



# Nordplus

## PROGRAM OVERVIEW

Nordic-Baltic Dyslexia Alliance: Together, We Can Empowering  
Adult Learners to Succeed

NPAD-2024/10115



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## Supporting Adult Learners with Dyslexia (Online Workshop)

*Recognition → Strengths → Multimodal Teaching → Dyslexia-Friendly Curriculum → Lesson Preparation*

### Target audience

Trainers, adult educators, vocational instructors, workplace trainers, guidance/career staff, and service providers working with adult learners.

### Duration & format

**Up to 4 academic hours** (example: **180 minutes incl. one 10-minute break**, delivered live online). Delivery: interactive webinar/workshop with polls, chat prompts, breakout rooms, and short practice tasks.

### Why this workshop

Adult dyslexia is often **unrecognized** because many adults develop coping strategies and may avoid disclosure. This workshop helps trainers recognize indicators, use **strength-based** approaches, teach with **multimodal** methods, build predictable dyslexia-friendly learning, and plan lessons using supportive tools.

### Core learning outcomes (participants will be able to...)

By the end of the workshop, participants will be able to:

- Identify common indicators and barriers to adult dyslexia recognition and respond empathetically.
- Use **strength-based** language and activities that leverage creativity, big-picture thinking, storytelling, systems thinking, and empathy.
- Redesign instruction so key information is available through **visual + auditory + kinesthetic** channels.
- Build a **predictable learning sequence** with clear goals, repetition, accessible language, and flexible assessment.
- Create a simple learner profile and a 5-session plan; select assistive/GenAI tools for reading, writing, organization, and self-advocacy.

### Personas used throughout (recommended)

Use **three personas** (from the slide deck) and return to them in every module:

1. **University learner**: high reading volume, writing assignments, deadlines.
2. **Workplace professional**: technical documents, communication, time management.
3. **Tradesperson / small business owner**: invoices, scheduling, customer communication (example given: “plumber’s path to digital literacy”).

**Tip:** Name the personas (e.g., “Marta”, “Jānis”, “Oskars”) and keep one shared persona slide/handout. In each activity ask: *What would you change for Persona 1/2/3?*

### Suggested timing (example 180-minute plan)

- **Welcome & framing (5 min)**
- **1) Recognizing dyslexia in adults (25 min)**
- **2) Strengths & gifts of dyslexia (25 min)**
- **3) Varied information modalities (25 min)**

- **Break (10 min)**
- **4) Organizing a dyslexia-friendly curriculum (30 min)**
- **5) Lesson preparation & tools (30 min)**
- **Wrap-up & commitments (10 min)**

### **PRESENTATION 1: “Recognizing dyslexia in adults (and how to talk about it)”**

#### **Purpose of this segment**

Help trainers recognize signs and understand why dyslexia is often undiagnosed in adults; practice supportive conversations and referral/next steps.

#### **Suggested activities (online)**

- Quick poll: which challenges show up most (reading, writing, organization, confidence/disclosure)?
- Mini-input: signs + barriers (adult lens: workplace demands, stigma, self-masking).
- Triad role-play: trainer/learner/observer using supportive conversation starters; debrief language that builds trust.

#### **Optional visuals (if you have time)**

- “Iceberg of adult dyslexia” (visible behaviors vs hidden factors).
- Indicators checklist (not a diagnosis) grouped by Reading/Writing, Organization/Time, Memory/Sequencing, Emotional impact.
- Conversation map: Observe → Ask → Validate → Support/tools → Agree next step/referral.

#### **Practice (recommended)**

**Exercise A — Spot the barrier (chat, 3 min):** Share 3 learner quotes; participants tag *skill / emotional / organizational*.

#### **Exercise B — Supportive conversation role-play (breakout, 8 min):**

Trainer/learner/observer using scripted starters; debrief trust-building language.

**Exercise C — Next-step decision (2 min):** Decide: support now vs offer screening/referral resources vs workplace accommodations info.

**Takeaway:** 1-page “Conversation Starters + Do/Don’t Language”.

### **PRESENTATION 2: “Strengths and gifts of dyslexia (and using them in education)”**

#### **Purpose of this segment**

Shift from a deficit model to **strength-based** education: recognize common dyslexic strengths, design activities to leverage them, and address “twice-exceptional” (dyslexia + giftedness) considerations.

#### **Optional visuals (if you have time)**

- Strengths wheel (simple, reusable).
- Before/after lesson: worksheet → project-based alternative (same objective).
- 2e profile graphic: uneven skills (high reasoning/creativity + literacy difficulty).

#### **Practice (recommended)**

**Exercise A — Strength spotting (5 min):** From a short vignette, identify 2 strengths + 1 accommodation.

**Exercise B — Strengths-first assessment (5 min):** Convert a written test into a choice-based demonstration (oral/presentation/project artifact).

**Exercise C — Assistive tech as cognitive support (2 min):** Discuss how STT/mind maps free attention for higher-order thinking.

**Takeaway:** 1-page “Strength → Teaching Strategy → Assessment Option” matrix.

### **PRESENTATION 3: “Varied information modalities (auditory, visual, kinesthetic)”**

#### **Purpose of this segment**

Help trainers design **multisensory learning** so understanding does not depend only on reading and writing. The deck emphasizes combining modalities in each lesson and using integrated models and examples.

#### **How to present it (online facilitation flow)**

##### **Suggested activities (online)**

- Fast demo: convert one dense paragraph into (1) a diagram/mind map, (2) an audio/TTS option, (3) a hands-on sorting/drag-and-drop task.
- Breakout “redesign sprint”: add at least one **Visual + Auditory + Kinesthetic** element to a text-heavy mini-lesson; share back and vote on the most inclusive redesign.
- Visual: a simple diagram/mind map
- Auditory: read it aloud + provide TTS option
- Kinesthetic: a sorting task / drag-and-drop on whiteboard

##### **Optional visuals (if you have time)**

- VAK slide template: Objective → Visual → Auditory → Kinesthetic → Assessment choice.
- Cognitive-load illustration: dense text vs scaffolded multimodal support.
- Simple workflow if audiobooks are limited: scan/OCR → clean text → TTS → share audio.

**Exercise A — Add, don’t replace (3 min):** Identify where to supplement text with visuals/audio rather than remove text.

#### **Practice (recommended)**

**Exercise B — Create an audio substitute (5 min):** Outline: scan/OCR → clean text → TTS → share audio.

**Exercise C — Integrated checklist (2 min):** For your next lesson: “Where is the V? Where is the A? Where is the K?”

**Takeaway:** 1-page Multisensory Lesson Template.

### **PRESENTATION 4: “Organizing a curriculum acceptable for dyslexic people”**

#### **Purpose of this segment**

Show how curriculum structure reduces barriers: predictable sequences, clear goals, repetition, multimodal delivery as standard, accessible language, ongoing formative feedback, and flexible assessment options.

- Show a simple curriculum ladder (Session/Module progression) that illustrates predictable sequencing and planned repetition.

- Bad → Good repair: groups transform a disconnected sequence into a structured progression with explicit goals and routines.
- Build an “assessment menu” and a short “tools allowed” statement (e.g., TTS, STT, spellcheck, AI summarization) aligned to learning goals.

**Optional visuals (if you have time)**

- Curriculum staircase (each step = session goal + key skill + supports).
- Bad vs good sequencing split slide.
- Assessment menu/choice board + “tools allowed” statement.

**Practice (recommended)**

**Exercise A — Sequence builder (10 min):** Draft a 4–6 session sequence for one persona (final goal, gradual complexity, repetition, routine).

**Exercise B — Accessible language rewrite (5 min):** Rewrite one instruction with shorter sentences and consistent terminology (without lowering level).

**Exercise C — Formative loop (2 min):** Add one quick checkpoint per session (oral check, 1-minute reflection, demonstration).

**Takeaway:** 1-page Dyslexia-Friendly Curriculum Checklist.

**PRESENTATION 5: “Lesson Preparation for Adult Learners with Dyslexia” + WRAP-UP**

**Purpose of this segment**

Provide a practical planning method: initial assessment and goal setting, documenting preferences/strengths, designing individualized plans, selecting activities/materials, using assistive/GenAI tools, applying the three scenarios, tracking progress, and instructor best practices.

- Breakout planning lab (personas): draft 3 goals, 3 accommodations, a 5-session outline, 2 assessment options, and 2 tool supports (TTS/STT/summarize/organize).
- Share-out: one strong idea + one risk/mitigation; add a quick “checkpoint & adjust” question after each session.
- Goals (personal/academic/work)
- Strengths & barriers
- Preferred supports (V/A/K + tools)
- Next-step plan (Session 1–5)

**Planning lab (recommended, 20 min total)**

- 3 goals
- 3 accommodations
- 5-session outline
- 2 assessment options
- 2 tool supports (e.g., TTS, STT, summarization, organization)

**Share-out (5 min):** Each group shares one strong idea and one risk/mitigation.

**Optional visuals (if you have time)**

- Learner Profile Canvas + 5-session timeline (one-page template).

- Tool-to-task map: barrier → tool → training step.
- Progress checkpoints (what helped? what to adjust next time?).

**Practice (recommended)**

**Exercise A — “Teach the tool” micro-script (5 min):** Write a 60-second script to introduce TTS or STT, emphasizing privacy and learner control.

**Exercise B — Self-advocacy practice (3 min):** Rehearse: “I work best when instructions are also available as audio / when I can respond orally.”

**Exercise C — Checkpoint & adjust (2 min):** Add one question after each session: “What helped most? What should we change next time?”

**Wrap-up (10 min)**

- **Commitment:** “One change I will implement next week...”
- **Resources:** close with the literature list from the slide deck (e.g., IDA, BDA, Shaywitz, Reid).
- **Participants leave with:** (1) Conversation starters (2) Multisensory lesson template (3) 5-session plan for one persona.