



# A Service Evaluation to Investigate How Dyslexia is supported in Police Work

## Pope B\*

Portsmouth City Council, UK

**\*Corresponding author:** Dr. Belinda Pope, Educational and Child Psychologist, Portsmouth City Council, Floor 2, Core 6, Civic Offices, Guildhall Square, Portsmouth PO1 2EA, UK, Tel: 07584411481; Email: DrBelindaPope@gmail.com

### Research article

Volume 7 Issue 3

Received Date: June 06, 2022

Published Date: July 14, 2022

DOI: 10.23880/pprij-16000302

## Abstract

Research regarding dyslexia and the workplace (e.g., McCusker, 2014; Rosenfeld 1979; Doyle 2014) have discussed the difficulties of the 'hidden disability' and disclosure. However, current research on dyslexia within the police is extremely limited and there is no literature to draw upon regarding intervention and support for the police officer. There is a need for sharing information on the nature of dyslexia, how it affects police officers, the unique contribution an officer with dyslexia can bring to the police role and how these officers can be supported. This study was designed to reveal the information needed to create such a document.

This is a small scale evaluation study which is focussed on the police forces of Surrey and Sussex. Increasing ease of access, privacy, honesty of response and speed for data gathering resulted in the use of Surveys. These Surveys were circulated electronically to two groups of police officers (16 participants in each group, N=32), the views of dyslexia in the police role have been identified, with the strengths, weaknesses, impact on peers and line management reviewed and clarification of ideas for strategies to support officers. The views are drawn from the officers with dyslexia themselves, who are experienced and have been in the role for a minimum of 3 years. These are compared with those of the line managers across the forces. The findings are wide ranging and complex. There are clear differences of opinion between the two groups regarding the strengths of dyslexia, with the line managers struggling to perceive the benefits, citing only the key difficulties. The impact of dyslexia on the administrative tasks and timescales is agreed across groups along with the interventions which are focussed on the technological aids, adjustments to materials, time scales and funding. Both groups also agree on early identification as key. The line managers reflect on issues with disclosure and the need for systemic review, with a request for more information on dyslexia to assist them in their role. These findings echo previous research regarding line managements support (e.g., Vegchel, Jong, Bosma, and Schaufel (2005) and Huo, Boxall, & Cheung (2018)) suggesting the need for a trusting relationship to build well-being and health.

**Keywords:** Dyslexia; Neurodiversity; Disability; Disclosure; Self esteem; Self efficacy

## Introduction

When considering dyslexia in the workplace, there are some conflicting perspectives (e.g., Swanson, et al. [1]) which subscribe to the constructs of disabilities based on values of difference or deficit. Other dichotomies such as that proposed by Reid and Valle [2] offer frameworks for appreciating disabilities which are drawn into the scientific, medical and psychological; the institutional and legislative; and the social, political and cultural discourses. There are also the debates of attribution in consideration of the impact of neurodiversity [3,4]. It is this notion of neurodiversity which is a growing area of activity and research. The current study sits within its broad auspices in considering dyslexia and specific learning difficulties, through inclusive and socially driven approaches which appreciate the value and worth of these conditions. The challenges of these differing models has been further defined (e.g., Elliot et al. & Rice, et al. [5,6]) into medical and legislative models and refer to 'deficits' rather than the social construct models of dyslexia.

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

There is little research within the field of policing regarding the impact of specific learning difficulties on professional performance and identity. Some recent research within dyslexia and policing has revealed issues regarding disclosure with a study by Macdonald and Cosgrove (2019), but as this study was conducted across the whole service there are limited applications for police officers in role. With such a 'gap' in knowledge, there is little to base current examination in this subject area and as such this is considered 'grounded research'; the outcomes of this body of work will shed light on an area currently largely unreported. From a small and growing body of research into the impact of specific learning difficulties in the workplace, Bartlett and Moody [7] investigated the social model of disability in the workplace. They suggest that people with dyslexia have key concerns about informing their employers for fear of negative or discriminatory attitudes from co-workers, managers and/or employers. Similarly, Skinner and MacGill [8] suggest that supportive attitudes from the workplace can nurture a sense of well-being for employees with dyslexia and promote their role or reduce their risk of leaving their employment. The impact of dyslexia and self-esteem appears to play a role in decision making when considering the 'concealment' or

disclosure within the workplace.

Evidence from studies regarding team work, peer and line-management support such as Strauss, Griffin and Rafferty [9] emphasise the importance of line management and team support in driving forward productivity and belief in the organisation. Transformational leadership by leaders of the organization enhances commitment to the organization, whereas transformational team leaders seem to facilitate proactivity by increasing employees' confidence to initiate change. Furthermore, London and Klimoski [10] explain how self-esteem was not related to job satisfaction or performance measures. However, it was found that self-ratings of performance and satisfaction with work and peers were related. Clearly the importance of peers and job satisfaction are complex and interrelated variables. Within this current study the issue of self-perception and role within the organisation is closely aligned to the sense of support, value and position with the organisation, relative to others. This may be affected by low self-esteem, but other factors such as the impact of management and leadership on the ability to fulfil role are important.

The present study is particularly interested in identifying the technical aids, strategies and methods which are employed by experienced officers to maximise their efficiency in their role. Crivelli [11] details a number of technical aids which are advised for supporting students and pupils with dyslexia, including voice to text recognition, cameras, key board familiarisation programs and spell checkers. Furthermore, Price [12] reviewed the impact of assistive technology on three case studies with students in Higher Education. The results of this study revealed the power of simple software can produce the best solutions, with a blended approach also empowering in combining features of different softwares to overcome specific weaknesses in their cognitive profile. It appears that each individual moulds the intervention creatively to meet their own needs, further reflecting the creative nature of dyslexia. The variety of approaches to support dyslexia in the field of education are also echoed in Taylor [13] who describes a range of interventions to give learners a choice. Ascertaining the wide range of tools currently used by experienced officers would extend the pool of resources which could be suggested as helpful interventions for other officers with dyslexia.

## Rationale/Aims

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

This paper aims to clarify the needs of dyslexic officers in police services by asking for their views on what has worked and where they feel they require further support. The British Dyslexia Association [14] has clear guidance on generic support for dyslexia in the workplace, including a range of interventions such as voice to text, text reader software / assistive text software and a Reading Pen. There is little research into the effectiveness of such interventions, with some rejecting the impact of such support, such as seen with 'vision therapy' for dyslexia which has been widely disclaimed, (e.g., Crevin, et al. and Barratt [15,16]). However, research into which strategies suit and can be applied in the police setting are non-existent. There are also concerns regarding identification and disclosure [17]. This results in a need for more information on how individuals with dyslexia can demonstrate their skills with more ease and achieve higher standards of success within the challenges of police work.

Both the Occupational Health and Training and Development Departments have a drive for clarity on 'good guidance' which will provide a robust response for how to support dyslexia in the police. Some key information which is sought from this research is to establish the nature of good practice and strategies which need to be adopted across the force to provide more consistency and a model of desirable outcomes. It also aims to seek out the 'wish list' of officers so that those practices which are seen to be helpful can be promoted as a positive method for supporting officers across the force in different roles. The officers within this research all know their role and will be familiar with task demands so the impact of their dyslexia will be more apparent. Consequently, the long term impact of dyslexia in the police will be revealed rather than any issues settling into the role.

## Method

### Participants

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

Group 1 were all experienced Police Officers who had been assessed by an Occupational Health casework psychologist for Surrey and Sussex Police. All officers had been employed in their role for at least 3 years. They had all received a diagnosis of dyslexia through the assessment

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

Group 2 were all identified through rank as Line Managers within Surrey and Sussex Police. They were all approached simultaneously by an Inspector with responsibility for Training and Development via an email list in a secure server. The list was indiscriminate, being sent across the forces to anyone occupying either a Sergeant rank or above, or having a supervisory role. They were not selected on their knowledge of dyslexia or experience within line management. Although the precise background knowledge and experience of dyslexia was not ascertained, all managers had responded with their personal views of how they experienced line management of officers with dyslexia. All line managers had at least some experience of this role, with a number reflecting on more extensive knowledge (as they made references to the process of seeking a diagnosis for officers under their responsibility, or complained about the IT support available in their feedback) or possibly none. However, no specific questions were asked about their knowledge of dyslexia within this survey. The feedback was anonymously added to each separate question as per Group 1 and processed in the same way.

### Measures

A survey based design was applied using a standardised survey structure to ensure that the same questions were asked of all participants. The procedure for data collection for the survey required ethical clearance from the University of Leicester (application reference 15739-bm232) and agreement by Surrey Police. This was in place before the participants were approached. The survey schedule of core questions were:

#### **About you and your role in general**

1. *What are the key strengths within your current role?*
2. *What do you see as the challenges within your current role in relation to the jobs you have to undertake?*
3. *About what helps:*
4. *What strategies have been offered to help you within your current role?*
5. *What else do you feel would help you to overcome the difficulties in your role?*

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

#### Please feel free to add any other comments

N.B: these questions were modified for Group 2

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

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

directly to me via email. These were anonymously combined and processed.

### Results

The data processing was completed using Open Axial and Selective Coding steps of Grounded theory [18] to achieve the 5 steps of the analytical process of this rich qualitative data. This identified preliminary codes [19] and clusters of comments to be gathered (Ely and Associates 1991).

It was evident when reading through the responses to questions that there were a significantly high number of repetitious statements reported within all of the questions. This was clear of evidence of 'data saturation' as no new strands of evidence were being stated, merely reported responses of highly similar or exacting phrases. As a consequence the 'codes' are to be regarded as 'analysis of the question' under the following headings:

- Strengths in Role
- Challenges in Role
- Strategies to Help
- Technical Support
- Support of Peers
- Support of Line managers

Themes name	Definition	Illustrated quotes
Strengths in Role	Skills and tasks performed to high standards as a consequence of dyslexia	Group 1: 'same as any other' / 'none'
		Group 2: 'good problem solving skills' / 'dealing with high pressure'
Challenges in Role	Skills and tasks which suffer as a consequence of dyslexia	Group 1: 'writing statements / reports'
		Group 2: 'problem recalling facts' / writing or typing statements'
Strategies to Help	What helps to makes a difference in role	Group 1: 'laptop' / 'support plans'
		Group 2: 'nothing (yet)' / 'adjustment passport'.
Technical Support	Specific technical aids which enhance and support role	Group 1: 'read and write software'
		Group 2: 'laptop and printer'
Support of Peers	The impact and help from colleagues	Group 1: 'understand the condition'
		Group 2: 'support limited' / 'very supportive'
Support of Line managers	The impact and help from line managers	Group 1: 'Paramount importance'
		Group 2: 'supervisor no idea' / 'very supportive' / 'no extra support'

**Table 1:** Analysis of the question.

#### Strengths in Role

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

#### Group 1

These officers with dyslexia were much more positive about their strengths in their role. Many cited that they were 'thorough', 'good at interacting with people' and had 'good

verbal communication' and most of them saying they were 'good in high pressure and stressful situations'. Responses here were highly similar and repeated across the group.

### Group 2

Most respondents from Group 2 felt that the officers with dyslexia were 'no different' to other officers or displayed 'no particular strengths' (as seen in the illustrated Table 1 above). The comments made by these line managers suggest there are no strengths as they perceive them. This may indicate the individual's understanding of dyslexia as well as their personal experience of line managing someone with dyslexia. As the selection process for this group did not request either experience or knowledge of dyslexia, these results may reflect a lack of these skill sets. One of the line managers commented on the 'severity of dyslexia' and another reflected on the degree of 'detailed administration/quick pace and face time statements' affecting the skill sets of individuals and these comments did not reflect strengths in the role. Only one of the line managers acknowledged that the slower speeds of operating in these circumstances suggested that they take time to 'think through' solutions. There was also a comment from one line manager regarding the ability to find solutions resulting in the fact 'they have progressed so far'. This may reflect aspects of tenacity as a strength in the role.

## Challenges in Role

### Group 1

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

### Group 2

These line managers gave extensive information for perceived challenges in the role. They, like Group 1, also frequently focused on the difficulties encountered when writing statements and reports and recalling facts as well as mentally processing multiple and large volumes of work simultaneously. However, a number in this group also recognised 'the knock on effect...on colleagues' and 'building a rapport with colleagues', together from their lack of confidence. There was a concern regarding the time constraints in the role which 'put themselves and their colleagues at risk'. Other concerns from line managers were quite extensive, frequently referring to difficulties in tasks such as court presentation and the ability to recall facts. The

volume of concerns from line managers were far greater than those of the officers with dyslexia, reflecting both a wide number and detail of the sorts of issues they had experienced. These were frequently listed within literacy tasks, speed of processing, understanding instructions/oral communication and memory/retention difficulties. Once again, one of the line managers commented on the severity of dyslexia impacting on the degree of difficulty in the role – there was also one mention of the further impact from other learning needs such as dyspraxia and the need to see the 'person as a whole'. This was further discussed within the reflection that some officers 'have their own coping strategies' and 'do not regard their dyslexia as a challenge'. The ability to be 'realistic with their own abilities' was frequently seen to be key in coping with the challenges in role.

## Strategies to Help

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

### Group 1

The officers with dyslexia identified strategies to assist them as being focussed on the need for coaching, IT support and awaiting approval for interventions from their line managers. There was also a reflection from one officer that the 'costs and practicalities of obtaining and implementing' the solutions had been difficult. They also identified the need for additional training, colleague support and more time to complete certain tasks. There were a few reflections on the desire for a separate room or 'not open plan' work environment. One officer described the need for 'investigative coaches to help manage investigations and writing up jobs in certain ways.' One officer commented on how he wanted 'understanding from colleagues... not taking the micky when wherein my tinted glasses'. A number of officers with dyslexia were able to identify strategies they had utilised within casework, such as the need for coloured paper and transcribing via the MDT as well as additional training and practical sessions.

### Group 2

Almost half of this groups described the need for early identification in role as key alongside diagnosis at an early point. A couple of the line managers were able to reflect on the need for an 'expert' internally available to interpret the professional reports advise Occupational Health as well as informing supervisors of the Dyslexia. There was also the need for more time, grammar books which line managers had used for some officers, offering law input on a 1-1 and integrating the officer into a 'dyslexia group'. Access to Work was mentioned by some line managers as helpful in making adjustments for dyslexia in the workplace. There were also other suggestions from managers such as the need for 'staged

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

### Technical Support

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

#### Group 1

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

#### Group 2

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

### Support of Peers and Support of Line-Managers

#### Group 1

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

#### Group 2

A number of line managers reflected on how important and 'paramount' the line manager's / peer role is in supporting dyslexia and the need to make extra time to listen and approve adjustments as well as follow the recommendations from the professional reports. 'General awareness of their condition'

was raised by one line manager with other comments regarding a need to 'having an understanding of dyslexia' as helpful. General comments seemed to agree that without line management support the officer could become stressed and this could worsen the impact of the dyslexia. There was also a desire for more education and training for line managers to understand the techniques which would support the officer.

### Other Comments:

#### Group 1

Officers from Group 1 tended to have no other comments to add, except that some reflected they were 'coping' and 'able to continue my daily work with few difficulties as a result from dyslexia'.

#### Group 2

The line managers from Group 2 reflected a couple of similar issues relating to the need for 'the organisation needs to understand dyslexia more' and further, that the 'FMO in occupational Health should have a realistic understanding of the police officer/staff role ...' both in application and of the person's capabilities. Additional officers also requested a greater understanding of dyslexia and ways to assist'.

### Discussion

This study aimed to review the views of experienced police officers with a diagnosis of dyslexia and compare these findings with those of line managers within the same services. Most officers and line managers were able to agree on the sorts of strategies which made a difference and the line managers were keen to emphasise systemic issues within the force which impact on assessment, intervention and success.

Reflections from line managers regarding the strengths of officers with dyslexia offered limited views, with a number expressing that these officers were no different or had no observable strengths. This may reflect the degree of their knowledge of dyslexia and not necessarily their experience of line management. It would be quite possible for a line manager to have pre-conceived views of dyslexia which are unchanged by their line management experience. In marked contrast to this, the officers with dyslexia gave extensive feedback on their strengths, all of them identifying skills in problem solving and many describing communication as a central facet in their repertoire. This variation in perspective identifies key information regarding the knowledge base or experience of dyslexia, as much research has identified many strengths within thinking and problem solving evident in individuals with dyslexia [20,21]. It is well recognised that individuals with dyslexia may apply different methods

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

When considering the views across the organisation with regards to 'strengths with dyslexia', the findings here may suggest that the 'invisibility' of dyslexia may cloud some judgements or attributions regarding specific learning difficulties. With this in mind, organisations may choose to support these neurodiverse issues, regardless of diagnosis, to ensure that equality of resourcing is available for all employees. This may also reduce the need for disclosure and reduce feelings of 'shame' and prejudice.

There was some small overlap in views between the officers and one or two line managers, where the extra time in processing information was perceived to lead to improved detail and thoroughness within the work. However, this was also perceived as a weakness from both groups, who expressed concern about the amount of time needed to complete tasks, often impacting on the ability to meet deadlines. Furthermore, line managers perceived this as burdensome and placing pressure on fellow colleagues. This was then seen to impact on self-esteem and team relations [22]. Motivation, behaviour and performance are all affected by self-esteem, self-efficacy and self-awareness [23,24] and the team efficacy can significantly affect how a team's performance within work tasks is affected, and vice versa.

When considering this it is not surprising that line managers are concerned about the impact of supporting a perceived 'weaker officer' within their team, who is struggling to meet time scales and respond to task demands. The impact may quickly be reflected within the performance of their peer group, who are picking up the unfinished reports and statement follow ups.

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

The challenges in role were clear from both groups in terms of the impact on time to complete tasks, writing, spelling and reading skills particularly from various sources, simultaneously and at volume. However, the line managers perceived other wider ranging issues linked to the severity of the dyslexia and the degree of difficulty not always being clear at first as the officer can be seen to cope with their own strategies. Some line managers identified issues with memory and retention, presenting evidence at court and wider skills including communication and building a rapport with colleagues. Research suggests that this is likely, due to impaired working memory affecting executive function which is utilised in many activities, including skills such as giving evidence in court [25].

When thinking about the strategies and interventions, most line managers and officers were in agreement that laptops and electronic aids were helpful together with the software to check material and assist in writing reports with ease and accuracy [12]. There were also numerous comments regarding MDTs, keyboards and voice recognition software. The officers were able to reflect on specifics such as 'quiet' spaces and additional time as well as the benefit of having a printer and laptop whilst completing statements. There was also agreement that line managers should adhere to the advice in the report and act on it, with early identification critically important. Research on dyslexia (e.g., Snowling [26]) have reviewed the impact of early intervention for dyslexia and report the need for 'timely action rather than waiting for diagnosis'. The line managers went further and suggested the importance of a proactive / preventative intervention, with assessment and identification from the very start of the role.

There are tensions between the officers and their line managers relating to the roles and responsibilities of the line managers, who were sometimes seen by the officers as 'unhelpful' or 'unsupportive'. The line managers themselves did not reflect this view, expressing the importance of the line management role in supporting the officers and carrying out the advice from the reports. Research into effective line manager support has reviewed its impact on wellbeing [27,28]. These studies suggest that line managers relationships with employees are key to wellbeing and health, particularly when regarding the intrinsic motivation and distributive justice within the roles [29-33].

All officers shared common views on their difficulties and strategies which shows self-perception and resilience. Skills identified as inherent within the ideal police leader (The College of Policing June 2015, 'The Leadership Review') focused on speed for adaptability, comprehension of technology coupled with the ability to exploit it.

Empowerment and trust of every individual within their team, peers and across the organisation and who also values diversity [34-38]. Resilience was key: these are individuals who need to be able to adapt to high pressure and complex situations as well as demonstrating flexibility to cope with changing public safety issues and emerging crimes rates. It therefore follows that if these officers are able to retain their resilience in their roles they have every chance of success and gaining further promotion within their careers and that their dyslexia need not hold them back [39-42].

## Conclusion

This research has given great clarity to police work, roles and dynamics which are affected by dyslexia at a practical level. Many strategies for supporting dyslexia in practical policing have been identified as outcomes from this survey and there is some consistent overlap between groups who are in accord regarding interventions which make a difference. There is an acknowledged need for information technology and technical adjustments to make report writing more facilitative, for example, with both groups reflecting on the impact from adjustments in role. There is a mixed response on the levels of support offered in role, which allows line managers to reflect on their practices, offer joint/team work and mentoring to support aspects of the role which are specifically challenging for officers. There is an acknowledge frustration on both sides regarding the time required for implementing changes, awaiting resources, applying for IT equipment and a lack of understanding in how to interpret professional reports. This information can inform procedures and practices within the organisation to make a difference and form guidance notes for line managers, an aspect of the original commission. Additionally, the outcomes of the study have contributed to a subject area with limited research at this time. The field of police work and neurodiversity has little research at this time and the findings from such a comprehensive survey of experienced officers with dyslexia and line managers within the same organisation offer great insight in to an under-researched area. At an academic level this work has much to contribute, forming an evidence base from which further work and research can be drawn. It a practical level, it also poses questions regarding an individual's opportunity to disclose their neurodiversity safely or request an assessment to identify their needs. This requires a culture-shift within the work force which is supportive and unlikely to result in the shame or fear of job loss reported from the research. From small changes at practical levels, the culture can start to shift and encourage the adoption of broader mechanisms which aim to support all employees. This should not be dependent on diagnosis, but open for all employees who feel that they would benefit from the resources [43-45].

## References

1. Swanson HL, Howard C, Salez L (2006) Do Different Components of Working Memory Underlie Different Subgroups of Reading Disabilities? *Journal of Learning Disabilities* 39(3): 252-269.
2. Reid DK, Valle JW (2004) The discursive practice of learning disability: Implications for instruction and parent-school relations. *The Journal of Learning Disabilities* 37(6): 466-481.
3. Griffin E, Pollak D (2009) Neurodiversity in Higher Education. *Dyslexia* 15: 23-41.
4. Pinkowski J (2017) Ending the stigma of dyslexia: a dynamic duo in South Caroline promotes understanding of neurodiversity. *School Library Journal* 63(5): 15.
5. Elliot J, Place M (2004) *Children in Difficulty: A Guide to Understanding and Helping*. Routledge, London and New York.
6. Rice M, Brooks G (2004) *Developmental Dyslexia in Adults: A Research Review*. National Research and Development Centre For Adult Literacy and Numeracy.
7. Bartlett D, Moody S (2010) *Dyslexia in the workplace: an introductory guide*. Willey-Blackwell, London.
8. Skinner T, MacGill F (2015) Combining dyslexia and mothering: perceived impacts on work. *Gender, Work and Organisation* 22(40): 421-435.
9. Strauss K, Griffin MA, Rafferty AE (2009) Proactivity Directed toward the Team and Organization: The Role of Leadership, Commitment and Role-breadth Self-efficacy. *British Journal of Management* 20(3): 279-291.
10. London M, Klimoski RJ (1975) Self esteem and job complexity as moderators of performance and satisfaction. *Journal of Vocational Behaviour* 6(3): 293-304.
11. Crivelli V (2013) British Dyslexia Association (BDA) New Technologies Committee.
12. Price GA (2016) Creative solutions to making the technology work: three case studies of dyslexic writers in higher education. *Research in Learning Technology* 14(1): 21-28.
13. Taylor (2015) *How Technology Can Help Dyslexic Learners Help Themselves*.
14. British Dyslexia Association. 'Reasonable Adjustments'.



15. Creavin AL, Lingam R, Steer C, Williams C (2015) Ophthalmic abnormalities and reading impairment. *Pediatrics* 135(6): 1057-1065.
16. Barrett BT (2009) A critical evaluation of the evidence supporting the practice of behavioural vision therapy. *Ophthalmic and Physiological Optics* 39(2): 4-25.
17. De Beer J, Engels J, Heerkens Y, Van der Klink J (2014) Factors influencing work participation of adults with developmental dyslexia: a systematic review. *BMC Public Health* 14: 77.
18. Strauss AL, Corbin JM (1998) Basics of qualitative research: techniques and procedures for developing grounded theory. 2<sup>nd</sup> (Edn.), Thousand Oaks, Calif, London: Sage.
19. McCracken G (1988) The Long Interview. *Qualitative Research Methods*. 13<sup>th</sup> (Vol.), Sage Publications.
20. Schneps MH, Brockmole JR, Sonnert G, Pomplun M (2012) History of Reading Struggles Linked to Enhanced Learning in Low Spatial Frequency Scenes. *PLoS ONE* 7(4): e35724.
21. Armstrong T (2010) Neurodiversity: Discovering the Extraordinary Gifts of Autism, ADHD, Dyslexia, and Other Brain Differences. Da Capo Lifelong.
22. Lin CP, Baruch Y, Shih WC (2012) Corporate Social Responsibility and Team Performance: The Mediating Role of Team Efficacy and Team Self-Esteem. *Journal of Business Ethics* 108: 167-180.
23. Williams T, Williams K (2010) Self-efficacy and performance in mathematics: Reciprocal determinism in 33 nations. *Journal of Educational Psychology* 102: 453-466.
24. Bandura A (1997) Self-efficacy: The exercise of control. New York: Freeman.
25. Beneventi H, Tonnessen FE, Erslund L, Hugdahl K (2010) Executive working memory processes in dyslexia: Behavioral and fMRI evidence. *Scandinavian Journal of Psychology* 51(3): 192-202.
26. Snowling M (2013) Early identification and interventions for dyslexia: a contemporary view. *Journal of Research in Special Educational Needs* 13(1): 7-14.
27. Vegchel N, Jong J, Bosma H, Schaufel W (2005) Reviewing the effort-reward imbalance model: drawing up the balance of 45 empirical studies. *Social Science & Medicine* 60(5): 1117-1131.
28. Huo ML, Boxall P, Cheung GW (2018) How does line manager support enhance worker wellbeing? A study in China. *The International Journal of Human Resource Management* 31(14): 1825-1843.
29. Belbin RM (1993b) A reply to the Belbin team role self perception inventory by Fernham, Steele and Pendleton. *Journal of Occupational and Organisational Psychology* 66: 259-260.
30. Bryman A, Stephens M, Campo C (1996) The importance of context: Qualitative research and the study of leadership. *Leadership Quarterly* 7(3): 353-371.
31. Carawen LW, Nalavany BA, Jenkins C (2016) Emotional experience with dyslexia and self esteem: the protective role of perceived family support in last adulthood. *Aging and Mental Health*, 20(3): 284-294.
32. College of Policing and 'Joining the Police' Prospects.
33. Dornyei Z (2001) Teaching and researching motivation. London: Longman.
34. Doyle N (2014) How to manage stress caused by dyslexia in the workplace. *Mental health and stress, Occupational Health and Well Being*.
35. Everatt J, Weeks S, Brooks P (2008) Profiles of strengths and weaknesses in dyslexia and other learning difficulties. *Dyslexia* 14(1): 16-41.
36. Ford ME (1992) *Motivating Humans*. Sage: London.
37. Frazier ML, Johnson PD, Gavin M, Gooty J, Snow DB (2010) Organizational justice, trustworthiness, and trust: A multifoci examination. *Group & Organization Management* 35(1): 39-76.
38. Gordon O. Ade-Ojo (2012) Practitioners' perceptions of dyslexia and approaches towards teaching learners with dyslexia in adult literacy classes, *International Journal of Lifelong Education* 31(5): 5, 623-641.
39. Kelley K, Clark B, Brown V, Sitzia J (2003) Good practice in the reporting of survey research. *International Journal for Quality in Health Care* 15(3): 261-266.
40. Nalavany BA, Carawan LW, Scubers S (2015) Adults with dyslexia, an invisible disability: the mediational role of concealment on perceived family support and self esteem. *The British Journal of Social Work* 45(2): 568-586.
41. Pearson-Goff M, Herington V (2014) Police Leadership: A Systematic Review of the Literature. *Policing: A Journal of Policy and Practice* 8(1): 14-26.

42. Popa G, Podea D (2013) Stress-related growth, self-esteem and Perceived self-efficacy among Professional Rescuers. *Social and Behavioural Sciences* 89: 720-724.
43. Salkeld J (1987) A model to support nursing students with Dyslexia. *Nursing standard (Royal College of Nursing (Great Britain))* 30(47): 46-51.
44. Swailes S, McIntyre-Bhatty T (2002) "The "Belbin" team role inventory: reinterpreting reliability estimates, *Journal of Managerial Psychology* 17(6): 529-536.
45. Policing education qualifications framework (PEQF).

