from training schools/college to workbased placements was seen to diminish when in work places as opposed to 'safer' schools or colleges. Fear of disclosure may therefore be an issue within police recruitment, as officers may fear discrimination from peers which would affect their position in team cohesion. Furthermore, officers may fear they would jeopardise job security.

Finally, evidence of an emergent positive perspective may exist in some officers which 'buffers' them the difficulties they may face. For instance, some of the officers describe how they enjoy 'speaking to the victims...' or 'speaking to the public is my strong point'. They

also report how it is important to 'manage your time' and 'need to adapt things to get out and do stuff rather than sit in the office and do little jobs'. Further there are reports of administration reorganisation into shift patterns that suit the specific officer (e.g., 'Social services reports are easier and (I) can do in night shift and email victims them.' Together with 'I like a list / tick off as I go / keeps on track'.) In this sense the officers are already making modifications in the role which suit their skill set. This flexible mind set allows a creative perspective to the role which modifies the tasks to the strengths of the officer. It follows that this positive perspective comes from a flexible approach that moves the work to fit around the individual. As a consequence the officers feel more in control and able to complete jobs. It removes the medical approach of fixed difficulties into a 'can-do' model with environmental modifications. Adopting such a stance within role development encourages self growth and achievement through creative, solution focussed approaches.

There are some constraints within the current study which future research would need to adapt. For instance, at the outset of the research it was considered more helpful to give the trainees opportunity to experience the police role to see if this impacted on confidence and response to administrative workloads. Consequently, it was agreed with the training staff that assessment on the last week would be valid for this. However, the trainees on these initial courses may respond differently at an earlier phase of the training. This may yield a more naïve and 'open' view of skills and abilities (ie., in the first 5 weeks rather than the last week 12). This would reflect data on the individuals before they are exposed the potential challenges of the role. The questionnaires may also need to be completed in a more 'individualised' approach rather than 'en masse' to avoid the impact of police culture or peer pressure. A final limitation is identified in the lack of demographic data gathered from the questionnaire responses. Arguably, the knowledge of age, ethnicity and gender for instance,

would have given further variables for measurement, which could be important in identification and support for dyslexia within this workforce. Previous work (e.g., MacDonald & Cosgrove 2019) reflects the demographic across a police force, including both administrative and active police officers. This research appears to demonstrate gender rates which are arguably higher, possibly a consequence of the inclusion of administrative staff. The current study could have countered this data with a focus on just police officers.

Gaining consent and agreement for interviews from the trainees was a particular challenge for the study. A potential reluctance of males to participate may reflect a cultural influence. Initially, it was agreed with the Inspector from the Training School that an experienced male presence with leadership may encourage responses. Although not coercive, the use of a male Inspector to introduce the research was considered to provide a sense of importance to the study, increasing active participation. However, future studies may need to find ways to encourage a mixed gender response. Possibly initial contact of the female researcher when administering the questionnaires may give reassurance and confidence to the participants. They may feel able to trust the process and people conducting the research without fear of prejudice. This may also encourage more honest responses to the questionnaires without the need for a 'pseudonym' to protect identity. It is important therefore, to interpret these results with caution. This study is restricted in reliability due to the lack of test-retest and longitudinal components, as well as small scale interview samples. Cross sectional methods can provide breadth of information across a population at any one given time. However, they are only 'snap shot' data from one point in time and a longitudinal study with a re-test of views would validate the long term implications. Furthermore, the lack of mixed gender in Study 2 skews findings, with no male voices evident to balance the views, despite the fact that Study 1 had a male majority within the sample. There are also no control groups to

compare findings and the qualitative data generates correlational findings, which do not quantify differences or cause and effect data. Consequently, all interpretations are cautious, with the view that re-assessment over time is advisable.

When conducting a qualitative analysis it is often challenging to achieve data saturation, due to the differences in how saturation should be conceptualised and applied (e.g., Saunders et al, 2018). For example, Starks and Trinidad (2007, p. 1375) describe that saturation occurs ‘when the complete range of constructs that make up the theory is fully represented by the data’. This focuses on the need for a sufficient quantity of data to illustrate it. Within this research, it was difficult to achieve this element of saturation, due to the limited number of subjects and views expressed.

Although the research initially planned to utilise the method of Thematic Analysis, a disappointing return of interview data with only four responses resulted in a wider consideration of alternative methods, for analysing smaller sample sizes. From conducting a review of available methods, the approaches from Grounded Theory were considered, including narrative reviews which were considered too detailed and lacked any element of coding. The researcher wished for identification of common threads from the stories to become clear and from this review of available qualitative methods the identification of ‘Coded Themes’ was selected, as this felt appropriate for the sample size and distribution of information. The themes became clear and coding the information gave clarity and shape to the data.

It is important to clarify the role of the researcher’s position within the context of this study. The researcher was commissioned within the organisations concerned to establish the

frequency of dyslexia within new recruits. There was a further desire to establish the impact of any dyslexia considered to be present within the cohorts on the individuals. This would then direct future resources for support. The researcher has much experience of assessing and supporting dyslexia within casework for children and adults at casework level. This informed the decision to establish the impact of dyslexia on self esteem, a much researched and established link within child development (e.g., Burden 2008, 2010, Reid et al 2008 and Snowling 2000). This research therefore had practical applications as outcomes and was not completed 'for its own sake', but to drive forward good practice. Any outcomes would be useful in establishing next steps within the field of policing. The researcher bias was considered minimal, due to the engrained 'caseworker' role, which puts the client first, with research outcomes a lesser priority. In this sense a reflexivity aspect of researching was adopted (Attia & Edge, 2017) whereby a heightened perception of the researcher's role within personal and professional development resulted in a flexible growth. The completion of a diarised, reflective summary (Critical Evaluation) further supported this development.

Any further research in this field may wish to consider exploring how new recruits differ from more experienced officers in the police role. For example, do officers benefit from more extensive experience of carrying a full caseload over a number of years? Focussing on officers known to have a history of dyslexia, possibly through professional diagnosis may help here. However, the ethical challenges of confidentiality may prove to be a challenge with this research as respondents may not be keen to be identified. Furthermore, care in interpretation of findings would be needed here. The police role is variable and consequently tasks between officers can appear different. Some officers occupy specialist roles, heavy administrative workloads, or restricted office roles where a variation of impact can be observed from the dyslexia. Finally, the tools used here to identify dyslexia were 'screener'

mechanisms and therefore less accurate in determining the presence or degree of dyslexia.

Professionally diagnosed conditions would clarify the extent of the difficulty.

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Service Evaluation

A Service Evaluation to Investigate How Dyslexia is Supported in Police Work.

University of Leicester

Research Paper PsyD 2016-19

Executive Summary

Research regarding dyslexia and the workplace (e.g., McCusker, 2014; Rosenfeld 1979; Doyle 2014) have discussed the difficulties of the 'hidden disability' and disclosure. However, current research on dyslexia within the police is extremely limited and there is no literature to draw upon regarding intervention and support for the police officer. Although general advice for students in university is apparent (Taylor 2015 and Crivelli 2013), the applicability of this to a working police environment can be challenging, due to the practical and portable factors of transiency in police work as well as the police culture. Consequently, Occupational Health Advisors have limited information to utilise when designing a service response to specific learning-difficulties. There is a need for sharing information on the nature of dyslexia, how it affects police officers, the unique contribution an officer with dyslexia can bring to the police role and how these officers can be supported. This study was designed to reveal the information needed to create such a document.

This is a small scale evaluation study which is focussed on the police forces of Organisation 1 and Organisation 2. There were practical restrictions for conducting this research, due to the shear geographical distances within areas where participants were based, as well as shift patterns, leave and time constraints. Although interviews would have been preferable, these were simply not practicable and would have resulted in very small sample sizes. As this study was interested in representing the breadth of the organisations, it was important to remove the 'self-selected' bias of data collection as much as possible. Increasing ease of access, privacy, honesty of response and speed for data gathering resulted in the use of Surveys. These Surveys were circulated electronically to two groups of police officers (16 participants in each group, N=32), the views of dyslexia in the police role have been identified, with the strengths, weaknesses, impact on peers and line management reviewed

and clarification of ideas for strategies to support officers. The views are drawn from the officers with dyslexia themselves, who are experienced and have been in the role for a minimum of 3 years. These are compared with those of the line managers across the forces. The findings are wide ranging and complex. There are clear differences of opinion between the two groups regarding the strengths of dyslexia, with the line managers struggling to perceive the benefits, citing only the key difficulties. The impact of dyslexia on the administrative tasks and timescales is agreed across groups along with the interventions which are focussed on the technological aids, adjustments to materials, time scales and funding. Both groups also agree on early identification as key. This gives further weight to the theory of structured support through clear approaches for intervention. (Salkeld, 2016). The line managers reflect on issues with disclosure and the need for systemic review, with a request for more information on dyslexia to assist them in their role. These findings echo previous research regarding line managements support (e.g., Vegchel, Jong, Bosma & Schaufel (2005) and Huo, Boxall, & Cheung (2018)) suggesting the need for a trusting relationship to build well-being and health. However, it is important to note that whilst the research has identified the relationship dyslexia may have on individuals in police roles, it cannot establish the direct impact of dyslexia, which would require further information such as demographic data of participants, longitudinal data and examination of more variables which could have influenced results.

Further research may wish to sample larger sizes or reduce the 'self selected' nature of feedback by requests for responses by line management such as Chief Superintendents. There is a service response to dyslexia which is under draft following the completion of this research (see Appendix K Response to Dyslexia). This will describe the nature of dyslexia, its strengths in the work place and the nature of support for officers which has been found

successful. The views of this study will formulate the ‘voice’ of the advisory document and other OH personnel can add their own additional service responses and systems processes so that it is ‘owned’ by the Police. By framing the response in an evidence base, the validity of the document can bare scrutiny and questioning and withstand any challenge to its authenticity.

Introduction

When considering dyslexia in the workplace, there are some conflicting perspectives (e.g., Swanson et al 2006) which subscribe to the constructs of disabilities based on values of difference or deficit. Other dichotomies such as that proposed by Reid and Valle (2004) offer frameworks for appreciating disabilities which are drawn into the scientific, medical and psychological; the institutional and legislative; and the social, political and cultural discourses. There are also the debates of attribution in consideration of the impact of neurodiversity (Griffin and Pollak 2009; Pinkowski 2017). It is this notion of neurodiversity which is a growing area of activity and research. The current study sits within its broad auspices in considering dyslexia and specific learning-difficulties, through inclusive and socially driven approaches which appreciate the value and worth of these conditions. The challenges of these differing models has been further defined (e.g., Elliot & Place 2004, Rice & Brooks 2004) into medical and legislative models and refer to ‘deficits’ rather than the social construct models of dyslexia.

As the previous literature in the field of police work and specific learning-difficulties is limited, there is little to advise line managers and employees. Subsequently, the process of both identification and intervention within the field of policing has been challenging. The work of the police officer may be often regarded as ‘practical’ but it is now a highly administrative role which demands reports, written statements and written evidence to

support cases proceeding to court. Current applications for the Police (College of Policing and 'Joining the Police' Prospects) outline basic requirements, such as age and citizenship, with little specificity regarding literacy and academic qualifications (e.g., possess a qualification equivalent to A-level *or* have been a special constable who has been signed off for independent patrol service in the last two years *or* have served as a police community support officer (PCSO) for 18 months. There is also no explicit requirement to disclose a diagnosis of a specific learning difficulty upon successful recruitment.

The previous 'Research Report' (Medhurst, 2019) revealed the impact of a dyslexia profile on newly qualified officers, establishing the relationship between self esteem and dyslexia. However, there is little research within the field of policing regarding the impact of specific learning-difficulties on professional performance and identity. Some recent research within dyslexia and policing has revealed issues regarding disclosure with a study by Macdonald and Cosgrove (2019), but as this study was conducted across the whole service there are limited applications for police officers in role. Consequently, there remains an absence of evidence regarding dyslexia on the professional police role and its performance. With such a 'gap' in knowledge, there is little to base current examination in this subject area and as such this is considered 'grounded research'; the outcomes of this body of work will shed light on an area currently largely unreported. However, there is a small and growing body of research into the impact of specific learning-difficulties in the workplace. For example, Bartlett and Moody (2010) investigated the social model of disability following on from the application of the Disability and Discrimination Act (1995) in the workplace. They suggest that people with dyslexia have key concerns about informing their employers for fear of negative or discriminatory attitudes from co-workers, managers and/or employers. Similarly, Skinner and MacGill (2015) suggest that supportive attitudes from the workplace can nurture a sense of well-being for employees with dyslexia and promote their role or reduce their risk of

leaving their employment. The impact of dyslexia and self-esteem appears to play a role in decision making when considering the 'concealment' or disclosure within the workplace.

Naravany, Carawan and Scubers (2015) describe how living with a concealment stigmatised identity, adults with dyslexia are at risk of low self-esteem. Furthermore, they face complex decisions regarding the disclosure of their dyslexia and the further impact this may have on them, such as discrimination and prejudice within their role.

Evidence from studies regarding team work, peer and line-management support such as Strauss, Griffin and Rafferty (2009) emphasise the importance of line management and team support in driving forward productivity and belief in the organisation. Transformational leadership by leaders of the organization enhances commitment to the organization, whereas transformational team leaders seem to facilitate proactivity by increasing employees' confidence to initiate change. Furthermore, London and Klimoski (1975) explain how self-esteem was not related to job satisfaction or performance measures. However, it was found that self-ratings of performance and satisfaction with work and peers were related. Clearly the importance of peers and job satisfaction are complex and interrelated variables. Within this current study the issue of self-perception and role within the organisation is closely aligned to the sense of support, value and position with the organisation, relative to others. This may be affected by low self-esteem, but other factors such as the impact of management and leadership on the ability to fulfil role are important. For instance, has a supportive manager empowered the officer with dyslexia to overcome their difficulties? Similarly, have a supportive peer group allowed the officer with dyslexia to feel connected and positively viewed for their skill sets, or have they felt alienated and disempowered? The self-perception of peer group and line managers may therefore have an impact on confidence in role.

When considering the impact of self-perception further, Poda and Popea (2013) report that professional experience, self-esteem and perceived self-efficacy strongly and positively correlate with stress-related growth. In their study regarding the growth of self-efficacy and self-esteem among professional rescuers they identify, among other factors, how these specific individuals can increase their self-esteem with increases in stress loads of tasks. Given the degree of similarity between individuals of the police and professional rescuers, some degree of similar outcomes can be anticipated in normal participants. However, the generalisability of these findings may be limited in the present study, which focuses on dyslexia and perception of not just practical aspects of the roles but the administrative and literacy dependant tasks.

The present study is particularly interested in identifying the technical aids, strategies and methods which are employed by experienced officers to maximise their efficiency in their role. Crivelli (British Dyslexia Association, 2013) details a number of technical aids which are advised for supporting students and pupils with dyslexia, including voice to text recognition, cameras, key board familiarisation programs and spell checkers. Furthermore, Price (2016) reviewed the impact of assistive technology on three case studies with students in Higher Education. The results of this study revealed the power of simple software can produce the best solutions, with a blended approach also empowering in combining features of different softwares to overcome specific weaknesses in their cognitive profile. It appears that each individual moulds the intervention creatively to meet their own needs, further reflecting the creative nature of dyslexia. The variety of approaches to support dyslexia in the field of education are also echoed in Taylor (2015) who describes a range of interventions

to give learners a choice. Ascertaining the wide range of tools currently used by experienced officers would extend the pool of resources which could be suggested as helpful interventions for other officers with dyslexia.

Rationale/Aims

This service evaluation explores the views of police officers in Organisation 1 and Organisation 2 Police who have been previously diagnosed with dyslexia. It compares the views of these officers with those who are line managers and senior officers within the forces to ascertain common and different views regarding the nature of dyslexia for police officers and its impact on role.

This study follows on directly from the Research Report within Organisations 1 and 2 carried out over the past 2 years. Although there has been little research into the area of supporting dyslexia in the workplace, there is less within the field of police work. The British Dyslexia Association (BDA, 2019) has clear guidance on generic support for dyslexia in the workplace, including a range of interventions such as voice to text, text reader software / assistive text software and a Reading Pen. There is little research into the effectiveness of such interventions, with some rejecting the impact of such support, such as seen with ‘vision therapy’ for dyslexia has been widely disclaimed,(e.g., Crevin et al 2015 and Barratt, 2009). However, research into which strategies suit and can be applied in the police setting are non-existent. There are also concerns regarding identification and disclosure (DeBeer et al, 2014). This results in a need for more information on how individuals with dyslexia can demonstrate their skills with more ease and achieve higher standards of success within the challenges of police work.

Consequently, both the Occupational Health and Training and Development Departments have a drive for clarity on 'good guidance' which will provide a robust response for how to support dyslexia in the police. Some key information which is sought from the research is to establish the nature of good practice and strategies which need to be adopted across the force to provide more consistency and a model of desirable outcomes. It also aims to seek out the 'wish list' of officers so that those practices which are seen to be helpful can be promoted as a positive method for supporting officers across the force in different roles. The previous outcomes of the Research Report reflected information for newly qualified officers and left questions regarding the impact of dyslexia over time. One of the unanswered questions from this research regarded how officers in the role made their own adaptations to cope with administrative taskloads and peer pressure or line manager support. It was unclear what interventions made a difference and what the officers who had been diagnosed after a few years in post, felt about their own strengths and weaknesses. As a consequence, this follow on work sought to make clear the answers to these questions. The officers within this research all know their role and will be familiar with task demands so the impact of their dyslexia will be more apparent. Consequently, the long term impact of dyslexia in the police will be revealed rather than any issues settling into the role.

Method

Participants

A total of 30 participants were recruited through a self selected sample method for this study. They were drawn into two groups. Group 1 consisted of 15 Police Officers or Sergeants with a diagnosis of dyslexia with 73% male. Group 2 consisted of 15 line managers (Sergeants or Inspectors) 66% were male. They were all willing participants who voluntarily offered to engage in the study. There were few participants from minority backgrounds (less than 6% across the two groups).

Group 1 were all experienced Police Officers who had been assessed by an Occupational Health casework psychologist for Organisation 1 and Organisation 2 Police. All officers had been employed in their role for at least 3 years. They had all received a diagnosis of dyslexia through the assessment process with the casework psychologist and had developed an established and trusted rapport. The assessment process for dyslexia can be through self-referral or line manager referral, with both routes generally identifying issues with aspects of administration in role. They were all employed as Police Officers in full time roles. They were of differing ranks and experiences, some having migrated from other forces and some having been in the role for over 15 years. Some occupied specialist roles in the police (e.g., fire arms officers). 20 participants were approached and 15 responded and were not known as having line management responsibility for someone with dyslexia.

Group 2 were all identified through rank as Line Managers within Organisation 1 and Organisation 2 Police. They were all approached simultaneously by an Inspector with responsibility for Training and Development via an email list in a secure server. The list was

indiscriminate, being sent across the forces to anyone occupying either a Sergeant rank or above, or having a supervisory role. They were not selected on their knowledge of dyslexia or experience within line management. Although the precise background knowledge and experience of dyslexia was not ascertained, all managers had responded with their personal views of how they experienced line management of officers with dyslexia. All line managers had at least some experience of this role, with a number reflecting on more extensive knowledge (as they made references to the process of seeking a diagnosis for officers under their responsibility, or complained about the IT support available in their feedback) or possibly none. However, no specific questions were asked about their knowledge of dyslexia within this survey. The feedback was anonymously added to each separate question as per Group 1 and processed in the same way.

Measures

A survey based design was applied using a standardised survey structure to ensure that the same questions were asked of all participants.

Survey Schedule

Surveys were used for gathering this data to maximise response rate and for ease of data collection. Interviews would perhaps have been preferable but would also would require time and diary commitments, as well as booking locations for interviews. From outcomes of the research report previously completed, it was evident that gaining samples for interview was challenging due to time constraints and so a decision to gather data through open ended survey methods was made. Extending the field of investigation from more officers was hoped to achieve wider results including more strategies for intervention. This would increase the broader validity of responses across the whole police population.

The survey schedule draws directly on the dyslexia questionnaire designed by Smythe and Everatt (2001) and Rosenberg Self Esteem (RSE). It has open ended questions to allow sufficient flexibility to yield both direct responses to questions and informal feedback regarding views and concerns related to the issues. This is likely to increase the validity of feedback, encouraging personal views and honest reflections. An open ended ‘comments’ allowed for additional reflections, to extend the qualitative data. This study was particularly interested in the methods used to support dyslexia in the workplace as well as the impact of colleagues and line managers.

The survey schedule of core questions were:

About you and your role in general:

1. *What are the key strengths within your current role?*
2. *What do you see as the challenges within your current role in relation to the jobs you have to undertake?*

About what helps:

3. *What strategies have been offered to help you within your current role?*
4. *What else do you feel would help you to overcome the difficulties in your role?*
5. *How supportive have you found your employers and/or peers to be within your role in relation to your dyslexia?*

Please feel free to add any other comments:

N.B: these questions were modified for Group 2 (please see Appendix F Survey for Line Managers.)

Questions 1, 3 and 4 of the RSE identify positive qualities of self (Elrich, 2018). Questions 2, 5 and 6 of the RSE are used to explore challenges in role (Burden 2010; Carawen,

Nalavany & Jenkins, 2016). Strategies for support are derived from question 10 of the Dyslexia Screener regarding creative solutions in role (Tabibi & Pfeffer 2015).

Procedure

The procedure for data collection for the survey required ethical clearance from the University of Leicester and agreement by Organisation 1 Police. This was in place before the participants were approached.

All participants in Group 1 (police officers with dyslexia) had been in post as Police Officers for a minimum of two years and had a diagnosis of dyslexia. They were approached via email with a brief description of the research and attachments inviting them to take part. The attachments were a consent form, a survey and background information on the study. All of the participants approached by the experimenter returned the survey via email. These were then combined as anonymised responses to each set question, and processed anonymously.

All participants in Group 2 (line managers) were recruited via an Inspector who has a responsibility for recruitment and training and has assisted in much of the work around specific learning-difficulties in the Police Force in Organisation 1. He circulated information on the study, consent forms and the survey across Organisation 1 Police to all line managers, but also to the trainers and mentors who assist in supporting officers with dyslexia during their initial training. Out of this wide distribution a self-selected sample returned the forms directly to me via email. These were anonymously combined and processed.

Results

The data processing was completed using Open Axial and Selective Coding steps of Grounded theory (Strauss & Corbin 1998) to achieve the 5 steps of the analytical process of this rich qualitative data as follows:

- *reading and reviewing each survey twice for content understanding and identification of comments

- *Observations were used to make preliminary categories, based on literature review, theory and observations

- *preliminary codes were identified (McCracken 1988) to establish the ‘field of patterns and themes ...rising into view’.

- *examination of clusters of comments made by respondents to gain ‘statement of measuring ... runes through all pertinent data that carries heavy emotional or factual impact’ (Ely and Associates 1991).

It was evident when reading through the responses to questions that there were a significantly high number of repetitious statements reported within all of the questions. This was clear of evidence of ‘data saturation’ as no new strands of evidence were being stated, merely reported responses of highly similar or exacting phrases. Although a qualitative study, it would have been possible to count the number of these reported sentiments for quantitative examination. However, this study has illustrated this through discursive commentary. In ‘focussing the analysis’ (Centre for Innovation in Research and Teaching) the questions themselves can become the focus for answers. From reviewing the comments, the codes were often more linked to the questions asked, so were regarded less as ‘codes’ and more

specifically as an analysis of a question. This was particularly apparent under some of the headings of perceived ‘strengths’ and ‘weaknesses’ in role for instance. As a consequence the ‘codes’ are to be regarded as ‘analysis of the question’ under the following headings:

- Strengths In Role
- Challenges In Role
- Strategies To Help
- Technical Support
- Support Of Peers
- Support Of Line managers

(Please see Appendix J for results)

Table 1

Themes name	Definition	Illustrated quotes
Strengths In Role	Skills and tasks performed to high standards as a consequence of dyslexia	Group 1: ‘same as any other’ / ‘none’ Group 2: ‘good problem solving skills’ / ‘dealing with high pressure’
Challenges In Role	Skills and tasks which suffer as a consequence of dyslexia	Group 1: ‘writing statements / reports’ Group 2: ‘problem recalling facts’ / writing or typing statements’
Strategies To Help	What helps to makes a difference in role	Group 1: ‘laptop’ / ‘support plans’

		Group 2: ‘nothing (yet)’ / ‘adjustment passport’.
Technical Support	Specific technical aids which enhance and support role	Group 1: ‘readandwrite software’ Group 2: ‘laptop and printer’
Support Of Peers	The impact and help from colleagues	Group 1: ‘understand the condition’ Group 2: ‘support limited’ / ‘very supportive’
Support Of Line managers	The impact and help from line managers	Group 1: ‘Paramount importance’ Group 2: ‘supervisor no idea’ / ‘very supportive’ / ‘no extra support’

Strengths in Role

There were some differences in opinion for the views of officers with dyslexia between the two groups.

Group 1 were much more positive about their strengths in their role. Many cited that they were ‘thorough’, ‘good at interacting with people’ and had ‘good verbal communication’ and most of them saying they were ‘good in high pressure and stressful situations’. Responses here were highly similar and repeated across the group.

Group 2

Most respondents from Group 2 felt that the officers with dyslexia were ‘no different’ to other officers or displayed ‘no particular strengths’ (as seen in the illustrated table above). The comments made by these line managers suggest there are no strengths as they perceive them. This may indicate the individual’s understanding of dyslexia as well as their personal experience of line managing someone with dyslexia. As the selection process for this group did not request either experience or knowledge of dyslexia, these results may reflect a lack of these skill sets. One of the line managers commented on the ‘severity of dyslexia’ and another reflected on the degree of ‘detailed administration/quick pace and face time statements’ affecting the skill sets of individuals and these comments did not reflect strengths in the role. Only one of the line managers acknowledged that the slower speeds of operating in these circumstances suggested that they take time to ‘think through’ solutions. There was also a comment from one line manager regarding the ability to find solutions resulting in the fact ‘they have progressed so far’. This may reflect aspects of tenacity as a strength in the role.

Challenges In Role

Group 1 frequently reflected on challenges within the role focussed on writing statements, with the majority of officers describing ‘handwritten statements’ as problematic, ‘especially where there is time pressure for them to be completed’. There were numerous reflections on the difficulties with recording information in ‘various mediums’, reading and understand large volumes of written text, managing workloads and multi-tasking several aspects of the role at the same time.

Group 2 gave extensive information for these challenges in the role. They, like Group 1, also frequently focused on the difficulties encountered when writing statements and reports and recalling facts as well as mentally processing multiple and large volumes of work

simultaneously. However, a number in this group also recognised ‘the knock on effect...on colleagues’ and ‘building a rapport with colleagues’, together from their lack of confidence. There was a concern regarding the time constraints in the role which ‘put themselves and their colleagues at risk’. Other concerns from line managers were quite extensive, frequently referring to difficulties in tasks such as court presentation and the ability to recall facts. The volume of concerns from line managers were far greater than those of the officers with dyslexia, reflecting both a wide number and detail of the sorts of issues they had experienced. These were frequently listed within literacy tasks, speed of processing, understanding instructions/oral communication and memory/retention difficulties. Once again, one of the line managers commented on the severity of dyslexia impacting on the degree of difficulty in the role – there was also one mention of the further impact from other learning needs such as dyspraxia and the need to see the ‘person as a whole’. This was further discussed within the reflection that some officers ‘have their own coping strategies’ and ‘do not regard their dyslexia as a challenge’. The ability to be ‘realistic with their own abilities’ was frequently seen to be key in coping with the challenges in role.

Strategies to Help

Both Groups: It was considered that ‘funding was key’ by a number of participants in both groups.

Group 1 identified strategies to assist them as being focussed on the need for coaching, IT support and awaiting approval for interventions from their line managers. There was also a reflection from one officer that the ‘costs and practicalities of obtaining and implementing’ the solutions had been difficult. They also identified the need for additional training, colleague support and more time to complete certain tasks. There were a few reflections on the desire for a separate room or ‘not open plan’ work environment. One officer described the need for ‘investigative coaches to help manage investigations and writing up jobs in certain ways.’ However, 3 individuals said there was ‘nothing’ that would help or that they were awaiting ‘an approval decision’ with management for the strategies suggested. One officer commented on how he wanted ‘understanding from colleagues... not taking the micky when wherein my tinted glasses’. A number of officers with dyslexia were able to identify strategies they had utilised within casework, such as the need for coloured paper and transcribing via the MDT as well as additional training and practical sessions.

Group 2

Almost half of this groups described the need for early identification in role as key alongside diagnosis at an early point. A couple of the line managers were able to reflect on the need for an ‘expert’ internally available to interpret the professional reports advise Occupational Health as well as informing supervisors of the Dyslexia. There was also the need for more time, grammar books which line managers had used for some officers, offering law input on a one to one and integrating the officer into a ‘dyslexia group’. Access to Work was mentioned by some line mangers as helpful in making adjustments for dyslexia in the workplace. There were also other suggestions from managers such as the need for ‘staged allocation of tasks so

not to overload the officer'. Several references were also made to the 'adjustment passport' which Organisation 1 Police have put in place to advise line managers. At least three line managers describe the importance of assessment and diagnosis by the Psychologist.

Technical Support

Both groups frequently reflected on the need for laptops, Dragon Naturally Speaking and Spell Checkers.

Group 1

One officer in Group 1 described how they had the ‘capacity to transcribe via my MDT, talking into it to create a body of writing which I can quickly put into a statement form’ as well as ‘...a laptop and a printer to enable me to produce statements whilst out and about without having to ...take someone back to the police station’.

Group 2

Quicksan software has also been considered necessary by most line managers, with other IT, phones, keyboards for use with MDT handheld devices by police officers and specifically ‘Read & Write Gold’ software for all officers being made readily available. The recruitment stage was seen as critical from more than one line manager who also expressed concerns about the ‘capabilities’ and ‘what the organisation expects from them.’

Support of Peers and Support of Line-managers

Group 1

The feedback from Group 1 was mixed with some officers citing a number of supportive colleagues and line managers, but a greater number of others disagreeing and reflecting how ‘others are ignorant and have preconceived ideas as to the difficulties needed to overcome’ their difficulties. In this sense, the response was clearly mixed with only one neutral comment. There was also recognition from one officer that as a ‘front line response supervisor I am expected to keep up with demand with little / no extra support’. Some officers felt a little mixed regarding their line managers’ support, experiencing different reactions from different supervisors. Other officers reflected particularly negative comments such as ‘supervisor has no idea or understanding’ and was ‘following the HR Manual.’ There

were other comments indicating mixed responses, with colleagues appearing more supportive but other line managers less so (e.g., ‘a DI aware of my issue emailed me to tell me I had made several spelling mistakes in a report I had written.)

Group 2

A number of line managers reflected on how important and ‘paramount’ the line manager’s / peer role is in supporting dyslexia and the need to make extra time to listen and approve adjustments as well as follow the recommendations from the professional reports. ‘General awareness of their condition’ was raised by one line manager with other comments regarding a need to ‘having an understand of dyslexia’ as helpful. General comments seemed to agree that without line management support the officer could become stressed and this could worsen the impact of the dyslexia. There was also a desire for more education and training for line managers to understand the techniques which would support the officer.

Other Comments:

Group 1

Officers from Group 1 tended to have no other comments to add, except one who reflected on their own experiences of dyslexia and the process of diagnosis. This was seen to be a positive reflection, which occurred in the probation period and was supported with a passport listing all the relevant help and support available. They also reflected, as a number of officers did, that they were ‘coping’ and ‘able to continue my daily work with few difficulties as a result from dyslexia’.

Group 2

The line managers from Group 2 reflected a couple of similar issues relating to the need for ‘the organisation needs to understand dyslexia more’ and further, that the ‘FMO in occupational Health should have a realistic understanding of the police officer/staff role ...’

both in application and of the person's capabilities. Additional officers also requested a greater understanding of dyslexia and ways to assist'.

Discussion

This study aimed to review the views of experienced police officers with a diagnosis of dyslexia and compare these findings with those of line managers within the same services. Most officers and line managers were able to agree on the sorts of strategies which made a difference and the line managers were keen to emphasise systemic issues within the force which impact on assessment, intervention and success. Structured approaches to supporting individuals within clinical settings suggests that a simple, structured framework with constructive support can help individuals with dyslexia (Salkeld, 2016). Although this research is conducted in clinical settings, there are clear parallels for officers in training or in experienced roles, who have specific tasks to retain and apply which may benefit from a structured form of intervention.

Reflections from line managers regarding the strengths of officers with dyslexia offered limited views, with a number expressing that these officers were no different or had no observable strengths. This may reflect the degree of their knowledge of dyslexia and not necessarily their experience of line management. It would be quite possible for a line manager to have pre-conceived views of dyslexia which are unchanged by their line management experience. In contrast to this, the officers with dyslexia gave extensive feedback on their strengths, all of them identifying skills in problem solving and many describing communication as a central facet in their repertoire. This variation in perspective identifies key information regarding the knowledge base or experience of dyslexia, as much research has identified many strengths within thinking and problem solving evident in individuals with dyslexia (Schneps, Brockmole, Sonnert & Pomplun (2012) and Armstrong, 2010). It is well recognised that individuals with dyslexia may apply different methods to

problem solving and visual-spatial activities, many presenting with strengths here. Indeed, Schneps et al suggest that individuals with dyslexia present with enhanced skills for perception or memory in low spatial frequency in scenes, suggesting that this makes them more successful in retaining information from crime scenes for example. It is therefore quite likely that these experienced officers with dyslexia have discovered their abilities in these areas as key strengths over their peers and that this may in some way compensate for other deficits within administrative tasks beyond the perception of their line managers.

When considering the views across the organisation with regards to ‘strengths with dyslexia’, the findings here may suggest that the ‘invisibility’ of dyslexia may cloud some judgements or attributions regarding specific learning-difficulties. It has been acknowledged that good practice with social policy can drive forwards inclusive practice, diversity and encouragement of well-being for employees (Skinner & MacGill 2015). With this in mind, organisations may choose to support these neurodiverse issues, regardless of diagnosis, to ensure that equality of resourcing is available for all employees. This may also reduce the need for disclosure and reduce feelings of ‘shame’ and prejudice (Macdonald & Cosgrove 2019).

There was some small overlap in views between the officers and one or two line managers, where the extra time in processing information was perceived to lead to improved detail and thoroughness within the work. However, this was also perceived as a weakness from both groups, who expressed concern about the amount of time needed to complete tasks, often impacting on the ability to meet deadlines. Furthermore, line managers perceived issues with colleagues who were put under increasing pressure to support these officers at a personal cost. This was then seen to impact on self esteem and team relations, a finding from the previous research report, which is echoed here. Lin, Baruch, and Shih, (2012) describe the

importance of individual self esteem in building team relations and corporate responsibility in assisting this. Motivation, behaviour and performance are all affected by self esteem, self efficacy and self awareness (Williams & Williams, 2010; Bandura, 1997) and the team efficacy can significantly affect how a team's performance within work tasks is affected, and vice versa.

When considering this it is not surprising that line managers are concerned about the impact of supporting a perceived 'weaker officer' within their team, who is struggling to meet time scales and respond to task demands. The impact may quickly be reflected within the performance of their peer group, who are picking up the unfinished reports and statement follow ups. Frazier et al (2010) describe the impact of corporate responsibility in more detail, as team performance is unlikely to improve without confidence, respect and trust within the team.

More specific research into the corporate responsibility within police leadership models (Person-Goff & Herington, 2013) reflect how there are differing perceptions within ranks for 'creating a shared vision'. This is perceived to be of less importance to constables and sergeants and these lower ranking officers prefer an instrumental leadership approach focussed on the task at hand (Bryman & Stephens, 1996). They were perceived to be more interested in being provided sufficient resources to achieve the tasks they had before them, and for leaders to clarify their expectations, assign specific tasks, and specify procedures to be followed. Constables and sergeants also placed very little value on 'managing and driving change' as a leadership activity. Furthermore, front line police can be more concerned with maintenance of the status quo rather than change unless the change suited their purposes

(Bryman & Stephens, 1996). Whilst these comments are over twenty years old, it is difficult to locate any more recent commentary on this topic.

The differences between perceptions may have been evident within the results gathered on this occasion, accounting for the lack of appreciation of strengths in role for officers with dyslexia. Furthermore, the line-mangers focus on resources may increase their attention to the challenges these particular officers cost them, with additional demands on IT and software subscriptions as well as the costs for assessment and identification.

The challenges in role were clear from both groups in terms of the impact on time to complete tasks, writing, spelling and reading skills particularly from various sources, simultaneously and at volume (Law, Wouters & Ghesquiere, 2015). However, the line mangers perceived other wider ranging issues linked to the severity of the dyslexia and the degree of difficulty not always being clear at first as the officer can be seen to cope with their own strategies. Some line managers identified issues with memory and retention, presenting evidence at court and wider skills including communication and building a rapport with colleagues. Research suggests that this is likely, due to impaired working memory affecting executive function which is utilised in many activities, including skills such as giving evidence in court (Benventi et al 2010).

When thinking about the strategies and interventions, most line managers and officers were in agreement that laptops and electronic aids were helpful together with the software to check material and assist in writing reports with ease and accuracy (Price, 2016). There were also numerous comments regarding MDTs, keyboards and voice recognition software. The

officers were able to reflect on specifics such as ‘quiet’ spaces and additional time as well as the benefit of having a printer and laptop whilst completing statements. There was also agreement that line managers should adhere to the advice in the report and act on it, with early identification critically important. Research on dyslexia (e.g., Snowling 2013) have reviewed the impact of early intervention for dyslexia and report the need for ‘timely action rather than waiting for diagnosis’. The line managers went further and suggested the importance of a proactive / preventative intervention, with assessment and identification from the very start of the role. This would have implications at training and recruitment phase. It is this latter issue which links pertinently to the new wave of recruitment posed by the College of Policing regarding Police Education Qualifications Framework (PEQF). By increasing the skill sets of new recruits the issue of dyslexia and literacy skills is likely to be challenged, with graduate skills ensuring the quality of written work to a secure standard.

There are tensions between the officers and their line managers relating to the roles and responsibilities of the line managers, who were sometimes seen by the officers as ‘unhelpful’ or ‘unsupportive’. The line managers themselves did not reflect this view, expressing the importance of the line management role in supporting the officers and carrying out the advice from the reports. Research into effective line manager support has reviewed its impact on wellbeing (Vegchel, Jong, Bosma & Schaufel (2005) and Huo, Boxall & Cheung (2018)). These studies suggest that line managers relationships with employees are key to well being and health, particularly when regarding the intrinsic motivation and distributive justice within the roles. Further investigation into more line management views within police work would be helpful here, possibly in future work. This would be particularly helpful in revealing the impact on self esteem on officers with dyslexia. There were also several frustrations reflected

on disclosure from line managers as well as waiting for diagnosis and the time delay in identification of need.

All officers shared common views on their difficulties and strategies which shows self-perception and resilience. The College of Policing (June 2015, the Leadership Review) identified the challenges for the future within the police, particularly around developing leadership and management. Skills identified as inherent within the ideal police leader focused on speed for adaptability, comprehension of technology coupled with the ability to exploit it. Empowerment and trust of every individual within their team, peers and across the organisation and who also values diversity. Resilience was key: these are individuals who need to be able to adapt to high pressure and complex situations as well as demonstrating flexibility to cope with changing public safety issues and emerging crimes rates. It therefore follows that if these officers are able to retain their resilience in their roles they have every chance of success and gaining further promotion within their careers and that their dyslexia need not hold them back.

This research has given great clarity to police work, roles and dynamics which are affected by dyslexia at a practical level. Many strategies for supporting dyslexia in practical policing have been identified as outcomes from this survey and there is some consistent overlap between groups who are in accord regarding interventions which make a difference. There is an acknowledged need for information technology and technical adjustments to make report writing more facilitative, for example, with both groups reflecting on the impact from adjustments in role. There is a mixed response on the levels of support offered in role, which allows line managers to reflect on their practices, offer joint/team work and mentoring to

support aspects of the role which are specifically challenging for officers. There is an acknowledge frustration on both sides regarding the time required for implementing changes, awaiting resources, applying for IT equipment and a lack of understanding in how to interpret professional reports. This information can inform procedures and practices within the organisation to make a difference and form guidance notes for line managers, an aspect of the original commission. Additionally, the outcomes of the study have contributed to a subject area with limited research at this time. The field of police work and neurodiversity has little research at this time and the findings from such a comprehensive survey of experienced officers with dyslexia and line managers within the same organisation offer great insight in to an under-researched area. At an academic level this work has much to contribute, forming an evidence base from which further work and research can be drawn.

There are also implications in the future for training as new guidance for officers being admitted in 2020 (College of Policing) will be focussed on three new entry routes:

- a three-year police constable degree apprenticeship paid for by the force
- a specific policing degree at undergraduate level
- a six-month postgraduate conversion course paid for by the force.

This type of training was also introduced into the nursing profession (Royal College of Nursing website, 2019) and they stipulate entry criteria onto their degree courses as requiring ‘around five GCSE’s, plus two A’ levels or equivalent... and demonstrate evidence of literacy and numeracy’. The shift in emphasis towards degree level skills clearly moves towards the desire for high order literacy skills as essential within these professional roles, with the police role also further stipulating other criteria. These include common core elements of:

- a specialist knowledge base
- a distinct ethical dimension
- continuing professional development (CPD) requirements and
- standards of education

The Police Federation response to the new training is not positive, due to the high costs incurred and low pay for new recruits entering through the apprenticeship pay routes. The Nursing criteria do mention how Health Care Assistants should ‘speak to their employer’ as they may meet the criteria for entrance criteria through ‘apprentice schemes’. This may allow for consideration of prior experience and knowledge gained in role as some sort of ‘accreditation’ which is mentioned in the Police Recruitment also, as Special Constables for instance could be included in a ‘Pre-Join Recruitment’ route, whereby they engage in a 3 year degree course in professional policing at their own expense before taking up a shorter on the job training program. Although these new recruits will gain valuable and interesting work experience at the same time as a qualification it will be on a low wage. ‘Police Now’, a charitable organisation, expects to receive a high volume of applications for limited places in each of the partner force areas. It is necessary to set eligibility criteria to ensure that candidates meet the national standard of requirements to become a police officer. This is focused on the ages of 18-57 on application, having lived in the UK for the last three years, indefinite leave to remain and work in the UK, working towards or have achieved a 2:ii at undergraduate degree level or non-UK equivalent or have received a GCSE grade C or above in English language and be fluent in the written and spoken word.

Critical Appraisal

The current study was successful in clarifying the different perspectives between line managers and officers regarding dyslexia and its impact in the police role. There are some salient issues raised regarding the need for more understanding and awareness of dyslexia and the strengths which it can bring, particularly to the police role. These include for example visuo-spatial and creative thinking (Everatt, Weeks & Brooks, 20017).

Limitations:

The methods for data collection in this study were arranged through survey format, for ease of collection and maximising response rates. The process of data gathering through survey methodology has acknowledged limitations, as previous research in the field has described (e.g., Burden 2008; McDonald & Cosgrove 2019). Surveys may frequently struggle to gain valid information, with issues of irrelevant, false or thoughtless answers a common problem, along with limited responses, too much varied opinion and a lack of focus on the demands of the question. Respondents may also skim or leave answers and quit the survey before complete. The data may therefore lack details or depth of the information it is investigating (Kelly, Clark, Brown & Sitzia, 2003). Consequently, more validity could be achieved through direct work with participants, or possibly through test-retest which would monitor internal reliability as well as ecological validity. Further investigations in this field may wish to use interview methods, particularly semi-structured interviews which would allow for the gathering of data for key questions but also allow divergence in order to deepen an area or response with more detail. However, gathering data from direct interviews would have been affected by logistics (e.g., work and shift patterns, large geographical locations) as experienced from data collection in the research report. If time permitted, the opportunity to

conduct interviews in addition, may have gathered more detail around the issues raised. Sample sizes for interview would most likely have been smaller, although the issues raised may have extended and detailed the feedback. Additionally, ascertaining the knowledge base of dyslexia from the line managers would have given further clarity and validation regarding their feedback. Furthermore, gathering more precise information regarding their depth of experience in line managing individuals with dyslexia would be useful, possibly as a focus group, from which other line managers responses could have been compared.

This current study is a small scale and so firm conclusions are tentative, requiring further investigation with larger populations and possibly covering more Police forces. By reviewing practices in the Metropolitan Police for example, a wider view of practice and procedure may be gathered. It may also need to investigate officers of higher rank with dyslexia to consider their views as both a line manager and 'dyslexic': what do they see as the challenges faced for senior ranking officers who are placed with more administrative duties and organisational responsibilities?

Other constraints from this study may include the self-selected nature of respondents. Although this met the ethical requirements for individuals who did not feel under undue pressure to take part in the study, it can affect the validity of findings, whereby other views not gathered have not been represented. It would have been helpful to have had the voices from occupational health officers for instance. Also, there are many other line managers who may have dyslexia who did not take part, as well as officers who have strong views and biases who did not feel motivated to complete the survey. The 'encouragement' of data gathering in the police climate may best be achieved through line management pressure,

whereby the Chief Superintendents could be asked to circulate the survey on the researchers behalf. However, this would need ethical clearance.

Future research:

Although a small scale study, repetition may like to extend the questions further by gathering more specific information on:

- identifying when the officers with dyslexia feel most successful in their job?
and
- what gives them most job satisfaction?
- More detailed observation on OH practices and police roles which can feed into the service documentation (Response to Dyslexia – Appendix K).

Organisational Issues

The positive view on dyslexia needs to be given more of a voice, if officers are to overcome their views of negative self perception or fear of failure. The neurodiversity perspective of dyslexia has a place in the police force dissemination of knowledge about dyslexia can make a difference. As a consequence of this research a document for the Occupational Health Services for both Organisation 1 and Organisation 2 Police has been drafted (see Appendix K), which draws on the evidence from this research. The strengths of the officer with dyslexia can be highlighted and strategies for independent management and line management can be drafted, with the ideas from both groups within this study. This research can be cited as the source of these ideas, so that the police themselves can ‘own’ their own document. This research throws light on the need for further training and information on neurodiversity to ensure that line managers and the broader organisation have an awareness and

understanding in line with current practice. From such training, the culture and systems in operation for identification and support can be scrutinised. The challenge of equality within and across the whole organisation can be questioned at practical levels, to ensure appropriate methods are in place. These changes should include the practical, such as time, IT resources, peer support, line management support and opportunities for coaching or group support. It is also important to have the training available for developing a working knowledge of neurodiversity, or the availability of personnel within the organisation who can offer interpretations of professional reports, a need indicated by this study.

However, at a fundamental level the individual needs to have the opportunity to disclose their difficulty safely or request an assessment to identify their needs. This requires a culture-shift within the work force which is supportive and unlikely to result in the shame or fear of job loss reported from the research. From small changes at practical levels, the culture can start to shift and encourage the adoption of broader mechanisms which aim to support all employees. This should not be dependent on diagnosis, but open for all employees who feel that they would benefit from the resources. Such practical ideas are already in place now for Organisation 1, with group support, IT resources available on all main computers and routes for referral for employees who require further assessment. It is from approaches such as this that a visible impact can be seen on retention of employees, development of skills and improvement of core services to the public.

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Reflective Critique

Overview

I am an educational psychologist by training and qualified in 1998 when the requirements included a Bachelor's Degree in Psychology, a teaching qualification and a Masters Degree in Educational Psychology. Since qualifying, the requirements have changed and now many colleagues working in the field have Doctoral status. This has had an impact at certain levels on the perceived quality and skill level within the field and many of my colleagues have subsequently completed Doctorates to meet this demand for doctoral status.

The majority of my employment now is through privately commissioned work and I am employed regularly through Organisation 1 and Organisation 2 Police forces. Much of my work focuses on assessments for specific learning-difficulties, particularly dyslexia. I have worked very closely with the Occupational Health Departments and they are my colleagues. However, I am aware that as an 'Educational Psychologist' my experience in Occupational Psychology is perceived in quite limited terms. I have little experience of work based assessments and poor knowledge of employment law. However, I feel that my skills and knowledge lend themselves quite naturally to many areas of Occupational Psychology work and my enjoyment in this field has grown significantly.

I sought to undertake a Doctorate and researched the routes for gaining status as an Occupational Psychologist. Discussions with course directors at Surrey University's Occupational Psychology Course led to one clear conclusion: my time and money would be better spent undertaking a PhD or Doctorate in the area but not through the

structured Masters Course. Much of this structured course appeared to echo the contents of Consultation Methodology, previously taught to me on the MEd. Educational Psychology course.

I researched a route for undertaking a 'top up' doctorate in the Occupational Psychology field and this led me to Leicester University. I examined the fees and put a proposal to Organisation 1 Police for examining an area of interest to them and me, which would provide me with the legitimacy of my Occupational Psychology role, as well as giving valuable insight and support for the Police. My work with dyslexia was an obvious choice: the Police were increasingly anxious about the subject and potential for litigious challenge, due to either failure of identification or support. Examining the issues and finding a pathway of support was a highly desirable outcome for them. The funding was agreed for a two year period and many doors suddenly opened for me.

The outcomes of this work are far greater than I could have envisaged. I have a comprehensive knowledge of the police role; my knowledge of dyslexia has deepened considerably; my passion for supporting specific learning-difficulties in general has been ignited and I feel in a strong position to undertake regional and national work in this field. At a personal and professional level, I have rediscovered psychology and the research process whilst extending my career into a new pathway. After 20 years of practicing, I feel fresh and new in a field I am excited to join.

Stage 1: Choice of Research Project - Developing the Research Area

Early in January 2016 I am approached by the service manager from Occupational Health and the Training Inspector for the newly recruited officers to Organisation 1 Police to discuss the ongoing concerns they have regarding the number of new recruits who have a specific learning difficulty / dyslexia. We meet twice during this period to reflect on key concerns, the cost of these new recruits to the police, their destination and ability to 'do the job' in the field. In between the meetings they send me data on the leavers to the recruitment process and the reason for leaving. It becomes clear that there are some dyslexic recruits who are bright and able to manage their difficulties, which appear quite mild in nature and go on to achieve reasonable success in the field and role in general. However, there are some recruits who struggle throughout the training course and it is clear these should possibly never have been recruited. There are also a range of needs in between these two cohorts, with possibly some issues with literacy and working memory, affecting their ability to listen to the ear-piece and clients in a crime scene/ in-situ in front of them. This level of 'dual processing' is only brought to the trainers' attention towards the end of the course, approximately weeks 8-12. During this latter part of the course the new recruits are exposed to scenarios, video evidence, interactive sessions which involve listening to two sources of information simultaneously and taking notes/writing a statement. Following these meetings I research doctorates and design a study / research proposal I can offer them as a business case. I research the nature of dyslexia, (BDA 2006, DANDA 2006) the core skills needed within policing (ACPO 2001; Dando, Wilcock & Milne (2008), Deponio, 2004) and I ask them to fund the cost of the fees for a doctorate which they agree.

After this initial work I started to research specific learning-difficulties and gather some background literature on assessment in the workplace and the recruitment processes for the Police forces in the UK. This informed my thinking of methods for evaluating dyslexia in adults within the workplace and the issues involved with equality and recruitment.

Later in the spring I met with the Inspector for Training, senior Occupational Health manager and Recruitment Officer for Organisation 1 Police. It became clear during this meeting that new recruits are not screened for literacy difficulties. They only need to demonstrate core literacy skills, as assessed by a level 2 qualification in English and maths or basic 'functional literacy skills' as assessed through college courses. Consequently a candidate for recruitment with dyslexia which is moderate in nature could gain entry to the training and recruitment process.

From personal reflection, I started to research doctoral programs which would allow me to continue working within this field and extend my expertise legitimately from educational psychology to occupational psychology roles. I was conducting a number of assessments within the police at this time and was increasingly aware of the occupational and personnel issues which were heavily influencing the context of my reports. The reports needed to adapt to the pressure for modifications and support in the workplace. However, the role of the police officer was multifaceted making accommodations difficult to implement in the work place. It was becoming increasingly apparent that literacy skills were important, but that impairments in working memory were critical to retention and recording crime in situ (McLoughlin, Leather & Stringer 2002; Miles, 2007). The impact was most notable in dual or multiple processing situations which were affecting the call handlers in 999 situations as well as officers wearing ear pieces and talking to the public. Listening to numerous speakers and

simultaneous processing of information was a significant factor to success of receiving and reporting on crime.

Subsequently, I meet with the Head of Occupational Health and Senior manager of Occupational Health and they confirm that agreement has been given for the proposal to fund my doctorate. We discuss the desired outcomes of this research. One of the Occupational Health advisors has created a document to offer line managers in the police who feel that a member of staff may have dyslexia. It has a list of suggested, supported advice including adjustments for line managers to put in place. However, the document has a rudimentary feel to it, with a definition of dyslexia which has been taken from a website and has no research to substantiate the ideas as supportive. We agree that a document which can be given to line managers would be helpful, but requires further research from the proposed study to be a sufficient and robust example. My research could produce such a document as an outcome.

We also discuss the need for a 'route' for referral and identification being necessary. This will allow the method for identification and support to be less chaotic, more informed. A pathway of this referral can include some sort of screening tool. This would ensure that any employment tribunal would have evidence of identification and support. We agree to put a 'Working Group' together to research the process. I am part of this group along with the Inspector for Training, Occupational Health Managers and possibly a senior officer in the police who has experience of dyslexia in the force.

After this meeting I put together ideas for a questionnaire and this is emailed and discussed with the working group. This is then modified after discussion. It is agreed that this will be used with the July cohort and then followed up over a period of time. We discuss:

- Ownership of the data
- Need for confidentiality against need for knowledge of trainees with problems (ie., will new recruits fear follow up from OH if they identify their needs? Will this risk loss of job?)
- Problems with offering support (who, when, how). Should this be available to all recruits?
- Issues with honesty and some recruits 'hiding' their dyslexia or simply not knowing about it.

Later, I met with the Head of Occupational Health, Inspector for Training and the Head of Police Federation for Organisation 1 Police. The group were in full agreement with the study and research which is having a massive impact on retention and recruitment of effective Police Officers. A sample of handwriting from a statement sample from a new recruit currently on training was used to offer evidence of basic literacy skills. This sample was illegible and lacked grammar, punctuation and sentence structure. The group were politically agitated by the pressure from the new Equality Act 2010, to accept and support these recruits and were concerned about the personnel tribunal situation which has occurred as a consequence. Costs for the impact of dyslexia in the force were discussed. At this point in the meeting the tension was charged and the atmosphere became quite emotional. However, it was agreed from all parties that the potential for error and poor service from dyslexics in the force was a great concern. The inability to retain and follow oral instructions on ear pieces or on police radios was discussed as well as the poor statements which were being thrown out

by the CPS in court. The collapse of casework as a consequence of ‘shoddy’ police work put the force under scrutiny and reflected poorly on the entire body of police.

Stage 2: Choice of Methodology and Design for Research Project and Service

Evaluation

For this study a mixed research methodology was applied. The study reviewed data relating to the experiences of newly trained officers to gain an insight into the key issues prevalent for them in their formative development. In the first study 47 participants completed Rosenberg Self-Esteem Scale (RES) and Smythe and Everatt, (2001) dyslexia screener. An analysis of the data was carried out using a Pearson Product Moment Correlation Coefficient and then further regression analyses on the results gathered. The data from the dyslexia screener was used to identify 12 participants who were deemed most ‘at risk’ of dyslexia to be invited for semi-structured interviews whilst ‘on attachment’ to police stations 8 months later. A disappointing four of these participants came forward for interview. This identifies clear issues with disclosure and involvement in the project. The individual who scored highly at risk of significant dyslexia gave a false name. I reflect that these individuals are on a two year probation and feel that their job is at risk from disclosure. From researching the area of disclosure it is apparent that newly qualified professionals reduce their rates of disclosure when they move from training to employed status (Rooney, Yeowell & Goodwin, 2016).

With the small number of respondents I carry out semi-structured interviews to gather qualitative narratives on perceptions of self within role. These biographical accounts established ‘Multiple Perspectives’ from which Open Axial and Selective Coding steps of Grounded theory (Strauss & Corbin 1998) were applied. Although I am disappointed with the small sample of respondents, I discover that the data is rich and fully offers the detail and

views I was seeking to establish from newly qualified officers in role. There are varying responses, but also clear consistencies, particularly with regards to self esteem, support from line managers, work loads and time frames. However, I am disappointed with the identified strategies used by officers to support themselves in role. I have little evidence to share with Organisation 1 regarding their need to identify the methods of good practice to support dyslexia in the workplace and it is clear I will need to seek this information from experienced officers who have been in the role for years not months and have a diagnosis of dyslexia.

The process for further development of the doctorate had to answer the key questions posed to me at the end of the first year, when completing the 1st year probatory review: What is it I am trying to find the answers to? What do I expect to achieve from the study?

- It is clear that the police need a ‘tool’ for identification.
- They also need a ‘pathway’ for support and referral.
- They want a written document which can be given to line managers which defines dyslexia and gives quality advice on modifications and adjustments as good practice.

When preparing for the Service Evaluation I decide that identification of dyslexia is key. I therefore need officers who are known to have a diagnosis. Furthermore, I need experienced officers, not newly qualified ones. This will give me valid data from both the dyslexia component and the experience in role. From approaching both the University and Organisation 1 and 2, I am granted ethical approval and consent to approach the officers I have assessed in my employed role as the forces ‘Psychologist’ who have a diagnosis of dyslexia and have been employed for over 2 years. The additional factors of established trust and rapport between myself and the officers will allow for a more relaxed and ‘safe’ approach which reduces the fear of engagement and lack of consent to participate.

The methodological design for the Service Evaluation needs to be robust and I decide that the questionnaire I use for the Police Officers should follow the format from the interviews of the Research Report; this gives consistency and helps with gaining ethical approval. I also decide that if I am investigating the views of these officers regarding their line managers, my validity may be further enhanced by gathering the views of the line managers themselves. In order to achieve consistency and internal reliability, the same questionnaire is distributed to both groups. I am pleased with the number of 12 respondents from each group which makes balanced numbers of views from each group and the feedback is extensive in the questionnaires. I evaluate the questionnaires again using Open Axial and Selective Coding steps of Grounded theory and discover very clear codes and themes – some of which are clearly different from each group. This is exciting for me: I realise that the views of the officers with dyslexia are different to their line managers. The issue with positive regard for these officers exist in the line managers, who perceive little, if any, strengths in role for an officer with dyslexia. They see them as having an extensive list of weaknesses. However, the police officers themselves see their strengths with regards their dyslexia. I now have much data to incorporate into a 'Response to Dyslexia' booklet. This outcome raises my positive regard for dyslexia and the climate of police work.

Stage 3: Review of the Existing Literature in the Field of Dyslexia and the Police

From further literature reviews I am still struggling to find much evidence of research in the field of police work. Much of it seems focussed on the social dynamics of the forces (e.g Neyroud, 2011), and some literature addresses the training issues. There is some on memory issues for officers involved in interviewing and taking notes. No evidence so far for working memory or dyslexia and police work. I am thinking of taking some evidence from cases

which have gone to recent tribunal as information on the increasing pressure faced by forces to address specific learning-difficulties in the police. I am also having to use generic evidence on working memory and dyslexia and try to link the themes together, but feel as though I am dealing with ‘grounded theory’ which makes me feel rather uncomfortable.

It becomes evident that the training routes for new recruits is also under review. Current applications for the Police (College of Policing and ‘Joining the Police’ Prospects) outline basic requirements:

- be aged 18 or over
- be a British citizen, a citizen of a European Union (EU)/European Economic Area (EEA) country or Switzerland, or a foreign national with indefinite leave to remain in the UK without restrictions
- have lived in the UK for the last three years (although there are exemptions if you have served abroad with the British armed forces)
- possess a qualification equivalent to A-level *or* have been a special constable who has been signed off for independent patrol service in the last two years *or* have served as a police community support officer (PCSO) for 18 months.

However, new guidance for officers being admitted in 2020 (College of Policing) will be focussed on three new entry routes:

- a three-year police constable degree apprenticeship paid for by the force
- a specific policing degree at undergraduate level
- a six-month postgraduate conversion course paid for by the force.

From reading these reports it is evident that some forces are early in adopting police from 2018 onwards using this approach. I consider the need for this new approach carefully: the focus appears driven around the need for:

- a specialist knowledge base
- a distinct ethical dimension
- continuing professional development (CPD) requirements and

- standards of education

The Police Federation make a response to this initiative which is focused on the economic concerns whereby high costs will be incurred and low pay for new recruits is expected when entering through the apprenticeship pay routes. Although these new recruits will gain valuable and interesting work experience at the same time as a qualification it will be on a low wage.

Stage 4: The Research Report

Data Gathering Tools for the Research Report

I review the proposal, design and methods for data collection through the ethical approval process. Challenging questions are dealt with such as:

- Ensuring the data is gathered anonymously;
- Protection of the candidates and ensuring they are offered support/opportunities to offload and gain further information where required;
- Define the relationship between the University and Organisation 1 Police;
- Outline the purpose of research;
- Ensure that questionnaires used are reliable and valid.

As a consequence of the latter issue, I explore a standard format of questionnaires (e.g., Rosenberg Self-Esteem Scale and Smythe & Everatt 2001) which can review self esteem and dyslexia. These two concepts appear related: research, together with anecdotal evidence, would suggest that those with poor working memory and literacy skills have lower levels of self esteem relating to their work (Snowling, 2000).

Gathering the Data for the Research Report

After much revision and alterations, a series of consent forms, information forms and permission slips are created and adapted to meet with the ethical requirements for data collection. Once the revisions are complete the data is gathered from the current police cohort before the end of their training in late December. I am surprised by how long it has taken me to achieve a simple outcome. The ‘why did I not think of this before?’ reflections occur to such simple and uncomplicated methods for data collection.

I gather the questionnaires by hand and the Inspector for Training expresses concern that the data may not yield patterns of information which are reliable or informative (e.g., ‘what if none of the officers assessed have any dyslexia in the responses?’). As a fall back plan, he mentions that a new cohort of trainees start on January 5th and that early assessment would be easy for these new recruits. I explain that I will explore the data over the Christmas period and contact my tutors and the Police if I have a requirement for more data in the New Year.

It is agreed that I will work with the cohorts of the December week 12 leavers and the Inspector is keen to have a central role in administering the questionnaires, to give authenticity and validity to the research. We are clear on the script he gives to the seated cohort in the training room (ie., that the research is voluntary, but that the data will be helpful in supporting an important set of information for new recruits.) There are a high number of respondents although approximately five do not reply.

Evaluation of the data appears to yield two distinct and separate groups; those with low self esteem and those with high risks of dyslexia (Strauss & Corbin, 1998). The two groups do not appear related. Those with low self esteem are extremely low and present with issues for

resilience and coping under pressure. Those with low literacy and poor working memory skills are further divided into moderate and significant levels of need.

From discussion with tutors, it is evident that the group of trainees who have low self esteem may have an interesting profile, but this is not related to the study. The Police may be attractive as a role for those who have co-dependency issues, a reliance on supporting others to maintain or develop their own self esteem. Two of the individuals were exceptionally low in self esteem, regarding themselves at the lowest points on the scale. There were also approximately five who were at least moderately low in self esteem. Of this group, possibly two individuals had mild aspects of dyslexic traits. This would mean that the majority of individuals scoring with low self esteem do not experience dyslexic traits (Deponio, 2004).

As a consequence of this data I have made some changes to design, so that additional data can be gathered on the second cohort who have started in early January. This will ascertain if the data on the first set of questionnaires matches that of subsequent trainee cohorts. This 'test/re-test' element provides greater reliability. I decide to add in an additional measure to review 'resilience' factors. This will look not just at confidence but the ability to cope with adversity. In gathering this information the study can make judgements regarding the ability of police officers to overcome difficulty. The use of a 'brief resilience questionnaire' was therefore used so that the trainees are completing a short set of key questions which do not tire/burden them.

However, after gathering the data from the January cohort, the decision to amalgamate the data from both cohorts together is advised; this achieves greater reliability and increases the

overall sample sizes. In doing so, the dependent and independent variables are formed clearly as the self esteem and degree of dyslexia respectively.

It is then agreed with my tutor that the data gathered from the resilience questionnaire is redundant and is not used in the study. The results do not appear to yield any patterns which are informative and as the data was only gathered from one of the two cohorts it is lacking in reliability from test-retest perspective. There are other concerns regarding the confusion that these resilience factors may bring: this study is reviewing newly trained officers and not experienced ones so arguably this cohort is not yet 'police officers'. Therefore their resilience may not have been tested, developed or applied in context of the role and may lack validity as a consequence. However, further studies in this field may wish to consider reviewing the reliance factors within experienced officers with dyslexia and compare them with non-dyslexic officers. This would establish whether higher levels of resilience are present in one group more than the other. There are limitations for the scope of this doctorate as the parameters are set by the University and further research would need to be carried out to respond to additional factors. These could also include previous experience with police roles, age and gender of recruits.

Conducting the Interviews

Data from the follow up cohort has revealed only one key individual with low self esteem. This individual also had a high risk of dyslexia (Ferris, Lian, Brown, Pang & Keeping 2010). I have had many technical issues trying to upload SPSS to analyse the data trends and evaluate with more precision, rather than 'eye balling' at risk data. This has been frustrating and taken up a lot of time. I have spent more time trying to contact those who form the next

interview cohort so that the data can describe in detail the strategies which the officers have found helpful. This cohort will consist of those individuals scoring 'at risk' or above for dyslexia traits.

A disappointing initial response from the email request which I sent out to the officers now on attachment: I have had only two officers who have reflected an interest and of these only one has agreed to an interview. Another issue has been the work-shifts, as the time slots I have offered are either during leave or on night shifts so that the availability is difficult. The officers are spread across the county and I will have to travel some distances to find locations. They are also gaining consent to complete the interviews by their line managers/sergeants. This is making the time scales slip and the number of subjects for the important part of the study has reduced significantly. I will send out another request/invitation as the initial one may have been lost in the Easter mail. However, I am not optimistic that the data from this cohort will be as extensive as I would wish. I decide to invite the second cohort 'at risk' group as well and two more respondents come forward, yielding a sample size of 4 for the interviews. All interviews are carried out in the same circumstances: ie., in the police stations where the officers are attached, whilst they are 'on duty' and in the interview rooms which are designed for police work. This further increases the reliability factors.

On reflection of the data gathering process for interviews, I consider what methods could have increased the response rate and ease the time scales for interviewing. If I were to carry out the study again, it may be more successful to encourage all the participants in the cohorts to 'sign up' to interview slots at the end of the questionnaire completion exercise. They

could have ticked a consent box, added their email address and I could have contacted them directly whilst they were on attachment. The sample size from this exercise would probably have been greater and yielded an earlier commitment before they entered the more challenging police environment.

Analysis of the Data for the Research Report

Much time has been spent waiting to carry out the interviews and analysing the questionnaire data. I was advised to put the two questionnaire data sets together to make a larger sample size. This has meant a more significant volume of data from which I can derive more accurate results. It is evident that from completing a one way ANOVA a clear relationship exists between variables; the levels of dyslexia/dyslexic traits and level of self esteem are clearly related when regarded as 'between data' sets. This is further confirmed through a Pearson Correlation and regression analysis. This identifies that those with strong literacy skills and working memory reflect suitably high levels of self esteem. However, the more that the literacy skills/working memory skills are weaker the lower the level of self esteem. Implications for this are quite far reaching; those officers conducting statements and reports with these underlying issues even at a low level are more at risk of feeling self conscious, wary and less confident in their abilities. By contrast, officers with pronounced issues with dyslexia may feel stressed, undervalued, less able to complete tasks and have feelings that their work is of an inferior standard. This feeling may start to pervade other aspects of the job, such as face to face and practical aspects that the individual prides themselves on.

It feels like the work I have gathered may finally mean something to the officers I have been seeing for so many years; I have a large casework of officers at the moment which I see as

referrals for dyslexia assessments; many of them are presenting with high levels of difficulty and even those with mild issues appear defensive and challenging about their work. Some of them are emotional at the end of our assessment, with tears and off-loading a common reaction. The consultative component in providing reassurance, support and encouragement has become more apparent. The self-esteem is generally low in these individuals. Gathering evidence which supports this is such a validation of my consultative work and the client's burdens.

I am preparing for the interviews and researching thematic analysis (Strauss & Corbin, 1998) so that I am prepared to detect themes, look for patterns, assign codes for these in the text and re-read the transcripts to gain familiarity over them. The strength in having a small sample will be the detail I can gather. However, I am also anxious that the small sample may not yield evidence which is 'generalizable' to broader populations.

As the process progresses, my fears are alleviated and I gain clear 'strands' and themes which are repeated across the interviews and feel more consistent. From the broad, lengthy interviews I find consistent comments and a common voice from all the respondents which has genuine credence.

By the summer of 2017 I have completed the interviews. Although outside of the scope of my research, it is evident to me that the information I have gathered from my casework, which has been extensive over the past year, has informed my awareness of dyslexia in the Police. I am therefore not aware that extensive 'new' information has been gathered from the interview processes. However, it is evident that the impact of 'Shift Work' can dramatically

affect an officer's capacity to complete written work and administrative tasks. Some officers appear to be completing workloads around their shift patterns. They are not able to complete high quality reports on night shifts and the administration at these times may be more limited to Social Services reports which have a clear and short/succinct method. The scope of the research has limitations and I am aware that this is time and resource limited, with some questions unanswered. This includes the impact of the police culture which is difficult to assess, but has quite possibly impacted on the new recruits and resulted in their lack of engagement in the interview process.

One of the interviewees was clearly unaware that they have poor working memory and dyslexic traits. They did not reflect on their difficulties here with any insight and demonstrated stress for other aspects of their new police role which were focussed around knowledge of the law or apprehension around tasks, new jobs and response to 999 calls.

The interviews consistently reflected on the importance of line management support and good peer support from the team. This appeared to have buoyed up the new trainees and given them camaraderie and a sense of belonging as well as building self esteem and worth.

As a consequence of the interviews, I have reflected that the casework I complete as part of my employed role with the police both gives information on the impact of dyslexia within the workplace and also impacts on the research that I gather. To ensure that I am able to clarify the research and distinguish these two forms of evidence, I have designed a 'Consent Form' for new casework, which requests that the evidence gathered will be confidentially and anonymously used to support the research. I have conducted 6 assessments for dyslexia and

have 100% consent so far, to use this information for the purposes of the research. The officers are happy and willing to share, thus overcoming their disclosure issues (Rooney, Yeowell, & Goodwin, 2016), particularly those experienced in the role for a number of years. They are keen to support systemic changes which may enhance their working conditions. The evidence from this casework is quite compelling; all the individuals report difficulties in writing and reading skills which undermine their confidence as police officers. Those experienced officers who have been in role for over 5 years report a number of strategies they have employed which have helped them to managed heavy casework and administrative tasks. It is also evident that self esteem has been affected for those with moderate dyslexia, more so than those with more mild needs. These officers appear more visibly stressed, with shaking hands, anxious expressions, stuttering and repeated questioning. They also share personal experiences of how people have called them ‘thick’ because they cannot write a name correctly.

Stage 5: The Service Evaluation

Choosing a Focus for the Service Evaluation:

From my initial meetings with OH department and the Training Centre (2016-17), I decide that the development of data towards a document for Organisation 1 Police which clarifies a response to Dyslexia would be helpful. A service evaluation appears key in developing the data towards this, as it can review existing practices and describe the models of best practice and desired practice for future. Following further discussion with my tutor it appears that there are several courses open to me with a Service Evaluation. I have to be clear that I am interested in:

- A discrepancy in care;

- A regard for ‘what I want it to be’
- A consideration of ‘how do I get there’
- Reflective practice: ‘have I got there?’

In terms of methods, the research can investigate three possibilities:

- Whole service emailed questionnaire on dyslexia with additional questions regarding ‘what makes a difference to you in your role?’ (Miles, 2007)
- Review of Occupational Health employees who screen and review practices/procedures to establish what works;
- Case study review of experienced officers, used in my role as Psychologist to Organisation 1 Police, conducting similar interviews as for the trainee cohort. This ensures that there is ethical approval and can replicate previous study with experienced officers who are known to have dyslexia through assessment.

From the Research Report and casework with experienced officers I am learning that there are service personnel with much knowledge who have been in the job for at least 3 years and have clear ideas of the tasks which are affected by dyslexia in the long term. These officers have a wealth of information including which line managers have helped them, which roles and tasks they have shone in and the areas where they feel weakest, most affected and disempowered. Some of these officers in my casework appear distressed. They are clearly stressed and struggling to cope. I have a duty of care to these individuals to ensure their voices are heard and that practices to support them are maximised. The practical outcomes from utilising this knowledge base would ensure that the approaches to dyslexia documentation were based on sources of relevant populations.

Gathering the Data for the Service Evaluation

I decide to gain ethical clearance to approach the individuals I have assessed in casework. This has to be sought at both a University and organisational level. The process is not quick but the outcomes are positive. I start to work on an adaptation of the interview schedule used in the research report as an open-ended design for a questionnaire to access the officers. Face to face interviews are difficult to arrange and time consuming for the officers; I fear that trying to gather interview data will result in few responses. I am successful in gaining ethical clearance for submitting the questionnaires to the previously assessed officers. This way I know they have dyslexia and have an existing rapport with them as well as having their email addresses. To balance their views I approach the Inspector responsible for the Training Course and he has credible status in the force to ask for line managers to complete the same questionnaire (with occasional wording changed) circulating across Organisation 1 Police. I am successful in gaining 12 responses from each group. The decision to include line managers in the feedback occurs from my consideration of the key questions in the survey which regard the levels of support officers consider they have received from the line managers and peers. I feel that to validate this perspective the voice of the line manager would be key in giving their perceptions of both their role and that of the officer with dyslexia. This will also give more of a 'whole service evaluation' approach to dyslexia, which was an initial desired outcome of the research when initially agreed by Organisation 1 Police.

Results of the Service Evaluation

The sample size is small with just 12 in each group. The Inspector for Training is disappointed with this, however I am pleased with the balance of numbers in each group and

detail in the questionnaires. Overview of the data is quite exciting: the officers I know through assessment have revealed a wide range of responses, but all of them are able to describe a long list of their perceived strengths in their role. However the line managers reflect few if any strengths to having dyslexia. The view is quite shocking. Furthermore, line managers frequently comment on the burden within the team, expressing concerns for peer support and a sense of isolation. The officers themselves do not reflect these views. They do however, comment on a variation of line management support, with a number expressing concerns about lack of support, no resources and a lack of understanding. What is common to both groups appears focused on the challenges of having dyslexia and the strategies which makes a difference. This is excellent news for the dyslexia response booklet I am driving forward for the forces. Some officers cite a number of positive technological aids which have changed their success as writers. One officer has been provided with a printer for her computer and is able to print statements in victim's homes for signature. Another officer has his own laptop and dictation software which he uses everywhere. The results of this are uplifting and empowering.

Conclusions from the Service Evaluation

Initial themes of the responses draw some clear outcomes: the line managers report on numerous occasions that there are not strengths to the officer with dyslexia (Strauss and Corbin 1998). The officers themselves report favourably on their problem solving skill sets and strong interpersonal skills. There are also variations in response to the question regarding support in the role from line managers and peers. The line managers themselves saw their role as pivotal and supportive with the need to refer for advice and implement reasonable adjustments; several officers with dyslexia reflected quite negatively on their line managers' support and others commented that the resources needed such as laptops, were hard to access due to funding and slow systems where the requests may have been in place indefinitely.

The concepts behind the 'neurodiversity' perspective become very apparent after completing the service evaluation and I feel that this is the key paper in my Doctorate. It has echoed the voices of experienced officers and placed dyslexia as a hurdle which many different officers experience and which can be overcome. With enthusiasm, I put together the framework for the 'Response to Dyslexia' which includes key background literature explaining and defining dyslexia and some mock 'vignettes' of police officers from a range of ranks to illustrate its presentation. I then research and laydown the key findings from the Service Evaluation in terms of strategies and support which works. These are structured under the headings:

- Information Technology
- Coaching and Mentoring
- Physical space
- Other

I then present this to two different groups in Organisation 1 Police which I have been invited to. The response is very positive and I come away feeling that this work has both informed the service and empowered it to move forwards positively. I make it clear that despite the changes to the new training proposals, there will still be graduates entering the profession with dyslexia and supporting them will be an ongoing need. I am also clear that the document which I have developed needs to be owned by the Organisation 1 Police and that it is not my place to determine the systems for identification and assessment of specific learning-difficulties. Working groups are immediately formed to take forward a clear response to identifying and supporting dyslexia in the police, utilising the 'Response to Dyslexia' handbook as a framework for clarifying procedure.

Stage 6: Writing up the Doctorate

By the summer 2017 I have completed the literature review and a number of documents for my probation review. The review itself has identified a number of action points for me at this time:

- Additional analysis of quantitative data which explore regression model would deepen the results – for instance considering variables such as gender within the SPSS
- The number of interviews are so small; a thematic analysis of these may therefore be inappropriate as it is usual to have approximately 15-20 interviews to make this research methods robust/substantial in generating themes and strands. I am therefore likely to be using a 'Case Study' methods approach to give detail to the evidence at a qualitative level of analysis.

- To this end, further training in qualitative methods would be prudent in ensuring I have sufficient knowledge and skills to interpret the information and report on findings with expertise.
- The literature review and service evaluation are likely to be reported on using a ‘narrative’ review approach and as such, having access to previously completed doctorates would ensure that I write up using appropriate style.

After the probatory review it is clear that I need to ensure that the literature review and service evaluation regard the audience that I am communicating with. I may require additional analysis with my data, to consider a quantitative regression model or possibly additional qualitative evaluation. I may also benefit from further training in research methods with both quantitative and qualitative methods. This will inform on the narrative reviews using the literature search and reviews.

Stage 7: Reflections on Personal and Professional Development

The process of completing the doctorate has been a lengthy and complex one, which has shaped me without a conscious effort. At the point of completion I find I am able to write with more analysis, looking for the evidence behind research claims, reviewing the literature with more challenge and feeling angry with some of the claims made from such little attempt to justify them. One such piece of evidence which created this reaction was an article which had reviewed other studies, but actually contributed no new evidence and had not developed the research field, but hinted at potential themes which needed further review. My analysis when reading literature is also altered and I find that if I emotionally react to a story, report or paper, I seek to understand why. In doing so, I can unpack how the writer has left out important information, not linked related ideas or made sweeping generalisations based on

little evidence. The process of re-writing the papers in the doctorate has allowed me to process the lack of analysis in my original reporting. I can see from this process how my writing style has grown.

Looking back over the past two and half years, there is one key piece of work which illuminated the challenges for dyslexia within the police force: my shadowing experience of an officer in a police station. I was struck by the volumes of administration which were being completed and the level of written communication required. The statements and reports for court are legal and have clear requirements to prevent them being 'thrown out' by the CPS solicitors. When a case is written poorly, the officer will have to revisit the work or another colleague will have to cover it for them. When the officer takes more time, other officers perceive a pay rise for extending hours. Where the officer struggles to complete some tasks, a burden is placed on other officers to carry out these tasks for them. Sometimes the officers involved have no 'label' or identified need, but are clearly working at lower levels in key areas for the role (e.g., slow writing, forgetfulness, poorer vocabulary). Some of these officers may 'laugh it off / play the clown' to ensure they fit in. They ensure that they are not the first to the scene of a serious crime.

Some competent officers work at a highly efficient rate; they complete their paperwork on MDTs in the car on the journey back to the station from an event. By the time the individual is in the custody suite the paperwork is electronically posted, printed and a case already prepared. They are then free to leave this job and start others.

All officers will carry approximately 12 cases at any one time. Each case has a number of strings of written work attached to it, varying depending on the size of the crime and number of statements etc. For instance a case with 5 witnesses will have a statement for each and then the officers' statement as well as the victim/s and one for the defence. This will be accompanied by emails and additional reports as required. The statements vary in length depending on the severity of the crime, but will cover four sides of A4 at least in most cases. One officer I observed struck me in particular; he was a relatively new recruit, a graduate, could touch type and worked swiftly, flicking files between screens and adding in data and information. He was working pretty much flat out. They spend approximately 50% of their time on administrative tasks in the station. They are then on screens when they are 'out and about'.

I had to admit from this experience that I was challenged by the role of 'advocacy' for Specific learning-difficulties in the Police, particularly with dyslexia. For instance, if I was the victim of a crime which was reported by an officer with dyslexia, who completed a poor statement which was rejected by the CPS, I would feel angry and resentful. They were not doing their job properly and I was left without a recourse.

When I saw a next saw a new recruit for assessment, as a piece of casework, I found my reaction to them had changed somewhat. I was asking them direct questions regarding their knowledge of the role, their understanding of the expectations of written and administrative tasks, the desirability to touch type and complete statements in time: were they aware of the volume of this in their role and what were they prepared to do to develop their skills here? The responses were different from my previous consultations. For instance, officers were

able to think about employing a tutor to fit in with their shift patterns to ensure they were developing their spelling and reading skills. This shift in responsibility away from the service and onto the officer was likely to assist in their retention in their role – something clearly important to them. There needs to be a joint responsibility and the individual should make efforts to overcome their weaknesses as well as receive support from their organisation.

Another key focus from the Doctoral period is focused on the BPS Occupational Psychology Conference where I presented my paper to 30 delegates. I was expecting a virtually empty room but was really pleased that I had so many attendees and such keen interest. Many individuals had experience of dyslexia and some had experience of police work or work with the fire service. I was challenged on the IT application as some of the audience could not understand why the police were not permitting the use of video camera or audio recordings in court. It was difficult to explain the judiciary service and the need for written reports as evidence. The voice to text technology is difficult to roll out across the force because of the cost implications and open plan nature of the rooms. There are also significant cultural implications for the police which render these modifications difficult to embrace. I was very heartened by the interest of the audience which has given me great impetus to the ongoing research. I also met up with delegates for networking at the end of the session and am going to approach the working group on Neuro –Diversity and Employment to see if I have a place to contribute my work here.

My role as a psychologist has changed. I am now able to work in different fields with more confidence and competence. Having membership of Occupational Psychology division as

well as Educational Psychology has broadened my perspective and my confidence in dealing with adults is much more secure.

Stage 8: Critiques and Limitations of Research

From studying the literature (e.g., Snowling 2001), I can see that my research is small scale affecting the reliability of the work; there are also issues with the number of 'self-selected' sampling techniques which will have added bias and thus reduced the validity of the research further. Encouraging wider numbers of individuals may reduce these factors. This may allow for generalisability to other forces and cover existing and new recruits to the forces in both current and future climates.

The study successfully identifies some links between dyslexia and self esteem, which appear negatively related. However, there were constraints such as the need for the trainees to have opportunity to experience the police role to see if this impacted on confidence and response to administrative workloads. Consequently it was agreed with the training staff that assessment on the last week would be valid for this. However, the trainees on these initial courses may respond differently at an earlier phase of the training. This may yield a more naïve and 'open' view of skills and abilities (ie., in the first 5 weeks rather than the last week 12). This would yield data on the individuals before they are exposed the potential challenges of the role.

Gaining consent and agreement for interviews from the trainees was a particular challenge for the study. By using a male inspector with rank and power to invite responses may have been

seen 'coercive'. Therefore, future studies may need to find ways to encourage a mixed gender response. Possibly initial contact of the female researcher when administering the questionnaires may give reassurance and confidence to the participants. This may encourage more trust within the process and people conducting the research without fear of prejudice. This may also encourage more honest responses to the questionnaires without the need for a 'pseudonym' to protect identity.

Further research may explore officers' experiences in different forces, with differing levels of experience. However, care in interpretation of findings would be needed here. The police role is variable and consequently tasks between officers can appear different. Some officers occupy specialist roles, heavy administrative workloads, or restricted office roles where a variation of impact can be observed from the dyslexia.

Stage 9: Future Research Opportunities

Extending the work in this field to other police forces in the UK would prove valuable in identifying cultural issues between forces as well as the 'generalisability' of views from officers in new and existing roles. Encouraging the views and voices from more respondents would be ideal, so that there is an increase in reliability and validity in the research would be ideal. To achieve this, the research needs to feel 'safe' for respondents to give their views without fear of 'disclosure', 'bias' or negative reflection on their position. Methods for anonymity may assist this with an electronic postal system for individuals to reply to with a code for their group/cohort. This would render any follow up impossible, however. If questionnaires were to be the key tool, it may be helpful to include questions about what would help officers to disclose their dyslexia, what should new recruits to the force who have

dyslexia be offered above regular officers and how has dyslexia helped the individual to be a 'better police officer'. This positive perspective may give weight to the neurodiversity perspective which is so helpful in taking the next steps in an Organisation to move away from the medical 'deficit' approach.

There are other specific learning-difficulties not touched upon here, such as dyspraxia and ADHD, as well as those on the Autistic Spectrum (Armstrong, 2010). These areas are similarly under-researched and the impact they have in the workplace is somewhat unknown. There may be smaller numbers of these groups, but it is important to establish the prevalence of these specific learning-difficulties and the way that people who experience them cope in their roles. Further research into this area in the police would be worthwhile in supporting the neurodiversity approach and clarifying the strategies which can support these officers.

Stage 10: Conclusion

This research has provided some 'grounded research' in dyslexia in the police force, identifying the incidence of dyslexia for new recruits and linking the impact of dyslexia to self-esteem. There is at least 10 percent of new recruits presenting with symptoms / traits of dyslexia which will have an impact on their administrative roles as well as retention of information as they become trained in the role and learn new skills. Furthermore, these officers will not have a robust sense of self which will further reduce their self confidence and undermine their sense of value within the role. As a consequence, when they feel challenged by the administrative workloads they may not have the confidence and self belief to overcome these issues safely and swiftly.

This research has been particularly valuable in ascertaining the views of experienced officers and the people who line manage them. By comparing these two perspectives, it has been possible to gather some consistency on the shared views of dyslexia including the strategies which have made a difference. The technology and assisted aids are clear strengths for officers in the role with adaptations where possible a distinct advantage. However, the level of support for the officer with dyslexia by their line manager is variable, with some line managers failing to see the benefits to having dyslexia and only perceiving the weaknesses and challenges they bring to the role. The need for further training, awareness raising and systemic support is clear from this research: the opportunity to apply the neurodiversity framework would move away from this 'deficit model' to allow for a fresh and positive 'can do' approach. Next steps for the researcher are within this area, whereby a tool for developing an approach to dyslexia across the Organisation 1 and Organisation 2 Police forces can be compiled utilising this data.

The practical application of this framework can be shared in many other organisations as well as the police force. Arguably, adapting the police role for accommodating dyslexia is one of the most challenging perspectives, due to the legal frameworks for recording evidence and the tight timescales involved, extensive changes of physical environment and the wide number of individuals the officers work with. Any changes which work here can be applied in many other workplaces, with probably more ease. The argument may stand that 'if dyslexia can be accommodated for in the police, it can be accommodated for elsewhere'. The researcher is therefore on the working sub-committee for the DOP Neuro-diversity & Employment within the BPS. This will allow for the voice from this research to be disseminated practically for other psychologists in this field. It is hoped that this is the start

of further national work into dyslexia in the workplace: from here other specific learning-difficulties can be explored within other employment contexts.

Personal Reflections

I have felt surprised and enlightened by the findings of this study. The officers in sharing their views and voices, have given clarity on the strengths of dyslexia in the Police and identified the methods by which they feel supported. They have also reflected the concerns and challenges they face. This information has shed light on the key issues which can sometimes appear less visible; the Police climate can be an intimidating one which can make disclosure and information sharing more challenging, for fear of isolation and negative perception. I intend for this research to make a real difference for the officers with dyslexia in the Police forces to feel more positive and supported in their vital role in our communities

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Appendix A Ethical Approval



University Ethics Sub-Committee for Psychology

27/01/2018

Ethics Reference: 14789-bm232-ls:neuroscience,psychology&behaviour

TO:

Name of Researcher Applicant: Belinda Medhurst

Department: Psychology

Research Project Title: Dyslexia and the Police – what are the key difficulties faced by police officers and what intervention makes a difference?

Dear Belinda Medhurst,

RE: Ethics review of Research Study application

The University Ethics Sub-Committee for Psychology has reviewed and discussed the above application.

1. Ethical opinion

The Sub-Committee grants ethical approval to the above research project on the basis described in the application form and supporting documentation, subject to the conditions specified below.

2. Summary of ethics review discussion

The Committee noted the following issues:

Ethical issues are addressed appropriately. The study can be carried out, provided approval by the relevant Police department.

3. General conditions of the ethical approval

The ethics approval is subject to the following general conditions being met prior to the start of the project:

As the Principal Investigator, you are expected to deliver the research project in accordance with the University's policies and procedures, which includes the University's Research Code of Conduct and the University's Research Ethics Policy.

If relevant, management permission or approval (gate keeper role) must be obtained from host organisation prior to the start of the study at the site concerned.

4. Reporting requirements after ethical approval

You are expected to notify the Sub-Committee about:

- Significant amendments to the project
- Serious breaches of the protocol
- Annual progress reports
- Notifying the end of the study

5. Use of application information

Details from your ethics application will be stored on the University Ethics Online System. With your permission, the Sub-Committee may wish to use parts of the application in an anonymised format for training or sharing best practice. Please let me know if you do not want the application details to be used in this manner.

Best wishes for the success of this research project.

Yours sincerely,

Prof. Panos Vostanis

Chair



University Ethics Sub-Committee for Psychology

27/04/2018

Ethics Reference: 15739-bm232-ls:neuroscience,psychology&behaviour

TO:

Name of Researcher Applicant: Belinda Medhurst

Department: Psychology

Research Project Title: Service Evaluation of Organisation 1 to review the impact of dyslexia on experienced police officers

Dear Belinda Medhurst,

RE: Ethics review of Research Study application

The University Ethics Sub-Committee for Psychology has reviewed and discussed the above application.

1. Ethical opinion

The Sub-Committee grants ethical approval to the above research project on the basis described in the application form and supporting documentation, subject to the conditions specified below.

2. Summary of ethics review discussion

The Committee noted the following issues:

N/A

3. General conditions of the ethical approval

The ethics approval is subject to the following general conditions being met prior to the start of the project:

As the Principal Investigator, you are expected to deliver the research project in accordance with the University's policies and procedures, which includes the University's Research Code of Conduct and the University's Research Ethics Policy.

If relevant, management permission or approval (gate keeper role) must be obtained from host organisation prior to the start of the study at the site concerned.

4. Reporting requirements after ethical approval

You are expected to notify the Sub-Committee about:

- Significant amendments to the project
- Serious breaches of the protocol
- Annual progress reports
- Notifying the end of the study

5. Use of application information

Details from your ethics application will be stored on the University Ethics Online System. With your permission, the Sub-Committee may wish to use parts of the application in an anonymised format for training or sharing best practice. Please let me know if you do not want the application details to be used in this manner.

Best wishes for the success of this research project.

Yours sincerely,

Prof. Panos Vostanis

Chair

Appendix B Consent Form Organisation 1 and 2

(Summary of Ethics form)

Data Processing Agreement

Organisation 1 and 2

[Partner Name]

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1 Introduction

This has been introduced with [Insert Team]. [Explain what the team wants to achieve here].

This is an agreement that sets out the terms and conditions under which data belonging to Organisation 1 and 2 will be processed by [Partner Name]. This agreement is entered into with the purpose of compliance with the Data Protection Act (1998); any processing of data must comply with the provisions of this Act.

2 Purpose

The processing by Belinda Medhurst of Belinda Medhurst Ltd., 7 Deergrass Walk, Knowle, Hants PO175GD is commissioned by the Chief Constable of Organisation 1 and 2 of xxx.

Belinda Medhurst is to undertake processing the process outlined in this agreement in order to understand the impact of specific learning-difficulties/dyslexia on the role of police officers and how to support them in their initial training, probation and beyond.

The processing of data for this purpose will assist Organisation 1 and 2 to fulfil their obligations under Sec 17 Crime and Disorder Act (1998) to exercise their functions (with due regard to the likely effect of the exercise of those functions) and the need to do all that is reasonably can to prevent crime and disorder in its area.

This process is consistent with Organisation 1 and 2's obligations under the Data Protection Act (1998), including being consistent with the original purpose of the data creation / collection.

3 Powers / Legal Framework

The principal legislative instruments that should be considered when sharing information under this agreement are:

- Childrens Act (1989)
- The Crime and Disorder Act (1998)
- Data Protection Act (1998)
- Human Rights Act (1998)
- Safeguarding Vulnerable Groups Act (2006)
- Common Law Powers of disclosure
- The Equalities Act (2010)

There are other pieces of legislation that place powers or duties to enable sharing of information in order for public researcherities to achieve their purpose – this list is not meant to be exhaustive.

4 The Agreement

This agreement does not give partners an automatic right to receive data or a mandate to provide data, but is a process for transferring data in cases where it is suitable to do so. By signing this agreement, signatories are committed to a positive approach to data sharing and handling, and agree to meet the outlined commitments and processes. Legal advice on this agreement should be sought in any case of doubt.

This Data Processing Agreement applies to any Police data, irrespective of the form in which it is held e.g. paper based, electronic, images. It should be applied while following established and agreed processes within the signatory organisations. Belinda Medhurst agrees that any data will only be used for the specific purpose for which it is shared, and that the data transferred to them under this agreement, at no time becomes their property.

Belinda Medhurst is only to act on the instructions of Organisation 1 and 2, and will not aggregate data shared under this agreement unless specifically instructed to do so. They will take no steps to attempt to identify any person from the data or associated aggregate data by any data matching or other exercise except where required by the stated purpose.

Access to the data will be confined only to those researcherised persons with legitimate purpose for accessing it. Except where required by legal proceedings, data will not be released to any third party without obtaining the express written researcherity of Organisation 1 and 2, including requests from the public, or sharing with sub-contractors. Where data is shared without prior notification, Organisation 1 and 2 will be notified of the event as soon as reasonably practicable. Data will be treated as private and confidential, and will be safeguarded accordingly. For the avoidance of doubt, the obligations of confidentiality

imposed by this agreement shall continue in full force and effect after the expiry or termination of this agreement

Under no circumstances should information shared by Organisation 1 and 2 be retained by Belinda Medhurst for a period exceeding 3 years, unless a specific request is received by Organisation 1 and 2, who then, following a review, determine the information is still relevant. At this time, all data held by them, including any archive or back-up copies, will be returned to Organisation 1 and 2 or securely disposed of. After this Belinda Medhurst must provide written confirmation that that all data has been returned or destroyed.

It is the responsibility of Belinda Medhurst to ensure that:

- Data is processed in accordance with the law and at no time will they permit the transfer of data shared under this agreement outside of the European Economic Area without prior written consent of Organisation 1 and 2
- Appropriate staff training and awareness sessions are provided in relation to this agreement
- Data is transferred, processed, stored and disposed of responsibly and in accordance with professional and ethical standards
- All data is transferred, received, processed, stored, and disposed of securely
- Any electronic information exchange is fully secure (to IL/3 standard, e.g. those email addresses with '.pnn', or '.gsi' etc. extensions)
- Any restrictions on the processing of the data contained in the disclosure, in addition to those contained within this agreement, should be clearly noted
- Respect for the privacy of individuals is afforded at each stage of the process
- Data exchanges and refusals are recorded in such a way as to provide an auditable record
- Arrangements are in place to check that this agreement, its associated working practices, and legal requirements are being adhered to
- No steps will be taken to contact any party identified in the data unless an individual has given prior consent to be contacted for this use

5 Data-sharing Protocol

Organisation 1 and 2 agrees to provide Belinda Medhurst with the relevant data required to meet the purpose outlined in the purpose. The data processing required for the purpose will be conducted in accordance with the following conditions and as required by Sec 33 Data Protection Act (1998):

- Personal Data will not be processed to support measure or decisions with respect to particular individuals.

- Personal data will not be processed in such a way that substantial damage or substantial distress, or is likely to be, caused to any data subject.
- Where data contains personal data relating to vulnerable adults or persons under 18 years of age Belinda Medhurst agrees to abide by the conditions of any and all legislation relating to vulnerable adults and children, and additionally ensure those processing the data have valid Disclosure and Barring Service checks.

The data to be provided is as follows:

- Questionnaires – responses to ‘Rosenberg Self-Esteem Scale’ and ‘Dyslexia Adult Checklist’ (signed and identified by respondents)
- Semi-Structured Interviews – three to be conducted over the next 12 months on up to 8 individuals identified with low self esteem and / or at risk of dyslexia (audio recordings)

Specific Procedures

The research will be conducted with Leicester University. It formulates part of a ‘Top-up Doctorate’ program which requires 4 pieces of work, one of which is the research into ‘Dyslexia and the Police – what are the key difficulties faced by new recruits to the force and what intervention makes a difference?’ Organisation 1 and 2 are part funding this research.

The initial questionnaire data gathered will be collected by the supervisors on the Training Course in the 12th week of training. They will be signed by the individuals and put into blank, sealed envelopes to protect the identity of the participants. This data will be collected by me and held at my residence, which is protected by my registration with the ICO (Information Commissioner's Office). The data will be coded to protect the identity of the participants and processed by me. I will forward on the initial coded findings to the Occupational Health Department Organisation 1 and 2 and my supervisors at the University of Leicester. From this data, up to 8 individuals who are at risk of low self esteem/dyslexia will be contacted and requested for involvement in follow up semi-structured interviews. These will occur at 3 months, 6 months and 12 month interviews to monitor progress in probation. The data from these interviews will be coded, transcribed and processed by me. I will then share findings with Occupational Health Organisation 1 and 2 and my supervisors at Leicester University.

There will be publication of these results within my research report, but also I aim to produce articles for wider circulation across the sector, including the College of Policing. All data will be anonymised and ethically processed for this purpose.

6 Security

Belinda Medhurst agrees to apply appropriate security measures commensurate with the requirements of principle 7 of the Data Protection Act. (1998). In particular, they will ensure that measures are in place to do everything reasonable to:

- Make accidental compromise or damage unlikely during storage, handling, use, processing, transmission, or transport
- Deter deliberate compromise or opportunistic attack
- Promote a culture of discretion in order to avoid unresearcherised access

Belinda Medhurst will ensure that security measures, commensurate with Organisation 1 and 2, shall be in force and applied at all times. ISO/IEC 27002:2013 Code of Practice for Information Security Management provides a baseline for security arrangements. Partners should ensure they have appropriate security arrangements in place. Certification for ISO/IEC 27002:2013 may not be possible for some partners, but all signatories should seek to comply with the principles it contains.

Organisation 1 and 2 data stored on portable media (including laptops) should be encrypted to a minimum standard of AES-256 or equivalent.

7 Liability

Organisation 1 and 2 cannot be held responsible for breaches of this protocol by Belinda Medhurst or complaints arising from these breaches. Belinda Medhurst is not responsible for breaches of this protocol by Organisation 1 and 2, or complaints arising from these breaches.

All data transferred and/or processed under this agreement remains the property of Organisation 1 and 2, and Belinda Medhurst must obtain expressed permission from Organisation 1 and 2 prior to further dissemination. Organisation 1 and 2 is responsible for the accuracy of its information, and must inform Belinda Medhurst of any subsequent changes to it.

Each party will be accountable for any misuse of the data supplied to it and the consequences of such misuse by its employees, servants, or agents. Any disclosure of information by an employee which is made in bad faith, or for motives of personal gain, will be the subject of an internal inquiry and be treated as a serious matter.

Complaints and breaches must be dealt with by utilising each signatories' established policies and procedures for breaches and complaints. Breaches and any immediate action taken to mitigate the risk caused by that breach must be notified to Organisation 1 and 2 as soon as is practicable, and in any case, within 72 hours.

8 Management and Operation of the Protocol

This Data Processing Agreement will be active from 15th December 2016, and terminate upon completion of the purpose. Where an organisation is a signatory to this agreement, but the signing Chief Executive or Director has left, the organisation will remain as a signatory. It is not expected that they resign, unless they wish to do so.

The review of this protocol will be completed 6-months after commencement, and annually from the date of commencement thereafter. This will be undertaken by both partners and coordinated by Organisation 1 and 2. The purpose of the review is to ensure it is fit for purpose, covers all that is required and is neither too extensive nor too narrow for its purpose.

In the even that any party wishes to exit this agreement, that party shall serve written notice of a date not less than 60 days from the date of the said notice, on which the party proposes to exit the agreement.

Organisation 1 and 2 may want to request a copy of Belinda Medhurst's information security policy (where it exists) when sensitive personal data is to be shared. Belinda Medhurst shall

grant Organisation 1 and 2 Information Management and Information Security teams all reasonable access to enable an audit to take place to ensure compliance with the information management and security requirements & obligations of this agreement. They shall provide all reasonable assistance to enable the audit to be completed.

Failure to supply sufficient guarantees in respect of security arrangements, or to comply with monitoring processes is likely to result in the termination of the agreement. Organisation 1 and 2 may terminate this agreement at any time, and without notice, by providing written notice to Belinda Medhurst, if Belinda Medhurst is in material breach of any obligation in this agreement.

If any dispute or difference arises between the signatories from this agreement, the parties will meet in an effort to resolve the dispute or difference in good faith. If they fail to reach an agreement, they will seek to resolve disputes between them by alternative dispute resolution. If they have failed to reach an agreement 56 days after the commencement of alternative dispute resolution process, they shall be at liberty to commence litigation.

9 Signatures

All organisations that are part of the data processing process, upon signing this agreement, be bound to comply with its terms.

Within Organisation 1 and 2, the signatory is signing on behalf of the Chief Constable of Organisation 1 and 2.



Signatory:
.....

Print Name:Belinda Medhurst.....

Role /Job Title: ...Educational Psychologist.....

Organisation: ...Belinda Medhurst Ltd.....

Date: ...15.12.2016.....

Appendix C Participant Letter of Consent**Consent Form**

The following two questionnaires aim to review core skills for new recruits to A and B Police Training course. They are being used solely for the purposes of research. The information gathered will be anonymised, processed, analysed and reported on. It will be shared with Occupational Health within Surrey Police, but the data is owned by Belinda Medhurst. No names of participants will be shared and confidentiality will be maintained. All data will be held securely. In the event of publication data will be fully anonymised, with any individual identifying information removed. Anonymity is therefore a guaranteed component of this study.

Please can you give consent to your participation in this study below:

Please Initial Box

1. I confirm that I have read and understand the information sheet for the above study
2. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving reason.
3. I agree to take part in the above study.

Name:

(voluntary)

Date:

Appendix D Information to Participants

Participant Information

The questionnaires in this study aim to review the required core skills for police officers in 1 and 2 Organisations. This particular questionnaire is for line managers or officers with the Occupational Health Department who have experience of working with officers who have dyslexia. The evidence gathered is used solely for the purposes of research. The information will be anonymised, processed, analysed and reported on. This will be shared with Occupational Health within 1 and 2 Organisations, but the data is owned by Belinda Medhurst as part of research with Leicester University. No names of participants will be shared and confidentiality will be maintained. All data will be held securely. In the event of publication data will be fully anonymised, with any individual identifying information removed. Anonymity is therefore a guaranteed component of this study.

1 and 2 Organisations and the University of Leicester are conducting research into police officers and the impact of their dyslexia in their job. Part of the University's role is to ensure that the data is ethically gathered and securely processed. They also ensure that the research is valid and reliable. Organisation 1 and 2 are keen to gather information on police officers to aid retention and support in the in their job. The information from the following questionnaire will be helpful in conducting this research and your participation at this time is highly valuable.

If you have any questions as a consequence of these questionnaires please do contact any of the following sources, as you feel necessary:

Belinda Medhurst – Educational Psychologist responsible for data analysis and reporting - xxxx

Elisabeth Eades – Occupational Health Manager Organisation 1, overview of the research - xxxx

Many thanks for your participation.

Appendix E Questionnaires

ROSENBERG SELF-ESTEEM SCALE

Reference:

Rosenberg, M. (1965). *Society and the adolescent self-image*. Princeton, NJ: Princeton University Press.

Description of Measure:

A 10-item scale that measures global self-worth by measuring both positive and negative feelings about the self. The scale is believed to be uni-dimensional. All items are answered using a 4-point Likert scale format ranging from strongly agree to strongly disagree.

Abstracts of Selected Related Articles:

Gray-Little, B., Williams, V.S.L., & Hancock, T. D. (1997). An item response theory analysis of the Rosenberg Self-Esteem Scale. *Personality and Social Psychology Bulletin*, 23, 443-451.

The Rosenberg Self-Esteem Scale, a widely used self-report instrument for evaluating individual self-esteem, was investigated using item response theory. Factor analysis identified a single common factor, contrary to some previous studies that extracted separate Self-Confidence and Self-Depreciation factors. A unidimensional model for graded item responses was fit to the data. A model that constrained the 10 items to equal discrimination was contrasted with a model allowing the discriminations to be estimated freely. The test of significance indicated that the unconstrained model better fit the data—that is, the 10 items of the Rosenberg Self-Esteem Scale are not equally discriminating and are differentially related to self-esteem. The pattern of functioning of the items was examined with respect to their content, and observations are offered with implications for validating and developing future personality instruments.

Baumeister, R. F., Campbell, J. D., Krueger, J. I., & Vohs, K. D. (2003). Does high self-esteem cause better performance, interpersonal success, happiness, or healthier lifestyles? *Psychological Science in the Public Interest*, 4, 1-44.

Summary – Self-esteem has become a household word. Teachers, parents, therapists, and others have focused efforts on boosting self-esteem, on the assumption that high self-esteem will cause many positive outcomes and benefits— an assumption that is critically evaluated in this review. Appraisal of the effects of self-esteem is complicated by several factors. Because many people with high self-esteem exaggerate their successes and good traits, we emphasize objective measures of outcomes. High self-esteem is also a heterogeneous category, encompassing people who frankly accept their good qualities along with narcissistic, defensive, and conceited individuals.

Self Report Measures for Love and Compassion Research: Self-Esteem

The modest correlations between self-esteem and school performance do not indicate that high self-esteem leads to good performance. Instead, high self-esteem is partly the result of good school performance. Efforts to boost the self-esteem of pupils have not been shown to improve academic performance and may sometimes be counterproductive. Job performance in adults is sometimes related to self-esteem, although the correlations vary widely, and the direction of causality has not been established. Occupational success may boost self-esteem rather than the reverse. Alternatively, self-esteem may be helpful only in some job contexts. Laboratory studies have generally failed to find that self-esteem causes good task performance, with the important exception that high self-esteem facilitates persistence after failure. People high in self-esteem claim to be more likable and attractive, to have better relationships, and to make better impressions on others than people with low self-esteem, but objective measures disconfirm most of these beliefs. Narcissists are charming at first but tend to alienate others eventually. Self-esteem has not been shown to predict the quality or duration of relationships. High self-esteem makes people more willing to speak up in groups and to criticize the group's approach. Leadership does not stem directly from self-esteem, but self-esteem may have indirect effects. Relative to people with low self-esteem, those with high self-esteem show stronger in-group favoritism, which may increase prejudice and discrimination. Neither high nor low self-esteem is a direct cause of violence. Narcissism leads to increased aggression in retaliation for wounded pride. Low self-esteem may contribute to externalizing behavior and delinquency, although some studies have found that there are no effects or that the effect of self-esteem vanishes when other variables are controlled. The highest and lowest

rates of cheating and bullying are found in different subcategories of high self-esteem. Self-esteem has a strong relation to happiness. Although the research has not clearly established causation, we are persuaded that high self-esteem does lead to greater happiness. Low self-esteem is more likely than high to lead to depression under some circumstances. Some studies support the buffer hypothesis, which is that high self-esteem mitigates the effects of stress, but other studies come to the opposite conclusion, indicating that the negative effects of low self-esteem are mainly felt in good times. Still others find that high self-esteem leads to happier outcomes regardless of stress or other circumstances. High self-esteem does not prevent children from smoking, drinking, taking drugs, or engaging in early sex. If anything, high self-esteem fosters experimentation, which may increase early sexual activity or drinking, but in general effects of self-esteem are negligible. One important exception is that high self-esteem reduces the chances of bulimia in females. Overall, the benefits of high self-esteem fall into two categories: enhanced initiative and pleasant feelings. We have not found evidence that boosting self-esteem (by

Self Report Measures for Love and Compassion Research: Self-Esteem

therapeutic interventions or school programs) causes benefits. Our findings do not support continued widespread efforts to boost self-esteem in the hope that it will by itself foster improved outcomes. In view of the heterogeneity of high self-esteem, indiscriminate praise might just as easily promote narcissism, with its less desirable consequences. Instead, we recommend using praise to boost self-esteem as a reward for socially desirable behavior and self-improvement.

Ciarrochi, J., Heaven, P. C. L., & Fiona, D. (2007). The impact of hope, self-esteem, and attributional style on adolescents' school grades and emotional well-being: A longitudinal study.

We examined the distinctiveness of three "positive thinking" variables (self-esteem, trait hope, and positive attributional style) in predicting future high school grades, teacher-rated adjustment, and students' reports of their affective states. Seven hundred eighty-four high school students (382 males and 394 females; 8 did not indicate their gender) completed Time 1 measures of verbal and numerical ability, positive thinking, and indices of emotional well-being (positive affect, sadness, fear, and hostility), and Time 2 measures

of hope, self-esteem, and emotional well-being. Multi-level random coefficient modelling revealed that each positive thinking variable was distinctive in some contexts but not others. Hope was a predictor of positive affect and the best predictor of grades, negative attributional style was the best predictor of increases in hostility and fear, and low self-esteem was the best predictor of increases in sadness. We also found that sadness at Time 1 predicted decreases in self-esteem at Time 2. The results are discussed with reference to the importance of positive thinking for building resilience.

Scale:

Instructions Below is a list of statements dealing with your general feelings about yourself. Please indicate how strongly you agree or disagree with each statement. 1. On the whole, I am satisfied with myself. Strongly Agree Agree Disagree Strongly Disagree 2. At times I think I am no good at all. Strongly Agree Agree Disagree Strongly Disagree 3. I feel that I have a number of good qualities. Strongly Agree Agree Disagree Strongly Disagree 4. I am able to do things as well as most other people. Strongly Agree Agree Disagree Strongly Disagree 5. I feel I do not have much to be proud of. Strongly Agree Agree Disagree Strongly Disagree 6. I certainly feel useless at times.

Self Report Measures for Love and Compassion Research: Self-Esteem

Strongly Agree Agree Disagree Strongly Disagree 7. I feel that I'm a person of worth, at least on an equal plane with others. Strongly Agree Agree Disagree Strongly Disagree 8. I wish I could have more respect for myself. Strongly Agree Agree Disagree Strongly Disagree 9. All in all, I am inclined to feel that I am a failure. Strongly Agree Agree Disagree Strongly Disagree 10. I take a positive attitude toward myself. Strongly Agree Agree Disagree Strongly Disagree Scoring: Items 2, 5, 6, 8, 9 are reverse scored. Give "Strongly Disagree" 1 point, "Disagree" 2 points, "Agree" 3 points, and "Strongly Agree" 4 points. Sum scores for all ten items. Keep scores on a continuous scale. Higher scores indicate higher self-esteem.

Questionnaire on Self Esteem administered to Police Officers

Instructions to Participants

Below is a list of statements dealing with your general feelings about yourself.

If you strongly agree, circle SA.

If you agree with the statement, circle A.

If you disagree, circle D.

If you strongly disagree, circle SD.

- 1. On the whole, I am satisfied with myself. SA A D SD
- 2. At times, I think I am no good at all. SA A D SD
- 3. I feel that I have a number of good qualities. SA A D SD
- 4. I am able to do things as well as most other people. SA A D SD
- 5. I feel I do not have much to be proud of. SA A D SD
- 6. I certainly feel useless at times. SA A D SD
- 7. I feel that I'm a person of worth, at least on an equal plane with others. SA A D SD
- 8. I wish I could have more respect for myself. SA A D SD
- 9. All in all, I am inclined to feel that I am a failure. SA A D SD
- 10. I take a positive attitude toward myself. SA A D SD

Thank you for your time and cooperation!

Questionnaire on Dyslexia Administered to Police Officers

For each question, circle the number in the box which is closest to your response.

		Rarely	Occasionally	Often	Most of the Time
1	Do you confuse visually similar words such as cat and cot?	3	6	9	12

2	Do you lose your place or miss out lines when reading?	2	4	6	8
3	Do you confuse the names of objects, for example table for chair?	1	2	3	4
4	Do you have trouble telling left from right?	1	2	3	4
5	Is map reading or finding your way to a strange place confusing?	1	2	3	4
6	Do you re-read paragraphs to understand them?	1	2	3	4
7	Do you get confused when given several instructions at once?	1	2	3	4
8	Do you make mistakes when taking down telephone messages?	1	2	3	4
9	Do you find it difficult to find the right word to say?	1	2	3	4
10	How often do you think of creative solutions to problems?	1	2	3	4
		Easy	Challenging	Difficult	Very Difficult
11	How easy do you find it to sound out words such as e-le-phant?	3	6	9	12
12	When writing, do you find it difficult to organise thoughts on paper?	2	4	6	8
13	Did you learn your multiplication tables easily?	2	4	6	8
14	How easy do you find it to recite the alphabet?	1	2	3	4
15	How hard do you find it to read aloud?	1	2	3	4

My name is Belinda Medhurst and I am an Educational Psychologist; I have completed some work for Organisation 1 over a number of years involving both new recruits and experienced officers; I am conducting a follow-up questionnaire from officers I have worked with in the past 18 months to find out how individuals manage dyslexia in their role. It would really help me if you could take a few minutes to answer the following questions as honestly as you can:

About you and your role in general:

- *What are the key strengths you feel you have within your current role?*

- *What do you see as the challenges within your current role in relation to the jobs you have to undertake?*

About what helps:

- *What strategies have been offered to help you within your current role in relation to your dyslexia?*

- *What else do you feel would help you to overcome these difficulties in your role?*

- *How supportive have you found your employers and / or peers to be within your role in relation to your dyslexia?*

Please feel free to add any other comments:

Thank you so much for you time and support in completing this questionnaire – it is very much appreciated.

My name is Belinda Medhurst and I am an Educational Psychologist; I have completed some work for Organisation 1 over a number of years involving both new recruits and experienced officers; I am conducting a follow-up questionnaire from officers I have worked with in the past 18 months to find out how individuals manage dyslexia in their role. It would really help me if you could take a few minutes to answer the following questions as honestly as you can:

About you and your role in general:

- *What are the key strengths you feel you have within your current role?*

- *What do you see as the challenges within your current role in relation to the jobs you have to undertake?*

About what helps:

- *What strategies have been offered to help you within your current role in relation to your dyslexia?*

- *What else do you feel would help you to overcome these difficulties in your role?*

- *How supportive have you found your employers and / or peers to be within your role in relation to your dyslexia?*

Please feel free to add any other comments:

Thank you so much for you time and support in completing this questionnaire – it is very much appreciated.

Appendix F Interview Schedule

The interview schedule

My name is Belinda Medhurst and I am an Educational Psychologist; I have completed some work for Organisation 1 over a number of years involving both new recruits and experienced officers; I am conducting some follow up interviews from questionnaires which were completed at the end of training courses to find out how recruits manage in their role over the following year. It would really help me to record this interview so that I can process the answers accurately. The interview should last approximately 15 minutes.

Can I start by asking a few questions about your role:

Probe: RQ2. *What are the key tasks within a generic job description for the PC role which recruits with dyslexia/working memory problems find challenging?*

- *What are the key strengths you have within your current role as PC?*

Prompt:

- *Please can you identify them for me?*

Probe: RQ1. *How much does the presence of dyslexia and/or working memory issues impact on the individual's esteem as a learner and as a police officer, if at all?*

- *What do you see as the challenges within your current role in relation to the jobs you have to undertake?*

Prompt:

- *Which of these are particularly challenging for you?*

Prompt

- *Can you identify on a scale of 0-10 how stressful these tasks are for you?*

Probe: RQ3. *What is the nature of any support for trainees so affected and how does this impact on the esteem, competence and identity of such trainees and Organisation 1's training system. This includes individual/corporate reflexivity and organisational adaptation)*

- *What strategies have been offered to help you within your current role?*

Prompt:

- *What do you feel would help you to overcome the difficulties in your PC role?*

Probe: RQ3. *What is the nature of any support for trainees so affected and how does this impact on the esteem, competence and identity of such trainees and Organisation 1's training system. This includes individual/corporate reflexivity and organisational adaptation)*

- *On a scale of 0-10, how supportive have you found your employers to be within your PC role?*

Appendix G Raw and Descriptive Data

Research Report

Descriptive Statistics

	Mean	Std. Deviation	N
Self Esteem	30.3172	4.42436	93
Dyslexia	34.1613	8.15647	93

Correlations

		Self Esteem	Dyslexia
Self Esteem	Pearson Correlation	1	-.235*
	Sig. (1-tailed)		.012
	Sum of Squares and Cross-products	1800.892	-780.258
	Covariance	19.575	-8.481
	N	93	93
Dyslexia	Pearson Correlation	-.235*	1
	Sig. (1-tailed)	.012	
	Sum of Squares and Cross-products	-780.258	6120.581
	Covariance	-8.481	66.528
	N	93	93

*. Correlation is significant at the 0.05 level (1-tailed).

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	Dyslexia ^b	.	Enter

a. Dependent Variable: Self Esteem

b. All requested variables entered.

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.235 ^a	.055	.045	4.32400

a. Predictors: (Constant), Dyslexia

b. Dependent Variable: Self Esteem

		ANOVA ^a				
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	99.468	1	99.468	5.320	.023 ^b
	Residual	1701.424	91	18.697		
	Total	1800.892	92			

a. Dependent Variable: Self Esteem

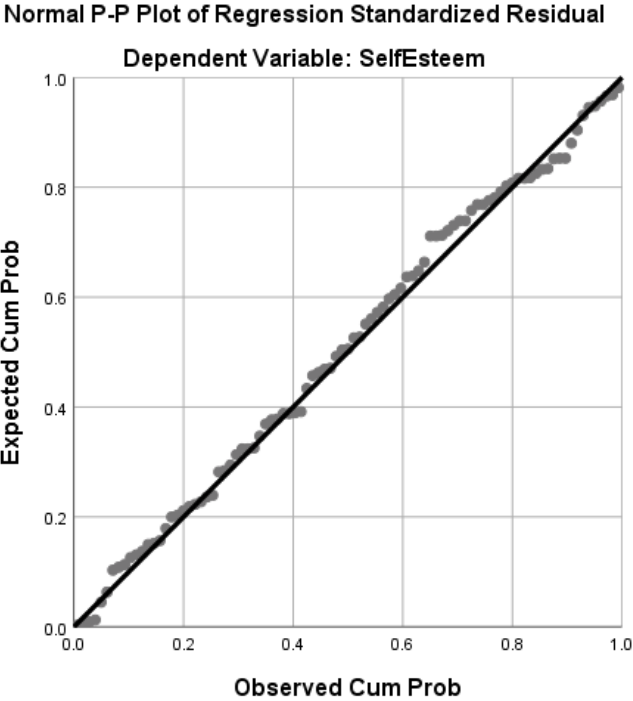
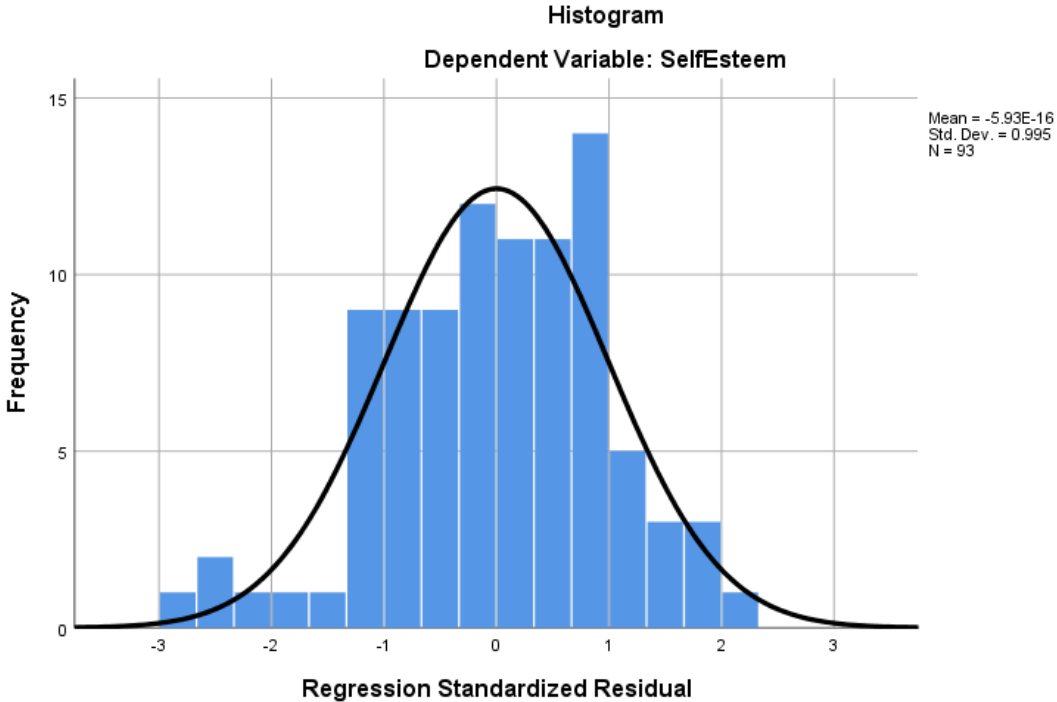
b. Predictors: (Constant), Dyslexia

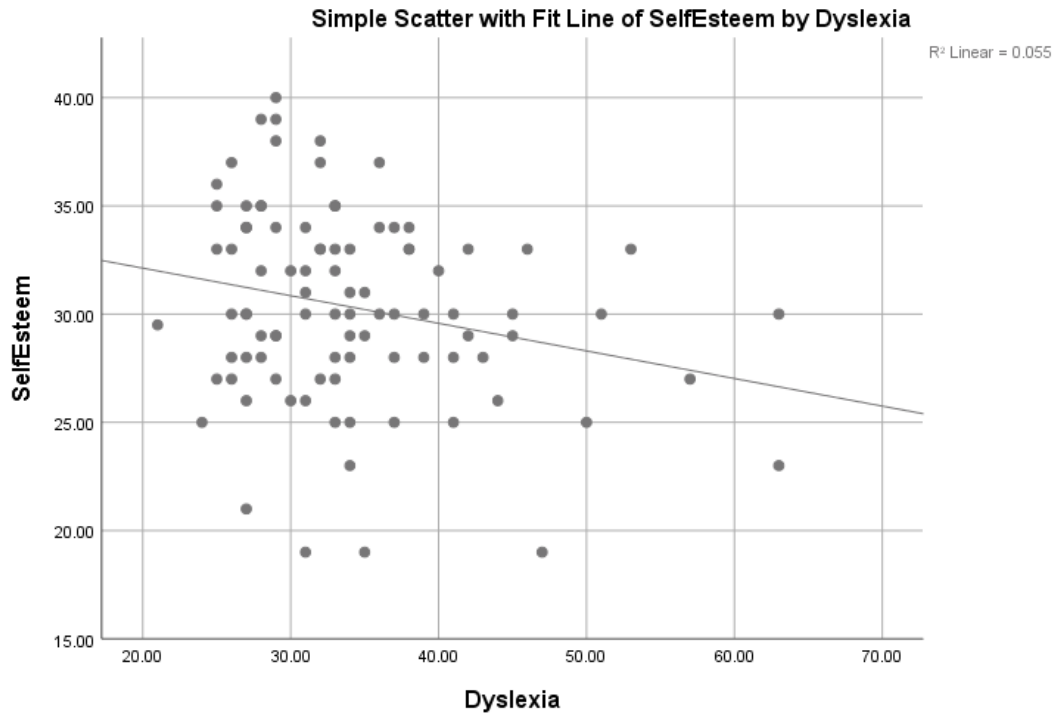
		Coefficients ^a				
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	34.672	1.941		17.867	.000
	Dyslexia	-.127	.055	-.235	-2.307	.023

a. Dependent Variable: Self Esteem

Residuals Statistics ^a					
	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	26.6408	31.9950	30.3172	1.03980	93
Residual	-11.72021	9.02483	.00000	4.30044	93
Std. Predicted Value	-3.536	1.614	.000	1.000	93
Std. Residual	-2.711	2.087	.000	.995	93

a. Dependent Variable: Self Esteem





Raw Data Research Report

Participant No.	Self Esteem Score	Dyslexia Score
1	29.00	34.00
2	30.00	41.00
3	28.00	27.00
4	19.00	31.00
5	35.00	33.00
6	28.00	37.00
7	30.00	39.00
8	30.00	51.00
9	19.00	35.00
10	27.00	33.00
11	33.00	42.00
12	33.00	26.00
13	31.00	35.00
14	36.00	25.00
15	32.00	33.00
16	29.00	35.00
17	39.00	29.00
18	38.00	29.00
19	32.00	40.00
20	28.00	43.00
21	28.00	28.00
22	33.00	53.00
23	29.00	45.00
24	21.00	27.00
25	34.00	38.00
26	25.00	33.00

27	33.00	33.00
28	33.00	25.00
29	32.00	28.00
30	35.00	25.00
31	35.00	33.00
32	25.00	24.00
33	39.00	28.00
34	40.00	29.00
35	25.00	34.00
36	30.00	63.00
37	31.00	34.00
38	29.00	28.00
39	30.00	27.00
40	38.00	32.00
41	35.00	27.00
42	34.00	27.00
43	28.00	26.00
44	26.00	27.00
45	27.00	25.00
46	27.00	26.00
47	33.00	46.00
48	29.00	42.00
49	29.00	29.00
50	32.00	31.00
51	30.00	26.00
52	25.00	50.00
53	28.00	41.00
54	19.00	47.00
55	34.00	27.00
56	27.00	57.00
57	30.00	36.00
58	30.00	34.00
59	34.00	29.00
60	26.00	44.00
61	25.00	37.00
62	25.00	41.00
63	29.00	29.00
64	30.00	33.00
65	28.00	39.00
66	35.00	28.00
67	30.00	45.00
68	37.00	36.00
69	26.00	30.00
70	29.50	21.00
71	28.00	34.00
72	30.00	27.00
73	31.00	31.00
74	32.00	30.00
75	37.00	26.00
76	28.00	33.00

77	34.00	36.00
78	33.00	38.00
79	27.00	32.00
80	34.00	37.00
81	23.00	63.00
82	23.00	34.00
83	30.00	37.00
84	30.00	31.00
85	33.00	34.00
86	33.00	32.00
87	35.00	28.00
88	33.00	38.00
89	37.00	32.00
90	34.00	31.00
91	33.00	32.00
92	27.00	29.00
93	26.00	31.00

Appendix H Transcript of Interview

Example of Transcribed Interview from Research Report

INTERVIEW 1

Speaker 1 = Belinda Medhurst (interviewer)

Speaker 2 = Interviewee

Speaker 1: My name is Belinda Medhurst. I am an Educational Psychologist. I have completed some work for Surrey Police over a number of years involving both new recruits and experienced officers. I am conducting some follow-up interviews from questionnaires which were completed at the end of training courses, to find out how recruits manage their role over the following year.

It would be really helpful for me to record this interview so that I can process the answers accurately and we shouldn't take more than about 15 minutes, if that's okay? So, if I could ask a few questions about your role to begin with.

What are the key tasks within your generic job description for the PC role which recruits with working memory problems might find challenging?

Speaker 2: Well, mainly we do response work, so obviously when we come into work we could be given any job, be sent to anything, so you're sort of thinking on your feet. You've got to imagine what you've got to do before you get there, but also at the same time we've got what we call our workload. These are jobs that've come in, it's not a 999 call, but it's a job that needs to be dealt with, so you've got to be dealing with – say it's like a burglary that happened a few days ago – so you're dealing with that but you've also got to deal with your response job as well. So, it's being able to plan your time – deal with the jobs that aren't emergencies, but also deal with emergencies at the same time.

Speaker 1: So, it's competing needs, I guess?

Speaker 2: Yeah.

Speaker 1: And do you have to prioritise that?

Speaker 2: Well, the priority is always the 999 calls. So, if you're just going to visit someone, like yesterday I had a statement planned in, but that didn't happen because I had to go up to a scene, so that had to be cancelled. It's just being able to manage your time. So, if you've got a spare hour somewhere that you're not being called to something, then you can just sit down and write something up that you need to or

Speaker 1: So, that must mean that organisation of workloads gets a bit chaotic.

Speaker 2: Yeah.

- Speaker 1: You can't really plan your week particularly easily. And I guess you've got shift patterns in there as well?
- Speaker 2: Yep.
- Speaker 1: Do you find you have different work on different shifts, or ... ?
- Speaker 2: Early shifts are all right in the sense that usually we get a few hours at the start of the day, because obviously we start at seven, and we tend to be a bit quieter at that time of day. When it gets to about ten or eleven, then the jobs start coming out. Late shifts – you're always really busy until straight to the end of the night. Depends what day it is. Sometimes nights you can go to one job and you can go back to the office and do your paperwork, but then it's night-time so you haven't got really a chance to give someone a call.
- Speaker 1: Do you find that the shift pattern impacts on certain tasks that you're better doing at certain different times of the day? For instance, concentration levels, do they vary?
- Speaker 2: Oh yeah.
- Speaker 1: Because I can imagine night shifts might be difficult for reports and stuff.
- Speaker 2: Night shifts I find quite hard to do, to properly sit down and concentrate on something, because – yes, I've slept during the day – but my body still feels you shouldn't be up at this time. I can do bits and pieces but I'm never going to be able to sit down and write a full statement at night. It just doesn't work.
- Speaker 1: Does that mean you get behind on some of your work if you're doing nights? Do you fall behind on some of that admin stuff?
- Speaker 2: Because we do two early shifts, two lates and then two nights, I tend to try and make sure that if something's really urgent that needs to be done before the end of that, I'll try and do it on a late shift or an early shift when I can. I won't try and leave it till the night shift because I know what'll happen.
- Speaker 1: Do you ever go over those shifts? Does it ever end up that you're working late?
- Speaker 2: Oh yeah. Quite often we work late. Yesterday we got lucky, we got relieved half an hour early but sometimes you can go over three, four, five hours after your shift.
- Speaker 1: Really? That must really cut into your sleep and everything then?
- Speaker 2: It does mess things up, especially if it's your first early shift and then the next you're late on your first early, so you finish the night at four or five in the morning, and then you've still got to get back into work at three the next day. It messes it up a bit but

- Speaker 1: So, thinking about what are your key strengths that you have within your role? What do you feel are your key strengths?
- Speaker 2: Weirdly enough, I do feel that I'm quite good at organising myself, because otherwise I'd just get confused and lost. I quite like a list. I write down what I need to do and then I tick it off as I go along. That'll keep me on track but ... So yeah, I'm quite good at that. I'm quite good at talking to people, I have no problem going out and having a chat with someone. But sitting down and fully making sense of like a whole paragraph or something, sometimes I struggle with that. Statements and things take me a while to write – make sure I spell things right, grammar's in the right place.
- Speaker 1: Just thinking about when you're out and about as well, because you're in police cars and stuff, driving around, any particular strengths you're good at in those situations? Do you keep calm, do you feel stressed?
- Speaker 2: Certain situations, yeah. If I know where I'm going to, I'm all right with that. But when it's sometimes a weird job that comes up and there's not really much information to it, I tend to start thinking 'Oh my God, what could this be?' You start running through every option in your head.
- Speaker 1: Yes, it's quite apprehensive, you don't know what's at the other end.
- Speaker 2: Yeah, but usually if it's a job like that, someone else will offer up to come with you, so you're never left on your own on a job that no one really knows what you're going to.
- Speaker 1: That's good.
- Speaker 2: Yeah, someone's always there to help out.
- Speaker 1: Do you have the earpiece that you're listening to or the radio that you're listening to, and a colleague that you're talking to at the same time? Are there several sources of information?
- Speaker 2: No, we're all on the one radio. Most of us have an earpiece in. I don't have it at the moment because obviously we're talking to each other and it's all sensitive information coming out, so ... We're all over the same radio. We have the same radio in our car, so it's repeating the same things.
- Speaker 1: And do you have to remember number plates and addresses and stuff like that?
- Speaker 2: Yeah.
- Speaker 1: And is that a problem?
- Speaker 2: Yeah, I'm not great at doing that. If a number plate comes up that I need to be looking for, it goes straight onto my hand. If we're asked to go to an address,

the address is then sent as a text message to our radios so we can get the address off the radio in the car.

Speaker 1: That's good. It's written down for you.

Speaker 2: Yeah, and then I put it on the tom-tom – unless I know where is, which is a bit rare – but, yeah, it goes straight in the tom-tom.

Speaker 1: So, thinking about practical strategies, if you've got to find a way into a building, or you've got to try and solve a problem with something, is that playing to your strengths, do you feel?

Speaker 2: I never really had an issue at getting into buildings or anything like that.

Speaker 1: Or finding somebody or working through a crowd or? Do you know what I mean – that kind of practical role that you might have, where you've got to ... say a missing child and you're trying to find them in a particular locality, do you have a strategy and a method for working through things?

Speaker 2: Well, if it's something like that, everyone on the radio is so good they can literally talk us into something, especially if we've got CCTV. So, they get in contact with our CCTV providers, they go 'Yeah, I can see you, you need to go here' and we'll all talk each other in. So, if a colleague's also at a weird location and you can't see them, we can do what we call a point-to-point, so it's just a private conversation between the two of us and they can talk us into it as well. Like, I'm not really too – I'll wander round – I'm not too bothered about looking like I'm lost. I'll eventually find my way.

Speaker 1: And what do you see as the challenges in your current role in relation to the jobs you have to undertake?

Speaker 2: The massive challenge is the whole response as well as the investigation side, because we can have a full day on shift and you've done absolutely nothing to the jobs on your workload. So, it could be a burglary that you're meant to be getting a statement from, could be anything like that, and you've done absolutely nothing because you've been sent to response jobs. And those jobs that you've been sent to today are then also going on top of your workload, so it's just getting longer and longer with nothing being done on it. That's the massive issue. And, like, you can book in things to go and see people but you can be five seconds from their front door and they'll pull you away. So once again you're saying 'I'm really sorry but I've got to go and do this' and it doesn't always go down very well with the victims. I know it's not like an emergency, but to them it is. It's a massive deal and they still haven't seen police for it. So, we're just sort of going 'Sorry. Got to go.' That is the hard one.

Speaker 1: Are there any other jobs that you find when you come back to the station, and you've got your administrative jobs? Are there any particular roles there that you struggle with?

- Speaker 2: My main struggle is all that admin side, writing everything down, getting it all in the right order, making sure I've got all the legal points in it and stuff like that, yeah.
- Speaker 1: Do you have templates that you have to work through?
- Speaker 2: Sometimes we have templates. Sometimes we don't. We literally have to write it all in a story – what's happened. Sometimes that story can be super-duper long, so you're there for ages writing it up and making sure you haven't missed anything. Because otherwise we put it up and think 'I've done it' and then it'll come back to you, saying 'Well, you haven't done this' and you're going to have to do it again.
- Speaker 1: And do you find that you have to do that, go back and re-visit it?
- Speaker 2: Sometimes, yeah, especially if you put it on at the end of your shift, and you're tired, and that was the job that you went to first thing and it's completely gone out of your head. And then you go in the next day and someone's written on it, going, 'Hey, you've missed this,' and you're like, 'Tut – I'll go and do that then.'
- Speaker 1: So, when you're with a client and you're trying to take a statement, do you find that you're able to keep pace with them, or do you have to slow them down, or what?
- Speaker 2: I usually tell them at the start 'Please, I need to do it in groups because otherwise ...' I usually take notes to start so I can go 'Can you just give me an account of what's happened, I'll take some notes down from that', and then I'll start typing it up on my MDT and I write it in blocks. While I'm writing in blocks I'll ask them questions to add a bit more and then I'll confirm that section with them before I start writing the next bit. Because otherwise you could get to the whole end of your statement, read it out to them and they'll go 'Yeah, that's all wrong.' And then you have to go back and review it all, so I've found it's a lot easier to take your notes, go through your notes, if you need to ask questions ask them, and then if you've done one part of the statement, read it out, get them to go 'Yep, that's fine' and then you start again.
- Speaker 1: Do you get them to sign that bit?
- Speaker 2: I don't get them to for each bit. I read it out again at the end and go 'That's what we've read out before' and they'll go 'Yeah' and then they sign it. Because otherwise it's just long.
- Speaker 1: So, the other admin bit I guess is typing anything up when you get back here?
- Speaker 2: Yeah.
- Speaker 1: Can you touch-type?

- Speaker 2: Not really. I can type at a good enough speed but it's most likely all going to be spelt wrong and I'll put capitals in the wrong place, so I'm still going to have to go back over it – make sure I spell-check it, make sure I haven't missed anything out.
- Speaker 1: Do you find that quite a slow process?
- Speaker 2: Yeah, that's my slowest bit of everything. I can do all the other bits quite easily. Put a crime on the system, I know where I need to go, I know who I need to speak to, but when it comes to actually typing-up the whole incident, that takes me a while. Because I need to ensure that everything is spelt right, the sentences are properly constructed and stuff like that.
- Speaker 1: And it needs to go onto a computer?
- Speaker 2: Yeah, it'll go straight onto our system, which is called NICHE, and it goes straight onto there. If it's wrong, it gets reviewed by I don't know how many people and it'll come back to you. Your sergeant then goes, 'That makes no sense.'
- Speaker 1: Has that happened?
- Speaker 2: Not yet! It has happened but you never know!
- Speaker 1: Which of those kinds of challenges within your role do you find particularly challenging? That's quite a difficult one for you. But if you were to look at all the roles that you've got, which are the things that you think 'Oh no, I'm going to have to really concentrate on this'?
- Speaker 2: Taking a statement like in fast-time – when I'm at someone's house. Like I had a burglary the other day, I was sat down taking a statement with her, that's where I feel most pressure. Because I know if I give this to them and it's totally wrong, they look at you as if you're completely incompetent. You can't spell that, you've got it all wrong. That's when I feel the pressure. If I can take notes and I can go back and type-up in my own time, then bring it back to them to sign, that's fine because it's just me looking at it and I will see my mistakes eventually. But fast-time ... yeah, I worry about that. I hate it.
- Speaker 1: Any other things that you find particularly challenging?
- Speaker 2: Admin-wise, I think that's the only thing. I think everything else I can sort of muddle my way through and if I don't know, I'll just call someone.
- Speaker 1: And can you identify on a scale of 0 – 10 how stressful these tasks are for you?
- Speaker 2: Like fast-time statements, I'm probably stressed about 8 – 9. I just don't want to get it wrong, I don't want to look like an idiot. But apart from that, I just get on with it now. I don't quite get nervously stressed about it.

- Speaker 1: Do you find you've managed it more as you've worked through the role?
- Speaker 2: Yeah. Since I moved to being independent on my own, I think, I've come up with my own strategy of doing it. Now that I've been to more and more jobs, it doesn't seem as such a big deal. When you first start, it's a massive deal. Everything's a big deal. But now I can take my time, I can do it, no one's judging you. So, it's all right now.
- Speaker 1: Good, that's excellent. So, the next area then, what strategies have you used to help you with your current role? What are the things that have made a difference for you, have you found?
- Speaker 2: I've come up with my own sort of plan – if I'm taking a statement, I have my own way of doing it. I near enough write exactly the same start, middle and end. I just add it in like that. Sometimes, if I know I'm going to take a statement, I'll start writing it before I leave.
- Speaker 1: Does it look like a script?
- Speaker 2: Yeah. If I know certain details, I've got to go and take a statement this afternoon, he's given me the site account of what happened, so I've written most of what I know, and then I'll just have to fill in some gaps, and then the pressure's off because I've done most of it.
- Speaker 1: That's brilliant. Well done!
- Speaker 2: It's a lot easier.
- Speaker 1: You talked about spelling. Do you use a spell-checker?
- Speaker 2: I do. It's like [14:03 couldn't understand words] so it doesn't always recognise all the spelling. We also have a keyboard that you plug in. However, if you plug the keyboard in, it takes off the spell-checker.
- Speaker 1: Oh yes, I've heard this.
- Speaker 2: So, I don't use the keyboard. I don't trust it. I am quicker doing it on the keyboard but because it gets rid of the spell-check, I'm still then having to go over it and change all the spellings, so there's no point.
- Speaker 1: But there is a spell-checker on the MDT?
- Speaker 2: Yeah.
- Speaker 1: And that's really the key [board?] that you need?
- Speaker 2: Yeah.
- Speaker 1: Anything else that's particularly helpful when you come back and you use a keyboard or ...?

- Speaker 2: Well, the templates and stuff that we have on remind me sort of what has to go on, about the victim and the scene and all of that. That reminds me. It's like a prompt – you need to fill that in – so that's helpful. Obviously, you do a spell-check. It's like – just colleagues really. If you're stuck, there's always someone else sat in the office doing something, and they will help you without even questioning it.
- Speaker 1: That's really good. So, you've got teamwork.
- Speaker 2: Yeah, it literally is. Loads of jobs [15:02 couldn't understand words] ...we dish out. If we've all gone together, or if a few of us have gone, we dish out the jobs to who knows who can do that bit.
- Speaker 1: Oh, that's good. It gets it done quicker.
- Speaker 2: It does get done quicker.
- Speaker 1: And I suppose some of it is about organising when you do what? Do you feel that if it's like a night shift you're on, there may be some things you think, 'I'm not going to do that now'?
- Speaker 2: Yeah. Well, some things like – we have to do reports for Social Services for kids, I can write them quite easily now. So, if I have to do loads of them, I'll leave them till the night shift because I know I will have some time in the office. I can type them up and they can go on, because otherwise you're just sat in the office just typing millions of them up when we could be out doing something else. So, yeah, I'll leave that sort of stuff to night shifts and just a few bits of like sending emails to victims and things like that. That's easily done.
- Speaker 1: And what do you feel would help you to overcome any difficulties in your role? That's quite a difficult one.
- Speaker 2: The difficulties I have are my difficulties. I don't think it's like ... it's being able to manage the way I do things, like the problem I have is my dyslexia, so I've worked out a way in which I can manage it. When I was training, they did help. Like when we were learning stuff, I got the PowerPoint slides and things before, so I could read through it to understand it. But apart from that, I can't get a PowerPoint slide of what's happening now, so it's just having the support and people understanding that I'm going to take a bit longer to write stuff up than others.
- Speaker 1: Have you been public in sharing ...?
- Speaker 2: Yeah. My sergeant. I've got what we call a ...?
- Speaker 1: Passport.
- Speaker 2: Yeah, a passport thingy. Yeah, I've got one of them. And my sergeants know about it, the rest of the team know about it, so ... It became quite obvious

because also, I can't take down numbers very well. So, if people shout numbers at me, I'm like 'What? I totally missed that' and it was kind of obvious then! The only other girl on the team is also dyslexic, so she has quite a sympathetic understanding.

Speaker 1: Oh, that's good.

Speaker 2: It's like 'I can't spell that either'! Last night she was going, 'Do you know how to spell – ?' 'No, no I don't. Let's ask someone else.' So, they all know and there's no taunting about it, they just know I'm going to take a bit longer.

Speaker 1: So, thinking about your role, because you do move, don't you, you'll be put somewhere else, would you say your line manager's been really helpful here? Would you expect other line managers to be like that?

Speaker 2: No, both my sergeants have been really, really good. Always checking 'Do you know what you're doing? Do you need any help with anything?' and stuff like that. They're always making sure everything's all right, so they've been really good. And so have the team.

Speaker 1: So, that's been a big support?

Speaker 2: It's been a big support knowing that they've accepted the fact that I can't spell for shit – and it's such a good team, everyone's so supportive of each other, that's been a massive difference. Because when I was being tutoring, I was sort of tutored and then went to APT for a bit, and it was like they didn't really know me because obviously I was going to be leaving. So, I didn't get as much support over there as I have now. It's a lot easier now.

Speaker 1: You feel like you're connected with a family, I guess?

Speaker 2: Yeah, it is. We see so much of each other – they are like a family.

Speaker 1: You are, you're with each other all the time, aren't you?

Speaker 2: Yeah, ten hours a day. Like night shifts, we're in the car with each other for ten hours, so you get to know each other very well.

Speaker 1: So, on a scale of 0 – 10, how supportive have you found your employers to be within your role?

Speaker 2: I'd say 10.

Speaker 1: That's really good.

Speaker 2: They've been really good, yeah. They're always there. No issues [18:07 with them at all?]

- Speaker 1: That's excellent, thank you. Is there anything else you wanted to talk about, anything else that you want to share?
- Speaker 2: No, I think the main thing is when you're struggling with something in this job, there's always someone to ask, and I know a lot of people who I trained with haven't got that at the moment. They're sort of like 'Oh no, you're a newby. Work it out yourself.' Whereas my team are like 'No, that's all right, we all help each other.' So, it's key to have the team that's going to support you and understand where you're struggling and when they can help; and when they're struggling you can help.
- Speaker 1: If I had a magic wand and could really help you with any aspect of your work, which bit would you want help with?
- Speaker 2: The admin side, being able to write it all up a little bit quicker and get it all on there and just move on to the next bit.
- Speaker 1: So, Dragon Naturally Speaking, which is like a dictation software – have you heard of it?
- Speaker 2: Yeah. I used to have a dictation thing when I was in uni but it was really hard to work because it didn't obviously understand some of the things I said, so I gave up on it.
- Speaker 1: It's pretty good now.
- Speaker 2: Is it?
- Speaker 1: Yeah.
- Speaker 2: No, I haven't heard of it.
- Speaker 1: You haven't heard of it. It's now it can recognise your voice and it's 99.9% effective at creating text from your voice.
- Speaker 2: That's clever.
- Speaker 1: You didn't know about that?
- Speaker 2: No.
- Speaker 1: There you go!
- Speaker 2: I've been offered a few things like when I was younger. I used to read through yellow to make things more clearer, so they've offered to do that but I'm like 'I can't really be bothered.' Because we don't really use the same computer all the time.
- Speaker 1: I know, that's a key problem, isn't it?

- Speaker 2: So, you can't set up programs on one computer for me to use because I use different computers every single day.
- Speaker 1: And what about touch-typing? Do you have to look where the keys are or ...?
- Speaker 2: I do. On phones I don't have to. As odd as that sounds, I can do it texting. Keyboards, I have to look, yeah. So then I've missed what I've written on the computer.
- Speaker 1: What about proofreading and checking and stuff like that? Are you quite good at that or do you need help with it?
- Speaker 2: Depending on sort of ... Some days I just – I can't function at all. There was one day I literally went to one job because I couldn't get it up and I kept getting distracted. So, yeah, some days I can proofread really well and other days I just don't notice my mistakes at all but then I'll always ask someone to read it.
- Speaker 1: I was going to say, is there someone that can edit for you or go through it with you?
- Speaker 2: Yeah. There's always someone there to ask, if you need them to.
- Speaker 1: How would you feel about presenting it in court or standing up and giving evidence and stuff?
- Speaker 2: Yeah, I know, I haven't been to court yet and I've got five court dates in August.
- Speaker 1: Oh wow.
- Speaker 2: Court all five days.
- Speaker 1: So, they're all catching up with you!
- Speaker 2: Yeah. Although I don't really like public speaking in that sort of sense, so we'll just have to see how that goes. Sorry – that's just going to be a horrible experience! I don't even know if I'm going to have to go yet. They haven't confirmed whether I'm going.
- Speaker 1: Is it the talking in front of people that you have a problem with or is it about the ...?
- Speaker 2: No, it's the reading. If it's just me talking myself it's fine, but if I have to read something, sometimes reading out loud doesn't always work very well. I'll skip a word and stuff like that because my brain won't register what I'm reading, or I'll miss a line because I've lost my place. So, yeah, I don't like doing that.
- Speaker 1: If you've got to listen to your earpiece and talk to someone like a witness ...?
- Speaker 2: Yeah, that's hard. You're starting to make a weird face and they look at you and 'I'm really sorry, I've got a little man in my ear who keeps talking' But

we're not meant to take it out, we're meant to be able to hear our radio, but a lot of the time if I'm taking a statement I have to take it out. I can't concentrate with someone talking in my ear, and them talking to me as well. I just can't do it.

Speaker 1: No, I think that's quite common.

Speaker 2: It's really weird because you're trying to write something, and they're saying something else, and you end up writing what they've just said – and I'm like 'no'.

Speaker 1: It's quite hard to block it out, isn't it?

Speaker 2: Yeah.

Speaker 1: When it is in your ear, do you find yourself listening to that rather than the person in front of you?

Speaker 2: Sometimes, yeah, depending on what sort of thing they're saying. If they're just calling for someone, I can block it out, but sometimes if they're having a full-blown conversation, I can end up listening to that instead of them and I'm like 'I'm really sorry, I missed that.' So, most of the time I will have to take it out. They don't like us taking the earpiece out, so everyone can hear it, but I'd rather do that than I can ignore it if it's on loud but if it's in my ear, I can't ignore it.

Speaker 1: Are there filters or anything – like key words that you look out for?

Speaker 2: Yeah, I listen out for our team's voice, because we all work our own areas and as awful as it sounds, we don't tend to care as much about the other areas because they're so much further away. So, if you hear one of your team's voice call up, or if you hear one of their call signs, you're automatically a bit more ...

Speaker 1: Do you recognise their voice?

Speaker 2: You recognise – and also it comes up as their name, so I know who's talking. So, yeah, you're a bit more attuned to that than if it's just the controller saying something about a car or something like that. But that what you listen to.

Speaker 1: That has been really, really helpful. Thank you ever so much.

Speaker 2: That's all right. I'm sorry it took so long.

Speaker 1: No, it's absolutely brilliant. Is there anything else that I've missed that you want to add in?

Speaker 2: No, I think you've got it all, really.

Speaker 1: That's brilliant. Well I'm very happy.

Speaker 2: Oh good. Glad I could help.

Speaker 1: Thank you.

Appendix I Themes from the Interview

Research Report Themes Combined from all Interviews

Thinking skills

We learn about 50 mnemonics in the training school

Think on your feet

Got to imagine/prepare for events on scene

Use initiative / remember training school and after street duties / be more confident in decisions
/ question myself all the time

Make the right decisions / being confident and know what I'm doing to make the decision

Square one again / stressful being confident / stress level 7 / I would like to feel a lot more
confident

Need for time / time/ just time for me / take time and I'll get used to it

Hard to know if you are doing it right or not / everything can be done differently / still legal
but that doesn't necessarily mean that it's morally correct or actually correct

Been told the same laws so many times, they're all just a big mess in my head.

While in the car on the way back I'd have a quick look just to make sure

Talking / speaking to public

Speaking to public my strong point

Enjoy speaking to the victims the most and making their voice heard

Get rid of the uniform

Doing an interview for a job that's not mine is difficult / voluntary interviews / if I don't know
what this is about and I have to find the legislation – an 8

Some people book these voluntary interview and then go off sick so I have to go and do it

Dealing with solicitors is a 7 / they are strange / quite miserable or grumpy

They look at it and sort of go 'are you stupid?'

Public treat me differently and I have more violent or abusive behaviour because I am new and young;

Solicitors laugh when they find out I'm new and I feel like some members of staff look at me differently and expect less of me because of my age

Time management

Plan your time

Deal with jobs that aren't emergencies

Deal with 999 emergencies and casework at the same time

Manage your time

Organise when you do what

Really hard to investigate and give that victim that care when you're going to jobs all the time / really challenging bit for me / managing a workload and responding at the same time

Need a workload day with no response work so you can sit and focus if you are struggling

Need to adapt things to get out and do stuff rather than sit in the office and do little jobs

Getting hold of someone to actually take a statement, that's stressful

I'm not really sure what time I can book stuff / It's not really knowing my options – that's quite difficult – about an 8 for stress

Shift work

Early and late shifts quieter

Night shifts you can't call someone

Night shifts I find quite hard to do

Often work late /3-5 hours after shift stops

Tired at the end of shift/ information gone out of head

I don't really like nights

I find it hard to adjust / nights are quiet but you can't phone your victim

On earlies you hardly ever finish on time

My partner struggles with shifts / he's still getting used to not seeing me on weekends and after he comes home from work

Shift work not really impacted / did this before / suits my life better / really like it / really like the night shifts

Shift and time management

Can't write a full statement at night

Social services reports do at night but have to do them straight after you've seen the person anyway

Urgent work is prioritised outside of late shift

(shift work) Mess things up

Social services reports are easier and can do in night shift and email victims then

I like a list / tick off as I go / keeps on track

Night shift I'll go out and do response type stuff / that hasn't really happened as I've not been able to go out with my officer I'm with

Early and late shifts I plan to do office type stuff

Don't start phoning people up till 9 or 10 o'clock / I wouldn't want to be phoned if I was asleep

Sometimes do statements at 10 o'clock at night when finished work and kids are in bed / works for the public as well

Writing and reading

Sitting down and writing a statement / spell / grammar

Response and investigation roles / increase workload

Increase length of lists/workloads / leave victim/this is the hard one

Use of Tom Tom/had held technology – number plate and address straight into text

Struggle with admin – order legal points takes ages

Write statements in blocks/ ask them questions/confirm section/read it to them/take notes and check

Get distracted / cant proofread as well / don't notice my mistakes

Can't read / reading out loud doesn't always work / brain won't register what I'm reading / miss a line

Fast time statement most pressure / feel the pressure

Fast time / worry about it / hate it

Stress 8 9 for fast time statements

Write most of what I know before / pressure's off

Prompt and spell checker will help

(worried) about knowing how to word it and need to work on my reports

Have to write down everything / never good with memory / have to write call sign on my hand because I will forget it

Daunting writing a statement / once you have written it that's it, you can't change it

If it's wrong someone else will have to go and take the statement and it takes a long time and more money

It's a little bit difficult for me to make really fast notes

Difficult with numbers dates of birth and car registrations

I've done a lot of reading before but since I've come here and gone to training school I can't read it / everything's like lots of different colours and its charts / it looks really confusing

Rotas for the whole team I can't understand

I read the job and still don't really understand it / then I have to arrange to get a statement, I have to keep checking on the computer.

Technology

Prefer it being on the MDT

Always copy the whole statement

Can't touch type

Different computer each day / can't set up program on one computer

Spell check work

Easy to log/put a crime on a system

Typing up whole incident takes a while

Our computers are useless / mdt's are great when they work

Good to have the reports on MDTs so you can never miss a question

Write statement, copy that and then when I get on to the other forms, leave it open and then could just paste it and delete what is not needed in that form and flip between the screens / save time / we don't need to keep retyping it

Write up statement summary, copy that and then paste it onto NICHE or computer or 3924 as well

They should issue technology / you can get keyboards / but they used to be issued but now they don't so I'll just get my own one.

Line management

Sergeant complains 'that makes no sense'

Both my sergeants have been really good / big support

Don't want to look like an idiot

When you first start everything is a big deal

Dish out jobs to who knows who can do that bit

Gets it done quicker

If you ever feel like your struggling you go to x and say 'I need a workload day' and they give it you.

Haven't got a bad work to say about my sergeants / that's not just me

9-10 for my sergeants and inspector is amazing as well and she's really approachable / am not sucking up to them I honestly believe this

Challenging having a tutor who wants it done their way almost as if they are God

They go 'no no no you shouldn't have done it like that' and then they take over and make you like an idiot in front of the person

You do it over again until you get it right their way. If you went out with someone else that person would deal with it differently

We've had one meeting with our supervisor at the beginning after our training school – he was really lovely

It would be good to meet with someone – so many offices go off sick with stress of anxiety or just generally illness – if we did talk to officers a little bit more it would help with their wellbeing

I was given a workload and then I did actually go and speak to a supervisor about that and he said he was really sorry I shouldn't have been given a workload because it's not fair.

6 for line management – because there's no regular place or regular time set up

Dyslexia

My problem is dyslexia

Training school helped me with dyslexia

Have a passport and been public about it

Another girl on team is dyslexic / she is sympathetic

I can't spell for shit

I'm not sure if I'm a little bit dyslexic as well, it's difficult for me to make really fast notes with numbers, dates of birth and car registrations

I think I'm dyslexic

At training school I took an initial test and it said 'borderline'

Peer support

There is no taunting

/everyone's so supportive / like a family / know each other very well / 10 for support / all help each other

They know I'm going to take longer

It was obvious

Another girl on team is dyslexic / she is sympathetic

Like working with the team/rota's lovely / they're really personable / ring us if you need us

Everyone in there would look after us / quite lucky with the team / lucky with my team /
Everyone said I was going to a good rota

Need more partnership with CID and SIU and APT sometimes / they're up there and we're down here in the in the room

Everyone's really busy – I'd probably get a different answer from each person as well

Things are really rushed / they are really really short

No team support – no no no no – I've had that at other jobs and I now what it is. We don't have that

The Blue Course friends I've made help / we talk to each other and we're really supportive

I've been moved to Caterham/now I'm on CID and then I', going to SUI and then I'm going to be permanently posted / so then I can get settled and become and more solid member of the team.

Need more experience with other officers and learning from them.

You get 'Office cats' / or you get other people who are just out all the time responding to stuff

Some teams are really good at responding to stuff and you hear them on the radio / other teams are more office-based doing office type things

They are always at their jobs, dealing with it, talking to people telling everyone and getting it all sorted out

Crown court

Nervous about it / first file for crown court

I still need to get my head around it

New situation I don't know what to do

Teenagers

Hard to stay motivated / they hate the police / working with teenagers really quite difficult because of the way they act

Different to the way I was brought up

Radio

Can't concentrate with statement and radio / can't ignore the radio

Listen out for team's voice / attuned to voice / key words

Need to listen when you are on your own / you forget to and miss so need to check

Self esteem / Stress and self esteem

Make the right decisions / being confident and know what I'm doing to make the decision

Square one again / stressful being confident / stress level 7 / I would like to feel a lot more confident

Need for time / time/ just time for me / take time and I'll get used to it

Hard to know if you are doing it right or not / everything can be done differently / still legal but that doesn't necessarily mean that it's morally correct or actually correct

Been told the same laws so many times, they're all just a big mess in my head.

Doing an interview for a job that's not mine is difficult / voluntary interviews / if I don't know what this is about and I have to find the legislation – an 8

Some people book these voluntary interview and then go off sick so I have to go and do it

Dealing with solicitors is a 7 / they are strange / quite miserable or grumpy

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Getting hold of someone to actually take a statement, that's stressful

Fast time / worry about it / hate it

Stress 8 9 for fast time statements

Challenging having a tutor who wants it done their way almost as if they are God

They go 'no no no you shouldn't have done it like that' and then they take over and make you like an idiot in front of the person

It would be good to meet with someone – so many offices go off sick with stress of anxiety or just generally illness – if we did talk to officers a little bit more it would help with their wellbeing

I was given a workload and then I did actually go and speak to a supervisor about that and he said he was really sorry I shouldn't have been given a workload because it's not fair.

6 for line management – because there's no regular place or regular time set up

Appendix J Themes from Questionnaires

Service Evaluation Themes from Line Managers (LM) and Officers with Dyslexia from the questionnaires.

1: What are key strengths?

LM:

*same as any other

*none (x3)

*find solutions / seek out support

*take time to 'think through'

Officers with Dyslexia

*thorough

*interacting with people / verbal communication (x3)

*problem solving (x7) (investigate and identify solutions

*good in high pressure / stressful situations (x4)

2: what are challenges?

LM

Writing statements and getting them correct to be signed at the scene – Writing statements/reports x 6

confidence issue and worry about what other colleagues might think x 4

preparing complex reports from the information

multi-tasking

(need for) software on computers

memory retention

Sequential documentation.

Speed of reading and understanding information.

Legible handwriting is necessary as some work is still hand-written.

Presenting evidence at court.

Building rapport with colleagues

Understanding instructions, time pressures, writing statements, performance management.

Working within time constraints x 4

Putting themselves / colleagues 'at risk'

Officers with dyslexia

Difficulty hand writing statements

Recording of information in various medias

Struggle with writing

Formulating complex/long sentences for writing or typing out

Struggle with holding a few pieces of key information in my head at the same time / less important things will be forgotten

Management of workload

Keeping track of emails

Prioritising investigations

Interpreting written procedures into practices

Learning new paperwork

Maintaining concentrations on paperwork tasks

Read / understand large volumes

Probs recalling facts

Keeping up with the demand of written work while listening to police radio.

3: What strategies have been offered to help?

LM

Software: dragon / read&write software / coloured screens / voice recognition software

Printouts before lessons

Quickscan offered

EP assessment

OH referral / passport

Laptop

phone

Support plans

1-1 tutoring

Coloured paper x 4

More time / staged allocation of tasks

Grammar books

Law input on 1-1

Practical sessions after working day

Dyslexia group.

Officers with dyslexia

Spelling app dragon (now stopped working)

Nothing (yet)

Waiting – offered laptop and voice recognition software/sitting with management

Offered a laptop as well as printer

Investigative coaches help manage investigations and writing up jobs

Extra time / no pressure.. for ASAP

Extensive report plan

Adjustment passport

Practical support identified but costs and practicalities to implement have been difficult.

Use of IT solutions

4: What else do you feel would help to overcome these difficulties? time

LM

Funding

Managerial support is key issue

Funding is (obviously) the key issue

Suite facilities

Early identification (prior to role) x 4

Internal 'expert' to interpret reports and advise OH

Informing supervisors of dyslexia

Need to feel valued (and not) burden

Officers with dyslexia

Training

MDT transcription

Laptop

Colleague support

Time x 2

Separate room /not open plan

Nothing x 3

5: how important do you view line management and peer support

LMs

Paramount importance x3

What they do: - refer

- Give education/ training
- Make time to listen
- Approve adjustments x 5
- Follow recommendations
- Not make the officer feel any less able
- Allow them to develop in areas of weakness

Plain English report

Organisation has to be realistic – how much time a LM has to manage their team

How long individual's needs take to resolve.

Enabling 'quiet' spaces

Give additional time

Understand the condition

Officers with dyslexia

Ot shared widely

Support limited from both

Very supportive – both x 2

Supervisor no idea / understanding

LM support x 1

Colleagues support x 1

As from line response supervisor I am expected to keep up with demand with little / no extra support.

6. Any other comments

LM

Understanding at recruitment stage – person's capabilities / what the organisation expects of them

Knowledge of dyslexia

The FMO in Occupational Health should have a realistic understanding of the police officer/staff role the person is applying to do and that person's capabilities.

Appendix K Response to Dyslexia

Organisation 1 and 2

Response to Dyslexia

2019

What is Dyslexia?

Dyslexia is commonly characterised as a difficulty with the development of effective word-decoding strategies, low levels of word reading and poor spelling performance (Vellutino, Fletcher, Snowling and Scanlon, 2004).

It is also known that adults with dyslexia have poor working memory functions, poor phonological representations and processing skills (Snowling, 2000). There is also research that adults with dyslexia who have strong morphological awareness (an understanding of root words, prefixes, suffixes and inflections) are able to compensate for their deficiencies in the areas of weak literacy skills (Law, Wouters and Ghesquiere, 2015). Consequently, it has been acknowledged that adults with dyslexia are able to ‘mask’ their literacy weaknesses and develop personal strategies to compensate (McLoughlin, Leather and Stringer, 2002). Adults such as these can therefore remain largely undetected.

The DfES in 2003 reported that 16% of adults aged 16-65 in England had literacy levels at entry level or below (ie., below 11 year old level). However, not all individuals with these literacy weaknesses may be classified as ‘dyslexic’.

Typically, as reported by McCusker, 2014, individuals with dyslexia are likely to have problems with processing and remembering information they see, hear and read. Singleton, (1999), described how assessments on adults with dyslexia have focussed more on these processing skills and less on reading and spelling abilities, which may have developed despite cognitive deficits. This study by Singleton identified that it is more likely that adult undergraduates with dyslexia display problems with taking notes in lectures, writing essays and sitting written exams. As these tasks require working memory (the ability to retain oral information and perform tasks in consciousness) and auditory processing skills, assessment for dyslexia in adult populations may best be identified through examining phonological processing (the sound systems within words), lexical (range of words) access and working memory, outside of conventional measures of literacy (Singleton and Horne, 2009)

Neurodiversity and the workplace

When considering how specific learning-difficulties impact on individuals it is important to consider the view of whether there are internal deficits or just individual differences. The term ‘neurodiversity’ encapsulates the more positive and empowering notion of ‘difference’ as opposed to ‘deficit’ and is also consistent with current conceptions of learning difficulties as being highly co-occurring and overlapping (Deponio, 2004; Kaplan, Dewey, Crawford, & Wilson Kaplan, 2001). This, and the requirements under Law (Equality Act 2010), create the impetus for creating a more inclusive and empowering workplace.

Dyslexia in the Workplace – The Law

The Equality Act 2010 specifically identifies dyslexia as a disability. The Act seeks to ensure that employees are not treated less favourably and are offered reasonable adjustments to support them achieving their full potential.

This has driven the need for assistive technologies which can improve communication (e.g., Dragon Naturally Speaking, a dictation software which produces text from diction). As a consequence, much advice for police services has incorporated such electronic measures wherever practical, to assist in writing reports, statements and documents, particularly in preparation for court.

McCusker (2014) reviewed the impact dyslexia makes in the workplace and established both the negative and positive qualities for this ‘hidden disability’. Individuals with dyslexia may have strong visual creative and problem-solving skills (Miles, 2007), which are desirable traits in aspects of policing. Consequently, careers in inventions, architects, engineers and the arts/entertainment are seen to be prominent for dyslexia. Miles (2007) identified how people with dyslexia tend to see ideas from all angles as they have good visual spatial thinking and are able to manipulate and rotate visual information.

The Impact of dyslexia on the police role

The role of the police officer is multifaceted, often defies common description but does commonly require extensive skills around verbal, thinking and reasoning/problem solving, listening and retention of oral information, reading, writing, consultation and dissemination of information as well as creative approaches to solving problems and detecting crime. There is a need for practical skills in the face to face role which is a physically demanding one; sometimes involving restraint and physical handling. The administrative function of police work is now a significant factor in the role and from research (Medhurst 2018) it is estimated that at least 50% of the police role is anticipated to be used for reporting on crime.

This means that a police officer may typically have around 12 or more files/cases open at any time and will be working up evidence and reports simultaneously, with numerous statements and reports being compiled. The need for multi-tasking, fast time statements, typing, editing, reading, listening and retention lends to pressure on the working memory and literacy based skills. Dyslexia can interfere with this process making these tasks laboured and slow with the increased risk of error. The Law’s requirements to make adjustments for specific learning-difficulties like dyslexia is drawn into sharp focus here.

Reports for the Crown Prosecution Service which are inadequately prepared by the officer may result in the collapse of a case and therefore prevent successful prosecution. Supporting the officer with these issues is therefore paramount in order to comply with legislation and to affect improved performance of the service as a whole.

Desired skills and pre-requisites for police training

Based on the Leadership Review (College of Policing June 2015) it is clear that police officers need skills for:

Resilience; adaptation; IT literate; empower/trust/support social skills; valuing difference and diversity. The ‘soft’ skills that are vital to leadership are often the first to be cut. However, if

you do not invest in these within people they may either leave, or stay without the investments in training being made.

Current applications for the Police (College of Policing and 'Joining the Police' Prospects) outline basic requirements:

- be aged 18 or over
- be a British citizen, a citizen of a European Union (EU)/European Economic Area (EEA) country or Switzerland, or a foreign national with indefinite leave to remain in the UK without restrictions
- have lived in the UK for the last three years (although there are exemptions if you have served abroad with the British armed forces)
- possess a qualification equivalent to A-level *or* have been a special constable who has been signed off for independent patrol service in the last two years *or* have served as a police community support officer (PCSO) for 18 months.

However, new guidance for officers being admitted in 2020 (College of Policing) will be focussed on three new entry routes:

- a three-year police constable degree apprenticeship paid for by the force (service)
- a specific policing degree at undergraduate level
- a six-month postgraduate conversion course paid for by the force.

These entry routes will be available with some early-adopting police from 2018 onwards.

The new emphasis:

The shift in emphasis towards degree level skills clearly moves towards the desire for high order literacy skills as essential within the police role, alongside other criteria. These include common core elements of:

- a specialist knowledge base
- a distinct ethical dimension
- continuing professional development (CPD) requirements and
- standards of education

New recruits entering the police service with a degree and dyslexia are likely to have received or had access to dedicated support for dyslexia at their Higher Education Institution. This creates a need for continuing support from the police service in line with:

- 1: a recruit's needs,
- 2: their prior experiences, and
- 3: the rigours of police work and training.

It is a balance of these elements that needs to be given careful consideration and resource at the earliest opportunity. Recognition, response and support could be considered to be both part of a positive organisational change as well as leading to specific adjustments, as required under Law.

Organisation 1 and 2 Identification and Screening Process

What Does Dyslexia look like in the Police Officer Role?

Through the research conducted it is clear that there are different presentations of dyslexia in the role of Police Officer. Some officers find the role challenging as soon as they start, others may find they

'cope' well and have few if any problems. There are some officers who are challenged by a change of role, struggle to complete promotion or specialist exams or have difficulties when other external pressures are placed on them (e.g., trauma can affect speeds and accuracy within administrative tasks).

Here are some vignette examples of the types of presentation of dyslexia within the Police Officer role. (These are anonymised and fictitious).

New Training Recruit

Sam is new recruit on a training course for Police Officers and is assessed at week 10 of the course. Her trainers immediately noticed that she was slow to write her notes, tended to run out of time on written exercises, produced written work, statements and notes with spelling mistakes and errors. She was supported with handouts, extra tuition and careful seating in the training centre. Sam's assessment revealed that she had dyslexia and had difficulties in school. At 20 years of age, she has completed GCSEs and gained 7 pass grades including maths and English. She went on to College and completed a Child Care Course but decided after working in the Early Years Sector that this was not for her. She has been employed part time in many retail roles and describes herself as a good communicator, very practical and organised. She says she is a 'people person'. Her cognitive assessment reveals good mid average academic skills, weak working memory, good processing speeds. Her literacy skills are slow and laboured and she has just below average reading and spelling skills. Her motivation is high to improve this. She is diagnosed with mild dyslexia.

Police Constable – 4 years in role.

Dan is a 29 years old PC who has been employed by Organisation 1 for 6 years. A line manager report from his Sergeant reveals concerns about recent reports for court which had numerous spelling and grammatical mistakes. Dan does not think there is anything wrong with his reporting and within assessment he reports that he has some problems with his new line manager. His assessment reveals that he has mild dyslexia with a good cognitive profile in most areas, except weaker working memory. Literacy skills reflect slow reading and writing rates, problems with spelling and grammatical errors. Dan does not feel that his difficulties are 'that bad' and it is only a recent change in role which has meant he now has to complete more statements and reports. Before, his colleague/partner would do this and he would 'do other stuff'.

Inspector

Peter is an Inspector within Organisation 1 and is 41 years old. He has been in the police since he graduated from university, first in the x Police and then transferred to Organisation 1 3 years ago. He was assessed at school for dyslexia but his report is old and he feels that his difficulties do impact on his role, particularly during busy meetings and when he is required to task notes at speed and listen simultaneously. He has self-referred for an assessment to clarify his difficulties and find ways to support his role. From the assessment it is clear that Peter is high functioning and able, with excellent verbal abilities and reasoning skills. However, this is not evident in his written work, which is slow, lacks detail and reflects shorter sentence structures, with occasional spelling errors. Although Peter's written and reading skills are 'average' they are far from reflecting his exceptional abilities and Peter is diagnosed with 'high functioning dyslexia'. He appears relieved with the results and is able to take notes on strategies he can apply straight away.

PC / Acting- up Sergeant

Tom is a PC in Surrey Police and has been employed for 14 years. The last 2 years have been spent in a Sergeant role, as Tom has been 'acting up' and therefore been responsible for many additional administrative tasks. This has included writing notes for Appraisals which has been quite stressful for him. Tom reports that his spelling and writing have always been a problem for him, although he feels he can read information well enough. He describes how members of the public have made comments such as 'What are you thick or something? Can't you even spell my name?' when he asks them how to spell a basic name. He says his hand can shake if he is writing in front of officers during an appraisal, as he is worried he will make mistakes. Tom is dyslexic and his spelling skills are poor, well below average. During feedback Tom breaks down with relief and frustration. His cognitive profile reflects his very high average abilities, with some exceptional verbal and nonverbal abilities. This is reassuring for him.

PC – taking exams for Sergeant

John has been a PC in Organisation 1 for the past 18 months. He was in x organisation before this for over 10 years and during that time took his sergeants exam twice but has not passed it as he ran out of time. He has never been assessed for dyslexia and reports that he has reasonable writing skills and that there have never been any concerns with his statements or reports for court. However, he does admit that he takes a long time to complete some written work. John feels that his reading is slow and he needs to re-read lots of times as 'it just won't go in'. He never reads for pleasure and it takes him ages to read a case file or specialist report. The assessment does reveal average spelling but very low average reading accuracy and exceptionally slow reading fluency and speeds. John has strong academic skills, with exceptional verbal fluency. However, he has slow processing speeds. John has mild dyslexia which particularly affects his reading, but makes his writing slow and laboured.

(TBC by OH staff and L&D/ Organisation 1)

Key Questions:

- **Who is responsible for dyslexia? Currently this is OH – is this the right designation? OH covers Organisation 1 and 2 forces.**
- **How do you: Refer**
 - **Identify**
 - **Assess**
 - **Respond**
 - **Support**
- **Who puts the report into practice?**
- **Who ensures there is sufficient training in dyslexia and specific learning-difficulties in the service?**

Currently, this is a psychologist who is not vetted by Organisation 1 (but has been vetted by Organisation 2) and does not have a pass-card but travels to different destinations including police stations. They are on payroll and receive referrals through the OH team with short summary of concerns (sometimes) and organise ad hoc assessments as needed. There is a wait of a couple of months sometimes as this is not planned in and rooms are not always booked and appointments not always confirmed. There has been much change of staff and systems in the OH department which has led to some confusion.

Intervention and Support for Dyslexia in the Police

From research over the past two years it has become evident that a number of methods for supporting officers can be successfully applied within:

1. Coaching and Mentoring
2. IT
3. Time management
4. Environmental space
5. Other: coloured paper / screens / dyslexia friendly font

1. Coaching and Mentoring

The support of coaching in dyslexia has been well researched as an effective tool (Doyle 2014). It raises self esteem and allows for problem solving strategies to be sought for specific issues, thus empowering the individual and providing a sense of control over the situation. Within Higher Education the use of mentoring has been effective in guiding students through transitions into the adult learning environment to ensure they meet deadlines and maintain work/life balance. These approaches are therefore effective strategies in maintaining positive self esteem, control over workloads and increased harmony in the workplace. Access to a support group is helpful in reducing the sense of isolation many officers with dyslexia experience, especially early on in their role or shortly after they have been diagnosed. These groups have been successful in generating positive morale, peer support and off-loading in safe environments as well as the sharing of good practice.

2. IT

The use of information technology as an assisted aid in specific learning-difficulties is currently experiencing great change and development, with many new products emerging onto the market at a rapid rate. These tools vary in their application and support and some suit many, although not all individuals. There are constant revisions and changes in the market place and so these tools will need to be changed regularly. Currently (2018) the tools commonly used include:

*electronic reader pen (C pen advised as current market leader)

*Dragon Naturally Speaking for voice-to-text technology (Nuance, Professional v15 and Dragon Anywhere)

*Read and Write Software (specially designed for emergency services, with a toolbar to support spell-checking, reading and editing documents)

*Livescribe Smart Pen (Frankenburger) allows for a camera and record facility in the 'pen' which writes your notes, takes photos of them, records interviews and a 'docking station' allows to replay these, add notes at a desired point.

*speech to text on Ipad using 'microphone' key.

*Adobe Acrobat 'read aloud' text software.

Training for these strategies can be sought through Access to Work ‘Individual Assisted Technology Training Courses’ which can help find the correct ‘touch-typing program’ or ‘mind map’ course.

MDTs can have some of these softwares integrated and be available for common usage. There is also the use of ‘add-ons’ such as:

*key-boards which are blue-tooth and make typing easier

*printers which can print on the scene, so that statements are signed ‘in situ’

Lap-tops can be carried around for certain officer roles, as a portable method for writing notes ‘in-situ’. This may be particularly helpful for those in specialist roles.

Some lap-tops also have ‘touch screen’ technology suitable for some officers who find this more helpful.

3. Time management

The facility for ‘overtime’, extended deadlines and time management has been reported with mixed views. From the research conducted over the past couple of years, it is evident that the officer with dyslexia may often work longer hours in order to finish the job. They may also organise specific tasks at certain points in their shift for maximum focus (e.g., complex statements and reports during ‘late shifts’ when they have less interruption.) However, this is variable among officers and their role and needs to be reviewed on a case-by-case basis. Where flexibility is possible in a shift, some tasks may require more time and organising sufficient time for completion of complex case work may be a priority.

4. Environmental Space

The police officer may sometimes need access to a ‘quiet space’ in order to dictate reports, read aloud and have fewer distractions. This may be possible in some Police Stations, although many are now ‘open’ plan and do not have this facility. Creative solutions around this may include the use of car space ‘en-route’ when some fast time statements can be completed for instance. Alternatively, the officer may need discrete ear-phone sets connected to the laptop/computer so that they use the technological aids and reduce background noise/distraction.

The environment for officers varies widely, so will need planning on a case-by-case basis.

5. Other

There are a number of small interventions which can make a difference at an individual level, depending on the difficulties. These may need to be trialled to ascertain if they are appropriate, helpful and applied accordingly. This can include:

*coloured paper / coloured screens and coloured overlays – reduce visual stress, increase visual concentration and focus; different colours work well for different people and may need to be trialled to find the best one. Screen backgrounds can be changed on computers and powerpoint presentations.

*font size and type – a ‘dyslexia friendly’ font such as ‘serif font’ without any small decorative flourishes at the end of some letters (e.g., Arial) either in size 12 or 14 is common

practice. Increasing the font size when reading (e.g., on Amazon 'Kindle' reading devices) can assist tracking and reduce visual stress.

*screen guards can also be placed over the computer to prevent 'glare'.

*the blue light emitted from electronic devices can be reduced by turning down the brightness of the screen, reducing headaches etc

*organisation skills can be aided through the use of pairing an Apple device with the Apple watch, so that timers can be set, reminders for events, equipment and meetings etc. These can be put onto phones and apps can assist in setting organisers throughout the working day.

*increased reliance on electronic devices may also increase the need for charging facilities when 'out and about' so stand alone chargers may be helpful. These can be stowed in glove compartments etc.

*dictating reminders into phone 'apps' may also assist in organisation and reminders of 'add-ins' for statements and reports. These lists can be quickly generated into memos for example.

Feedback from Officers and Line managers:

The research over the past two years has gathered the views of individuals across Organisation 1 and 2. When thinking about the strategies and interventions, most line managers and officers were in agreement that laptops and electronic aids were helpful together with the software to check material and assist in writing reports with ease and accuracy. There was also mention of keyboards and voice recognition software. The officers were able to reflect on specifics such as 'quiet' spaces and additional time as well as the benefit of having a printer and laptop whilst completing statements. There was also agreement that line managers should adhere to the advice in the report and act on it, with early identification critically important. Research on dyslexia (e.g., Snowling 2013) has reviewed the impact of early intervention for dyslexia and report the need for 'timely action rather than waiting for diagnosis'. The line managers went further and suggested the importance of a proactive / preventative intervention, with assessment and identification from the very start of the role.

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