



**Dyslexia: An Examination of the Experiences and Perceptions of Members of
Dorset Police Who are Dyslexic**

A phenomenological, explorative study

by

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Acknowledgements

This work is dedicated to my late mother Joan,

I am grateful to all of those with whom I have had the pleasure to work with during this project. Each of the members of my Dissertation Committee has provided me extensive personal and professional guidance and taught me a great deal about scientific research.

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“What you do for yourself dies with you when you leave this world, what you do for others’ lives on forever.” Sir Ken Robinson as cited in (Heaton-Wright 2020)

Summary

This thesis uses a single-case study design to provide a qualitative, in-depth exploration of the experiences and perceptions of five dyslexic officers in Dorset Police. The author has used the term 'officer' to mean any person employed by Dorset Police. Dyslexia continues to be an area for academic research, however, at the time of this research project (2020-2022), there did not appear to be any published research relating to the experiences and perceptions of members of Dorset Police, who had been assessed as being dyslexic.

This thesis draws on the social model of disability and details an action research methodology, to provide a qualitative, in-depth biographical exploration of selected members of Dorset Police. The author acknowledges that there may be problems involved, such as validity and interpretation of data, but action research is advantageous for studies of social change, and as a means towards understanding variations within a society or in this case Dorset Police. Furthermore, the author will discuss key areas such as dyslexia, reasonable adjustment, coping strategies, and legislation. Also, that for the members of Dorset Police assessed as being dyslexic, a significant issue arose concerning the lack of dyslexia training for trainers, supervision and managers. Therefore, this area of research is considered a fertile ground, deriving from a combination of professional practice, and the researchers' individual reflectiveness. This research also intends to promote democratic change and collaborative participation by adding to the current range of academic knowledge of dyslexia. The in-depth nature of the action research is assisted by the 'insider/outsider position of the researcher and this positionality is viewed as an ongoing process constantly evolving throughout the research, analysis of documentation, and policy, incorporating five semi-structured biographical interviews.

This research takes its direction from an ethnographic qualitative and exploratory strategy, to gain an insight into the participants experiences and perceptions of their dyslexia, together with an overview of their past. Analysis of the interviews is carried out through a hermeneutic biographical methodology that explores a discourse of dyslexia, so that contextualisation of difficulties are understood. The process of identifying such experiences and perceptions is bolstered by an application of expansive-restrictive framework which then works to support recommendations.

The five volunteer dyslexic officers who participated in the research provided a rich vein of data. Importantly, not all of the participants reported negative experiences of primary and secondary school education, but clearly for some, opportunities of assessment had been missed. This contrasted with

the largely positive experiences of being a dyslexic member of Dorset Police. Some of the officers showed indications of dyslexia at school, while some were diagnosed as being dyslexic in adulthood. A diagnosis of dyslexia did not come as a surprise to the officers, and for some it was a relief knowing that their self-perception of being unintelligent had been incorrect, as for many years, those that were assessed later on in life, had been affected by low self-esteem, anxiety and stress, over a period of many years.

Many of the officers had talents and abilities, for example; exceptional work ethics; creativity and imagination; developing and utilising coping strategies, in order to achieve a level playing field. The participants were self-aware, intelligent and articulate. My realisation of the dyslexia debate, is that there is nothing to fix; a dyslexic person is not broken. Dyslexia is very complex and unique to the individual, and I see now that it is society that needs fixing, and even though processes are in place within Dorset Police, dyslexia appears to be poorly identified and managed in many areas of the organisation, with heavy reliance on trained volunteers to conduct assessments on an ad hoc arrangement rather than adopting a more professional approach to the phenomenon, by recognising that dyslexia is a real issue that requires real solutions in supporting those officers who are identified as being dyslexic. Those officers that had received support early on in their lives were better equipped to face the rigors of policing while others, given the appropriate support and encouragement achieved high levels of professional ability, in their chosen field.

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Table 1 – Glossary of Terms

Glossary of Terms	
ADA	Americans with Disabilities Act 1990
ADD	Attention Deficit Disorder
ADHD	Attention Deficit (Hyperactivity) Disorder
BDA	British Dyslexia Association
BERA	British Educational Research Association
BPS	The British Psychological Society
CPD	Continuing Professional Development
CoP	College of Policing
CVF	Competency Value Framework
DAG	Dyslexia Assessors Group
DHEP	Degree Higher Entry Program
DDA	Disability Discrimination Act 1995
EA	Equality Act 2010
EAL	English as an additional language
EAT	Employment Appeals Tribunal
EEG	Electroencephalography
fMRI	functional Magnetic Resonance Imaging
GPDR	General Data Protection Regulations 2018
IDA	International Dyslexia Association
ITC	Information and communications technology
MEG	Magnetoencephalography
MST	Microsoft Teams
NPPF	National Police Promotion Framework
PCDA	Police Constable Degree Apprenticeship
PEQF	Police Education Qualification Framework
PC	Police Constable
PET	Positron Emission Tomography
RRA	Race Relations Act, 1976
SpLD	Specific Learning Difficulty
SSCO	Safer Schools Community Officer
UNESCO	United Nations Educational Scientific and Cultural Organisation
WHO	World Health Organisation

Chapter 1: Introduction

Dyslexia in Dorset Police is an area of research that surprisingly is under-researched. However, there have been some efforts in policing in England and Wales, towards inclusivity of dyslexia in the workplace. The ideals and intentions of an inclusive police organisation promises social justice and equal disability rights for neurodivergent members of Dorset Police. However, the practical implementation of inclusivity is complex, and continues to be generalised under the term disability, with the possibility that; Nationally, there are 12,911 police officers who may be dyslexic. Dorset Police employ 2,590 members, of which the prevalence of dyslexia is believed to be around 10% = 259 officers that may be dyslexic. (Dorset Police, 2021). The effect of how dyslexic officers are dealt with, are subject of this thesis, which adds to the ongoing dyslexic debate, by continuing to scrutinise dyslexia in the workplace, in order to support dyslexic officers, in environments in which their voices are seldom heard, and where the individual should flourish, and develop on an equal playing field. The theoretical framework is based on hermeneutic phenomenology, and narratives to create a stronger base from which to better understand positive ways forward, not just for the officers but for other involved institutions within a policing and educational framework.

The participants in this study had disclosed to Dorset Police that they were dyslexic, with officers understanding of dyslexia and disability being deeply rooted within the medical model. The research identified that the dominance of a juridification culture was a key factor in the officers' decision-making processes, and the research concludes that institutional commodification, and juridification in terms of dyslexia is widespread despite disability discrimination legislation being in place.

In writing this thesis, I have taken into account the changing terminology used when describing a dyslexic person, and throughout the thesis I have used the term neurodivergent, except when clarifying a specific point. The history of dyslexia itself can be traced as far back as the mid-1800s by eminent people such as Rudolf Berlin; Adolph Kussmaul; Kerr; and William Pringle Morgan. Also, from the 1900's, Samuel Orton; MacDonald Critchley; Helen Arkell; Sandhya Naidoo; Beve Hornsby; Margaret Newton; Marion Welchman; Elaine and Tim Miles; Mary Warnock; and Jim Rose, who have all contributed to the neurodiversity debate.

More recently dyslexia was recognised by the British government, who provided protection for people with dyslexia under provision of the Equality Act 2010 (EA). Experiencing dyslexia in the workplace can have a significant impact on neurodivergent police employees, and it is my intention to continue with the neurodivergence debate, as the purpose of this hermeneutic qualitative phenomenological research is to explore the experiences of five members of Dorset Police, who have been assessed as being dyslexic. This research will be instrumental in understanding officers experiences and perceptions [lived experiences] within Dorset Police. Although there is a growing body of research available, which has explored the experiences of neurodivergent children and adults, there is no identifiable studies involving dyslexic officers within Dorset Police.

Chapter 2: Literature review

Hart provides an excellent definition of a literature review and states that the review is:

The selection of available documents (both published and unpublished) on the topic, which contain information, ideas data and evidence. [This selection is] written from a particular standpoint to fulfil certain aims or express certain views on the nature of the topic and how it is to be investigated, and the effective evaluation of those documents in relation to the research being proposed. Hart (1998, p. 13)

In this thesis I will critically examine both historical and contemporary literature from a range of disciplines including: Psychology; Sociology; Neurodiversity and Education, and draw on such authors as (Elliott and Grigorenko, 2014) (Bartlett and Moody, 2010); (Thompson, 2009) and (Fitzgibbon and O'Connor, 2002). This chapter begins with an exploration of the neurotypical brain function and continues with an examination of definitions of dyslexia. Due to the tremendous literature available regarding dyslexia, my literature review was based on dyslexia in the workplace, in particular, members of Dorset Police who had previously been assessed as being dyslexic, with dyslexia being identified as a lifelong disability, which may be heredity in origin, with no known 'cure'.

Dyslexia may also skip a generation and appear randomly in family lineage. Interestingly, there are several types of dyslexia, see (Appendix 3). The literature review identified that legislatively the EA, was introduced in 2010 replacing the Disability Discrimination Act 1995 and the Race Relations Act 1976. An important aspect of the EA outlines where employers have an obligation to ensure that reasonable adjustments are implemented, to accommodate a disabled person who is disadvantage

due to their disability. Importantly, failure to not do so, may constitute discrimination. This aspect of the legislation will be discussed further on in the thesis as it impacts on officers who are dyslexic.

The literature review also identified several discerning research papers referring to dyslexia, including. (Hill, 2013); (Macdonald and Cosgrove, 2019) and (Kirby and Welch, 2016) Also to understand the complexities of dyslexia *The Dyslexia Debate* by Elliott and Grigorenko (2014). A literature review further examined relevant literature for a more robust understanding of dyslexia, as for many years research identified dyslexia on the basis, that dyslexia could not be fully explained in terms of obvious causation. The positioning in this thesis, is that dyslexia is a social construct, and the term assessment is preferred to the medical term diagnosis, when assessing dyslexia, as this research revealed that adults who are assessed as being neurodivergent later on in life, felt disadvantaged by society, with education being one sector that may have identified dyslexia in an individual but failed to carry out an assessment, leaving the neurodivergent believing that they had missed opportunities for a more enriching life and or career.

The literature review also identified that dyslexia is not recorded on the Dorset Police Agresso; Human Resources database, whether an officer is dyslexic. (FOI request). The literature review did identify that Dorset Police has a broad policy namely: (The Management of Staff with Disabilities and Procedures, 2005), which on review is considered a generic document, that fails to provide for those holding a managerial or supervisory role any training in managing a neurodivergent member of staff. (Dorset Police, 2005). A documents review was conducted, including those created by external sources, such as the College of Policing as well as those generated internally by Dorset Police. Access to the documents did not prove difficult, as they are in the public domain on websites.

The process of the documentation review did prove useful in understanding how policies were mediated throughout policing organisations. However, it was difficult to obtain exact figures detailing how many member of Dorset Police were known to be neurodivergent, as according to Dorset Police they have no records held on their computer personnel system, of neurodivergent officers and as Wallace and Hoyle (2005, p. 5) state that *“Visionary rhetoric is especially vulnerable to semantic irony. There is a designed-in disjunction between the lofty aspirational rhetoric and the more humdrum organisational reality that is experienced”*. Notwithstanding, Denscombe (2007, p. 201). opines that documents should be reviewed, and not just taken at face value.

This research examines dyslexia as a social model and not as a medical diagnosis or in particular as an acquired or traumatic brain injury, which can cause dyslexia. The research focus is on the lifelong condition. Oliver (2009 p. 43) supports this view stating that “*it was not impairment that was the main cause of the social exclusion of disabled people, but the way society responded to people with impairments*”. The social model suggests that the biomedical approach oversimplifies the complexities of dyslexia. Furthermore, this study aims to conceptualise the experiences of the participants, from a perception of their experience in the workplace.

Rational

This research will identify psychological effects that dyslexia places on neurodivergent officers once the pragmatic assessment has been undertaken. The research will also illuminate by taking a phenomenological approach, analysis of neurodivergent officers lived experiences, as they work in a predominately none-neurodivergent workplace. The research will offer a clear understanding of the participants experiences and perception through narrative. This phenomenological research may also add rich information for future developmental training for trainers, managers and supervisors, within Dorset Police.

This research continues on from a small research project that I carried out in completing my BA in 2019. I felt at the end of the project that further research was required, as there was insufficient data at that time to provide an accurate analysis. I would suggest that my interest and understanding of dyslexia could be traced back to 2017, when as a Dorset Police trainer, I was engaged in the training of the workforce , which brought me into direct contact with officers’ who had self-referred, as possibly being dyslexic. To further understand dyslexia, I subsequently trained as a dyslexia assessor. This is where my interest and research began. I subsequently carried out many dyslexia assessments and this interaction led me to carry out further literature research, to learn more about dyslexia, trying to understand what exactly dyslexia is. In that context the focus of this research analyses the perceptions, and experiences of five volunteer dyslexic officers, employed in various roles within Dorset Police.

My motivation for this thesis arose from a concern that support for officers with dyslexia in the workplace, remains some distance from ideal, and that for those members of Dorset Police who are neurodivergent, they suffer under constraining and restrictive conditions. Therefore, the central aims of the research was to form a better understanding of their perceptions and experiences which might

be working to sustain such disadvantaged settings, and to explore how the organisation could be arranged differently, with a view to promoting neurodiversity. Freire (2005, p. 49) points out that *“If what characterises the oppressed is their subordination to the consciousness of the master”*. In that sense, dyslexic officers may unknowingly contribute to the organisational position. I therefore view my voice as their voice within the context of this research.

As a dyslexia assessor, I felt a strong resonance with the experiences and descriptions of difficulties expressed by neurodivergent officers, whom I had assessed. Although, I am not dyslexic, I empathised, and felt that in many ways I understood what they were describing. Many of those neurodivergent officers experienced difficulties in their role due to their dyslexia, and I therefore made a commitment to undertake this research in the full knowledge that my final analysis may not sit well with the organisation that employs me. This research, proceeds from a perspective that the processes of workplace learning would be an important lens by which to scrutinise workplace experience, and that the correlation between dyslexia and the acquisition of knowledge, which plays an important part in an individual's ability to acquire fundamental functional literacy skills, together with the ability to grasp concepts, which is essential in the educational process, as literacy is a key factor for personal, economic and social progress.

Murray (2018, p. 57) has identified several meanings for the word functional skills, and I have selected one that I believe is best suited in context. *“Functional literacy stands for the ability to read and write at a level that enables someone to develop and function in society, at home, at school and at work.”* Barriers to progress in these areas will undoubtedly mean a deficiency of decoding ability. What constitutes learning, which is a complex activity and Fontana (1988, p.125) supports this view stating that it *“is a relatively persistent change in an individual's behaviour due to experience”*. Many educational bodies and workplaces have attending neurodivergents, and there is some concern that the accommodations offered have become excessive. Interestingly, in addressing dyslexia in society Saltz (2017, pp. 9 -10) claims that *“accommodation and specialist schools for people with dyslexia and other learning disabilities is controversial as the school may prove to be a lonely place, damaging to the individuals self-esteem, and their intelligence may be misunderstood”*. Bourdieu and Passeron (2008, pp.103-104). proposed that *“symbolic capital”*, and in this context, I mean the lack of linguistic capital [reading and writing] within a legitimate culture, a neurodivergent person lacks this capital and, how they [neurodivergents] categorise the world and in turn, and how the world categorises them.

This thesis therefore supports the theory of a social construct of dyslexia, in addressing the dyslexic phenomenon.

Research focus

The focus of this research is centred on the experiences and perceptions of five members of Dorset Police who are dyslexic, and when this project started in 2020 there did not appear to be any published research regarding the experiences of members of Dorset Police who were neurodivergent. Furthermore, there was limited literature available regarding the admission of police officers who had disclosed their disability at the recruitment stage, and under the provisions of the EA, dyslexia is a disability and as such is a 'protected characteristic' as it meets the criteria of 'disability' within the provisions of the EA. Notwithstanding, the research question is drawn directly from the research, which seeks to identify how neurodivergent members of Dorset Police understand dyslexia and how dyslexia fits into their concept of disability in terms of models and legislation.

The research took place within Dorset Police, where the Strategic People Confidence and Equality Department was contacted in order to identify neurodivergent officers, who were willing to participate in the study. This approach was necessary as in the United Kingdom there is no legal requirement for individuals to disclose a disability; including dyslexia. For those neurodivergent officers that had disclosed, the information is confidential, and access is limited to authorised personnel only; unless the neurodivergent officer has given permission for their disability to be disclosed to a third party. This approach is intended to protect the individual. Hirst et al. (2004, p. 6) who explain one viewpoint for this attitude, in that *"there are many disabled staff in the public sector who believe that to disclose a disability would have a negative effect on colleagues' attitudes, towards individuals that have a hidden disabilities or mental health condition"*.

Reasonable adjustment for dyslexic officers is a complex area, as there is no set definition of what 'reasonable' is. It is unique to each organisation, and perhaps to each neurodivergent person, but what Dorset Police has to consider is the cost, practicality, effectiveness, disruption and health and safety, not only to the neurodivergent officer but also to the organisation. However, employers should give disabled people the tools they need to do their job, and for which they have been employed to do.

Research structure

This thesis is formed of five chapters, with Chapter one being the introduction. Chapter two outlines the purpose of the literature review, which was to accumulate knowledge relating to the research phenomenon. Also, to review other studies in order to put the research into context, and to analyse available research discussing dyslexia, and explore the general concept of disability. Also, to carry out research into the social construction of dyslexia, given that dyslexia is recognised under EA, with the research falling within that context. The literature review focused on dyslexia as a disability, and it is for this reason that the literature review on dyslexia, and in particular, in terms of organisational responses, will be examined. The relevance to the research is that literature on the social processes of disability construction, combined with literature on how Dorset Police has responded to their legal requirements, to put in place measures intended to support neurodivergent officers, will allow for the identification of any gaps in the literature. The second part of this chapter switches attention to the rationale for this research in identifying the experiences, perceptions and psychological effects that dyslexia places on officers, once the pragmatic neurodivergent assessment has been undertaken. The chapter then explores the personal journey of the author in undertaking the research, concluding with an overview of Dorset Police as an organisation.

Chapter three outlines the research methodology together with the research question: *what are the experiences and perceptions of members of Dorset Police within the workplace?* From this initial research question the chapter goes on to explore several subsidiary questions: *Officers understanding of dyslexia as disability, officers understanding of the legislation and officers understanding of the term reasonable adjustment.* The chapter then shifts attention to the ethical oversight; ethical considerations, and guiding principles. This chapter also analyses areas within the research relating to trust, informed consent, safety, and ethics in carrying out research involving online interviews and confidentiality.

Chapter four explains why semi-structured interviews, were the selected tool necessary for data collection, with consideration given to the strengths and weaknesses of using semi-structured interviews. The chapter then moves on to consider issues around analysis, providing rationale for the sampling decisions taken within the research. The chapter then outlines the ethical issues involved in re-presenting biographical narratives, explaining the epistemological and ontological positioning of the research. The chapter also details the process involving the design of the self-completion

questionnaire, with the questionnaire providing basic information relating to the voluntary participants. The chapter then discusses the advantages and disadvantages of using a questionnaire in research. The analyses of the deeper immersion of the interview data and the interpretation of the findings are discussed and links between the literature and the data were explored, and analysed against the core concepts of dyslexia, using biographical narratives.

Chapter five offers a conclusion to the research, by returning to the research questions to discuss how they have been addressed and consequently what contributions can be offered to advance dyslexia within the workplace. The chapter also evaluates the research process and considers the degree of impact the findings may carry with regards to my professional role within the biographical narratives. In conclusion, suggestions are made for disseminating the research findings, and the relevance of identifying dyslexia in the workplace is discussed. The chapter also includes mention of the workforce assessment process pre-and post-employment .

The conclusion discusses the findings from the analyses and the biographical interviews in relation to the officers' perceptions and experiences. The evidence reveals dyslexia support is not viewed by the organisation as a specialist skill, in its delivery, and certainly not something that can be distinguished from more general study skills support. The nature of the support is not that the practice is demonstrably neurodivergent-specific in nature, but that it is an aggregate of policies and circumstance that contribute to the notion that it is distinctly not a specialist practice. Furthermore, the conclusion will outline, how Dorset Police may adapt their commitment to supporting officers with dyslexia by reorienting their focus by providing specific policies and practices of accessibility, rather than concentrating on an individual, deficit model of support, as is presently the case, as education should promote emancipatory change as well as the cultivation of the intellect.

My personal journey to study dyslexia

Prior to joining Dorset Police, I served in the Royal Marines for 22 years. During that period, I worked across several curriculum areas latterly holding a middle management role involved in the planning and delivery of curriculums. On leaving the Royal Marines in 1998, I joined Dorset Police, firstly as a detention officer and then, as a warrants officer, followed by several years as a firearms enquiry officer. During that period, I was subjected to an ever-changing topography of policy initiatives, restructures and collaboration process. For the past four years I have held the post of force trainer. For most of this time I was aware of dyslexia in the workplace, and yet had taken no steps to “capture

the voices” O’Leary and Rami (2017, p.74) of the workforce or to better understand my professional role. I did however, become aware of officers who were affected by dyslexia and so I became a dyslexia assessor. This brought me into direct contact with officers who had either declared they were dyslexic or believed that they may be dyslexic. I also became more involved with how the organisation adhered to the EA in relation to reasonable adjustment. I saw and heard first-hand how dyslexic officers perceived themselves in a hierarchal field, in what Bourdieu and Passeron (2008, pp. 65-80). describe as ‘*champs*’ or *field*, ... *where the dominant agents and instructions have considerable power to determine what happens within it*”. In this context I mean Dorset Police.

Dorset Police as an organisation

The Home Office (2020, p. 4) report based on police workforce statistics; regarding how many police officers are employed, in England and Wales, clearly shows that the total figure of officers employed is 129,110. Then, according to the Dyslexia Association (2009, p.1) 10% of the population is believed to be neurodivergent and if we take that figure as representational, there is a possibility that there are 12,911 police officers who may be dyslexic. Furthermore, data obtained from the Higher Education Institution in East Midlands, which has been responsible for the training and education of police officers since 2006, suggests that at least 40% of attending student police officers have been assessed as being dyslexic. (Hill, 2013).

It is perhaps important to understand Dorset Police as an organisation, as the neurodivergent officers in this research have to navigate and work within the organisation. It is my opinion that Dorset Police are concerned with their workforce but in a police parochialism approach, involving as it is in the monopoly of legitimate coercion with a command-and-control style leadership in which knowledge and experience takes second place to rank. I have attended many meetings in which open discussion and opinions takes second place to the ranking officers opinion, which can lead to neurodivergent officers having to navigate in a democratic deficit. Also and according to Waddington (1999, p.19) “...*police routinely breach rules of common courtesy and casual contact*”. If that is the case, with how the police treat the general public, it is reasonable to assume that the same characteristics are exercised within the organisation.

The former Prime Minister; David Cameron’s coalition government of 2010 to 2015, approved the Police Education Qualifications Framework (PEQF) and in February 2016, the College of Policing,

which is the National professional body for policing in England and Wales, introduced a degree PEQF curriculum for the 43 police forces in England and Wales. The newly introduced degree entry route, with a one-size-fits-all curriculum, is a challenge to dyslexic officers who have to navigate not only the police curriculum but also a university curriculum. Neurodivergent coping strategies that worked in school or further education, needed to adapt, to meet the new demand on their practical and academic abilities, as Mahruf et al. (2020, p. 90) point out, that a further challenge “*is bringing ‘the field into the classroom’ and ‘the classroom to the field’*”. Undoubtedly, there will be a number of dyslexic officers who will be unable to meet those challenges.

Chapter 3: Methodology

This section of the thesis considers the decisions made in the design of the research project and how they align with the research questions as (Goodson and Sikes, 2001) view is that in designing research, the primary purpose is to decide what process would be the most appropriate to provide the relevant data, in relation to the questions being asked. Therefore, consideration was given to the methodology; the qualitative approach chosen. It also seeks to demonstrate that the research is based on rigorous, systematic analysis from an ethical platform.

The research aim was to analyse perceptions and experiences, with the deliberate choice of a nonprobability purposive qualitative homogenous sampling of the study, which identified five dyslexic members of Dorset Police, employed in various roles, who were selected to provide information-rich experiences and perceptions in an articulate, expressive, and reflective manner, thus gaining an understanding of the phenomenon of dyslexia.

Self-completed questionnaires were designed with the principal aim of framing the research question. The identified dyslexic officers were sent a questionnaire by e-mail with Arial font, size 12, with a line spacing of one and a half was selected, as this was an expected format for individuals who were dyslexic, allowing for ease of reading. The form was not password protected, thus allowing the participants the choice of changing the font or page colour to meet their individual requirements. The answer text boxes were not limited in size; to allow free text to be applied. The returned questionnaires provided not only information relating to the research question but also antecedence data, which was seen as being useful in preparing for the interviews. Bryman (2008, p. 698) defines questionnaires as a process “*that the respondent answers without the aid of an interviewer*”, and

allows the participants to answer the questions in their own time, choosing which questions, to answer. Also, it is feasible that by completing the questionnaire prior to any subsequent interview it may reduce any initial interviewer effect. Arksey and Knight (1999, p. 17) however, argue that by that using questionnaires as a means of collecting data in social research may be an “*inferior*” method, as answers cannot be immediately analysed for meaning or clarification. Notwithstanding, I was of the opinion that the questionnaire was an appropriate instrument which generated useful data from the participants. 21 people responded and completed the questionnaire. At the end of the questionnaire, I offered my thanks to the participant and provided my contact details in case they wished to discuss any aspect of the questionnaire. A copy of the questionnaire form is included at (Appendix 8). Prior to the dispatch of the questionnaire, a research information document was sent electronically to each participant, together with an Informed Consent Form. I endeavoured to avoid sample frame errors in the non-probability sample but several participants withdrew. For example, one participant stated that he was willing to assist with the research by completing the questionnaire but did not wish to be interviewed, and despite my researcher enthusiasm for the study I accepted his decision, and I placed no pressure on him to take any further participation in the research. (*primum non nocere*). It was therefore necessary to expand the size of the sample to get more participants, and to avoid absence of data rather than inaccurate data. The data from the completed questionnaires provided me with the information that I had intended it to provide, and I was subsequently rewarded with quantity and quality of data. This process involved:

- Familiarisation of the data
- Coding – highlighting sections
- Generating themes – combining codes
- Reviewing themes – checking the accurate representation of the data
- Defining and naming themes

The key themes that emerged from the initial analysis of the self - completed questionnaires were:

- Experience of being dyslexic
- Knowledge of legislation
- Coping strategies
- Perception of working experiences
- Family history
- Relationships
- Learning support
- Career choice
- Feelings
- Depression
- Self esteem
- Reasonable adjustment

- Bullying

The themes then framed the research question, preparing for the interview, and provided the participants with details of the research focus.

Epistemological and ontological positioning

(Cohen, Manion and Morrison, 2005) and (Denzin and Lincoln, 1994) definitions of qualitative research includes seeing the qualitative approach as; involving an interpretative, naturalistic approach to its subject matter. This means that qualitative researchers study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them. This research therefore will involve members of Dorset Police who are neurodivergent and explore their experiences and perceptions in the workplace. As such social constructionism is a perspective from which this research is conducted as constructionism represents the belief that *“all knowledge and therefore all meaningful reality as such is contingent upon human practices, being constructed in and out of interaction between human beings and their world, and developed and transmitted within an essentially social context”* Crotty (1998, p. 42). I also took a Hermeneutic approach, not as an alternative but as a *magnum opus*, using a process of bracketing all the presuppositions, in order to grasp the understanding of the phenomena presenting itself, The meaning of logos allows for the interpreted reason, judgement, concept, definition, ground and relation.

This positioning was useful in understanding and interpreting the data, as it is not just a matter of understanding linguistic communication or about providing a methodological basis for the human sciences, it is about the most fundamental conditions of human beings in the world. Neurodivergents are primarily concerned with living and working in an alien world. Therefore, the main research question focuses on exploring experiences and perceptions arising from being a neurodivergent member of Dorset Police.

The qualitative paradigm, using broad interpretative principles, was considered appropriate. Denzin and Lincoln (1994, p. 2) view is that *“Qualitative research is multi-method in its focus, involving an interpretive, naturalistic approach to its subject matter. This means that qualitative researchers study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meaning people bring to them. Qualitative researchers are interested in meaning”*.

Cohen, Manion and Morrison (2011, pp. 539-540) emphasised this methodological approach, in that the summary of the qualitative approach is when we construct meaning, as it does not reside independently of us. Such meanings are socially constructed since they derive from social situations therefore, a researcher must obtain data which draws out the in-depth understanding of context and humane behaviour. The researcher must also consider that the participants may be biased in their responses, thus invalidating the data and conclusions.

Robson (2011, p. 132) view is that qualitative research assumes: “*multiple realities*”; and within that context the researcher is an interpreter using interpersonal/intrapersonal skills to help make the research richer; making the neurodivergent officers views of central importance. These were shaping influences in this research project, and semi-structured interviews were used, as they allowed in-depth exploration possible. Furthermore, they shaped the main data collection tool because they provided opportunities for five officers, to contextualise their experiences and perspectives, which were pivotal to the approach. This research project uses two lenses; experience and perception in a workplace environment to frame the analysis of the interaction with the participants.

The research sought to triangulate using semi-structured interviews as well as document review. I also used observation, as an inside researcher, I felt that I had the advantage of being able to over a period of several years to observe neurodivergent officers in my role as a dyslexic assessor. In dealing with this advantage, I was conscious that I should adopt what Drake and Heath (2011, p. 60) call a “*sense of subjective-objective research informed position*”, forming an understanding of how trustworthy retrospective accounts [semi-structured interviews] may be. It would of course be unconscionable of me not to represent the voices of the officers truthfully, insightfully and empathically. A biographical approach in qualitative research involves contextualising and interpretation, with the gathered information offering basic evidence about the neurodivergent officers interaction.

Three aspects of life history are; issues of analysis of the life story; ethical issues and the process of contextualisation, which is a portal through which a single individual’s understanding of their life experiences can shed light on a larger cultural process or narrative. As described by Linde (1993, p. 48), The life stories of each participant is a narrative synthesis of their perceptions and experiences of being neurodivergent and although this thesis presents the findings in narrative form, from what I have chosen to include, and what not to include. However, the biographies of the neurodivergent

officers are from each of their own narratives, as my research offers a methodological means to give voice to those that are marginalised and unheard.

According to Abubakar and Abdulla, there are both strengths and weakness to life histories. The strengths include the use of open-ended questions which helps provide depth and detail; collecting data is not restrictive to one participant; the participants can be obtained from a small sample; life history can provide information regarding the participants real life and phenomenon; data obtained is not available in questionnaires; the approach's provides opportunity to understand the social processes at certain times and periods in the participants life; provides descriptions of specific acts and events; allows the participants to interpret their own acts and events, and provides a proper focus on change which can be attained, that is perhaps lacking in other methods. The weakness of life stories, might be that the collection of in depth and detailed data can be time consuming; the sample size may be too small, and dependant on the researchers interviewing ability and skill. However, *"From the strengths and weaknesses of life history approach, we can conclude that this approach can be used to complement findings of other methods as well as used on its own"*. Abubakar and Abdulla (2008, pp. 6-7).

Semi-structured interpretive biographical interviews were conducted, as it would be very difficult to describe experiences and feelings using a quantitative method. The words of the participants are used to support the findings of the study, and the data was thematically analysed incorporating (Layder, 2013) theory of domains. This Chapter outlines the research design of semi-structured interviews, as a strategy in obtaining biographical narrative data, which was useful in answering the research question; what are the experiences and perceptions of members of Dorset police who are dyslexic in the workplace? To explore the analysis and significance of the data provided.

Deliberation was given to transparency, reliability and rigor of the interviews. Importantly, it was paramount not to allow interview bias, and this was achieved by maintaining a critical attitude towards the interpretation of the data. The size the sampling process was important, and care was taken to ensure a broad selection of participants was obtained. A nonmathematical procedure was employed together with an athematic coding technique, which analysed identified themes. The process of transcribing the interviews was used through to conclusion.

Dyslexia

In defining what dyslexia is, it is not my intention to debate the history of the definitions, as, there is no National definition of dyslexia, and it is impossible “*to provide a definition of dyslexia that is accurate, reliable and agreed upon by everyone*” Humphrey and Mullins (2002, p.197).

Notwithstanding, the range of definitions does not, mean that some are not widely used. Descriptive definitions, for example the Rose Report (2009, cited in the British Dyslexia Association, 2019, p. 1) provides an excellent description of dyslexia:

Dyslexia is a learning difficulty that primarily affects the skills involved in accurate and fluent word reading and spelling. Characteristic features of dyslexia are difficulties in phonological awareness, verbal memory and verbal processing speed. Dyslexia occurs across the range of intellectual abilities. It is best thought of as a continuum, not a distinct category, and there are no clear cut-off points. Co-occurring difficulties may be seen in aspects of language, motor co-ordination, mental calculation, concentration and personal organisation, but these are not, by themselves, markers of dyslexia. A good indication of the severity and persistence of neurodivergent difficulties can be gained by examining how the individual responds or has responded to well-founded intervention.

I have aligned myself to this definition, as it is useful in context when describing some of the component elements of dyslexia found in this study. The main areas of discussion in relation to dyslexia are the medical and social models, which I will discuss further on in this thesis. In support of the Social Model of Disability, Cooper challenges the deficit model of dyslexia, stating that:

We challenge the deficit model of dyslexia in favour of a social model that maintains that we are not ‘disabled’ by our dyslexia but by the expectations of the world we live in. There is nothing wrong with being dyslexia per se. We would argue that dyslexia is an experience that arises out of natural human diversity on the one hand and a world on the other hand where early learning of literacy and good personal organisation and working memory is mistakenly used as a marker of ‘intelligence’. The problem here is seeing the difference as ‘deficit’. Cooper (2006 cited in Pollock, 2009 , p. 66)

What I understand Cooper to mean, is that dyslexia is socially constructed and maintained within what Bourdieu and Passeron (2008, p. 49) describes as the ‘*field*’ [Society] and it is the ‘*habitus*’, which is a sociological and perhaps a dichotomy explanation of societies view of dyslexia; in which the neurodivergent officers base everyday decisions on assumptions about predictable character, behaviour and attitudes of others, which manifests itself in the barriers which society imposes on the neurodivergent.

In the following section, I will explain the human brain function, as clearly, (Hudson et al. 2007) believe that dyslexia is neurobiological in origin. This research will attempt to provide an overview of the brain in relation to dyslexia, as there is a connection between the two, in that the left-greater-than-right asymmetry, typically seen in the left hemisphere temporal lobe (planum temporal) was not found in dyslexic brains (Galaburda and Kemper, 1979). In fact (Dehaene & Cohen, 2007) believes that the human brain has no single reading centre rather, that there are regions which sub serve other areas as well, for example spoken language and object recognition. These sub functions redirect rather than are inherently specified for reading, and in her article *NeuroImage*, Price (2012, p. 837), has commented, that multiple cognitive processes are involved, two of which have been of particular interest to researchers, grapheme-phoneme mapping in which combinations of letters [graphemes] are mapped onto their corresponding sounds [phonemes] and the words are thus decoded, and visual word form recognition for mapping of familiar words onto their mental representations.

These processes allow readers to pronounce words and understand the meaning of those words. Moreover, (Thompson, 2009) believes that reading is supported by a network of areas in the left hemisphere of the brain. The neurotypical brain, which comprises of over a 100 billion neurons and glial cells and, essentially there are two brains in one skull, the left and right hemispheres. The hemispheres are connected as one dense bundle of neurons called the nerve pathway and, also the brain is an analogue system [a continuous system that operates in real time]. The brain is split into several lobes: The frontal lobes are used for problem solving, judgement and motor function. The parietal lobes manage sensation, handwriting, and body position. The temporal lobes are connected with memory and hearing and also the occipital lobes contain the brain's visual processing system. If we now take a comparison study of a neurotypical brain and a neurodivergent brain in context to reading, within the neurotypical brain one can identify that the left temporoparietal cortex, and thus the left inferotemporal cortex is processing information, but within the neurodivergent brain the left inferior convolution is not processing.

Having identified how the human neurotypical brain functions. I will now turn my attention to dyslexia and in the context of this thesis, careful consideration has been given to the description of dyslexia, for example the word 'assessed' is used in this thesis rather than 'diagnosed' as diagnosed lends itself to the medical model of dyslexia, and whilst I agree that there are elements of a medical basis, when discussing neurology, for most people the term diagnosis is associated within a medical context; the process of determining a disease, which dyslexia is not. Conversely, assessed is in the

now - when it takes place. I am of the opinion that the assessed construct is more appropriate when describing the whole person and thus has the potential to be both empowering and enabling to the dyslexic person. This definition is perhaps useful when one considers the size of the neurodivergent population.

¹Significantly, within the United Kingdom, between 6.6 and 9.9 million people are neurodivergent, and of that figure there are between 800,000 and 1.3 million young people in education. Into this situation, the Parliamentary Office of Science and Technology. (2004, p. 3) claims that there is “16% of the United Kingdom population aged between 16 and 65 (~5.2 million people) who lack the abilities needed to pass an English GCSE at any grade. The equivalent figure for Mathematics is as high as 47% (~15 million people). These groups are likely to incorporate relatively large numbers of neurodivergent people... although no firm figures are available”. The (BDA, 2010) acknowledges that some neurodivergents have strengths in other areas, for example; design, problem solving, creative skills, interactive skills and oral skills and I found this aspect of character evident in the neurodivergent officers that were interviewed.

In their research study of functional imaging, of auditory and visual word processing Petersen et al. (1989, pp. 153 -170) analysed the human neurotypical brain function, and as the anatomy of language was researched with the use of functional neuroimaging procedures such as Positron Emission Tomography (PET) and functional Magnetic Resonance Imaging (fMRI) also electromagnetic techniques such as magnetoencephalography (MEG) and electroencephalography (EEG). Price (2012, p. 817), using a (PET) scan identified that auditory word forming were processed in the temporoparietal cortex and that visual word forms were processed in the left extrastriate cortex. Semantic associations involved the left ventral prefrontal cortex; word generation involved the dorsolateral prefrontal cortex; general response selection involved the anterior cingulate; articulatory coding; motor programming involved the left ventral premotor cortex; left anterior insula (referred to as the buried sylvian cortex) and supplementary motor cortex (SMA) and motor execution involved the rolandic cortex (the posterior part of the precentral gyrus bordering the central sulcus). Together

¹Based on UK population of 66.4 million and 2018 DfE figures for young people in education,

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/719226/Schools_Pupils_and_their_Characteristics_2018_Main_Text.pdf.

the results provided a new anatomical model of lexical processing. These processes helped in identifying aspects of neurodivergent brain functions.

According to Elliott and Grigorenko (2014, p.1), the earliest reference to “wortblindheit”, [word blindness] was produced in 1676 by the physician John Schmidt. However, it wasn't until the early part of the 19th century that publications began to appear; a time when an inability to learn to read first became a medical concern. (Campbell, 2011). In 1881 a German physician, Oswald Berkhan, also used the term ‘word blindness’, and in 1887, Rudolf Berlin, an ophthalmologist first used the term dyslexia. He observed that otherwise able children were showing pronounced reading difficulties. (Kirby, 2018). In his report to the British Medical Journal, (Morgan, 1896) described congenital word blindness as a reading or specific learning disorder. Moving forward a few years the recognition of dyslexia was reported on in the Governments Green Paper, The Tizard Report, (Department of Education and Science, 1972), which was based on the Rutter, Tizard and Whitmore 1970 findings. Based on their findings the Governments Green Paper identified children who had specific reading difficulties and this formed the basis of acceptance of dyslexia as a learning difficulty.

The word ‘dyslexia’, which was once termed as a specialist medical condition, is now a part of everyday language and Fitzgibbon and O'Connor (2002, p.1) point out. *“That there may be many different kinds of genes and different kinds of brain conditions interacting with environmental influences that are ultimately accountable for dyslexia”*. Notwithstanding, the cause of dyslexia is not yet known. A literature review suggests that dyslexia may be a hereditary condition characterised by difficulties in reading, writing, memorising and identifying words. Furthermore, there is no specified treatment for dyslexia which lasts a lifetime. Certain interventions and coping strategies can assist in managing the condition, but currently there is no known cure, and (Riddick, 1996) suggests that when dyslexia goes undiagnosed this can cause frustration and anxiety within the individuals involved.

In 1987 the United Kingdom Government announced that they recognised dyslexia. Kirby (2018, p. 59) stated ...” *that they [children] should have their needs identified at an early stage. Once the assessment has been made, the appropriate treatment should be forthcoming*”. However, there are some critics who question the validity of dyslexia, for example, in 2005 Professor Julian Elliott, an academic and educational psychologist contributed to an ITV 4 television programme, where he claimed that dyslexia was a myth, and that in trying to identify dyslexia, it took away resources from other children. Elliott, (2014, pp. 576-581). I however, agree with Thompson (2009, p.14) who states that ...” *there is strong scientific evidence concerning the nature, causes and consequences of*

dyslexia. Thus, dyslexia can be readily identified by educational professionals, and its potentially negative effects can be ameliorated". Thomson believes that all schools should have the ability to put dyslexia assessment and intervention in place.

During my research, I have been dismayed at discovering, that there was direct interference into dyslexia from the Labour Government, who in 1979, were the Government in situ. This was illustrated whereby Baroness Mary Warnock recounted that she had been summoned by a senior civil servant, who informed her that she "*should not suggest that there is a special category of learning difficulty called dyslexia*", Warnock Report (1978, as cited in The British Psychological Society, 2018, pp. 56-59). By this action, and in my opinion the Labour Government did not wish to recognise, that within the report there was an estimation of up to 10% of the population that could be neurodivergent, consequently money and resources would be required in dealing with the disability.

As an insider researcher and dyslexic assessor, I have seen first-hand the personal and professional affects dyslexia can have on an individual. Dorset Police as an employer, dealing with dyslexia in the workplace is only now addressing these issues, primarily due to the EA, and not in my opinion from any moral obligation. This legal definition, which I will discuss further on in this thesis, categorises but does not detail the symptoms of dyslexia, with the word dyslexia deriving from the Greek prefix '*dys*' [difficulty] and '*lexis*' [language]. Intelligence is not affected by dyslexia, and in the last 10-15 years, there have been many dyslexia assessments carried out in Dorset Police, with neurodivergent officers experiencing confusion, uncertainty and fear. Furthermore, dyslexia is a lifelong condition that can present challenges to the individual on a daily basis and can cause frustration and anxiety. This research will show that the dyslexic officers are effected far more than just having issues with reading, writing and spelling, but both socially and psychologically.

The EA legislation was intended to harmonise a number of different pieces of legislation, to provide a single Act and update the law by providing a single framework to protect the rights of individuals and advance the principle of equality for all. Although dyslexia is perhaps the most common disability that will be encountered in the workplace, it is all too often overlooked or poorly understood by employers who may not be aware of the indicators or their responsibilities under the Act. Adult neurodivergents will often feel shame or inferiority in the workplace and as such, become adept at disguising or hiding the problem by developing coping strategies.

I will now turn my attention to those definitions and descriptions of dyslexia which provide observable or behavioural characteristics of dyslexia, as a definition and description of experiences that is

recognisable by neurodivergent adults. McLoughlin, Leather and Stringer (2002, p. 4) define adult dyslexia in terms of “*Primary and Secondary*” characteristics: see (Table 2). However, “of the many definitions that exist, there are very few that make sense in the context of the workplace experience of adult dyslexia”. (Fitzgibbon and O’Connor, 2002, p.2). Dyslexia is also a barrier to the educational progress of an individual, as individuals will struggle to come to terms with the changing demands of school life, and the difficulties of entering higher education or the workplace, resulting in incapacitating, undermining and distressing periods. Elliott and Grigorenko (2014, p.14) point out that for the knowledge to be gained from experience the individual must be “*motivated*” to learn, apprehend what is being taught, “*retain*” the knowledge in their short or long-term memory “*recall*” material from the taught subject “*generalisation*” in that the material is transferred to new situations, “*performance*”, strategies are put into practice and “*feedback*” the individual obtains knowledge of results Fontana (1988, p.146). Thus, the identification of dyslexia in an individual is vital ...”*in this sort of educational experience, he or she comes to a new awareness of self, has a new sense of dignity, and is stirred by new hope*”. Freire (2005, p. 33).

The primary focus of this research is to explore the experiences and perceptions of neurodivergent officers. I recognise that there are significant areas of international research in the biological, generic or neurological areas of dyslexia and I further acknowledge the work of (Stoodley and Stein, 2011) into the role of the cerebellum, and that of Nicolson et al. 2010) in further developing a phonological deficit theory. One supposition is that that dyslexia originates from the development of the modular theory of the brain, where loss of function can be diagnosed due to damage to specific areas of the brain. Dronkers et al. 2007, pp. 1432-1441) view is that the loss of speech in patients were due to damage to areas of the brain. However, this research intends only to examine dyslexia as a form of a neurodiversity disability, and not due to an injury to the brain. Furthermore, development of a broader biological or generic area of research is not what motivates me or my current research, which is to address the perceptions and experiences of dyslexic officers. Fitzgibbon and O’Connor (2002, p. 2) concur, stating that “*Definitions that explain dyslexia in terms of brain research are not an appropriate starting point for defining dyslexia in relation to...adult dyslexia in the workplace*”.

Table 2 - Primary and Secondary Characteristics of Dyslexia

Primary	Secondary
<p>Organisation: Personal, Work & Learning</p>	<p>Confidence:</p>

Time Management Time Keeping	Performance Below Personal Expectations
Literacy Word Recognition Reading Fluency Reading Comprehension Spelling Written Comprehension Writing Fluency	Low Self-Confidence: <i>Achievement Undervalued</i>
	Social Interaction Isolation from Peers Poor Self-Concept
Numeracy: Mental Maths	Anger & Frustration: Treatment both Historical and Present
Social Interaction: Word Finding Difficulties Slow language Processing Memory Deficits	Anxiety: General Response to Learning Assessment & Tests

This research has concentrated on dyslexia within the context of a Western alphabetical language, and there is a marked prevalence of dyslexia in other English-speaking countries. The Rose Report (2009, p. 35) noted that literacy and neurodivergent difficulties can be identified in the populous, across languages, and ethnic and socio-economic groups. This is significant in understanding that within Dorset Police, there are officers for whom English is not their first language, and evidence shows that those who are learning to read and write in English as an additional language can display difficulties of dyslexia, which may be mistaken for a limited mastery of English. Dyslexia makes the brain work and think differently, and it is of importance that those responsible for training and supervising officers, have an understanding, of how to accommodate dyslexic officers. Research further suggests that the nature of dyslexia is the same in all countries, but that languages with more consistent letter-sound relationships (such as Finnish and Spanish) allow mild cases to remain hidden. Paulesu et al. (2001, pp. 2165-2167).

Research has also been carried out of non- alphabetical languages, for example Liu et al. (2012, pp. 2224-2232) carried out research into whether dyslexia is the same in all countries and all languages, suggesting “*that there are differences in how a given writing system connects print to spoken languages*”. Brain-imaging studies have been conducted attempting to ascertain how words are processed in non-Western European countries and non- alphabetical languages for example Chinese, which is a logographic language. The study identified that those with a reading disability did not show any reduced activation in areas of the brain associated with dyslexia, that would have been expected in a Western neurodivergent person. Concluding that brain activity may differ in different languages. However, Hu et al. (2010, pp.1694-1706) suggest that all readers were monolingual, and any identified differences were of a cultural origin. Both studies typifies the difficulties of identifying those with dyslexia and the importance of early identification and assessment.

Elliott and Grigorenko (2014, p. 160) point out that a diagnosis of dyslexia does not alter the remedy however, in recognising dyslexia this promotes the more severe and at-risk cases, and such labels will focus attention and resources where they are most urgently required. What is critical is that the difficulties are identified as soon as possible, and interventions put in place. Labelling may “*never accurately account for the complex multivariate origin of dyslexia or the objective existence of the difficulties that individuals experience regardless of the label attached to them*”. Misheva (2018, p. 27). Dorset Police address the practical elements of dyslexia in officers but not the psychological effects, and this research has identified that the psychological and practical aspects of dyslexia are coalescent.

Prior to the Disability Discrimination Act 1995, which promoted civil rights for people with disabilities and was intended to protect people with disabilities from discrimination by employers, against disabled job seekers, research identified that prior to the 1st October 2004, when the Act was amended, applicants to join a police organisation in England and Wales, could have their application declined, if they declared that they were neurodivergent. However, in 2007, Chief Inspector David Paterson, who at the time was a serving police officer with the Metropolitan Police Service, was discriminated against because of his dyslexia and he won a landmark decision against the Metropolitan Police Service at an Employment Appeals Tribunal (EAT). This action reinforces Hirst et al. (2004, p. 6) state, “*that there are many disabled staff in the public sector who believe that to disclose a disability would have a negative effect on colleagues’ attitudes, towards individuals that have hidden or mental health conditions*”. What Bourdieu and Passeron (2008, p.115), calls *doxa* –

“the “pre-reflexive intuitive knowledge shaped by experience, to inherited physical and relational pre-dispositions”, as an individual will experience habitus, in which; “on one side it is a relation to conditioning: the field structures the habitus...On the other side, it is a relation of knowledge or cognitive construction. Habitus contributes to constituting the field as a meaningful world”, Bourdieu and Passeron (2008, p. 51). By this I mean that as a police organisation, it is dedicated to upholding the law, viewing the hierarchical and insular power at play. Therefore, in my opinion the Metropolitan Police Service were aware of the provisions of the DDA but choose a hierarchical authoritarian approach rather than adopting a holistic approach to dyslexia.

The case that I have mentioned is not an isolated one, other examples include (Brooking versus Chief Constable of Essex Police 2008); (Whitehouse versus Chief Constable of Devon and Cornwall Police 2008); (Johnston versus Chief Constable of Humberside Police 2009) and (Haynes versus Chief Constable of Gloucestershire Police 2009). It is my opinion that these Police Forces attempted to maintain and exercise their social hierarchical dominance to the extent that the dominant and the dominated perceive these systems to be legitimate. This form of symbolic violence albeit misrecognised, inflicts suffering and misery on the dominated and marginalises neurodivergent officers within organisations. Bourdieu and Passeron (2008, p.180-181)

Dorset Police officers who are neurodivergent, live and work in a non-neurodivergent world. This impacts on neurodivergents. Thompson (2009, p.215) views stress as a secondary characteristic of dyslexia, which affects the processing skills for concentration and memory, and is a reaction of the body and brain in situations that are considered harmful to the neurodivergent. In those circumstances the cognitive ability of the neurodivergent changes with the amygdala part of the brain signalling what is dangerous, making a connection between situations and negative outcomes. This in turn means that the part of the brain required for learning cannot work effectively during periods of heightened stress and increased anxiety. Neurodivergents must deal with tasks and situations within their working environment that in reality or are perceived to be difficult for them. Clearly (P3) suffered from such exposure.

(P3) I have certainly experience being stressed, it came back to breaking point a couple of times over the past five years, and that's down to promotion aspirations... When we are talking about retaining information and memory, one of the roles that I was in was a custody skipper. I was in a temporary post as a custody skipper. You have to take on board the information from everywhere when you have somebody stood in front of you, so then it's their appearance, medical condition, what PNC is

telling you, what the local database is telling you, previous risk assessments being conducted on them. So, you've got all these different pieces of information and you have to bring them all together to do one particular care plan, and I couldn't do it, so actually yeah thinking about it, that then led me to having to step away from that particular role in the police service and custody, and because I was fighting against that and trying to get over the line to get promoted, it made me go pop. So, until we've had this discussion., when we look at it that way, you know what I've never really thought about it like that.

The connection between stress and dyslexia is when a neurodivergent person is not in control of the situation and neurodivergent members of Dorset Police may show signs of stress, and are particularly vulnerable if they do not fully understand the nature of their disability, and as a result, tend to blame themselves for their own disability. If a neurodivergent has experienced dyslexia, self-doubt regarding their abilities may erode their self-esteem, resulting in them becoming less able to tolerate the challenges in their working environment, leading to a cycle of more stressful periods. This is exasperated if they are frustrated and have had limited progress within their policing profession, rendering them emotionally fragile and vulnerable; more so if they have not received the proper support and The International Dyslexia Association supports this view stating that:

Individuals with dyslexia are confronted regularly by tasks that are, either in reality or in their perception, extremely difficult for them. These tasks might be reading, spelling, or math. If they have experienced success at mastering this kind of task in the past, good stress helps them face the challenge with a sense of confidence, based on the belief that "I can do this kind of task." If, on the other hand, someone has met with repeated failure when attempting this or a similar task in the past, his or her body and brain may be working together to send out a chemical warning system that gets translated as "This is going to be way too difficult for you! Retreat! Retreat!) That's bad stress in action. And remember, perception is everything! It doesn't matter if a teacher, a friend, or a spouse believes that you can do something; it's that you think you can do it that matters. International Dyslexia Association (2020, unpaginated)

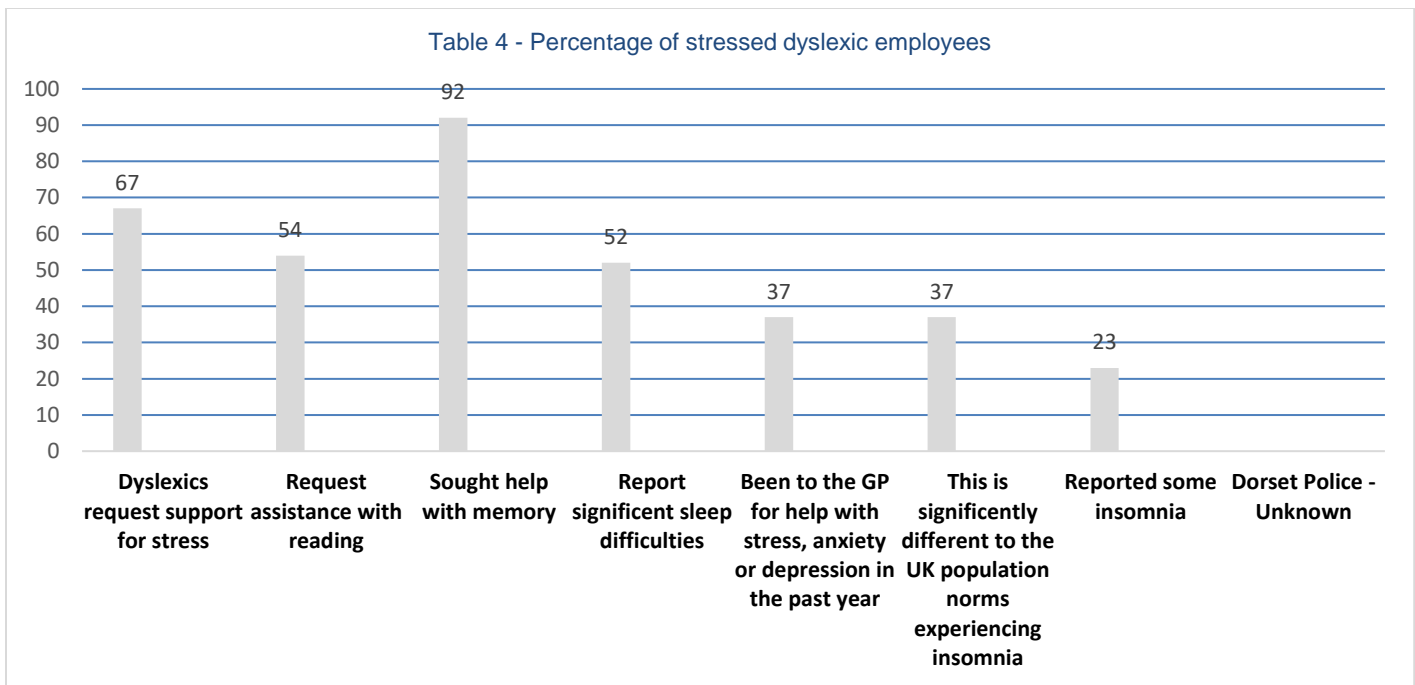
However, when the challenge feels too little or too much, the experience can be very different and results in stress, which if prolonged and unrelieved can commonly have the following effects. See (Table 3).

Table 3 - The effects of stress.

<p><u>Physical:</u> sleep problems, headaches, sweating, shaking, fatigue</p>	<p><u>Body:</u> exhaustion, indigestion, nausea</p>	<p><u>Emotions:</u> irritable, frightened, apathetic, angry, depressed, anxious</p>
<p><u>Feelings:</u> panic: worthless, frustrated, lowered self esteem, overwhelmed, out of control, boredom</p>	<p><u>Cognitive:</u> rigidity, difficulty in concentrating, forgetfulness, difficulty</p>	<p><u>Thinking:</u> making decisions and setting priorities</p>
<p><u>Behaviour:</u> withdrawal, avoidance, pretend nothing wrong, eating</p>	<p><u>Action:</u> disturbances, excessive drinking or smoking, hostility, doing nothing</p>	

Source: (Hammond and Hercules. (n.d.). p. 46).

Fitzgibbon and O'Connor 2002, p. 3) clearly views adult dyslexia as a complex disability, and the severity of the disability can differ from person to person and situation to situation Within the workplace barriers in identifying neurodivergent difficulties may cause a neurodivergent person to feel shame or embarrassment, and therefore may choose not to disclose that they are neurodivergent for fear of discrimination and victimisation. In some cases, this may lead to capability action, and or dismissal. Performance management processes are time consuming and will lead to the individual feeling stressful and perhaps isolated, and it is reasonable in asserting that a reasonable percentage of Dorset Police will include stressed employees, who are also neurodivergent. See (Table 4) which details percentage of stressed dyslexic employees.



Source: Doyle, (2014)

Self-image is in its most basic form an internalised mental picture or idea an individual may hold. It is how they think, and feel about themselves based on their appearance, performance, and relationships, that consistently impacts on their outlook on life as well as their level of wellbeing. Dyslexia can affect a person's self-image. Neurodivergents with dyslexia often end up feeling 'thick or stupid' and less capable than they actually are. After experiencing a great deal of stress due to academic problems, a neurodivergent may become discouraged about continuing their education. If children succeed in school, they will develop positive feelings about themselves and believe that they can succeed in life. If children meet failure and frustration, they learn that they are inferior to others, and that their effort makes very little difference. Instead of feeling empowered and productive, they learn that their environment controls them. They feel powerless and incompetent.

Being neurodivergent can impact psychologically on an individual and research carried out by Morgan and Klein (2000, pp. 47-75) indicates that adults that were not identified as being neurodivergent early, went through life feeling inadequate, frustrated, angry and bitter. Depression is a frequent complication of dyslexia, and depressed children and adolescents often have different symptoms than depressed adults. The depressed child is unlikely to be lethargic or talk about feeling sad. Instead, they may become more active or misbehave to cover up the painful feelings. In the case of masked depression, the child may not seem obviously unhappy. However, both children and adults who are depressed tend to have three similar characteristics; they tend to have negative thoughts about

themselves, that is, a negative self- image. They are less likely to enjoy the positive experiences in life and this makes it difficult for them to enjoy life as most depressed youngsters have great trouble imagining anything positive about their future. The depressed child with dyslexia not only experiences great pain in their present experiences, but also foresees a life of continuing failure. The vortex of dyslexia for neurodivergent children, as what begins as an educational problem can quickly descend into an emotional problem. School reading or writing assignments may serve as triggers for intensely negative emotions of fear, stress, and anxiety, which in turn lead to memory and attention disruptions, which then lead to physiological manifestations of that unease—and in some cases, destructive thoughts.

Research identified that in mainland Europe, most countries do not have the same national awareness or legislative protection for workers, as in the United Kingdom and, in 2006, research was carried out by the KPMG Foundation who analysed the overall social cost of ignoring illiteracy linked to dyslexia, and estimated that worldwide there are around 700 million neurodivergent people. Without effective intervention there will be a monetary cost to society of between £5,000 and £64,000, over an individual's lifetime; totalling between £198 million to £2.5 billion every year, which far exceeds the costs of early intervention. Some workplaces, including police forces, are pushing proactive policies forward, in an attempt to address this situation. Galluzzo (2019. unpaginated).

In my experience a holistic approach is needed when dealing with officers who are dyslexic, as this approach is supportive, both educationally and professionally. A supportive work culture is important for all involved in the learning and development of a dyslexic officer; by understanding the individual aspects of an officer being neurodivergent. Consideration should also include the use of assistive technology such as Dragon and ClaroRead software; text to speech, audio recordings or Smart Pens; which translates individual's handwriting into a digital file; used to assist those who have a poor memory. In the classroom it is important that police trainers understand that a positive neurodivergent approach will encourage officers to function and demonstrate their learning, this might involve looking at, in what format is the required knowledge being presented. There is always going to be a conflict of curriculum delivery versus individual learning. However, rather than adopting a ridged approach to curriculum delivery, educational institutions should consider the impact of not addressing dyslexia learning strategies.

Neurodivergent brains are organised in a way that maximizes strength in making big picture connections at the expense of weaknesses in processing fine details. For example: A neurodivergent person may have some of the following characteristics, logical thinking; possess good verbal skills; perhaps good at artistic subjects; good with technology; good at sport; good at working in 3D; [architect]. In other areas the neurodivergent person may be less capable than their peers. For example, in organising and memory planning; literacy skills; lack of concentration; poor stamina or keeping time.

Many neurodivergent individuals have successful adult lives and careers . Examples include high functioning adults such as Beryl Benacerraf who is a radiologist and, an expert in ultrasound during pregnancy and, Carol Widney Greider, who is an American molecular biologist and Nobel laureate. Furthermore, (Petrova, 2021) looks closely at the many strengths in being neurodivergent; some of which are an asset in modern day policing. See (Appendix 4). It is perhaps one of the key difficulties in attempting to define dyslexia, laying in the positioning within given fields of educational psychologists and clinicians; in the eclaircissement of the general descriptions and there is some criticism for either generalising or being too inclusive.

Distinctions of what dyslexia is, are unclear and perhaps only exist in a professional environment, where each area of expertise is dissatisfied with the other's definition, as there... *"are those who believe that these [definitions] are overly exclusive and rule out recognition of those "true" neurodivergents"*. Elliott and Grigorenko (2014, p. 9). Examples where the disbelief in the term neurodivergent exists are exemplified by Staffordshire and Warwickshire County Councils, who in 2018, stated that. *"It is widely accepted that the diagnosis of dyslexia is scientifically questionable,"* and they [councils] would no longer differentiate between children with dyslexia and children with literacy difficulties. Instead, they would recommend a psychological teaching approach involving programmes for reading, writing, spelling, maths and language; focussing on teaching children to read and write the most 100 commonly used words in the English language. Research identified that that this approach to teaching reduced the reading deficit of pupils from 60% to 32% and despite these apparent improvements; Staffordshire dropped the guidance and Warwickshire also pulled out of the programme, pending a review. It was the first-ever attempt by a British local authority to ignore dyslexia. It would appear that the debate on dyslexia continues with no end in sight. Kale (2020, para. 16). This decision by the councils may be financially based as when challenged by a neurodivergent

person or their parent or guardian, legal costs, if the case is ruled against the council, range between £10,000 and £30,000.

It is my opinion that dyslexia must be defined in such a way that encompasses the observable and by measured signs of the underlying conditions, causality and prognosis. There is also a growing tendency that the word 'dyslexia' has outgrown its conceptual and diagnostic usefulness, due to the varied manifestation of dyslexia within each neurodivergent person, and that perhaps a narrower descriptor is required that identifies the fundamental essence of what it is to be dyslexic. Furthermore, due to the complexity of what dyslexia is and how it affects individuals, there is ongoing debates discussing whether the term dyslexia has outgrown its conceptual and diagnostic usefulness. However if the definitions move beyond an additional diagnostic information of a reading disability, then arguments about the validity of dyslexia will largely disappear. Elliott and Grigorenko (2014, p.177). This view is also a paradox, as according to Rooney (1995, pp. 6-15) and Mather and Wendling (2012, p. 3) in the United States of America, the Americans with Disabilities Act 1990 (ADA) the term 'learning difficulty' has been used since the 1930s, its purpose is to ensure that people with disabilities have the same rights and opportunities as everyone else. National Network (2017, pp. 1-3) therefore any proposed changes in terminology may have legislative, national and international ramifications, that may further confuse the legal meaning of dyslexia. If we look at Europe, in 2020 it was estimated that within the European Union there were 447 million people. (Statista, 2021). If we then take 10% as a representative figure for dyslexia in the populace, there are 44.7 million who are neurodivergent, and *"the experience of disabled people in Europe is one of exclusion from the workforce...and lack of legal protection from unfair discrimination"*. Fitzgibbon and O'Connor, (2002, p. 41). Which is why it is imperative that in Dorset Police, neurodivergent legal rights are supported, and promoted, so that the issue of dyslexia is not marginalised.

The conclusion draws together elements from the literature review and is used to direct the primary research in order to satisfy the key research aims. As stated in chapter one, these aims are; to explore the experiences and perceptions of members of Dorset Police who have been assessed as being neurodivergent. The literature review made clear the origins and definitions of dyslexia and the chapter also touches on the psychological effects neurodivergent people experience because of being neurodivergent and examines English as an additional language, recognising the advantages and disadvantages of being neurodivergent.

The research question

Review of the literature has set out the historical and medical understanding of dyslexia thus the research examines the experiences and perceptions of members of Dorset Police who have self-identified as being neurodivergent. This gives rise to the research questions.

1. What are the experiences and perceptions of members of Dorset Police (2021)?

From this main question sub-questions were contextualized.

- a) Do they understand the nature of dyslexia and its relationship with the concept of disability?
- b) Do they understand the legislation?
- c) What coping strategies were used by them?
- d) Do they understand the process of reasonable adjustment?

Dyslexia is not a visible form of disability and any decision by individuals to disclose or not disclose dyslexia is complex and dependant on many variables such as employment role, rank, fear of disclosure including bullying and discrimination. Although there is a body of research exploring dyslexia in the workplace, there is little research available on members of Dorset Police who have disclosed that they are neurodivergent, and this research will address that knowledge deficit.

Another area this research seeks to address is: What factors motivate or inhibit the disclosure of dyslexia? Gerber and Price (2012, p. 138) suggest that '*disclosing*' is associated with requests for support and assistance. This point is significant as neurodivergents must disclose in order to obtain changes in the workplace. In their report - *Discovery into workplace adjustment*, The College of Policing have stated that "*It's only by understanding the voice of the individual that we can truly create an inclusive culture.*" Collage of Policing (2021, p. 5). Having said that, it is apparent that the neurodivergent individual is still required to 'jump through hoops' in order to satisfy bureaucratic requirements. However, the overarching position is that "*The Police Service will only accommodate individual needs, but they must be compatible with operational requirements and delivery of an appropriate policing service to the public*". Home Office (2006. p. 6).

What coping strategies were used? This research is believed to be the first systematic exploration of the coping strategies, that members of Dorset Police, who are neurodivergent in the workplace possess. The research questions have been developed to provide a voice, perhaps for the first time

of those neurodivergent officers, and allows for the thoughts, feelings and experiences to be considered against the literature and policies in the framework of supporting theory.

Ethical considerations

Ethical approval was obtained from both Canterbury Christ Church University – Ethics Committee and Dorset Police, for the research to be carried out. Interestingly, Hammersley (2009, p. 212-219) argues that research committees are incapable of making sound ethical decisions, as ethical decisions are complex in their nature and that there is no consensus amongst social scientists on what constitutes ethical issues. His view is that ethical answers cannot be “*cranked out mechanistically*” but are conducted in the context of the research, that may be unknown to the ethics committee. He further argues that ethical committees have no legitimacy to control researchers and should allow researchers autonomy as there is almost no evidence that researchers operate unethically. This hegemony and bureaucratic approach by ethics committees may deter researchers proceeding into areas that are sensitive, difficult or contested albeit existentially. However, Cohen and Morrison (2011, p.102) view is that as a researcher I need to recognise that I have a responsibility to the research community by not jeopardising its reputation or spoil the opportunities for further research.

Online interviewing had been outlined in the original ethical application, and all participants provided voluntary informed consent, prior to interview. See (Appendix 6). To protect confidentiality, the data has been fully anonymized. This includes the use of alphabetical and numerical identification for each participant, and the replacement of all potentially identifying information. Obtaining permission from Dorset Police to carry out the research threw up challenges due to their concern over Covid-19 and officer welfare. Initially, I was informed that although in principal the research was authorised, delays in conducting the interviews was advised due to Covid-19 restrictions that were in place. Therefore, biographical interviews were conducted via Microsoft Teams.

This research is based on a utilitarianism approach and the premise of non-maleficence (*primum non nocere*) and human dignity.. Where no harm takes place or occur upon participants. Aronson and Carlsmith (1969 cited in Cohen et al. 2007, p. 58), state that “*tension exists between two sets of values held by society, free scientific enquiry in pursuit of truth and knowledge and the dignity of individuals and a belief in the dignity of individuals and their right to those considerations that follow from it.*”. Robson (1993, p. 29) suggests that the words “*ethics*” and “*morals*” can be used

interchangeably when one is driven to act *properly*. I applied this principal to the research with a commitment of a clear conscience by doing the right thing for the right reasons and to act in a way that did not cause harm to the neurodivergents either directly or indirectly.

I believe that as a researcher it is only possible to anticipate what issues may arise from the research by remaining guarded against potential harm; then preventative measures can be taken to alleviate harmful endeavours. Furthermore, as a researcher I gave great importance in respecting the rights of the participants by protecting their rights to privacy; by keeping their identity secret from the public eye. Bulmer (2001, pp.174-185) and Bryman (2008, p.116) suggests that certain acts will always be “*good or bad, in and of themselves*”, and I believe that I was guided by maintaining a deontological ethical position. I have also been guided by the British Educational Research Association (BERA) guidelines, in that “*All social science should be conducted with integrity throughout, employing the most appropriate methods for the research purpose*”. BERA (2018, p. 4c). Furthermore, in guiding researchers conduct within this framework, the BERA sets out its guidelines for responsibilities towards participants in relation to treating them fairly, sensitively, and with dignity, with freedom from prejudice, including age, gender, sexuality, ethnicity, class, nationality, cultural identity, partnership status, faith, disability, political belief or any other significant characteristic. BERA (2018, p.6). Some of the guidelines were irrelevant to this research as there were no vulnerable adults or children involved or incentives offered. Diener and Crandall (1978, p. 37) Advocate that there are four specific areas that should be considered when carrying out social research, namely.

- a) Whether there is harm to anyone?
- b) Whether there is a lack of informed consent?
- c) Whether there is an invasion of privacy?
- d) Whether deception is involved?

As a researcher acting as a fiduciary during the research, it was necessary to gain the trust of the participants who worked in a hierarchal arena. Although I acknowledge that we as researchers should be emotionally receptive and open to seek symmetry Postholm and Skrøvset (2013, pp. 506-518). Researchers may also need to consider that teachers and learners have different institutionally and socially assigned roles. Banegas and Villacañas de Castro (2015, p. 62), state that. “*The ethical dilemma behind collaboration bring about the issue of power. Power is linked to pre-established roles, positions, and relationships*”. As a researcher within Dorset Police, I was aware of the relationship and different roles of the participants and, in some cases there was privileged knowledge and sensitive information available to me, due to my role as a dyslexia assessor. However, I agree with

Mockler (2014, pp.146-158), in that by understanding any such power dynamics they would not have any bearing on the way I conducted the research. Also, that any such power imagined or otherwise, is intrinsically linked to maintaining confidentiality and trust.

All interviewees, after an initial discussion were sent an information sheet, see (Appendix 7) which outlined the purpose of the research and the scope of their involvement as a volunteer. The information was accompanied by a consent form, which if they agreed to participate was to be signed and returned to the researcher. All research was to be password protected and interviewees were allocated pseudonyms, for identity security. Following instruction from the University, due to Coronavirus (COVID-19). All interviews were undertaken via Microsoft Teams, which is a computer-based collaboration and video conferencing service available to all Dorset Police employees.

Transcripts of the interviews were typed up and sent to the participants to verify accuracy, this action also allowed the participants to re-confirm their consent, acting as a self-reflective enquiry, incorporating a rationality and understanding of their part in the process. I felt that it was important that the interviewees were given another opportunity for their consent to be given, particularly where they had little or no experience of social research. Denscombe (2007, p. 333) offers guidance on informed consent when he suggests that the participants must be made aware at certain points:

- a) Be made aware that their participation is voluntary.
- b) That they are provided with adequate information about the research.
- c) Be made aware of what commitment is required of them.
- d) Be provided with a consent form.
- e) Be informed that they may withdraw from the research at any point.

Chimento et al. (2018, pp. 1-9) comment that online interviewing is not a technique without flaws to the research data and protection of participants. However, it is a valid method when all others fail to grant at least some degree of protection. They go on to mention that if the interview settings are limited the concept of the researcher protecting the participant becomes less germane, assuming therefore that the ideal position of researcher control no longer holds true. In these circumstances, online interviewing is an alternative format when the 'ideal' of in-person interviewing becomes impossible. To manage the shift in interviewing format, a brief review of the literature was necessary.

The benefits of conducting interviews on-line according to Hanna (2012, pp. 239-242), include limited ecological impact compared to in person interviews. reduced time commitment – less travel time and

the widespread use of technologies. However, the limitation of online interviews are that they require high-speed internet access and computer literacy of all parties Janghorban, Roudsari, and Taghipour, (2014, pp.1-3). Additionally, potential technical challenges include sound quality or camera issues, a time-lag in the audio/video feed, meaning sound and or video is relayed slower than in real time, and potentially lost data as a result of technological failure. Saumure and Given (n.d. pp. 1-3)

All participants were explicitly reminded at the point of interview:

- a) The purpose of the research.
- b) That their participation was voluntary
- c) That there was no remuneration for participation.
- d) That they could withdraw from the research at any point.
- e) That their identity would be protected.
- f) That all research data would be password protected.

Doyle (2007, p. 61) defines confidentiality as, “*not having identifying characteristics such as name or description of physical appearance disclosed so that the participants remain unidentifiable to anyone outside the permitted people promised at the time of informed consent*”. However, confidentiality means more than that, as it is linked to the rights of privacy. I disagree with Bryman (2008, p.124) who claims that it is misleading and potentially dishonest in guaranteeing participants anonymity and confidentiality. Walford (2005, pp. 83-93) is of the opinion that there are no absolute guarantees of anonymity, particularly of people who hold posts. Of course, there will be complexities within any research project, however, I did not anticipate any within the scope of this research, as I adhered to Dorset Police code of ethics, incorporating, accountability; integrity; openness; fairness; leadership; respect; honesty; objectivity and selflessness College of Policing (2014, p. iv). I also acknowledge that my position in the research is unique and without careful consideration and engagement in legitimate reflexivity practices, could impact on the research by way of influence or interpretation.

being as I am an insider/outsider researcher. As a I have taken a liberal stance in this research based on (Bulmer, 1982) version of the enlightenment model, which places emphasis on my conscience as a positivist researcher, as the basis of meaning and significance upon this research.

Hitchcock and Hughes (2003, p. 54) and Gouldner (1968, pp. 103-116) argue that a qualitative researcher should express their own values openly and honestly and reject any notion of morel neutrality. In addressing the issue of confidentiality and to prevent the reader from identifying the

source of information. participants anonymity, was in text stripped of all direct identifiers. Participants were allocated an alphabetical letter and number, for example (P1). The author did not anticipate that a breach of confidentiality would occur except where there was a requirement by law to breach confidentiality in the event that it was disclosed during an interview that the participant posed an imminent harm to themselves or others McLeod (2015, pp.1-5).

The research questions and the qualitative approach chosen allowed for the lived experiences of the participants to be heard. The chapter describes the ethical dilemma of conducting action research under the themes of 'freedom from all coercion' and acknowledges the paradox of disability research: the importance of protecting participants in order to obtain the best possible biographical narratives. The research was selected in an area where the author had some insider knowledge, as a neurodivergent assessor, without being too intricately involved and therefore offered the best opportunity to respond effectively to participants questions . I also considered that my close and continuing links with the Force as an insider researcher offered a strong opportunity to give voice to the participants to the Force, once the research had been concluded.

The approach to the research considered the key decisions made in designing the research on which this thesis is based, and considers the challenges which the research questions present. It first considers methodology, the qualitative approach chosen, it then moves on to show how the qualitative principles have shaped subsequent choices around research design, methods and sampling. Also, it seeks to demonstrate that the research has been based on a rigorous and systematic analysis, proceeding from a sound ethical stance. Denzin and Lincoln (1994, p. 2) definition of qualitative research includes seeing a qualitative approach as "*Involving an interpreter, naturalistic approach to its subject matter. This means that qualitative researchers study things in their natural settings to make sense of, or interpret, phenomena in terms of the meanings people bring to them*".

When this research project started (2020), there was limited literature available about members of Dorset Police who were assessed as being neurodivergent, however this project was influenced by (Hill, 2013) important study, where 25 police officers were interpretively interviewed in order to represent the voices of disabled employees within a police organisation. This research aims to interview five neurodivergent officers, who have been assessed as being dyslexic, and aims to focus

on exploring their experiences and perceptions. A qualitative paradigm, using broad interpretative principles, was considered an appropriate approach.

This research was carried out at a time when the Equality Act 2010 was in force, making it unlawful to discriminate against a disabled person. Dorset Police therefore has a legal obligation to make reasonable adjustments to accommodate neurodivergent individuals. Furthermore, Dorset Police has to be proactive and prepared for any individual applying, and being accepted by the organisation. Although neurodivergent applicants are granted access to the same training as non-neurodivergent applicants, they may require more assistance and pastoral care in order to complete the training. Potential police officers who are dyslexic are challenged to compete in a curriculum that was not designed to meet their needs, but they have to comply with its rules and requirements.

The significance of this research aims to benefit both the participants and the researcher in their development. The research yields original data, and in taking the field forward conceptually, by making the research available not only to Dorset Police but also the wider policing community via the College of Policing. The impact of the research is desired to raise awareness, and understanding of dyslexia by interrogating force policies [ideology critique] and improving the culture practiced in the force. On the topic of qualitative research Maxwell (2005, cited in Cohen, and Morrison, 2011, p. 226), suggests that, ultimately, qualitative research has two goals: practical and intellectual. Both goals are evident in the aims which guide this research project; the research is 'practical' since it seeks to meet a perceived need; the improvement of the officer's workplace experience. It is considered 'intellectual' since it is driven by a desire to better understand Dorset Police approach to dyslexia in the workplace.

Chapter 4: Initial analysis of the data

As recommended by Layder (2013, p.130), the data obtained from the questionnaires was analysed coded, and placed into meaningful pieces. This initial process was considered important as it would form the foundation in which to proceed. At this point it became clear that an established link emerged between the hypothesis and the obtained data. The categories obtained from the questionnaires were formative in relation to the analysis of the interview data. Furthermore, the data proved useful in clarifying and developing concepts, which were identified in the initial analysis of the

data, and proved relevant in the analysis of the interview data. (Table 5) provides examples of the initial core codes obtained from the interview data:

Table 5 - Examples of the core codes

Legislation
Coping Strategies
Dyslexia
Reasonable Adjustment

Data collection

Mason (2002, p. 63) considers the semi-structured interview to be “*one of the most commonly recognised forms of qualitative research method*”, and as such this research is based on the life experiences and perceptions of members of Dorset Police who are neurodivergent, and semi-structured biographical interviews provided a focused approach. Furthermore, the appropriate method of collecting sufficient data about the questions being asked is by letting the participants narrate their life history and listening to them describe in their own words what their perceptions and experiences are of being neurodivergent, as interviews are the most applied technique for conducting systematic social enquiry. Briggs (1986, p.1) has stated that almost 90% per cent of all social science investigations use interviews, and according to Bell (2005, p.157) one consideration in choosing semi-structured biographical interviews was the adaptability; the ability to probe responses; investigate motives and feelings.

As previously mentioned, I was limited in analysing tone of voice, facial expressions and body language as the platform used for the biographical interviews was Microsoft Teams, which physically separates the researcher from the participant, this raises practical and methodological matters as it is important that due regard is given to transparency regarding reliability and rigor of the interviews, and how these ensure the desired research outcomes are achieved. Chiumento et al. (2018).

Interviews of course are time consuming, and within this research project a manageable number of participants was limited to five officers. I also found wording the interview questions demanding as they are set to deliver responses that answer the research questions. However, I agree with Bell (2005, p. 157) that the biographical interview themselves can yield rich material. However, in

choosing to use Microsoft Teams for interviews I as the researcher was in a position of power, consciously constructing a professional site of research that afforded privacy, protection and recording capabilities to facilitate the interview process. Another reason for using this online platform for the interviews was that Dorset Police use Microsoft Teams as the main meetings platform, and I as the researcher and the participants, were drawing upon personal and professional micro-cultures that shape understandings of the personal and professional use of online communication tools Chiumento et al. (2018).

It is of importance that by engaging both epistemologically and methodologically in the research space, that both researcher and neurodivergent engage in the act of research. (Cohen et al. 2011). As previously stated the interviews were conducted using Microsoft Teams, which is a computer-based group collaboration software and were conducted instantaneous (real-time) as such I was able to digitally record; visually and audially the participants interviews. The reason that this platform was preferred to other options including Skype was that the privacy of information could be guaranteed. One disadvantage of using Microsoft Teams, was that the system would provide a voice transcription of the interview, but it did not identify who was speaking, therefore at the beginning of each question I had to announce my name, which made the content analysis more manageable. I was also able to listen and view each biographical interview several times to identify and to code relevant aspects of the interview. While one attempts not to allow bias to enter into the interviews. Selltitz et al. (1962, p. 583) point out that *“interviewers are human beings and not machines and their manner may have an effect on respondents”* but that *“We have moments of illumination. Things that ‘come together’. The problem is that we could be wrong, as Miles and Huberman (1994, pp. 253-254) point out. “A near-library of research evidence shows that people (researchers included) habitually tend to overweight facts they believe in or depend on, to ignore or forget confirming instances far more easily than disconfirming instances”*.

I was therefore acutely aware that I have a keen interest, and strong views on neurodivergents in society, but by constantly questioning my practice and maintaining a critical approach towards my interpretation of the data, helped me to recognise and avoid signs of bias. Five semi-structured interviews were conducted lasting in total seven hours and twenty-one minutes of recorded data, over a period of six months, which was a compromise, as I would have liked to have been in a position to interview more participants, but time constraints within the limits of what was achievable had to be maintained.

I believe that in limiting the interviews to five I could sensibly obtain the required data with a project this size. I planned for each interview to last between one – two hours in duration, with interviewees representing various roles within Dorset Police. The transcripts of the interviews are facilitated by probing with my role often confined to probing for situated examples, clarification or bringing back to the interview guide when necessary.

The importance given to different themes varied depending on the interviewee's role or position in Dorset Police. The semi-structured approach taken, is summed up by Burgess (1982, p. 102) who points out that interviews should be '*conversations with a purpose*'. I believed that such an approach would benefit both parties, and provide an opportunity for reflective practice. The narratives presented an interesting question concerning the validity of the data obtained, in that the interviews, according to Crotty (1998, p. 48) who queries the notion of validity in such contexts, seeing only the possibility of more or less, "*useful*', '*liberating*', '*fulfilling*', '*rewarding*' *interpretations*". Also, as Mason (2002, p. 63) points out, that by choosing the qualitative interview as a method implies an ontological position which views interpretations, experiences as, "*meaningful properties of the social reality which ... research questions are designed to explore*".

In answering the research question of the officers perception and experience of being neurodivergent, the interviews provide an opportunities to probe, clarify and develop viewpoints, which in turn produces thematic data that is a more credible representation of the participants part of the research process, and would entail participants checking the transcripts to ensure accuracy. I also did not discount participants asking during the course of the interview about the research. I considered this an important aspect in relation to their dignity as they had recounted their life story to me and the privileged position that I was placed.

Data analysis - Semi-structured interviews

Analysing biographies is time-consuming yet important and greatly rewarding. It helps bring sense to the transcripts and enables development of theoretical understanding. Transcription of recordings are not copies of some original reality but an interpretation of data in the form of words and sentences recorded. Transcription of the spoken language data should ideally present as accurate, full and impartial and a representation of the original speech. Cresswell (1998, p.139) states that "*analysing data is a formidable task for qualitative researchers*", and I found the process of analysis perplexing

and rewarding in understanding the process, as there are many different ways in conducting this area of the research, which required testing and retesting of my hypothesis.

In conducting this research, it was necessary to read the transcripts several times, in order to identify key concepts, words or themes and by immersing myself in the participants narratives I began to have a deeper understanding of their experiences, which at times included their pain and emotions. I analysed the questions, and this analogy is what Brenner (1982 cited in Mishler, 1991, p.14) calls "*qua stimuli*", would not be possible due to the interviews being conducted via Microsoft Teams, and whether the answers given were genuine in their context or contingent upon the question alone. As the questions paradigm and the equivalence of the interview was to give the participants voice to their dyslexia. I was however, confident that their answers were, what Mishler (1991, p.15) describes as being "*real*" or "*true*" opinions.

Reading the transcripts was perhaps more stressful than the actual interviews. For example, it would not be unusual for me to experience a headache following or during the transcription of an interview due to painstakingly chronicling the narrative. In my opinion there is no one established way of analysing biographical data. Although, I wanted the data to speak for itself and to give voice to the participants narratives, it became apparent that extensive interpretation was necessary because the participants perhaps did not realise the significance of what their narrative revealed. I therefore adopted a humanistic orientation to narrative analysis as "*human beings are active creators of their world as well as being created by them*". Merrill and West (2009, p.130). Another area of consideration became apparent, which was choosing what to leave in and what to leave out Acker et al. (1991, p. 143). explain their response to this problem:

Our feminist commitment had led us to collect data that were difficult to analyse and had provided us so much information that was difficult to choose what was 'essential at the same time we tried to give a picture that provided 'totality'. Our solution to this series of problems was to present a number of 'life histories' expressed largely in the woman's own words, what we thought were particular patterns of change.

Bruner (1984 cited in Denzin, 1989, p. 30) has made a useful distinction between life, live experience, and a life as told. He states: "*a life lived what actually happens. A life experienced consists of the images, feelings, sentiments, desires, thoughts, and meanings known to the person's life in these... A life as told, a life history, is a narrative, influenced by the current cultural conventions of telling, by the audience and by social context*".

According to Riessman (2008, p. 6) the analysis of life stories is the systematic study of narrative data. I would also argue that all data findings are stories and that consideration was given to the narrative mode of knowledge, which is supported by Polkinghorne (1995, p. 6) states. "*Narrative analysis, that is, studies whose data consists of actions, events, and happenings, but whose analysis produces stories (e.g., biographs, histories, case studies*". In this research the approach was to explore different aspects of the life histories, and I acknowledge that there may be problems involved, such as validity and interpretation of information. However, I believe that it is important to recognise that it is advantageous for studies of social change to take place, as a means towards understanding variation within a society or in this particular research Dorset Police.

Speech events such as semi-structured interviews, with an objective to successfully obtain the necessary information completely and objectively is particularly useful in instances when researchers specifically know what information they hope to gather. As discussed in the introduction, research that examines the experiences and perceptions in being neurodivergent in Dorset Police is rare. As this research involved members of Dorset Police who are dyslexic within the workplace, it is perhaps appropriate that life history form the appropriate methodology, as this was in close sympathy with aspects of my embryonic theoretical framework. Plummer (1983 cited in Cohen and Manion, 1994, p. 59) suggest that "*the life history is frequently a full-length book about one's personal life in his or her own words*".

This research is centred on the perceptions and experiences of five members of Dorset Police who are neurodivergent, referring to their surface and deep complexities of their everyday life, and the inner self that is perhaps rarely disclosed to others, allowing for a deeper understanding of the individuals experiences of the past, working with the present, as a means of facing and challenging the future. Hitchcock and Hughes (2003, p.186). According to Kirk and Miller, (1986, p. 9) this method allowed me to interact with them in their own language, and on their own terms. Furthermore, participants may find it less uncomfortable to talk about their perceptions and experiences to a stranger rather than to a friend or relative. Consequently, I did not interpret interviews as an external researcher, and in my opinion, I was able to bring a more insightful and empathic interpretation to the data.

In this research I focused on analysing timelines of significance of the neurodivergent officers, as far as their personal and professional lives were concerned, to obtain a better understanding of their

coping strategies. This research also considers whether external factors have affected their lives, for example, their employment role and working conditions. Karl Marx, as quoted in Liulevicius, (2020, para. 7) observed, that men and woman “do not *make their history, ...under conditions they have chosen for themselves; rather on terms immediately existing, given and handed down to them*”. This comment may also apply to members of Dorset Police who are neurodivergent, who adapt to organisational and managerial demands together with societies expectation of that organisation.

Khan and Cannell (1957, p. 16) states that, “*We use the term interview to refer to a specialised pattern of verbal interactions – initiated for a specific purpose, and focused on some specific content area, with consequent elimination of extraneous material*” I therefore decided that by using semi-structured interviews they would be appropriate in generating rich qualitative data, specifically because of the flexibility, which would afford me the ability to pursue a particular aspect of the narrative, whilst at the same time allowing for a degree of comparability during the analysis. Another reason for choosing semi-structured interviews is that it would allow me to ask follow-up questions which perhaps were not on the interview guide. Kaylof, Dan and Dietz, (2008, p.126). This flexibility allows the participants and the researcher to respond beyond initial answers and as Miller and Glassner (2004, p.137) point out, “*that a strength of qualitative interviewing is the opportunity it provides to collect and vigorously examine narrative accounts of social worlds*”.

In developing an interview framework, four propositions are specified as essential components; (1) interviews are speech events; (2) the discourse of interviews is constructed jointly by interviewers and respondents; (3) analysis and interpretation is based on a theory of discourse and meaning; (4) the meaning of questions and answers are contextually grounded. Mishler, (1991, p. ix). Certain points raised by Mishler in relation to interviews were considered; for example, that answers to presented questions might be influenced by the researcher who is asking the questions, and of course that the question had to mean the same thing to all participants. It was also important to bear in mind that ‘no response effects’ were present and that this could influence how the participants answered the questions or that they [participants] could be influenced by the researchers characteristics.

Although unconscious bias could be present and unknown to the researcher, further consideration was given to phrasing the questions; neutral tone, as...” *each stimulus variable studied may influence some feature(s) of a response, the magnitude and seriousness of the effect being a function of various contextual factors*”. Mishler (1991, p.15.). Whether the questions have the same meaning to

the participants cannot be resolved by assertions, the answer requires analysis of the interview transcriptions, which is a partial representation of the narrative, and aspects of the interview excludes features such as a rapid change in pitch, stress, volume and rate, which seem impossible to represent adequately.

Furthermore, non-linguistic features of any speech situation, such as gestures, facial expressions, body movements that are not captured on video recordings are difficult to describe and therefore the transcription will always be a partial representation of what actually occurred. Mishler (1991, p. 48). By using semi-structured interviews, the participants were *“invited to speak in their own voices, allowed to control the introduction and flow of topics, ‘hold the floor’ and encouraged to extend their responses”*. Mishler (1991, pp. 69-74). The semi-structured question guide was designed and developed to obtain, and rigorously examine the participants narratives as they described their experiences and perceptions of being dyslexic within Dorset Police. I considered it important to recognise that an issue or topic that was not expected or anticipated should be afford an amount of flexibility, and to have the authority and control to change the direction of the interview. Whyte (1982, p.111).

The term interview guide simply defines an interview schedule which is a collection of questions designed to be asked by the interviewer. Kalof et al. (2008) suggest that an interview schedule is always used in a structured interview, and an interview guide is interpreted as a brief list of memory prompts of areas to be covered that is often employed in unstructured interviews. I acknowledge both terms of guidance and, the works of (Kvale,1996) was instrumental in the development of the interview guide; a copy of which is included at (Appendix 7).

After I re-examined the research questions, which are at the centre of this research, I decided on the use of mainly open-ended questions which would allow the participants the opportunity to express their answers, as according to Denscombe (2007, p.165) open-ended questions can make demands upon the participant by requiring them to concentrate on their answers, which in turn could reduce the participants willingness to fully engage, and may produce large quantities of data that will be required to be analysed.

The participants were reminded at the start of the interview that they did not have to answer any question if they chose not to, and that the interview could be terminated without any reason being

offered or required. The interviews were conducted on a one-on-one basis, with open-ended and extensive probing questions being asked; the interviews were digitally recorded with the permission of the participants via Microsoft Teams and, the interview typically lasted one and a half hours in duration.

An important aspect of biographies is the researcher's interpretation of meanings hidden in the data. Therefore, when analysing an interview transcript, I was mindful that I translated the interview accurately. Burgess (1982, p.262) refers to the informant as:

a “*surrogate census-taker*”, a person that has the information which the researcher requires, a “*representative respondent*” who reports about themselves, perhaps deeper and a more detailed reporter who report events which are not directly observed by the researcher

This approach views both the general and specific, in that the general purpose is to gain insights into the participants meaning and the specific, is to analyse the provided data for a specific purpose and, in this case large samples were not required for the research to answer the research questions. In maintaining subjectivity, I identify with Glesne and Peshkin who provides an excellent description of researcher subjectivity.

The subjectivity that originally I had taken as an affliction, something to bear because it could not be foregone, could, to the contrary, be taken as 'virtuous'. My subjectivity is the basis for the story that I am able to tell. It is a strength on which I build. It makes me who I am as a person and as a researcher, equipping me, from the selection of topics clear through to the emphases I make in my writing. Seen as virtuous, subjectivity is something to be capitalised on, rather than to exorcise. Glesne and Peshkin (1992, as quoted in Radnor, 2002, p.30).

This chapter considers decisions made in designing the research project. Firstly, the methodology - qualitative approach chosen, which involves contextualising and interpretation of the three aspects of life history, namely, issues of analysis of the life story, ethical issues and the process of contextualisation. The systematic study of the narrative data and sampling methods, sought to demonstrate that the research is based on rigorous, systematic analysis and proceeds from a sound ethical platform. This chapter also recognises that there are strengths and weaknesses to life histories and that in studying the narratives the data will include actions, events, and happenings. Consideration is also given to the ethical issues involved in re-representing life stories that valuation of those biographical events are to take place, acknowledging that the research was undertaken using epistemological and ontological position.

Davis and Sutton (2011, p. 243) suggests that themes directly inform the refinement of the research question; which underpins the research, and were used to form the second phase of the data collection; the Microsoft Teams interviews. The areas of focus were grounded in the data collected from the questionnaires and I ensured that I provided space and opportunity for participants to present their own narratives. I was aware to the fact that I was not neurodivergent and that this should not override or influence the themes identified by the officers through their completion of the questionnaire. I considered other means of data collection for example focus groups, diaries and observations, which I discounted on the basis that they would not capture the overall richness of data required for this study and, that their use might not do justice to the research. Notwithstanding, I acknowledge that there are limitations in the use of a questionnaire, but I was confident that it [questionnaire] would be used in a limited capacity as an introduction to the purpose of the research with more in-depth questions and answers to follow at the interview stage, therefore it was fit for purpose. I was also aware that I would not be with the participant when they answered the questions and so clarity of instruction and questions were key to generating appropriate responses. The questionnaire consisted of 32 questions with number 33 being a thank you message for completing the questionnaire. However, according to Bee and Bee (2003, p.151) there are disadvantages to using self-complete questionnaires; low results; unsuitable for generating in-depth information; not always suited to the participants and requires careful design by the researcher to ensure clarity and lack of ambiguity. Notwithstanding, in my opinion the questionnaire was the correct instrument to use.

Goodson and Sikes(2001, p.22) argue that *“large sample size is unnecessary and even inappropriate because objective, etic and nonmotheticis generalisation is not the aim”*. Furthermore, King and Horrocks 2010) emphasise that a desire for ‘*diversity*’ is at the root of many qualitative sampling approaches, with purposive sampling; the approach taken for this research project, being the most commonly used. Onwuegbuzie and Leech (2007, pp. 238-254) suggest, that there is always a difficult balance to strike in qualitative sampling since, although rich and various description are desired, there is a consistent danger of data overload. This was not the case in gathering the data. I had hoped that there would be a large response to my research request, but unfortunately, the response was low. Features that may have affected the response may have been Covid-19, officer work load, shift patterns, leave, and the neurodivergent personality characteristics of the sample. In total 21 officers responded, and from that figure, using purposive sampling as the most common approach, five participants were selected. This number achieved the balance required to provide

sufficient and varied data, which in turn could address the research question. Care was taken to ensure that there was a broad spectrum of roles represented. See (Table 6) below, which captures the range of interviewees, profiles.

Table 6 - Participants Demographic Data

Participant	Rank/Role	Age at interview	Gender	Years in Dorset Police	Age assessed neurodivergent	Role	Family history of dyslexia
P1	SSC0	37	Female	12	19	Data intentionally removed to protect the participants identity	Mother is believed to be neurodivergent as she has identified the same neurodivergent characteristics as her daughter, but has not been assessed. Eight-year-old son is also believed to be neurodivergent but has not been formally assessed
P2	SSCO	50	Male	17	47	Data intentionally removed to protect the participants identity	Mother and a sister are neurodivergent, and a 35-year-old daughter is also neurodivergent
P3	PC	41	Male	15	23	Data intentionally removed to protect the participants identity	Daughter is believed to be neurodivergent as she has identified the same neurodivergent characteristics but has not been formally assessed.

P4	Police Staff	56	Male	04	41	Data intentionally removed to protect the participants identity	Mother, father, two sisters and daughter is believed to be neurodivergent as she has identified the same neurodivergent characteristics but has not been formally assessed.
P5	Police Staff	51	Female	03	19	Data intentionally removed to protect the participants identity	Husband is neurodivergent and her son is believed to be neurodivergent as he has identified with some neurodivergent characteristics, but he has not been formally assessed.

In this summary I have described how the social sciences, popular use of the self-completion questionnaire was designed, and produced in a format that was user-friendly to a neurodivergent person. The data collected from the self-completion questionnaire provided anecdotal data that proved invaluable for the development of the interview schedule. Consideration was then given to the compatibility with computer software that was available to all participants, with the necessary security caveats attached. I also explained in this chapter the necessity to explain at each step of the process the participants right to withdraw at any stage of the research project. The chapter goes on to explain the problems experienced by the participants being unable to access or open links relating to the self-

completion questionnaire and, that the questionnaire then had to be sent by email to the participants, presenting one detail of potential pitfalls. The chapter also presents an overview of approaches to data analysis, and discusses the purposes that questionnaire-based research can serve as part of a non-probability sampling.

Deeper immersion of the data analysis

According to Denscombe (2007, p. 348) the process of qualitative data analysis is fundamentally a nonmathematical analytical procedure that “*relates the treatment of the data*”; examining the meaning of people’s words and actions. When analysing the interviews, I used thematic coding as the main analytical technique for this research, which in context aligns with my epistemological stance; that meaning does not emerge, but is constructed via the researcher’s activity vis-à-vis the data; but it is much more than simply giving categories to data; it is also about conceptualising the data, raising questions; discovering the data; providing professional answers about the relationships among and within the data.

The data collected from the interviews was subsequently transcribed and a hard copy of the interviews was produced and analysed, in order to obtain an overall view of the officers’ narratives. The analysis of the transcripts took place with the focus concentrating on developing categories identified from the data, as according to Gillham (2000, p. 59) “*categories’ are simply headings, in themselves headings do not amount to much, the substance and meaning comes with the understanding and context of the answers given*”. This process was used to both clarify and develop the concepts of the themes and coding. The data from the questionnaires was revisited. In identifying new discourses on the basis of the participants narratives mirrored concepts described in the literature review, and any potential discourses that were expressed by the majority of participants were added to the analysis, for a summary. See (Table 7). I then chose quotes that I judge most clearly demonstrated the participants narrative.

Denscombe (2007, p. 257) is of the opinion that within the data analysis, coding “*in essence, entails the attribution of numbers to a piece of data*”, and as previously mentioned, the data collection phase of this study generated a significant quantity of text in the form of field notes, completed questionnaires and the transcriptions of the five interviews. The aim of which was to answer the research question; exploring the experiences and perceptions of neurodivergent members of Dorset Police. Coding is the process of identifying themes in the de-contextualised accounts and attaching

labels [codes] to index them into meaningful and manageable parts for identification and retrieval. The analysis of the data then concentrated on the de-contextualisation, creating categories based on the open coding process whereby identified phenomena was named. The data was then broken down into parts, closely examined and compared for similarities and differences. Any themes or topics deriving from the data was then clustered. Layder (2013, p.131) points out that this process provides a platform upon which to proceed. Initially common categories was drawn with the key themes that emerged being identified as:

Table 7 - Table of Themes

Themes					
Theme	P1	P2	P3	P4	P5
Dyslexia	x	x	x	x	x
Legislation	x	x	x	x	x
Reasonable Adjustment	x	x	x	x	x
Coping Strategies	x	x	x	x	x
Assessment	x	x	x	x	x
Stress	x	x	x	x	x
Self-Image		x	x	x	x
Depression		x	x	x	
Anger or Frustration			x	x	x
Anxiety	x		x	x	
Memory	x	x	x	x	x
Hereditary dyslexia	x	x	x	x	x

Table 8 - Summary of new discourses of dyslexia identified (continued on p.58)

New discourse of dyslexia	Origin/research documentation	Characteristics	Potential positive impact	Potential negative impact
What's wrong with me?	Originates in our medically system and the experience of having difficulty learning to read and write. Ingression, (2007), Burden, (2005), Pollack. (2005), McNulty, and Hellendoorn, (2000)	Internal questions asked by neurodivergent person in noticing difference between themselves and their peers and ability to learn read and write	Brings awareness of the presence of difficulties which is the starting place requesting a neurodivergent assessment	Without the identification of dyslexia being present the thick or lazy discourse may be the label most associated with being neurodivergent
Stupid/lazy	Historical association between being educated and intelligent; confusion although seemingly intelligent children who tend to produce written work of a poor quality. Edwards (1994), Riddick, Farmer et al . (1997).Helldoorn, and Ruijssenaars. (2000); Dale, and Taylor. (2001); McNulty (2003), Pollak, (2005) and Riddick, (2010).	Difficulties in reading and writing are understood to signify a lack of intelligence. Or, particularly for those for verbally able, employers attribute poor written work to lack of effort	Motivation to succeed through discourse - work harder to escape being noticed and subsequently suffering by managerialism process of disciplinary action	Negative self-perceptions, negative affect, lack of motivation, avoidance of certain types of work for example written reports
Extra able	The media, where the lives of famous neurodivergent people for example; actor Keira Knightley are depicted; Logan (2009); West (1997)	This discourse involves discussing better than normal abilities that are attributed to being neurodivergent	Involves identity politics where stigmatised aspects of group identity are turned on their head to become badges of pride; people celebrate their ability to do	Can be a fulfilment of the neurotypical stereotype of disability as 'super crip', [a person who, against all odds, overcomes disability through individual

			what others cannot	striving] (Morris 1991)
Show them	This discourse originates in humiliating experiences relating to an educational context. McNulty (2003)	Perceived interaction with people who made negative attributions regarding their potential. The neurodivergent person demonstrates their success as an adult for example by showing their degree. Or one is motivated to succeed in order to prove those who discounted one's ability to be wrong	Resolution of negative emotions; motivation to persist and succeed	Negative self-perceptions, negative affect, if recognition by the organisation or individuals is not recognised
Educational and Organisational responsibility	Based on the social model of disability, where disability is understood to result in barriers in society. Dale and Taylor (2001) describe the development of awareness of the role played by neurodivergent adults' schools in creating/compounding their difficulties with reading and writing	Often involves retrospective understanding about benefits to self-perceptions and learned compensatory measures following identification of dyslexia; the neurodivergent person begins to think how their lives would have been improved could you know being identified earlier. Also, can be positive, as in P1's narrative when she attributes educational success to her	Educationalists belief in pupils and teaching the value of hard work is powerful in its potential to support neurodivergent people. Appropriate support for learning to read and write including coping mechanisms can greatly ameliorate difficulties. Educational establishments can be structured to allow demonstration of knowledge in activities other than reading and writing	Educationalists may lack belief and ability/have low expectations – this is powerful in its potential to limit neurodivergents achievements. Without appropriate teacher training neurodivergent learners may not learn to read or write; if learners are not allowed to demonstrate knowledge in activities other than reading and writing they may be unable to gain qualifications or advancement in their careers.

		ability to succeed with assistance		
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Source: Gwernan-Jones (2010, pp:127-128)

Due to the nature of the interviews via Microsoft Teams, it was not possible to fully form relationships during the interviews. However, it was apparent that there were links between the data and the literature. The approach to this aspect of the research was analytical, what Layder (2005, p. 55) describes as the dialogue between extant theory and emerging data to occur, and this process continued through to conclusion.

Quantitative researchers apply statistical methods for establishing validity and reliability of research findings. However, qualitative researchers aim is to design and incorporate methodological strategies to ensure the ‘trustworthiness’ of the findings. Noble and Smith (2015, p. 34). The terms “*validity*” and “*reliability*” and have been the subject of debate amongst the scientific community. In this research, the study represents members of Dorset Police who are neurodivergent. In ascertaining who they were was achieved by placing a notice on the Dorset Police intranet site, requesting that any member of the organisation who was neurodivergent and wanted to be involved in a research project relating to their perceptions and experiences to contact the author. This research therefore provides an insight into their phylogeny experiences and perceptions of being neurodivergent in the workplace. I believe that this research required me to make judgements to ensure that the appropriateness of the methods used, and the integrity of my final conclusions represented the participants and gives an insight into their perceptions and experiences. I acknowledge that this study is not a large one however, one cannot underestimate the importance of their life stories as Wainwright (1997 quoted in Pyett, 2003, p.1174) states that,

“The rationale for conducting in-depth interviews is that people involved in a phenomenon may have insights that would not otherwise be available to the researcher, and it is the quality of the insight, rather than the number of respondents that share it”

Hammersley (1992 quoted in Denzin and Lincoln, 1998, p. 288), states that. “*An account is valid or true if it represents accurately those features of the phenomena that is intended to describe, explain or categorise. In other words, verisimilitude – “results that have the appearance of truth and that are well grounded and supported”*”. Polkinghorne (1988 quoted in Bailey, 1996, p.189). In relation to the interviews, I was objective in the process by understanding that it was imperative for the validity of the research, that verbatim quotes from the interviews were selected in context and used to validate the findings.

The main question within the research was: *what was the experiences and perceptions of Dorset Police Officers within the Workplace? In answering that question four subsidiary questions were identified, namely:*

1. 'Officers' understanding of dyslexia as a disability.
2. 'Officers' understanding of the legislation.
3. *Officers' understanding of the term reasonable adjustment.*
4. *Officers' use of coping strategies.*

Analysis is drawn directly from the research, with the officers' defining their understanding of dyslexia, together with their perceptions and experiences of being neurodivergent. I developed this theme by exploring the officers' understanding of dyslexia as a disability and concluded with an exploration of the officers' understanding and awareness of the United Kingdom's equality legislation. In this chapter, the sub-questions are addressed. The focus of chapter six is an exploration of needs assessments and reasonable adjustments. The third research sub-question of this study is addressed in chapter seven: 'What are the operational challenges for neurodivergent police officers; how are processes and products of workplace support accessed by neurodivergent police officers'?

Research methods are the systematic mechanism necessary in carrying out research and Cohen et al. (2011) describe action research as a powerful tool for change and improvement at the local level. When considering what ontological assumptions I hold, I considered the fact that I am not neurodivergent and therefore my axiological viewpoint may be independent of my knowledge. My epistemological stance will give rise to the research techniques that were conducted, in order to compose a coherent picture of the research. Therefore, the use of methods in social research are ways of proceeding in the gathering and collection of data. My method consisted of reviewing questionnaire data and listening to the officer's perceptions and experiences during the biographical interview phase of the research.

A two-stage strategy process was developed. In stage one a self-completion participants questionnaire was produced and delivered by e-mail, to all participants, to obtain antecedent information. The data collected from the questionnaires was initially analysed and used to develop the semi-structured interview guide. Five serving officers were selected and took part, they were aged between 27 – 51 years old with between 4 - 19-years' service experience. All of the officers had at a certain point in their lives been assessed as being dyslexia.

All data was administered under the provisions of Dorset Police - Data Protection Policy 2020; Legislative requirement under the Data Protection Act 1998; Compliance with the ACPO Data Protection Manual of Guidance Compliance with Codes of Practice; introduced by Information Commissioner Human Rights Act and the Computer Misuse Act.

All data was digitally stored in an electronic password protected folder. All documents, various forms, notes and miscellaneous papers were encrypted. All audio files transcriptions and questionnaires were stored under a pseudonym for each officer, their actual names were kept separate using different passwords which were also encrypted and secured in a similar folder.

Summary

The purpose of the research was to improve social situations and give voice to neurodivergent officers serving in Dorset Police. Furthermore, the aim was to explore the perceptions and experiences of the participants, and qualitative research was considered the best method for the data collection, as it would be impossible to present their experiences and perceptions in numbers. The chapter further explains the two-stage strategy developed; the self-completion questionnaire and the semi structured interview. Consideration was given to the means of data collection. The process of gathering data is explained in the chapter together with the interpretation of the findings, with the final concepts being identified as being perceptions, experiences, dyslexia, legislation and reasonable adjustment. The chapter then details the applicant's biographical narrative.

Interpretation of the findings

At this stage in the research, links between the literature began to emerge and, data continued to be analysed until all of the interviews had been coded. Although biographical studies examines a life or a segment of a life there is a presumption that a life has been lived, with the phenomenological stream of consciousness of inner and outer experiences of human existence, which takes into account the surface level [what the officer does], for example: routines and daily tasks and the deep level [attributes: moral and inner self], which may only and infrequently be shown to others. Denzin (1989, p. 28). These lived experiences of interacting participants are the proper subject matter of sociology and in interpreting the findings within the framework, I applied what Denzin (1989, p. 50) describes as

being the organisational steps in presenting biographical accounts; which include the hypothesis; record of events and experiences; triangulation of events; obtaining the participants interpretation; internal and external validity; testing of the hypothesis; identification of any negative evidence; initial transcript of the participants biographical accounts and finally the presentation of the hypothesis, as these steps contain all the essential features of the classic natural history approach. I recognise by using this approach each participant is viewed as universally singular. I disagree with Bourdieu (1986, pp. 69-72), view that *“the joint interest of the object (the person himself) and (the subject researcher getting the story) of the biography project is to construct a coherent story, with the purpose...is an illusion...[for] in reality a biography is always a discontinuous story which lacks coherence in itself.”* In my opinion, it is the researchers ability to capture, probe, and render understandable experiences in the context of lived experiences by contextualising problematic experiences into biographical narrative and to *“accomplish this in circumstances where participants may feel what happens to them is often outside their control, whatever the rhetoric to the contrary”*. Alheit (1993 quoted in Merrill and West, 2009, p. 34).

Not all elements of the data was allocated a code if it did not logically fit. I chose quotes that I felt best represented the key aspects of the participants experiences. Of course, by necessity and inevitably this involves exclusion as well as inclusion, this is perhaps due to the limitation of the research strict accountability of content. However, the quotes represent a number of facticity, with each being considered separately, and in a way to create an accurate narrative of biographical accounts. None of the participants disagreed with this process of understanding themselves as being neurodivergent. Furthermore, they felt that their biographical narratives represented them accurately, and this is perhaps the most important facet of my claim, that my interpretation is accurate. I did not feel that any of the participants felt at a disadvantage because I was employed by the same organisation as themselves. Overall, I believed that I have accurately represented them. On occasion descriptions of practice of compartmentalisation surfaced in the interviews but none of the information impacted on the analysis in a way that required rewriting.

I discovered that this part of the analysis to be thought provoking in what Layder (2005, p. 55) describes as the dialogue between extant theory and emerging data. This process although time consuming was necessary until satiety was achieved, and that the data was not revealing anything new Layder (2005, p. 126). Analysis is drawn directly from the research question of this study, with the officers' defining their understanding of dyslexia, together with their perceptions and experiences.

This research further seeks to address the research question. What are the experiences and perceptions of members of Dorset Police with dyslexia (2021)? I developed this theme by exploring the participants understanding of dyslexia as a disability, and concluded with an exploration of the participants understanding and awareness of the United Kingdom's equality legislation. In this chapter, the sub-questions are addressed. What motivates neurodivergent officers to disclose dyslexia; what are the experiences and consequences of disclosure? The focus of chapter six is an exploration of needs assessments and reasonable adjustments. The third research sub-question of this research is addressed in chapter six; what are the operational challenges for neurodivergent members of Dorset Police; how are processes and products of workplace support accessed by neurodivergent officers?

The final concepts were identified as being Dyslexia, Legislation, Reasonable Adjustment, and Coping Strategies. The codes and categories within each of these areas were initially analysed in isolation however, patterns emerged, which suggested that there was a relationship between the concepts. For example, disclosure which provides an insight into how the category of disclosure bridges what Layder's terms core concepts Layder, (2005, p, 92).

This key theme centres on the officers' understanding of dyslexia as a disability. The theme is drawn directly from the research question of this thesis; What are the experiences and perceptions of members of Dorset Police who are dyslexia (2021)?, and examines how they describe dyslexia and whether or not they recognise it as a disability and continues with an examination of the connections between dyslexia and disability. The thoughts and feelings of the participants are considered through the lens of Layder's first domain, psychobiography Layder (2013, p. 44). The remaining chapter consists of the biographical accounts of each participant.

All of the participants except for **(P3)** asked during the interview whether the information they were providing me was relevant to the research, Goodson and Sykes (2001, p. 46), describe this kind of question as. "*Am I telling the right version*"? I explained to each of the participants that their perception of what was relevant, was what I wanted to hear. All of the interviews started by asking the participants to give a broader picture of their lives being dyslexia, and as such I guided their narratives. The intention at this stage was to explore; to what extent dyslexia played in the participants lives. All of the participants told their life stories in terms of the way dyslexia related to them. In my opinion participants framed their life stories according to the context of speaking to the

researcher about dyslexia, in some cases their narratives were guarded due to perceived organisational bias against neurodivergent people.

Question 1: Please tell me about your life as a neurodivergent person?

(P1) *I was 18 and diagnosed I was neurodivergent, I was relieved, its makes sense, it was like, right okay, this explains a lot, why I have always struggled...Everything just fell into place... Once I got that diagnosis at university, they were fantastic. I was given the correct support, the correct programme, you know IT equipment, a grant to access more research books, so they can support me. It really did help in other aspects of my life because what a lot of people don't realise is that dyslexia isn't just about the reading and writing, it's also about organisational skills, memory, so again it was just knowing that there was a reason I might not be as organised as I would have liked or had forgotten something, which is very easy and obvious. It sort of stop me from beating myself up... I didn't dislike school I knew that my reading was poor and concentrated more on art and drama I don't recall being treated any differently by my peers however I was always popular at school.*

(P2) Didn't talk about being treated differently but accepted that her reading was problematic and the cause of her being put into a lower reading ability class. I believe even at this early stage her personality and determination directed her towards more non-academic subjects in school, for example art and drama.

(P3), struggled throughout his school years with reading, writing and comprehension but he enjoyed maths, his coping mechanisms helped him together with his determination to succeed. However, there were occasions at school when he knew that he was required to read aloud, and he would deliberately miss school, to avoid having to read.

I remember having difficulties at school with reading and writing and comprehension, it was probably then that I realised everybody could read better me, and I dreaded the teacher picking me to read a passage. If I knew I had to read at school on a particular day I would try my best to get out of it and looking back I could be very inventive at getting out of it. I was diagnosed later on in my final year at university, I always knew I was struggling with something, but I never knew exactly what. I think I was kidding myself a little bit. No that's not the thing that's wrong with me it can't be that. I was erm head in the sand a little bit I think erm, so I just shrugged it off.

(P4) Spoke the least about his dyslexia and attempting to determine how he was affected by it was difficult. In my opinion dyslexia affected him deeply because he had so many bad experiences of being treated differently in the workplace, and in some instances chose to resign rather than admit failing, due to his dyslexia.

I was diagnosed late, 3 years in from joining the Force. They proved that I was suffering from dyslexia, which was something I always thought about through my schooling, but never really pursued it then. So! I went off to college to get an assessment done and that was when they came back and said yeh. I did some coping strategies, so that was put in place for me and since then I've been very open about it, about my dyslexia and sharing it with other people across the force.

(P5) Had particularly negative memories about her early education in particular she had a dislike for reading.

I hated it, reading wasn't pleasurable I can't stand reading and if I haven't got something blocking out what's underneath erm I get completely lost, I can't generally read ahead very well. I generally scan the words rather than read the words. Some words I can read backwards better than I can read forward. I have to read things over and over and over sometimes five times or more to actually figure out what it's saying. I remember probably a bit harshly my dad once when I was in the kitchen, I don't know if I had a spelling test at school, but it obviously affected me because I can still remember it, probably doing something around Henry VIII, something at school, I can't remember how old I was not very old. I couldn't spell Henry, I just couldn't figure out how to spell Henry, but my dad really not angry angry, but probably frustrated that I couldn't spell an easy word. It just stuck in my mind that I'm you know, I was thick, couldn't spell a word as supposedly simple as the name Henry. You just think you are a bit dumb; you know, the word often bantered around really, you know your quite thick... I didn't like English; I didn't take to it...I leant towards the more physical side of things. I like doing all the art stuff. But often I haven't declared it. I don't think its...I almost think people just don't know what it means to have dyslexia, like you say, unless you got it, and even when you got it you wouldn't understand fully what it is...you just can't read something.

(P5) Attended Manchester College, undertaking a four year course in Accident and Safety Management, and her struggle to read continued into higher education, which suggests that she needed to understand why she was different from her peers, and feeling excluded from society. This feeling is not unusual, as according to Verma, (2019) 49% of people feel excluded from society.

That tough because it was a four-year course to know all the management side of the law we had two folders... Constant reading and I forgot to tell them at the beginning of the course... I found it really hard core. Every module, every course had a module for modules, to gain points throughout the rest of the course. At the end of the four-year course, I had to do a massive dissertation. After the second year I said to them I forgot to tell them I'm neurodivergent all I thought I was neurodivergent, and I said to them in the second year. Sometimes I was doing really well in the modules and in others I wasn't. In the dissertation you're getting a distinction in that the level, that part of your course, but then when it comes to this part of your course modules... Some tutors would read my modules and think brilliant and give me a distinction. Other tutors would read my modules and think what a load of crap what you writing?

Dyslexia involves many different symptoms and, "By itself 'dyslexia' is often applied as a label without any real understanding of what it means. Some people think that if you are neurodivergent it means you can't spell, and you might be "a bit thick". Hammond and Hercules (2007, p. 9). Furthermore, it is not uncommon to have more than one kind of dyslexia. See (Appendix 2)

Question 29: What do you understand dyslexia to be?

- (P1)** *I still struggle to this day. I talk about the arithmetic, the reading the spelling the comprehension the organisational skills. I know there's more to dyslexia than that, but I struggle to verbalise it. Comments like 'you're not as neurodivergent as them, so you don't need to use the voice recognition'. You don't need to use the computer systems. I said, but that's because, one reason I don't use it. I remember I was offered it all, I said I'm really not that bothered. I don't like change. So! My coping mechanisms are. I'm happy in what I do and how I do things. Like when NICHE came in and now WEBSTORM, I suffer so much anxiety when we get changes like that because that's a whole new system I'm having to get used to.*
- (P2)** *It's a sort of learning difficulty but can be different, different levels of dyslexia, so people could be writing, spelling, could be understanding, processing, could be colouring, seeing different things in different colours, words moving around, jumping around the page. Quite a broad spectrum of things*
- (P3)** *I'm quite open with telling everybody that I am neurodivergent, if it comes up in conversation, you know about me and my particular situation. I have very little anxiety... around telling people about it. I think that's just me, the way I am as a human being. I appreciate that other people may well suffer with that. On reflection I can now see where my dyslexia has held me back. I think by talking about it is actually quite a positive thing especially in my current role explaining to student police officers who are neurodivergent, I can help them, I can explain to them that I am neurodivergent and still able to perform as a police officer".*
- (P4)** *I struggled wherever I was... especially data input and things like that, I can't , I'm not brilliant at that, I get things in the wrong order. My typing speed when it was calculated was 14 words per minute, due to the amount of mistakes I was making and very often things got too much when I was working and I certainly as far back as I can remember about year two thousand, I crashed and burned with depression and anxiety and in the end because I wasn't able to do the job properly, it was very much written...being told off for spelling mistakes and my written work doesn't always make sense. My brain is, what I want to say it makes perfect sense but when it goes through my brain to my hand it doesn't.*

(P4) describes his dyslexia as "not making sense" and specifically...*my brain is telling my hands what to write but my hands are unable to action the process".* What **(P4)** is describing is a complicated area of brain function and decoding information is very difficult for neurodivergents to

connect letters and sounds in order to process the information, and there is strong evidence that shows children with dyslexia continue to experience reading problems into adolescence and adulthood Shaywitz et al. (1999).

(P5) *I didn't know through school, I just thought a bit dim, you know the word often bantered around was you know, you're quite thick. That's in those days... I think most of my teachers were really nice I didn't like English I didn't take to it. I quite like French... I leant towards the more physical side of things, so I like being sporty and I like doing all the art stuff... I remember sitting in the back of the classroom, if you sat at the back you really didn't understand what was going on. I remember the teacher would move you to the front. Oh! yeah! Your thick you're moving to the front because you don't understand it, anything, you don't know the subject... In some of the subjects I would be really wanting to get a better understanding of it but left you know, not knowing or just about getting by. Where other subjects I would be excelling in, you know, art and woodwork, metalwork, all those sort of things.*

(P1) offers an interesting insight of her understanding of her dyslexia and how it affects her. Her descriptions of dyslexia in adults are detailed by such authors as (McLoughlin, Leather and Stringer, 2002) and (Fitzgibbon and O'Connor, 2002). **(P1's)** understanding of her dyslexia is significant in her definition, in reading and comprehension, which offers an interesting insight into her identity and self-perception of herself. The neurodivergent definition as defined by **(P1)** and **(P3)** offer an interesting personal description and suggest that dyslexia equates to a positive difference of a holistic nature incorporating different personality characteristics with personality referring to the stable and consistent behavioural tendency and, the emotional and behavioural response patterns in different situations. Personality traits are determined by heredity and influenced by surrounding social environment and role. **(P5)** The theme that runs through the narrative is one of labelling, which has positive and negative effects or as Solvang (2007, pp. 79-94) mentions 'bright' and 'dark' sides. One of the positive aspects of being neurodivergent is that once known intervention can take place. This will also allow the person to understand the how and why dyslexia affects them. More importantly that dyslexia is not their fault, and in **(P5)** case there is an element of relief knowing that being neurodivergent did not mean that she was 'thick' or 'stupid', and according to Barga (1996, pp. 413-421) having a label attached to an individual should be a signpost rather than an end result to receive assistance. The dark side of being labelled neurodivergent is that the individual may feel that they are being stigmatised because of the label *neurodivergent*, which may result in low academic achievement. By moving an individual from a class into learning support class, may also have a negative effect, in that the neurodivergent person are receiving a different education than their peers. In adults labelling may affect their future choices in employment and career choice, as there are

employers that might not be very sympathetic to their situation or even have an understanding of what to do with a neurodivergent employee. Kirk and Reid (2001, pp. 77- 84).

The terminology used by the participants thus far is rooted in the neurodiversity language in a positive way of describing their dyslexia. See (Appendix 9 and 10) for a fuller description, as individuals with dyslexia have been found to possess global visual-spatial abilities. Visual-spatial gifts may be advantageous in employment requiring three-dimensional thinking such as astrophysics, molecular biology, genetics, engineering, and computer graphics. Furthermore, psychopathology studies suggest that such strengths may be an evolutionary explanation for why these disorders are still in the gene pool. Armstrong (2015, pp. 348-353). It is interesting to note that the participants in this study were assessed as being neurodivergent, and although reports were produced there was little evidence to show that the participants fully understood the language used in the reports, which in my opinion are written in a non-neurodivergent format and does not consider visual neurodivergent reading affects, such as the Blur Effect – this distortion effect can occur among neurodivergent users, when neurodivergent readers see text blurring or swirling together which can significantly affect a neurodivergent user's reading ability, and make reading tiring for them. See Image 6. In order to gain an insight into dyslexia within Dorset Police participants in this research were employed in various roles, however, the Force failed to personalise their dyslexia. Fitzgibbon and O'Connor (2002, p. 141), criticises this approach, as it fails to support neurodivergents, allowing instead the individual to navigate in a hegemonic and ontological way.

In this section of the thesis, I will discuss dyslexia as a disability and label, with the distinction which lies in the funding mechanisms of educational bodies and legislation, for example the United States of America, the term used is 'learning disability' (LD), whereas the UK uses the term 'specific learning difficulties' (SpLD). Different definitions produce a lack of clarity in meaning and terminology, 'learning difficulty' and 'learning disability' are used to refer to persons with an 'intellectual disability'. In my opinion this nascent is unhelpful and only exists to form part of democratic deficit between society and neurodivergent people. Layder (2013, p. 44), believes that we all see ourselves as unique individuals with a distinctive self or personal identity with the identity evolving from our interaction and engagement with others. When the participants were asked if they considered dyslexia a disability, all the participants identified with the form of interpretations of the fundamental common meaning of disability and, as such suggest an ignorance of the Social Model of Disability. The conditional willingness to accept dyslexia as a disability is an example of what Pollak (2009 cited in Grant, 2009,

p. 142) states that “*the label can significantly determine the identity and self-esteem of the individual*”. (Table 9) gives examples from the participants narrative, of their descriptions of dyslexia as a disability.

Question 31. Would you describe dyslexia as a disability?

Table 9 - Examples of description of dyslexia as a disability

<p>“I am so on the fence with this. I used to think no, that why I struggled in the early days. To put it on an application or not. I remember with Dorset Police; it was very much like will they just reject me if they see I’ve a disability, but I think I would say yes now. I think any additional need is a disability in some form.”</p>	<p>“ I have done or in the past because I think that’s the fairest way of describing it and I also think it’s the best way of describing it to other people and, in a way that educates them. I would openly say to them I’m neurodivergent, but I wouldn’t say I have a disability because I think there is a big difference between them. I know that they are, to have dyslexia is to have a disability”.</p>
<p>“I think I would yea because of its impact on how you; certainly, for me was how hard I had to struggle when I was younger. It’s still a struggle but a lot easier now. You know on the other side I know I can do better than other people, from sort of normal people, if you see what I mean. I think getting the report and knowing who you are, a lot of things fall into place that happened when I was younger, things that I was struggling with.</p>	<p>“I think in a way possibly but in another way it puts you. You cope with it, you get on with it, but it might put you in a different direction you thought you were going in. I think maybe, I’m not an architect because I’m neurodivergent. I’m not going to be a chemist because I’m neurodivergent but it’s not how I think. It’s just because I really wanted a career in art and, I feel that I haven’t done that yet. It’s not because I’m neurodivergent but maybe because the dyslexia is there. I don’t feel like it’s a disability. I don’t class it as a disability... You know, disability is a condition”.</p>

The need for disclosure is complicated as many neurodivergents do not perceive themselves as being disabled. (P3) “*I don’t see it as a disability myself, but I understand how it could be described as a learning disability*”. However, the legal position of dyslexia (in employment legislation and law) defines it as a disability. Also, to gain additional support in the workplace individuals would need to disclose their dyslexia in order to gain ‘reasonable adjustments’. The Equality Act 2010 defines

a disability as a lifelong condition that has a significant impact on a person's day-to-day life and, an employer must not refuse to employ someone simply because they have a disability. All of those interviewed perceived their dyslexia as manifesting itself in their ability and need to work harder than their neurotypical peers.

Dyslexia is 'dimensional' meaning that there are varying degrees to which individuals may experience difficulty, from mild to severe. Interestingly, most of the participants would not seek a cure if it was offered - suggesting they perceive their dyslexia to be integral to their identity, and losing their dyslexia would be as great as losing who they are. Consideration must be given to the effect of the employer's response to dyslexia in the workplace, as contextually any response taken by the employer to the disclosure may psychologically impact on the neurodivergent person's expectations within Dorset Police, as disclosure is administratively recorded but impersonal. At this point the discloser has an expectation that 'reasonable adjustments' would be put in place however; this may not be the case as there is a disconnect between what is administratively recorded and any 'reasonable adjustment' being implemented. This lack of action will add to the neurodivergent person's anxiety and concerns, due in part to the authority of the organisation over the neurodivergent person. Whilst all of the participants chose to disclose their dyslexia the disclosure did not feature prominently within the interviews of this study. What is clear is that the legislation [Equality Act 2010] stipulates that under the terms of this legislation, employers are under a duty to make 'reasonable adjustments' for persons suffering from disability, that they know or are aware of the condition in an individual. Dyslexia is recognised as a disability within the meaning of the legislation because individuals with the condition are considered to be at a substantial disadvantage within the workplace when compared to those who do not suffer from the condition. As well as the above, the EA also means that public bodies, such as the police have to prevent discrimination. This is called the Public Sector Equality Duty. Furthermore, they [police] will also apply 'reasonable adjustment' to any performance, appraisal process, promotion, selection and redundancy consideration.

Question 38: Has the extension of the Disability Discrimination Legislation, specifically the Equality Act 2010 had any impact on your day-to-day work as a member of Dorset Police?

(P1) *I can't say I've ever read it in full, obviously I know about the Equalities Act... I have good awareness of the Equality Act and discrimination, and things like that. In terms of being signposted to it no, but I am also quite empowered and strong and if I felt or if I ever needed to address something with the organisation I would turn to it, you know*

what I mean. So! I know it's there, but I haven't had a need to go off and look at it. It's like I remember... I guess where it's come into play. People have said, you know. I have had people in my team. Said they can't do the job, so they shouldn't be in the role, and I've come at it from a different angle, and said they really struggle. I've gone to line managers before and said look they really struggle with this bit, why don't you make that reasonable adjustment that actually they don't do that and the focus on this, but I have had line managers just say to me yes, but you all get paid the same. So, you all have to do the job. They have actually said that to me. I don't know how I would feel about that as a colleague. If I see a colleague struggle I would think take them off that bit. I'm fifty-fifty. I get it because there is an element of the job that I don't like but I do it if that makes sense. So it is very much an office focus job and their organisational skills and sort of speed is quite slow, and limited, and don't probably get through as many jobs as other people, but I've known about reasonable adjustments for a very long time, and so that's why I have always been sort of an advocate in our team, to say no, look, we just need to make a reasonable adjustment here, but I guess my line managers although they know what they are, they don't, I don't know how flexible can you be I don't know that they have the right to say, but hang on you all get paid the same, so if they can't do everything that's on the job description then they shouldn't be in the role. I guess where they were going with, we've given extra time, we've given all these resources, given this and given that, if that still doesn't work then yeah we need to review whether or not they can do the job. That's where they were getting with this person

(P2) When questioned during the interview regarding his understanding of the legislation, he replied "Not per se".

(P3) *The same response was received, No I haven't, I've heard of the Equality Act, but he did not expand on his answer.*

(P4) *I have a little knowledge of the legislation but to be honest I enjoy my job and just get on with it... During a supervision meeting in a previous role, I was discriminated against as they knew I was neurodivergent but at the time I was suffering from depression and anxiety due to my poor typing speed and spelling...I thought about putting in a grievance but resigned instead.*

(P5) *Yes, quite some years ago, and not too far recently. The disablement act, but I know it's not called that any more, I can't think what it is... I also did through Dorset police, go through an AET, so, education awards to be able to teach, so I've done level three. That was the recent thing I had to go through the equality, and we also had a little bit of training with the police as well before the pandemic.*

All the participants identify with a form of interpretations of the fundamental common meaning of disability and as such suggest an ignorance of the Social Model of Disability. The conditional willingness to accept dyslexia as a disability. The label of disability is a prerequisite for accessing resources and additional support in the police service, as it is in education and employment, as stipulated in EA. However, French (1993, p.17), suggests that *“the way to reduce disability is to adjust the social and physical environment to ensure that the needs and rights of people with impairments are met, rather than attempting to change disabled people to fit the existing environment”*.

Interestingly, there are many examples of famous neurodivergent people, who have gone on to achieve academic success in a non-neurodivergent world, for example, Alexander Graham Bell, inventor, scientist, and engineer; credited with inventing and patenting the first practical telephone. Pierre Curie, pioneer of nuclear physics and radioactivity, Jacques Dubochet, the Swiss Nobel laureate and Michael Faraday who was an English scientist known for his contributions to the field of physics and chemistry. Each of them found prominence in a chosen field and undoubtedly was assisted by their coping strategies, perhaps to prove that they were not ‘thick or stupid’. Coping strategies are developed to manage dyslexia by individuals in an attempt to put themselves onto a level playing field with their non-neurodivergent peers. However, by adopting such strategies neurodivergents may successfully hide their difficulties. The majority of participants in this study came to the conclusion that they were *stupid* as they could not express their thoughts coherently. It was clear that all of them worked hard with their dyslexia and did not want their dyslexia to hold them back in their lives. There is a workplace misconception that once provided with assistive technology individuals are neurodivergent free, in terms of technology perhaps. However, Aston (2019) cited in the BDA (2019, p.10) *All-Party Parliamentary Group for Dyslexia and other SpLD* report, commented that *“In practice, many neurodivergents live much of their life under a cloud of believing they were rather thick and stupid”*. Furthermore, following a diagnosis of dyslexia, *“it can be alarming to discover life choices could have been very different, if the diagnosis had been identified and addressed earlier in their lives. This realisation creates an emotional soup where the person is no more equipped to deal with additional learning. For example, software and skills training as an adult, than they were when their problems initially became apparent – usually in their early school years”*. The use of computers and assistive technology do remediate some reading difficulties but not all neurodivergent problems and *...“it is a noticeable feature that the introduction of information and communications technology (ICT) has largely failed to deliver the anticipated gains in reading development”*. Elliott and Grigorenko (2014, p. 151). This may seem to some neurodivergent individuals as a disappointing aspect of workplace learning, which currently relies heavily on, online learning.

The participants in this research had developed their individual coping strategies over many years, depending on the severity of their dyslexia, some strategies were self-taught and some evolved depending on their individual circumstances. The long-term effect of devising coping strategies can lead to increased motivation, reducing stress levels, and enabling the neurodivergent person to achieve their full potential. The negative effect of not developing coping strategies can lead to assumption of failure by setting limits on what they think they are capable of achieving. Shutting down when something becomes difficult to comprehend. Being wrongfully placed into remedial learning programs that do not allow them to reach their potential. Development of very poor self-esteem, aggressive behaviour and externalised behaviours, which in children can lead to anti-social activities. The key to reducing the struggles a child with dyslexia experiences is early identification and intervention. Brain Forrest (2018, no pagination). This would also apply to adults in the workplace or any educational setting.

Question 34: What personal techniques or adjustments have you made to enable you to deal with being a member of Dorset Police?

(P1) Describes being assessed as being neurodivergent aged 18 years old whilst attending university.

So! I've built up so many coping mechanisms over my life, but I probably mask a lot of them my dyslexia you know you can't say that, again I think that people have this one tunnel vision of what dyslexia is. I use a lot of post-it-notes as reminders and mobile phone alerts to remind me of meetings or appointments. I was offered computer assistive technology but declined as I'm comfortable with spell check, even if I have to check the work two or three times. My memory is pretty poor as well and I often forget things or even forget to check my diary. My family often comment on my poor memory and I have just learnt to accept that part of my dyslexia and just get on with life. I feel I am still capable of doing my job.

(P2) *I was diagnosed late three years into joining the force, They, proved I was neurodivergent which is something that I thought about due to my schooling but never really pursued it then. So, I went off to college then to get an assessment done, that's when they came back and said yes...some coping strategies was put in place for me...and since then I have been very open about my dyslexia and sharing with other people across the Force.*

Basically, I've got glasses that have got the green filter to them, just to take the glare off paperwork, and then I have my email sent to Homa. As a font I normally have it set at fourteen, cause it helps me to read better. I need quiet to get on with my work without any too many distractions, it takes me a long time to process and I've got Dragon software put onto my computer... Process memory is pretty good. Spelling is a difficult one for me,

yes, so certain words that you can then store in like a spellcheck, comes up with a different spellcheck options more tailored for neurodivergent people.

All of the participants in this study have been issued with work laptop computers and all but one of them were using assistive technology for example Dragon, a speech recognition software and **(P3)** was aware of the technology available to him but declined using it, as “*operational policing does not create the opportunity for its use when dynamic action is required*”. However, prior to joining the police he had used assistive technology.

So the university pretty much gave me a computer built into that computer was the software I had stuff read back to me so I was able to upload documents and text and it was just a case of highlighting it all a bit and then clicking and playing and it would be read back to me which is great for me as that particular part of my dyslexia is the thing I really struggle with is reading and reading bulk amounts of text for it to sink in because I find myself I will engage in something I will take on board the first three or four lines but then I have quite an imaginative mind and will just wonder but I will continue to read but then from what I continue to read it doesn't sink in because my thoughts have gone elsewhere then I suddenly think to myself oh I'm supposed to be reading and I've already by then read half page but two thirds of the text I've no idea what I've just read.

(P4) Is in favour of using any technology that assisted him in his analytical role.

As an analyst I use a computer on a day-to-day basis, I find it less stressful writing reports with the assistance of Dragon. Prior to that I would struggle and found it frustrating my spelling is poor and would have to spend extra time reading and re-reading checking for mistakes. In previous employment I have resigned due to depression that it caused me.

(P5) Describes migrating towards practical aspects of her schooling; art, drawing and painting.

Negatively she did not enjoy reading and her negative strategy was one of avoidance.

Any reading was difficult. I hated it, I hated reading and from a very early age I didn't enjoy it; I didn't want to pick up books; I still don't like it now; I still don't like reading things; there's no pleasure in it for me reading stuff. I can start reading and if I haven't got something blocking out the words underneath I completely get lost as to what line I was on; I can't generally read ahead very well; I can read ahead a little bit but not a lot, If I try to read ahead a lot, I generally scan for words rather than reading all the words. I just scan for words, which is why my eyes tend to drop into words and actually some words I can read backwards better than I can read forward. I have to read thing over and over, sometimes five times maybe more to actually figure out what it's actually saying, which is why if you're reading a book for pleasure I'll think I've had enough of this I'm fed up with this. I remember probably a bit harshly my dad...I don't know if I had a spelling test at school, but it obviously affected me because I can still remember it. We were probably doing something around Henry the Eighth something at school I can't remember how old I was I don't think I was very old. I remember I couldn't spell Henry I

just couldn't figure out to spell Henry, but my dad got really not angry but just frustrated that I couldn't spell an easy word. It just stuck in my mind you know I was thick.

Only one motivation factor for disclosing dyslexia was described by a participant in this study, which was to secure 'reasonable adjustment status with the College of Policing as he intended taking the National Police Promotion Framework (NPPF) sergeants' examination and the Colleges policy is that:

Where candidates are applying for an RA they are required to provide supporting information. The purpose of the supporting information is to establish whether or not the candidate has a disability as defined by the Act. Secondly, where a candidate does have a disability, the purpose of the supporting information is to obtain initial recommendations about what may constitute an RA for the candidate. College of Policing (2021, p. 14).

Motivation in this case suggests that the officer decided to disclose after recognising that a specific need had arose in the workplace. (Morgan and Klein, 2000). The effect of employer's response to the neurodivergent person can be perceived as less that supportive as in the case of **(P4)**, who describes negative experiences during his lifetime to the extent that on joining Dorset Police he was anxious about how his disclosure would be received, and the possible implications of being stigmatised and being thought of as being less than capable. For all the others in the study, they had developed a positive sense of self.

Layder (2006, pp. 227-278) defines the interaction between individuals as the domain of situated activity. Any disclosure of dyslexia can cause memory recall which are influential and relevant in understanding that the disclosure of any form to a manager, supervisor or trainer is such an example of psychobiography situated activity, and these memories might include past encounters both positive and negative, and must be understood in the context of subjective, external and situational influences.

(P1) describes her experience of disclosure, in her initial training as positive and, appropriate for her.

For the first six weeks of my initial training the trainers were unaware that I was neurodivergent, but I was impressed with their approach to my dyslexia and, was given extra time to read and understand what was being asked of me.

Since joining Dorset Police **(P2)**, has experienced positive support for his dyslexia.

Once they knew I was neurodivergent I was given more time to complete tasks like reading reports and my laptop has Dragon on it which helps.

(P3)

I didn't disclose it, I think that might have been a little bit foolish on my part but I, you know, I was still a young lad when I joined I was 25. I wanted to make a good impression with colleagues and friends. I felt like I didn't want to be the odd one out, you know, because no one else was going forward with anything, but at the back of my mind at that particular time in my life, I thought I could just manage it, and I was quite confident with getting through training phases without needing any additional support and yeah that's what I did... We went to external training. The majority of it was discussions with the trainer at the front. There was a little bit of PowerPoint but I wouldn't say that there was too much at all. So, when I'm being taught using visual aids and discussions, that's right up my street because I am not having to read stuff. I do remember when given sort of stuff to look at, say for pre-reads at night, I couldn't really do them, I just did a bit of selective reading and took kind of bits out the pre-reads that I thought would be important for the day after, so that I could manage the reading, and that, so that was training for me really. I went to Poole, it was very vibrant the majority of the people in the team was of a similar age to me, so again it was something I didn't really disclose. I would say pretty much throughout the course of my career until the point I had aspirations to try and get myself promoted, as you well know, and knew at that point I would possibly need additional time with the exam, which I definitely did, having looked at a few of the questions, how they were written in the bold text you have to read nine with the time you have, I think it's about a minute isn't it, to each question. I knew I just wouldn't do it. I wouldn't get through it. That's when I sort of raised my dyslexia and I still have my report from university and was awarded additional time by the College of policing off the back of that report. Throughout the rest of my career until that point I just managed it in the same way previously, just cracked on and relied on spell checkers and things on terminals. My statements I have to be honest with you my statements that I took from victims and witnesses some of them were in grade and it took me a while to do. I just did them to the best of my ability, it was never really criticised but they never are the, never really criticised by anybody else they just assumed they were fine.

(P4) Offers a further example of a positive experience of disclosure. *“Although I struggled over letting my line manager know, once I broached the subject I found out that he was a neurodivergent assessor for the Force and fully supportive, a nice change from my previous employment”.*

(P5)

I never really declared to other partners I'm neurodivergent... I have to my husband... I have to my other partners, through time. As a subject that's never really come up, but with my husband, yeah, we both talk about it, you know oh! That your dyslexia that's not letting you read that or not letting you figure it out, must be your dyslexia. It's a bit of a jokey thing with us.

According to Fitzgibbon and O'Connor (2002, p. 76) *“the only reliable way of identifying accurate and relevant adjustment is to secure a workplace assessment”*, and the purpose of the workplace

assessment is to provide the employee and the employer with evidence-based recommendations for reasonable adjustments within the context of the employment related specifications. The assessment should be flexible in its approach and take into account the individual; including their skills and abilities. Any recommendations should therefore facilitate progression and independence. Leather and Kirwan (2012, p. 157). This research identified that all of the participants had been issued by Dorset Police with a work laptop computer, to assist them in their roles, this is deemed important if the assessment recommends assistive technology be loaded onto the laptop. It is perhaps important to understand that prior to Covid 19, the issue of a work laptop was restricted to certain members of Dorset Police. The issue of laptops to the whole workforce was not with any thought of improving working conditions but leaning towards the 4th Industrial Revolution. Which is paving the way for transformative changes in the way we live and radically disrupting almost every business sector, at an unprecedented pace.

The appropriate route for accessing a workplace assessment, for members of Dorset Police is through the Neurodivergent Assessment Group (DAG). See (Appendix 1 and 2). This is a turning point for the neurodivergent person as they begin to comprehend why they have struggled with dyslexia in a work place setting. All of the participants were aware of DAG, which carries out the workplace assessments, and they [participants] would recommend the process to anyone who had not been assessed but believed that they were neurodivergent. Not all of the participants in this study had received a DAG assessment. Some had received their assessments whilst attending university. To access an assessment any member of Dorset Police may submit a referral form, which can be accessed via the Dorset Police Intranet site.

Question 39: What do you understand the term Reasonable Adjustment to mean?

(P3) *No! I think now that you have mentioned it the only time then I ever raised it was when I could see me in a struggle and needed something to help me and so similarly with the University, so I went for the test because the reading was getting greater the pressure was stronger then, you coming into the place I knew some of it will be having to read the statements and what not you know 50% was out of the car so you know, I kind of know that I could manage it ...I have become more aware of the process due to my work in training and I have personally directed student officers to the site, if I believed they may be neurodivergent, or if I have noticed in a lesson that they are struggling to process information”.*

(P4) *In my experience neurodivergents are not fully supported, for example when I joined Dorset Police I was employed from an agency and following a meeting with my line manager, during which I disclosed that I was neurodivergent, it took them several weeks to issue me with a laptop, then there was a delay in getting Dragon installed but there was no training on how to use it, I had to learn myself. I also use a screen reader. However, compared to how I have been treated in the past it's a vast improvement.*

(P1) and (P5) were satisfied with how Dorset Police had processed their neurodivergent needs. **(P3)** stated that he has not had a bad experience in 15 years. **(P2)**. stated that he is still “not very good at interviews, but got better when allowed extra time”.

Today the challenges faced by the police, as detailed by Kirby (2016. p. 228) are firstly to operationalise and determine what a disability is. The second is in clarifying the differences between requiring diagnostic assessments to demonstrate the disability or alternatively having a needs assessment. The third, is to ensure that management understand the process and their involvement. According to The Home Office Policy (n.d. p. 5) *Diversity and Inclusion Strategy 2018 to 2025*, “*The more inclusive our environment, the more likely it is that everyone will fulfil their potential*”. It follows that within Dorset Police the social identity and police cultures encourages officers to think and behave positively, as a consequence this hegemony needs to demonstrate fairness and respect at work, sending out signals to officers about their worth to the organisation. Organisational justice should incorporate fair decision making and respectful treatment by senior leaders. Co-operative work attitudes and behaviour will allow neurodivergent officers to feel empowered, and valued. While some studies have pointed to organisational justice having a direct impact on employee attitudes and behaviours, there is evidence to suggest it has the effect it does because it helps employees to identify more with the organisation Blader and Tyler (2009, pp.445-464).

Experiences of unfairness, however, are likely to have the opposite effect by signalling to employees that they are not valued and that the organisation's own rules do not apply to them, and is in fact double edged with a subculture depicted in the wider policing literature, described as having a number of largely negative characteristics that are at odds with the idea of public service, including cynicism, authoritarianism, unconscious bias and prejudice. However, if fair decision-making and respectful treatment exists within the organisation, the experience is unlikely to be problematic. However, there is a general knowledge gap around neurodiversity within Dorset Police with specific factors affecting those that work within that environment who are neurodivergent.

According to (Heath, 2020), within the last 12 months [2020], the number of workers in Dorset Police that have sought dyslexia support is 80. In my opinion, with uptake of student officers in [2021-2023], that figure will increase. Bartlett and Moody (2010, p. 33) suggests that it is important that organisations have a clear vision and understanding of disability legislation and perception of what 'reasonable adjustment' means. Furthermore, that dyslexia awareness training is an essential responsibility in giving management the skills required to make 'reasonable adjustment' in the workplace, as any lack of understanding can impact on those neurodivergent officers seeking reasonable adjustment, often with managers having autonomy in decision making, but lacking in knowledge when implementing those requests for support. Secondary factors of dyslexia are known to develop from poor awareness and Heath states that:

Secondary factors are known to develop from poor awareness and mismanagement of neurodiversity factors which can impact on wellbeing, absence, grievance and resourcing – indirectly affecting core policing responses due to avoidable secondary causes raising the number of absences, or decreasing effectiveness by presenteeism or performance dips. Heath (2020, p. 2).

This hegemony of hierarchal management can also lead to neurodivergent officers experiencing stress, anxiety; personal grievances and allegations of bullying in the workplace, which is a result of management having no understanding of the complexities of dyslexia.

Summary

The participants understood the label of dyslexia, and had some knowledge of the legislation but their interpretation held a different view of what disability meant to them. All the participants were mature officers, and they noticed the difference between what support in terms of dyslexia was available to them. Surprisingly, all of the participants given the chance would not discard their dyslexia but had experienced periods in their lives where they felt angry and frustrated with their dyslexia, knowing that in achieving anything in life they had to work harder than their peers. In some cases, the participants felt that they could have achieved more in life, but did not do so due to their dyslexia, and not due to lack of ability or intelligence. On the other hand, many of the participants were creative and could visualise things in a way that perhaps non-neurodivergent people cannot. The majority of the participants were willing to disclose their dyslexia, believing that in doing so would raise awareness about dyslexia. Reading, writing and memory loss presented the greatest challenges for the participants, and it is the core difficulties experienced by neurodivergent adults McLoughlin et al.

(2002). The process is further complicated by poor spelling grammar and handwriting. All of the participants reported that since the introduction of individual laptops, statement writing was not an issue as the statement could be completed electronically. Where reasonable adjustment had been requested, it had been provided albeit in some cases slowly and workplace assessments were readily available upon request. The psychological and emotional effects of being neurodivergent was expressed by the participants; anger and frustration were also reported, and in some cases low self-esteem, confidence and avoidance of certain areas of their work, due to their dyslexia.

Chapter 5: Research summary

During the interview process, I felt a strong sense of responsibility to the officers in this study. I was conscious of the possibility of psychological and emotional impact that they may experience, as this would perhaps be the first time that their voices were heard. I was mindful that the interviews could revisit old feelings. I therefore informed each officer that, if they, thought it necessary counselling was available within the force. I remain genuinely interested in their experiences and prior to this research taking place, I have become a neurodivergent assessor, so that I may offer a means of support. I was also acutely aware that I am a non- neurodivergent researcher, making sense of a disability that I do not have. On this basis, I ensured that all of my communication by post or email including the self-completion questionnaire was neurodivergent friendly, in relation to format and font size. I did not record any ethnicity information as dyslexia is impervious to race, age, or religion. Having reflected upon the development and use of the questionnaires, I believe that they were not only fit-for-purpose but also delivered the data that I had expected.

The interview guide resulted in a quantity of relevant data. There was however one aspects of the interviewing process that could have been improved upon, the timings of the interviews. Due to my teaching duties and associated responsibilities, the time available to conduct the interviews was sometimes limited and dependant on the officers' duties and availability. Nevertheless, I found the research personally and professionally insightful.

In summary, it is my opinion that dyslexia is a social construct, which imposes on the neurodivergent person constraints that do not consider the neurodivergent needs. Society therefore should recognise their diversity, ensuring that the learning environment at an educational/employment level meets the needs of the neurodivergent person, with an emphasis on empowerment rather than one of disability that perceives the neurodivergent as a victim, excepting no other alternative to the narrative.

If an individual has made a disclosure to their employer, both (Bartlett and Moody, 2010) and (Moody, 2016) suggest that it is vital that the establishment has a clear understanding of disability legislation and the concept of “reasonable adjustment”. They suggest that disability/dyslexia awareness training is a vital component of their responsibilities, to give employers the skills needed to make workplace adjustments, such as allowing extra time, access to dictate and text-to-read software, the use of Dictaphones, secretarial support, etc. This research project has highlighted certain areas that should be investigated further. Such as more research into all police organisations hegemony towards dyslexia, more lectures within the Dorset Police service, to advance supervisions knowledge of dyslexia, as well as clear guidelines for an organisational approach to dyslexia, and a senior police officer or equivalent appointed at a National level with a portfolio for dyslexia.

Reflexivity

All research is to an extent autobiographical, and Denscombe (2007, p. 301) suggests that the researcher is required to provide a reflexive account of the researchers “*self and its impact on the research*”. He further states that there is a developing expectation that the researcher should offer some autobiographical information within the analysis section of any research. Bryman offers a definition that reflects my own beliefs of what reflexivity is “...*reflexivity entails a sensitivity to the researcher’s cultural and political and social context*” as such “*knowledge from a reflexive position is always a reflection of a researcher’s location in time and social space*”. Bryman (2008, p. 682). A reflective question central to the thesis is: What do I bring to the study? - My central proposal is original and empirical in its concept. Within Chapter one, I describe my role and motivation together with my rationale for undertaking this research. I have recognised that this research is not about me or my role within Dorset Police as a dyslexia assessor, but about the participants who are neurodivergent their experiences, perception and reality. Every part of the research from the original concept, hypothesis, planning, interviews, data collection, analysis and writing the final report is shaped by the personal values of the researcher. Bryman (2008, p. 24). Chouhan (2009, p. 71) suggests that as individuals we need to be aware of who we are and how we think and feel about others. Being emotionally intelligent in the context of the research, and in dealings with participants, is a necessary trait that should dominate the research. Emotional intelligence refers to the ability to identify and manage one’s own emotions, as well as the emotions of others. Emotional intelligence is generally said to include at least three skills: emotional awareness, or the ability to identify and name

one's own emotions; the ability to harness those emotions and apply them to tasks like thinking and problem solving; and the ability to manage emotions, which includes both regulating one's own emotions. Throughout the research I endeavoured to remain vigilant to the risks that I might either consciously or unconsciously influence the outcomes of the research, or to mitigate any unconscious bias. See (Table 10) below which is a synopsis of how I reflected on the research.

Table 10 - Reflective synopsis

Examples of perceived risks	Example of potential strengths
<ul style="list-style-type: none"> ➤ Not to allow any unconscious bias to affect the research. ➤ Applying my own knowledge as a neurodivergent assessor. ➤ Seeking out experiences in the workplace that matched my hypothesis. ➤ Ignoring cases that contradicted my hypothesis. ➤ Only selecting participants that I knew. ➤ That they would volunteer out of a sense of loyalty to me, rather than from free will. ➤ Only selecting participants that I had dealt with as a neurodivergent assessor. 	<ul style="list-style-type: none"> ❖ I am employed by the organisation. ❖ As a neurodivergent assessor, I understood that text-based resources including the questionnaire required neurodivergent friendly formats. ❖ Understanding the police hierarchal system. ❖ Understanding of the police language – codes and abbreviations. ❖ Awareness of police policy and procedures. ❖ Awareness of support available within the organisation should the need arise. ❖ All participants were aware that I worked within the organisation.

To mitigate any potential risks, I informed the participants at each stage of the research, of their right to withdraw from the research, without any reason being given or expected. I consulted with managers, supervisors and peers within the organisation to ensure that I had a better understanding of my thought process. This process helped me to check that I was on track and not diverting from my hypothesis. In conclusion I believe that I have met the demands of Barnes and Mercer (1997, p.7) who propose that any disability-related research must be both reflective and self-critical beyond

simple tick box exercise. I perceive myself as white, 66-year-old, working class heterosexual male. My primary and secondary education can be best described by the late educationalist Sir Ken Robinson as an industrial model of education, where I was churned out of the system with the only expectation of working in a shipbuilding industry in the North East of England. I felt that there was more to life and as Robinson stated. *“Life is not linear. When you follow your own true north you create new opportunities, meet different people, have different experiences and create a different life”*. Robinson (2020 cited in Heaton-Wright 2020, unpaginated). I subsequently decided to join the Army in 1969, to seek a different way of life and left the Army in 1979 to join the Royal Marines. I retired from them in 1998 and joined Dorset Police as a member of Police Staff. My education route within the Force took me from a diploma to a degree and currently to this MA.

I find it difficult to explain to those who have not given part of their life in the service of their country or what it means when one talks about duty and service, as there are few organisations that require you to take an oath of allegiance. Perhaps it's a sense of responsibility or moral values, but over the years I have had many paradigm shifts in my thinking, ranging from the inequality of pregnant females, homosexuals and lesbians who were forced to leave the armed forces, a practice I am happy to say no longer exists. I include the treatment of neurodivergent members of Dorset Police in my paradigm as I am currently involved in the training and development of police officers and police staff and, I have reflected on the fact that I am not neurodivergent and therefore struggle with the concept of representing their voices in this research. However, my interest in this subject and the individuals who are neurodivergent stems from my moral compass and my work as a dyslexia assessor. I have seen first-hand the struggles and emotive issues that dyslexia affects individuals both professionally and in their private lives. I have consequently developed a greater emotional intelligence and sensitivity to the experiences of neurodivergent officers. It has perhaps helped my researcher position within the Force, that I have been with them for 22 years and, I know professionally a few of the officers who are neurodivergent. There have been instances where a number of neurodivergent officers have contacted me for support, outside of the training environment. Many reported that they felt their supervision did not understand or support their dyslexia, in one case the individual resigned from Dorset Police. It is therefore my belief that my life experiences and professional values are visible throughout this research. I would like to think that *“What you do for yourself dies with you when you leave this world, what you do for others' lives on forever.”* Robinson (2020 cited in Heaton-Wright 2020, unpaginated). In relation to the data collection process, I felt a sense of responsibility towards the participant as I was acutely aware that this research was the first time that they had been allowed

a voice. It was therefore paramount that I analyse the data authentically. I remain genuinely interested in promoting dyslexia within the workplace.

I disagree with Barnes and Mercer (1997, p.7) who argue that insider research is both desirable and necessary to fully appreciate the experience of the researched group, others are more cautious. In my opinion, I am an insider-outsider researcher, in that I possess intimate knowledge of the organisation and the officers within it. Hellawell (2006, p. 483) and as a researcher become involved with the central activities of the group, and as identified by Adler and Adler (1987), being an active member of the research without fully committing myself to the participants values and goals, therefore by extension making known my membership identity within Dorset Police. Furthermore, if all research was carried out with researchers being only of an insider status, then the field of research would be small indeed.

This insider-outsider perspective is distinct in relation to the objective standpoint traditionally expected for the researcher not presently serving as an insider in the research setting and its subjects. Merriam et al. (2002). Being a non-neurodivergent researcher carrying out research as an outsider in relation to the participants did not seem to affect the interviews negatively, however, it raised an important point that must be considered in all research actions with participants who identify with a group, based on shared experience, gender, sexuality, ethnicity, race, and so on. A theme throughout human history is one of tenacity, to frame complex issues as a struggle between two opposing sides Surely, the time has come to abandon these constructed dichotomies and embrace and explore the complexity and richness of the space between entrenched perspectives. As qualitative researchers we are uniquely equipped for the challenge. Dwyer and Buckle (2009, p. 62) strengthens this viewpoint, as *“holding membership in a group does not denote complete sameness within that group. Likewise, not being a member of a group does not denote complete difference. It seems paradoxical, then, that we would endorse binary alternatives that unduly narrow the range of understanding and experience”*. Dwyer and Buckle (2009, p. 60).

Recommendations

The following recommendations are in response of the research findings, regarding the best course of action to review best working practice, as this research has identified that there is much available to members of Dorset Police in terms of support for wellbeing but a systematic review by Modini et al. (2016) discuss the health benefits associated with being in work, and also indicates that having good

quality supervision at work can make a significant difference to wellbeing. In my opinion an area that needs improvement in Dorset Police.

Table 11 - Table of Recommendations

Recommendations		
Number	Responsible	Comment
1	National Police Forces	I agree with the comments made by (Macdonald and Cosgrove 2019) that the police service as a whole must improve access to reasonable adjustment, for example, through the use of assistive technologies, to create a more inclusive and supportive working environment for their employees.
2	College of Police	College of Police to develop a national database of neurodivergent members within the police services across England and Wales. This will assist in any future research into dyslexia in the police
3	CoP	The College of Policing to appoint a senior police officer with a national portfolio for dyslexia.
4	National Police Forces / College of Police /Dorset Police	To recognise that disability/dyslexia awareness training is a vital component of managers/supervisors training, including all leadership programmes.
5	College of Police	The College of Policing to mandate initial neurodivergent assessments in the initial recruitment and assessment process
6	National Police Forces/ Dorset Police	Managers/Supervisors and Trainers, offering alternative ways of learning in respect of neurodivergent officers.
7	National Police Forces/ Dorset Police	Managers/Supervisors and Trainers offered awareness training.
8	National Police Forces/ Dorset Police	Training for line managers to understand how to provide appropriate support.

9	National Police Forces/ Dorset Police	Training for Trainers to understand how to provide appropriate support in the learning process
10	National Police Forces/ Dorset Police	Use of workplace champions to promote inclusion and demonstrate success at all levels.
11	National Police Forces/ Dorset Police	Ensuring interview processes are fair to neurodivergent applicants.
12	National Police Forces/ Dorset Police	Offering an extended induction phase.
13	National Police Forces/ Dorset Police	Shared information plans on agreed adjustments between the employer and employee.
14	National Police Forces/ Dorset Police	Regular short review meetings to monitor progress with officers who are neurodivergent.

Granted, the types of challenges that neurodivergent employees face within the workplace will differ depending on both individual and situational variances. That said, common challenges include *“time management, organisation, planning, structuring written communication and presenting information”* Beetham and Okhai (2017, p. 59). Also, in situations where challenges affect the employee’s ability to meet deadlines and produce work to a required standard, employers with a lack of knowledge about dyslexia could misinterpret this as a performance concern, and may mistakenly initiate a formal performance management procedure rather than signposting, or indicating to the employee, sources of information and ways to be screened or assessed, for dyslexia. Kirby and Gibbon (2018, p. 29). have stated that;

... “Success depends upon previous preparation, and without such preparation there is sure to be failure.” Individuals need to gain the knowledge about how to best work and be supported while still in education. However, there is also the onus on the employer to not just respond to someone disclosing they have dyslexia but have in place fair and equal practices to ensure that people are not being disadvantaged and that they take a person-cantered approach. This also needs to be more than one-off initiatives.

By fully integrating research into Dorset Police, it is my opinion that as an organisation it can out-perform organisations that do not, leading to better wellbeing for its officers and improved use of resources. It should be recognised that this study was exploratory in nature and aimed to target a relatively hidden and hard-to-reach group, by virtue of legislation, which does not require a person to disclose that they are neurodivergent. The interviews were conducted online, and although this gave the researcher access to a number of officers, it also allowed for the random selection of representatives of neurodivergent participants within the identified group. Furthermore, the researcher hoped for a larger sample of participants assessed as being dyslexia, so that the study could produce a more detailed analysis on the intersectional relationships between dyslexia, and socioeconomics. However, Dorset Police informed the researcher that they did not record on their database, officers that disclosed that they were neurodivergent, which may not lead to a precise estimation of the impact of dyslexia in Dorset Police. The data presented some interesting findings that can be used to design a larger confirmatory study. Therefore, a future direction for this research would be to develop a national base survey examining disabling barriers within the police service across England and Wales.

Further research

As mentioned previously, this research represents an exploratory, small-scale academic enquiry into the experiences and perceptions of the sample of officers employed in Dorset Police. The sample consisting of five officers and included a mixture of male and female employed in various roles within the Force. The limitation of the current sample is that they are all drawn from one single police force. The exact number of neurodivergent officers is unknown and not all neurodivergent people disclosed to their employer. To compound this matter police services do not always keep accurate records.

Research Area One: national experiences and perceptions could be identified and theorised in further studies.

Research Area Two: a longitudinal study over the next 5 to 10 years, covering, with their permission, participants of this research, their career trajectories and experiences over that period of time.

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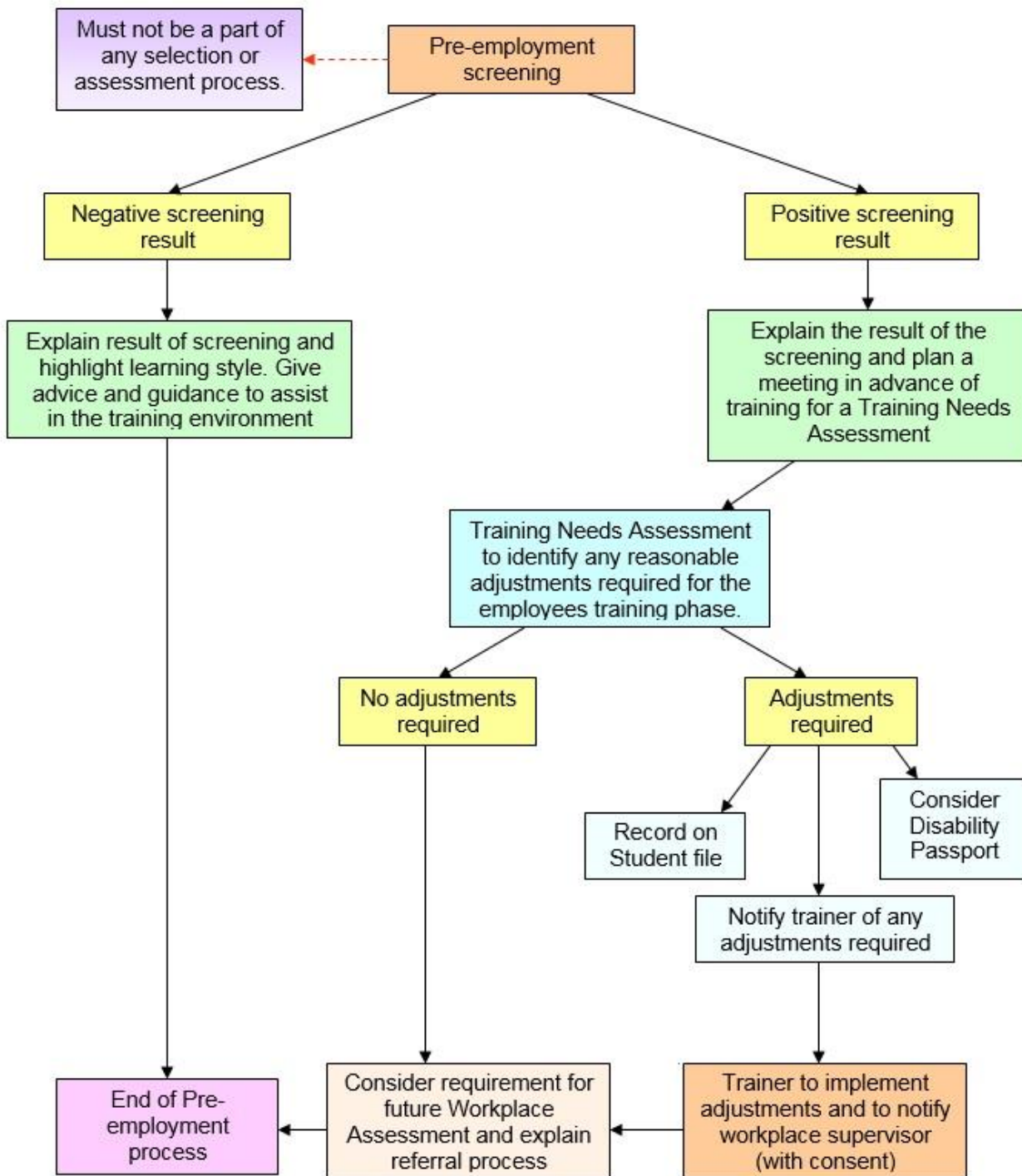
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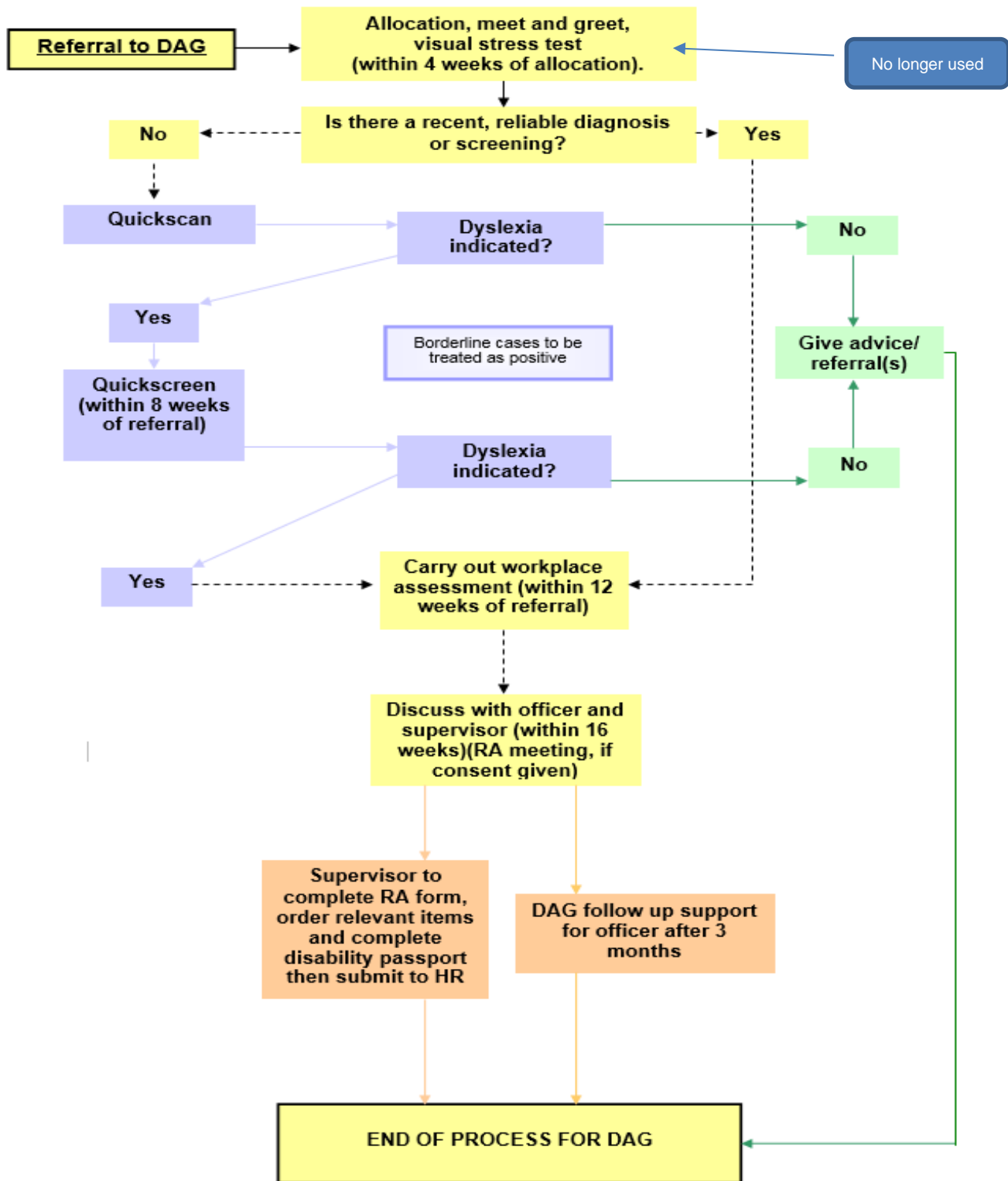
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Appendix 1: Dorset Police Pre-Employment Process Map for Dyslexia Assessment

Pre Employment Process Map for Dyslexia Assessment



Appendix 2: Dorset Police Post-Employment Process Map for Dyslexia Assessment



Appendix 3 - Types of Dyslexia

Phonological Dyslexia

Difficulty in breaking speech into individual sounds? Every language has a set of common sounds that it reuses over and over again to form words. People with dyslexia have no trouble producing and processing the sounds they need to speak their native language.

Surface Dyslexia

Some individuals also experience Surface Dyslexia, which can cause them to take longer to process language when they move beyond the decoding stage. Not all words are spelled as they sound in English.

Visual Dyslexia

Symptoms often include trouble reading and remembering what has been seen on a page. That's because of all types of dyslexia, Visual Dyslexia affects visual processing, meaning the brain doesn't receive the full picture of what the eyes are seeing. This can have severe implications for learning to form letters and also mastering spelling, a process in which remembering the correct letter sequences in words is key.

Primary Dyslexia

The "primary" label refers to dyslexia when it is a result of a genetically inherited condition. This means if a child has a parent with dyslexia, they are more likely to have the learning difficulty themselves. Primary Dyslexia can cause difficulties processing sounds, letters and numbers, which negatively affects a child's abilities in spelling, reading and math. Dyslexia not only runs in families but tends to be seen more often in males, particularly those who are left-handed.

Secondary Dyslexia

Before they are born some babies experience brain development issues in the womb which can cause neurological impairment and result in dyslexia. Of the many types of dyslexia, "secondary" has been shown to respond best to treatment, including targeted phonics work through computer programs.

Note that both Primary and Secondary Dyslexia are considered developmental, as they are present at birth and remain lifelong conditions.

Trauma Dyslexia also referred to as Acquired Dyslexia

When an adult or child has a brain injury from trauma or disease, they can sometimes develop difficulties with language processing, which result in dyslexia.

Other Learning Disabilities May Occur With Dyslexia?

There are several learning disabilities that may occur with dyslexia that are *not* dyslexia. For example, a person may be assessed as being neurodivergent, but also have:

Dyscalculia, or difficulty with maths

Dysgraphia, or difficulty writing

Left-right disorder, or trouble telling left from right

Source: Higuera, V. (2020).

Appendix 4 Neurodivergent Strengths

Strengths	Description
Strong memory for stories	Some neurodivergents recall facts as if reading a good storybook rather than just as a list of random data. Having narrative reasoning on your side may help improve your memory and help integrate contextual information better.
Excellent puzzle solving skills	Neurodivergents might struggle in the reading department, but when it comes to solving puzzles, many are pros. They accurately identify the right shape and figure out complex problems like no one else can ever do. Rather than being a sequential thinker going from one idea to the next, many neurodivergents thrive in environment that allow and foster simultaneous thinking in which ideas are connected via different routes than a straight line.
Brilliant spatial reasoning	The scientists at the University of East London found that young neurodivergents are excellent at remembering a virtual environment when compared to non-neurodivergents. In this regard, many neurodivergents succeed in fields like engineering, industrial and graphic design, architecture, as well as construction.
Great conversationalists	Reading words might not be their strength, but many neurodivergents are quite profound in reading people when interacting with them. They will tell you exactly what the problem is and how you can go about solving it. They are also quite considerate of other people's thoughts.
Tremendous empathizers	Many neurodivergents are also quite sincere when it comes to their personality. The experiences as a result of the reading and writing challenges can cause them to feel more empathic toward others who may struggle.
Wonderfully imaginative	Neurodivergents can really envision a fantastic view of the world. They make great use of their imaginations, hence all the artists, actors, and authors with dyslexia. They have a keen sense of curiosity and interest.
Abstract thinkers	Just when you thought all hope might have been lost, it turns out that neurodivergent people can comprehend abstract ideas. They are good philosophers. They understand things that are not tangible, many of which are innate human qualities, such as bravery, love, and deception.
Think outside of the box	It's nice to stick to standards, but if you really wish to go far, you have to think originally, as evidenced by today's entrepreneurs. One of the more advantageous qualities in many neurodivergent people is their ability to think outside of the box. They come up with excellent, unorthodox ideas that are not only fresh, but lucrative as well..
Critical thinkers	Another trait that some neurodivergents possess is their ability to use logical reasoning. They know exactly what the difference in two topics really is and will use critical thinking to solve a problem

Astutely analyse stories told or read to them	Instead of reading, neurodivergents can still get ahead by analysing the stories that are being told or read to them out loud. Although they may have their friends, family, or text-to-speech technology doing the reading for them, because of their strong spoken language comprehension abilities, they understand the plot and the story. Many can keep track of all the characters and plot twists and turns better than some non-neurodivergents.
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Appendix 5: Participants Consent Form



CONSENT FORM

Title of Project: **Dyslexia: An examination of the experiences and perceptions of neurodivergent members of Dorset Police**

Name of Researcher: *Danny Bothwick 8289*

Contact details:

Address:

*Learning and Development Department, Dorset Police Headquarters, Winfrith, Dorchester Dorset DT2 8DZ or
Graduate College, Canterbury Christ Church University, North Holmes Road, Canterbury CT1 1QU.*

Tel:

Work mobile: 07926 075400


Email:

Danny.bothwick@dorset.pnn.police.uk

Please initial box

1. I confirm that I have read and understand the participant information for the above project and have had the opportunity to ask questions.
2. (If applicable) I confirm that I agree to any audio and/or visual recordings.
3. I understand that any personal information that I provide to the researchers will be kept strictly confidential and in line with the University [Research Privacy Notice](#)
4. I understand that my participation is voluntary and that I am free to withdraw my participation at any time, without giving a reason.
5. I agree to take part in the above project.

Name of Participant:	Date:	Signature:

Name of person taking consent <i>(if different from researcher)</i>	Date:	Signature:
Researcher: Danny Bothwick	Date:	Signature: 

Copies: 1 for participant

Appendix 6 Participants Information Form



Dyslexia: An examination of the experiences and perceptions of neurodivergent police officers serving in Dorset Police.

PARTICIPANT INFORMATION

A research study is being conducted at Canterbury Christ Church University (CCCU) by *Danny Bothwick*

Please refer to our [Research Privacy Notice](#) for more information on how we will use and store your personal data.

Background

Dyslexia in police officers is not rare and it is my intention to undertake research within Dorset Police. The research will take place during a period where police officers and their employers are subject to the provisions of the Human Rights Act 1998, and the Equality Act 2010. In the study, I would like to understand how police officers define and understand dyslexia together with their perception and experience.

In this study I am examining the experiences and perceptions of neurodivergent police officers in the operational role. I am exploring the issues and challenges that neurodivergent police officers face. In 2010 disability discrimination legislation includes disabilities of which dyslexia is included. In this study I am exploring the experiences and perceptions of neurodivergent police officers who have joined the police service before and after this change in the law. I am studying for a BA degree in Education and Professional Training. This study began in May 2019 and is expected to be concluded in August 2019.

This is a self-funded research study

What will you be required to do?

You have been chosen because you have disclosed to that you identify yourself as being neurodivergent, that you have been screened or assessed as neurodivergent or that you believe yourself to be neurodivergent. You have also been chosen because you are a serving a police officer. It is your experiences and perceptions that are the centre of this study. At this time, it is unclear

exactly how many other volunteers will participate in this study however, it is possible that up to five others may be selected.

It is up to you to decide whether or not to take part. If you do decide to take part you will be given this information sheet to keep and be asked to sign a consent form. If you decide to take part you are still free to withdraw from this research at any time and without giving a reason and it will make no difference to the way you are treated.

Firstly, you will be asked to complete a questionnaire. This will include some personal but not intimate questions such as: your name, age, gender, station, force and contact details. It will also contain questions relating to any dyslexia screening or assessment that you may have undertaken since leaving school.

Some weeks later we will meet at a mutually agreed place and time. This may whilst you are on or off duty. I will ask you some questions relating to your experiences and perceptions as a police officer engaged on operational duties. Our discussion (interview) will be digitally recorded. The interview will be transcribed at a later date. Occasionally it may be necessary to seek a brief follow-up interview, either by telephone or face to face.

There is no budget for this research, nor any funding for the time that you complete the questionnaire or interview. Light refreshments will be available at the interview and the interviews will be conducted at a place, date and time of mutual agreement. During the transcription phase of this study and subsequent publication I may wish to use a number of verbatim quotes or extracts from the interview. I will ensure, as far as is possible, that these quotes or extracts maintain your anonymity and do not compromise your confidentiality.

When this research began there was little if any published research regarding dyslexia within Dorset Police. It was the researcher's experience that some neurodivergent police officers were treated very well in the operational role; however, it was reported that many neurodivergent police officers experienced difficulty operationally and some resigned very early in their service. This research is believed to be the first structured academic examination of the experiences and perceptions of neurodivergent officers, tutor constables, supervisors and managers in the UK. There is no promise that this study will help you personally, but the information I get might help improve individual and organisational understanding of neurodivergent adults in the police service, their tutors, supervisors and managers.

Any complaint about the way you have been dealt with during the study or any possible distress you might suffer will be addressed. The detailed information on this is given in Part 2. All the information about your participation in this study will be kept confidential. The details are included in Part 2.

Participants in this study will be required to:

1. Complete a questionnaire
2. Agree to be interviewed
3. Agree for the contents of the interview be recorded and included in a final thesis. A copy of which will be held by the university

To participate in this research, you must:

1. **Be over 18 years of age**
2. **Be a Police officer employed by Dorset Police**
3. **Been assessed as being neurodivergent**
4. You will have to give up interview time with no financial reward. It is possible that when the results of this research are published it may generate debate within Dorset Police.

Procedures

You will be asked to answer question relating:

1. Your dyslexia
2. Family history
3. Primary schooling
4. Educational background
5. University
6. Your experience of being neurodivergent and a police officer.

Feedback

1. You will be able to view your transcript
2. You will be able to amend any inaccuracies in the transcript
3. You may request an interview with the researcher to discuss any aspect of the research.

Confidentiality and Data Protection

The following categories of personal data (as defined by the [General Data Protection Regulation](#) (GDPR)) will be processed:

- *The following personal data categories that will be collected and processed are: Name, age, DOB, Gender, Rank, Family history, work history, Education history, and Current role.*

We have identified that the public interest in processing the personal data is:

- *The processing of personal data is necessary to produce a full analysis of participants >. Personal data will be used *Personal data is to be used in the context of providing a statistical analysis within the research*>.*
- **What will happen if I don't want to carry on with the study?**
- If you withdraw from this study all of the data and personal information will be destroyed without delay. I may seek your permission to retain and use some elements of your contribution; however, I will comply with your wishes. Your details will be removed and deleted from the secure IT storage device used to store the audio recordings, scanned questionnaires and subsequent transcriptions. You will receive written confirmation when this has been completed. You can withdraw at any time and without offering any reason. This can be done in writing, via email or in person.

Data can only be accessed by, or shared with:

- *The following will have access to the research: Canterbury Christ Church University: Supervision, the chair of my supervision and examiners of my research. There is no intention to share the data with Dorset Police or outside the European Economic Area (EEA) .*

The identified period for the retention of personal data for this project:

- *Data will only be stored for the duration of the research and subsequent examination. .*

If you would like to obtain further information related to how your personal data is processed for this project please contact *Main researcher: Danny Bothwick: e-mail: danny.bothwick@dorset.pnn.police.uk Work Mobile 07926075400 .*

You can read further information regarding how the University processes your personal data for research purposes at the following link: Research Privacy Notice - <https://www.canterbury.ac.uk/university-solicitors-office/data-protection/privacy-notices/privacy-notices.aspx> All the information about your participation in this study will be kept confidential. The details are included in Part 2.

The results of the research will be published in the form of a thesis, which Canterbury Christ Church University will hold a copy of in their CCCU library

Process for withdrawing consent to participate

You are free to withdraw your consent to participate in this research project at any time without having to give a reason.

What if there is a problem?

If you have any concerns or wish to make a complaint regarding your participation in this research study, you should direct your concern or complaint to the principal researcher Danny Bothwick. If however your complaint relates to Danny Bothwick or you do not feel able for any reason to contact him you may contact his Research Supervisor, Dr Ian Jasper of Canterbury Christ Church University. His contact details are included in Part 1 of this information sheet.

Will my taking part in this study be kept confidential?

As far as is reasonably practicable and with all due diligence on behalf of the principal researcher and university supervision team. All information which is collected about you during the course of the research will be kept strictly confidential. The collection, handling, storing, using or destroying of data will not contravene the legal or regulatory requirements of any part of the UK. Specifically, the requirements of the Data Protection Act will be fully met regarding all data collected in this study. Prior to interview you will be invited to review and check for accuracy any information that the researcher has created and stored about you. You can request to see any information relating to you at any time during this study and up to five years after it is completed. Any disclosure by participants, other than those which amount to criminal conduct, will not be acted upon or reported by the researcher. This is so that the participant and researcher can have open and candid discussions without the fear of being reported for disclosing something inappropriate.

What will happen to the results of the research study?

The results of this research will be published initially in the form of a BA thesis. Electronic copies will be sent to the supervising tutors for review and marking. The submission of the thesis is expected to take place in August 2019. If you would like access to the thesis following submission please contact Danny Bothwick.

It is the intention of the researcher that this study should be used to raise awareness of dyslexia within Dorset Police.

Who is organising and funding the research?

This research is the original and independent work of Danny Bothwick. The research is being conducted with and supervised by Canterbury Christ Church University. The research was self-funded by the researcher Danny Bothwick.

Who will review the research?

This research will be reviewed both by the MA supervision team and by Canterbury Christchurch University Education Facility School of Teacher Education Ethics Committee.

Thank You.

Unless you have any further questions, Thank You for taking the time to read this information. I appreciate it very much. If you would now like to take part in this research study please sign and date the attached consent forms. You will be given a personal copy of the forms to take with you for your future reference.

You may read further information on your rights relating to your personal data at the following link: Research Privacy Notice - <https://www.canterbury.ac.uk/university-solicitors-office/data-protection/privacy-notices/privacy-notices.aspx>

Any questions?

Please contact: Danny Bothwick. E-mail: danny.bothwick@dorset.pnn.police.uk

Tel: 07926 075400

Graduate College, Canterbury Christ Church University, North Holmes Road, Canterbury CT1 1QU. Tel: 01227 782701.

Supervision: Dr Ian Jasper; Work Mobile: 07834745037. E-mail: ian.jasper@canterbury.ac.uk

Appendix 7 Interview Guide



Name:.....

Date:.....

Location:.....

Length of service:.....

Role.....

Start Time:

Question		Notes
1.	Please tell me about your life as a neurodivergent person?	
2.	During your school years did dyslexia cause you any learning difficulties?	
3.	How did you cope with those difficulties?	
4.	Did you have any problems taking exams because of your dyslexia?	
5.	What were your teachers attitudes towards you?	

6.	Did you receive any support from your school(s)?	
7.	At college or university did you have better treatment from your lecturers compared to your schoolteachers?	
8.	Did you ever miss school days because of your dyslexia?	
9.	Were you ever bullied at school because of your dyslexia?	
10.	Is there anyone in your family that is neurodivergent?	
11.	What is the family's attitude towards dyslexia?	
12.	Did dyslexia cause any problems inside the family?	
13.	Do you think that dyslexia was an obstacle in starting a relationship?	
14.	What were the problems in creating a relationship?	
15.	If yes did that affect your personal life?	

16.	Did you experience any problems in further education i.e., college / university / Police training?	
17.	Did you employ the facilities of any learning support services?	
18.	What made you decide to become a police officer?	Initial engagement encourage comment and dialogue...active listening....
19.	I want to talk about your thoughts and feelings of telling others connected with Dorset Police of your dyslexia.	Gentle Probing of examples including events, feelings, perceptions, attitudes, behaviours, frequency, positive – neutral – negative experiences. IF NOT OUT THEN GENTLY PROBE WHY?
20.	What term would you use to describe the telling of others of your dyslexia 'Disclosure' - 'Coming Out' etc?	
21.	Tell me about your most memorable experience of telling another/others connected with the police service? How did this make you feel?	
22.	Tell me about any other experiences and perceptions that you can recall?	

23.	What was your most recent experience of telling others?	
24.	How much control did you/do you have over the sharing of this information? How does this make you feel?	Gentle Probing of examples including events, feelings, perceptions, attitudes, behaviours etc Good and Bad?
25.	What has the effect of disclosing your dyslexia had upon you and the way you feel?	
26.	Have you had any other experience of disclosing dyslexia within the police? service? If so, what was/were your experiences and feelings? How would you compare the experience and responses within the service at all levels?	
27.	If you have disclosed outside of Dorset Police, what was your experience and feelings? How would compare the experience and response to that	

	of disclosure within the police service?	
28.	Is there anything else that you would like to tell me about your experience and perceptions of disclosing within Dorset Police?	
29.	Moving on now to a broader question - What do you understand dyslexia to be?	
30.	How does being neurodivergent affect your life?	
31.	Would you describe dyslexia as a disability?	
32.	Do you consider yourself to be disabled?	
33.	How does being neurodivergent affect your work within Dorset Police? (Both Feelings & Experience) Positive & Negative	Probe response
34.	What personal techniques or adjustments have you made to	Probe effects Positive – Neutral - Negative

	enable you to deal with being a police officer?	
35.	How did you develop these techniques?	
36.	Did you receive any help or support in developing these techniques?	
37.	Is there anything else that you would like to tell me about your feelings and experiences of being a neurodivergent member of Dorset Police?	
38.	<p>I would like to talk about your experiences and perceptions of Disability Discrimination Legislation.</p> <p>Has the extension of Disability Discrimination Legislation, specifically the Equality Act 2010 had any impact upon your day-to-day work as a member of Dorset Police?</p>	If so – What & How?
39.	What do you understand the term Reasonable Adjustment to mean?	

40.	<p>What are your experiences of RA?</p> <p>What was provided? By whom?</p>	Positive – Neutral - Negative
41.	What training did you receive, if any?	
42.	Was the training compatible with the Police IT systems?	
43.	How were you treated by: Those who organised the training, those who provided it? Colleagues, supervisors and or managers?	
44.	What was your experience and feelings regarding this whole process?	
45.	Looking back on your life, what do you think of it, in relation to being neurodivergent?	
46.	If you could, would you like to change something in your life perhaps your dyslexia	

47.	How do you think Dorset Police should treat a neurodivergent person employed by them?	
48.	What do you think should be done for neurodivergents in education?	
49.	Do you think that Dorset Police has helped or supported you with your dyslexia?	
50.	Have you ever suffered from depression because of your dyslexia?	
51.	Have you ever suffered from anxiety because of your dyslexia?	
52.	Have you ever suffered from a lack of self-esteem because of your dyslexia?	
53.	Have you ever had any catastrophic thoughts about being neurodivergent?	

54.	Do you have any regrets for being neurodivergent?	
55.	Do you think that you could have achieved more in your career if you were not dyslexia?	
56.	Is there anything else that you would like to tell me, or an experience, perception or feeling related to being neurodivergent	

End Time:

Duration:

Initial thoughts / reflection.

Appendix 8 Self Completion Questionnaire



Dyslexia: An Examination of the Experiences and Perceptions of Dorset Officers who are dyslexia within the Workplace

Date Completed: __/__/__

* Please circle your answer where given the option of **Yes / No** and or explanation.

- First Name(s):

- Last Name:

- Age:

- Sexual orientation: M / F

- Contact Telephone Number:

- Email Address:

- Station/Place of work:

- Current role:

- Date of joining Dorset Police

1. Have you ever been informed that you are neurodivergent as a result of screening or assessment test? Yes / No*

2. If **yes**, at what age were you most recently assessed? (Years)

3. What is the **highest** level to which to which you have studied (not necessarily completed) before or during your police service?

- a. GCSE / A or AS Level / Diploma / Degree / Higher Degree / National Police Promotion Framework (NPPF)/ Other: Please briefly specify:

4. What was the main factor in deciding to undertake a screening or assessment?

5. Who arranged for the screening / assessment to take place?

- a. Self- referral; Family; Private; School; College; University; Work; Police.

6. Who funded the screening or assessment?

7. Have you disclosed or discussed the result of any screening or assessment with anyone in the police service at:

- a. Recruitment: Yes / No*
- b. Foundation or IPLDP initial training Yes / No*
- c. Stage 4/Accompanied patrol Yes / No*
- d. Independent Patrol Yes / No*
- e. Other – Please give brief details:

8. Who have you told about your dyslexia: Tutor / Colleague / Sgt / Insp. / HR / Occupational Health / Not told anyone / Other

9. What was their response(s)?

10. If you have not formally or informally disclosed or discussed your dyslexia with anyone within the service, please briefly explain why you have chosen not to do so:

11. Did you receive any Reasonable Adjustment because of the dyslexia during the recruitment phase of joining Dorset Police? Yes / No*

12. If yes, what allowances were made?

13. Did this help? Yes / No* Please give brief details:

14. Were you allowed Reasonable Adjustment in initial training? Yes / No*

15. If yes what were you allowed?

16. Did this help? Yes / No* Please give brief details:

17. Did a management meeting take place with a dyslexia assessor present, to discuss your Reasonable Adjustments? Yes/No*

18. Were you allowed or offered any Reasonable Adjustment during your period of Accompanied Patrol Yes / No*

19. If yes, what were you allowed?

20. Did this help? Yes / No / * Please give brief details

21. Were you allowed or offered any Reasonable Adjustment during Independent Patrol? Yes / No*

22. If yes, what were you allowed?

23. Did this help? Yes / No* Please give brief details.

24. How many tutors did you work with during your accompanied patrol?

25. Was your period of accompanied patrol extended? Yes / No*

26. If yes, how long was your total period of accompanied patrol?

27. What 3 tasks or duties do you most enjoy as a police officer?

28. What three tasks or duties do you least enjoy as an operational officer?

29. To what extent, if any, has being neurodivergent affected your ability to be an effective member of Dorset Police?

30. Have you given evidence in any court since joining the Dorset Police? Yes / No*

31. If yes, please give a brief description of your experience including how it made you feel.

32. Is there anything else that you would like the researcher to know before the interview taking place?

33. Thank you for taking the time to complete this questionnaire, Please now return this form to me
If you have any questions regarding this questionnaire or more generally regarding my research
please contact me at: danny.bothwick@dorset.pnn.police.uk Or on 0746447988 and I look
forward to meeting with you in the near future

Appendix 9 Grant - Definition of Neurodiversity

“Neurodiversity is present when an exceptional degree of variation between neurocognitive processes results in noticeable and unexpected weakness in the performance of some everyday tasks when compared with much higher performances on a subset of measures of verbal and/or visual abilities for a given individual. These everyday tasks, which are dependent on the neurocognitive processing of information, include tasks of learning and remembering, time management, social interaction and attention span, as well as tasks requiring fine and gross motor skills.

It is an umbrella term for it encompasses a range of specific learning differences, including dyslexia, dyspraxia, dyscalculia, ADD/AD(H)D, and Asperger’s. One or more specific learning differences may be present simultaneously, and it is possible for some forms of neurodiversity, such as weakness only in working memory, to lack a weakness only in working memory, to lack a well-known diagnostic category, such as dyslexia. Neurocognitive variations may be inherited, (i.e., developmental in origin), and /or acquired (e.g., through perinatal or postnatal cerebral trauma). In most instances, neurocognitive variation is lifelong. Neurodiversity is a positive statement of differentiation, for while it explicitly refers to individuals whose everyday ways of thinking and behaving differ in certain key aspects from the majority of people, it rejects the assumption that these differences are dysfunctional and are to be ‘cured’. Instead, there is a societal obligation that others make suitable adjustments and accommodations to enable inherent potential to be fully realised” (Grant 2009, p. 35)

Appendix 10 Neurodiversity Glossary of Terms

Term	Explanation
Acquired or traumatic brain injury	Acquired brain injury is damage to the brain caused by an accident or event. This condition can affect an individual's cognition and behaviour, through impairments to their memory, personal organisation, communication skills and their ability to concentrate.
Attention deficit hyperactivity disorder (ADHD) ADHD	Is a neurodevelopmental condition that has three sub-groups: hyperactive ADHD, impulsive inattentive ADHD and combined inattentive and hyperactive ADHD. Individuals may experience effects that predominantly fall within one category or a combination of categories. ADHD is characterised by a persistent pattern (at least six months) of inattention and/or hyperactivity-impulsivity, with onset typically in early to mid-childhood. The degree of inattention and hyperactivity impulsivity significantly interferes with academic, occupational or social functioning. Inattention refers to distractibility, problems with organisation, and significant difficulty in giving sustained attention to tasks that do not provide a high level of stimulation or frequent rewards. Hyperactivity refers to excessive motor activity and difficulties with remaining still, most evident in structured situations that require behavioural self-control. Impulsivity is a tendency to act in response to immediate stimuli, without deliberation or consideration of the risks and consequences. ADHD affects an individual's attention span, ability to focus and impulse control.
Autism ADOS	Stands for Autism Diagnostic Observation Schedule. ADOS is a standardised diagnostic test for autism spectrum disorder (ASD). It is the most commonly used diagnostic test for ASD in the UK.
Asperger syndrome	Asperger syndrome is a form of autism with mild or no impairment in the individual's capacity to use language. (ASC) ASD or ASC is a neurodevelopmental condition that is characterised by persistent deficits in impulse control, sensory regulation, and the ability to initiate and sustain reciprocal social interaction, and communication. It is also characterised by restricted, repetitive and inflexible patterns of behaviour and interests. It is worth noting that everyone is somewhere on the continuum, some having more autistic traits than others, but it is the degree and pattern of impairment which leads to the identification of a 'condition'. Mind blindness Mind blindness describes difficulty or inability to attribute mental states to others.
Pathological demand avoidance (PDA) PDA	Is an autism spectrum condition that describes those whose main characteristic is to avoid everyday demands and expectations to an extreme extent. This might include getting up, joining a family activity or other day to day suggestions, using social strategies as part of the avoidance (for example, distracting, giving excuses). Only a minority of autistic people also have PDA. Pervasive development disorder not otherwise specified (PDDNOS) PDD-NOS was one of several previously separate subtypes of autism that were folded into the single diagnosis in 2013. PDD-NOS was the diagnosis applied to children or

	adults on the autism spectrum who did not fully meet the criteria for a full autism diagnosis.
Theory of mind Theory of mind	The ability to instinctively know what others are thinking and feeling. Theory of mind describes the ability to understand and attribute different mental states – such as beliefs, intents, desires, emotions and knowledge – to ourselves and to other people ♣ understand that other people have beliefs, intentions and perspectives that are different from our own ♣ recognise, label and regulate our own emotions as they occur Theory of mind is important for all social interactions and relationships, and is used when understanding other people’s behaviour, seeing things from another person’s perspective and understanding other people’s points of view. Difficulties with this is sometimes described as mind blindness (see above). Differences in theory of mind is one of the key criteria for a diagnosis of autism spectrum disorder.
Dyad of impairments	This is a theory of autism identifying impairments affecting social communication and social imagination difficulties. Weak central coherence Weak central coherence refers to the way that people process information. In general, most people tend to see the whole of a situation or get the gist when being told something verbally. We extract meaning from context and read between the lines. This means that people subconsciously prioritise and filter out details that aren’t relevant in a situation, and tend to intuitively focus on social information when they walk into a room. A tendency to instead focus on details that may be irrelevant is referred to as weak central coherence. This is essentially a different style of processing information and a different priority system. Weak central coherence is one of the key criteria for a diagnosis of autism spectrum disorder (see also: ‘Executive functioning’ and ‘Theory of mind’).
Behaviour	Behaviour is a measure of the observable responses made by a person in any given situation, often in a reactionary way. These responses can be measured as traits that are witnessed and form the basis for which diagnoses for neurodevelopmental conditions are given.
Cognition	Cognition refers to the mental action of acquiring knowledge and understanding through thought, experience and the senses. It is the process by which we take in information and carry out a resultant action as a result of that input stimulus. It encompasses many aspects of intellectual function, including: ♣ attention ♣ the formation of knowledge ♣ memory and working memory ♣ judgement and evaluation ♣ reasoning and logical processing ♣ problem solving and decision making ♣ comprehension and production of language Comorbidity or coexistence.
Comorbidity	Refers to the presence of more than one disorder in the same person. For example, if a person is diagnosed with autism and dyslexia, those conditions are said to be comorbid. Coexistence, which has the same meaning as comorbidity, is used by many as an alternative to denote a gentler and less clinical approach in its description
Developmental coordination disorder	Is a developmental motor coordination disorder that is characterised by a significant delay in the acquisition of gross and fine motor skills, and

(DCD) or dyspraxia DCD or dyspraxia	by impairment in the planning and execution of coordinated motor skills that manifest in clumsiness, slowness or inaccuracy of motor performance. It can also affect an individual's physical, social, emotional and sensory development.
Dyscalculia	Dyscalculia, refers to acquired difficulty in understanding numbers, performing mathematical calculations and applying number concepts, which is inconsistent with the general level of intellectual functioning
Dysgraphia	Dysgraphia is a developmental learning disorder with impairment in written expression. It is characterised by significant and persistent difficulties in learning academic skills related to writing, such as spelling accuracy, grammar and punctuation accuracy, and organisation and coherence of ideas in writing.
Dyslexia	Dyslexia is a developmental learning disorder with impairment in reading. It is characterised by significant and persistent difficulties in learning academic skills related to reading, such as word-reading accuracy, reading fluency and reading comprehension. It affects language cognition in the brain, which manifests itself in difficulties in reading, writing and ordering speech. Working memory is also affected
Echolalia	Echolalia is characterised by repetition of another person's speech. Echolalia often occurs in cases of autism spectrum disorder
Equality Act 2010	The Equality Act 2010 is a law that protects people from discrimination. It means that it is illegal, under the Equality Act, to treat someone less favourably because of a protected characteristic including disability. A person can be classed disabled, and therefore afforded the protections of the Equality Act 2010, if they have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on their ability to do normal daily activities. The duty to make 'reasonable adjustments' in the workplace extends to those with neurodevelopmental conditions who fit the Equality Act definitions
Executive functioning	Executive functioning is a set of cognitive mental processes that help us get things done and regulate our behaviour. The deficits in executive function skills are the cognition differences and behavioural traits that are measured by psychologists and psychiatrists to determine whether a diagnostic threshold is met for any particular condition. There are some variance as to the exact number and definitions of executive function skills in academia and other reference sources, however a summary of those for use in this glossary are as below: Attention control: The ability to focus attention in a way that suits the task(s) or goal being undertaken at a given moment
Cognitive flexibility	Cognitive flexibility or flexible thinking: The ability to see different ways of achieving a goal, change direction and shift thinking to accommodate new ideas. This can include the ability to switch focus between tasks and goals.
Emotional and energy regulation	The ability to manage energy and feelings to suit a situation. The ability to manage feelings in ways that are acceptable to those around us. Impulse control: The skill of thinking before acting or speaking. The ability to pause and think something through. The act of inhibiting one's behaviour in a particular context. Processing: How quickly someone

	can make sense of, and respond to, information they have seen or heard. An individual may have different processing speeds for auditory, motor and visual information
Working memory	The amount someone can hold in their head at one time in order to use for the moment.
High functioning	High functioning is an informal way of describing some autistic people who can speak, read, write and handle basic life skills, like eating and getting dressed. The term can be applied to those with any neurodevelopmental condition who can often perform at a high level in the workplace, dependent on the context they are expected to work in. It is not an official medical term or diagnosis
Flexible working	Changes to hours or location of work to suit a worker's caring responsibilities or as an adjustment for employees
Hypersensitivity	An unusually high or intense response to a particular stimulus (for example, smell, texture or colour). Hyposensitivity An unusually low response to a particular stimulus (for example, light, pain or sound
ICD-11	The International Classification of Diseases, version 11. Intellectual disability Intellectual disability is a developmental condition that can affect the development of an individual's cognitive function and adaptive behaviour skills. These two things can affect thinking, learning, problem solving and reasoning.
Intersectionality	Intersectionality is a theoretical framework for understanding how aspects of a person's social and political identities (for example, gender, sex, race, class, sexuality, religion, disability, physical appearance, height and so on) combine to create unique modes of discrimination and privilege.
Mental ill health	Under the neurodiversity umbrella, mental health refers to conditions that affect cognition and behaviour, such as post-traumatic stress disorder (PTSD) and complex PTSD, anxiety, depression and obsessive-compulsive disorder. These conditions can occur for a number of reasons, including adverse childhood experiences (ACEs), exposure to single-incident trauma, repeat and persistent exposure to low-level trauma, the side effects of medication, exposure to certain substances, or as a response to a significant life event.
Neurodiversity Neurodivergence	A person whose brain 'diverges' from the majority can be described as neurodivergent (see also: 'Neurotypical'). Neurodivergence can be genetic, the result of a brain-altering experience, or a combination of the two. Neurodivergent conditions often come with pronounced strengths. However, there will typically also be areas where neurodivergent individuals struggle. Neurodivergence or neurodiversity caused by illnesses Some illnesses – either alone or along with the treatment of those or other illnesses – can result in permanent, degenerative or temporary neurological changes in cognition and behaviour. For example, strokes, chronic fatigue syndrome, multiple sclerosis and some cancer treatments can all affect an individual's neural system. Neurodiverse The term 'neurodiverse' characterises the variance in the set of all possible brains, none of which is 'normal' and all of which are simply different. Neurodiversity is an umbrella term used to describe differences in the human brain in relation to a range of

	mental functions, such as sociability, learning and mood attention. The concept is a respectful way of thinking about our colleagues and communities. Neurodiversity aims to highlight the positive attributes of different Neurodiversity: neurocognitive functioning, rather than focus on deficits or deviations from a set standard.
Neurodiversity paradigm	The neurodiversity paradigm is a specific perspective on neurodiversity that highlights neurodiversity as natural and part of human diversity. It rejects the idea that there is a 'normal' or 'healthy' brain or mind
Neurodiversity movement	The Neurodiversity movement is a social justice movement that seeks civil rights, equality, respect and full societal inclusion for neurodivergent people.
Neurominority	A Neurominority is a population of neurodivergent people who share a similar form of neurodivergence. Examples of Neurominority groups include autistic people and neurodivergent people.
Neurotypical	Neurotypical describes a person who does not have a diagnosis of a neurodivergent condition and does not self-declare as being neurodivergent. Neurotypical is the opposite of neurodivergent. Types of neurodivergence or neurodiversity Neurological conditions encompassed by the terms 'neurodivergence' and 'neurodiversity' fall into three categories: applied, clinical and acquired. Over a period of an individual's life, someone may experience an overlap of multiple types, which is why adult diagnoses are becoming more prevalent in society
Applied neurodivergence or neurodiversity	This includes conditions with which an individual is born, and which are not considered to be a health condition. It refers to difficulties in the application of cognitive skills such as gross motor control, number concepts and reading. Conditions that can be classified as applied neurodivergence or neurodiversity include: Neurodiversity developmental coordination disorder or dyspraxia ♣ dyscalculia ♣ dysgraphia ♣ dyslexia
Clinical neurodivergence or neurodiversity	This includes neurological differences with which an individual is born, and which are considered to be a health condition. Clinical neurodiversity relates to difficulties in communication, social skills, behaviour and impulse control. Conditions that can be classified as clinical neurodiversity include: ♣ attention deficit hyperactivity disorder ♣ autism spectrum condition ♣ intellectual disability ♣ Tourette syndrome
Acquired neurodivergence or neurodiversity	This includes neurological differences that change cognition and behaviour in the individual, and which can develop as part of a health condition or injury. Acquired neurodivergence or neurodiversity relates to conditions that can be resolved as an illness or injury heals, as well as conditions that can worsen as an individual's health deteriorates. Conditions that can be classified as acquired neurodivergence or neurodiversity include: ♣ acquired or traumatic brain injury ♣ illnesses that cause changes in cognition and behaviour as a direct result of the illness or through treatment of the illness ♣ mental ill health conditions such as Post Traumatic Stress Disorder (PTSD), anxiety and depression Non-verbal communication Non-verbal communication is communication through means other than words (for example, facial expression, posture, gesture and body movement).

Reasonable adjustments	Reasonable adjustments are changes to working conditions – for example, equipment, duties or hours of work – to enable people to carry out their job should they have medical or physical needs.
Savants	Savants are individuals who possess exceptional skills or talents, usually in the areas of music, mathematics, drawing or calendrical calculations
Self-stimulation or stimming	Self-stimulation or stimming refers to behaviours often used by people with autism to provide stimulation, assist with calming down, add concentration or shut out an overwhelming sound. Examples include rocking back and forth, skipping, vocalising or making repetitive noises, flapping hands or spinning round. Spectrum of effects It is important to remember that characteristics of neurodevelopmental conditions like those listed above will have varying impacts and levels of severity in individuals diagnosed as having those conditions. It is also important to remember that, while an individual may display characteristics of a specific condition, they may not in fact have sufficient traits of that condition to meet the diagnostic threshold. However, the effects of the condition will still affect the individual's cognition and behaviour
Tourette syndrome	Tourette syndrome is a chronic tic disorder characterised by the presence of both chronic motor tics and vocal (phonic) tics. Minor and major motor and vocal tics are defined as uncontrollable, sudden, rapid, non-rhythmic and recurrent movements or vocalisations, respectively. In order to be diagnosed as Tourette syndrome, both motor and vocal tics must have been present for at least one year, although they may not manifest concurrently or consistently throughout that period. Source: Poole, A. (2021)

End of Thesis