



Centre for Inclusive Employment & Disability Employment Australia Lunch & Learn Session | Wednesday, 26 November 2025

Re-thinking dyslexia in the workplace

Speaker: Dr Shae Wissell, Director of re:think dyslexia

Host: Hanif Mohamed

HANIF MOHAMED: Good afternoon everyone and thanks for joining us. I'd like to begin by acknowledging the Traditional Owners on the land on which we all respectfully gather and pay my respects to Elders past, present and emerging. For me that's the land of the Wurundjeri people of the Kulin Nation. My name is Hanif, the professional development manager at Disability Employment Australia and I am thrilled to be hosting today's Lunch and Learn session, Rethinking Dyslexia in the Workplace with the director of Rethink Dyslexia, Dr Shae Wissell. Dr Wissell is a neurodivergent researcher, speech pathologist and internationally recognised advocate whose work centres on improving the lived experiences of adults with dyslexia across health, education, employment and social systems. As the director of Rethink Dyslexia and the founder of Dear Dyslexia Foundation she combines lived experience, research and learning design expertise to drive inclusive practice to influence policy and empower neurodivergent individuals and the sectors that support them. So we are very lucky to have Dr Wissell with us here today. Before we begin a quick note that the session is being recorded and will be made available on the Centre For Inclusive Employment online hub following the session. Today's session we'll have live captioning provided by Expressions Australia. To turn on the captions you can click the "Show captions CC" button on your Zoom tool bar and select "View full transcript". You can also view captions on a separate browser if you'd prefer by using the URL that Liv will pop into the chat shortly. We encourage you to participate via the chat and we'll have some time at the end for Dr Wissell to answer your questions. Without further ado I will hand over to Dr Wissell.

DR SHAE WISELL: Thank you. I will just quickly share my screen. Thank you for that warm introduction. My family never speak that kindly of me, and as you were speaking I realised there is a lot of hard words sometimes to say like "speech pathology" and "dyslexia". Dyslexia is not just hard to say, sometimes it is also hard to spell if you've ever had to try and spell it before. But thank you for having me today. I am really excited because we are leading up to International Day of People With Disability, so to be able to speak about dyslexia and have so many people come in during their lunch time to listen

is very exciting for me. We are a National social enterprise and we support young people with dyslexia like myself and my family would be very pleased that I was on time today, even though my presentation was late, because part of my problem is time management and also getting lost, so I like having online presentations because I can't get lost, even though I have multiple reminders set. Today really is a chance for us to talk a little bit about dyslexia both for jobseekers and those that are in employment. I was diagnosed with dyslexia at 27 while I was doing my Masters and recently over the last couple of years have been diagnosed with ADHD and as we'll talk today these conditions cooccur quite significantly.

As I talk today my experience is just one of many and everybody has their own story and their own lived experience journey, so I am just sharing my perspectives, but also some of my research today as well.

So just briefly I'd like to touch on who we are. As I mentioned we are a National social enterprise, we are neurodivergent people with lived experience and really we focus at the moment in supporting women with disability, older women and those that maybe are trying to reenter the workforce that have had a long time out. We work across a number of different areas, we are creating our own little ecosystems that support individuals, so young people and adults transferring into the workplace or trying to find employment or who are currently employed. We also have a Allied Health team so we support some NDIS work, but also dyslexia screening and mental health because we know that they cooccur quite commonly. Everything we do is underpinned by the research we conduct or that we have conducted in the past. I started this work in around 2015 when my friend Beth talked about dyslexia and adulthood because at the time I had no support and every time I went into the workplace I was often discriminated against, which is one reason why I did my doctorate because I wanted to understand was my experiences and journeys because I had challenging jobs as a speech pathologist, or was this happening for other people and as we'll unpack today my story is not unique in any way, shape or form. We have seen a huge transition in those last 10 years, particularly COVID around the term neurodivergence and having over 160 people registered today to hear me speak on dyslexia is just overwhelming, both the fact that people are so interested, but also there is so many people online, and that's a lot of people to be talking to.

So just quickly, the type of profile of clients that we see at the moment coming through our doors, majority identify with dyslexia and/or ADHD and autism. 90% of women over 30 that are coming through the majority of them are late diagnosed and they are representing a broad range of roles from frontline staff all the way through to executive and Board level so we'll talk a little about some of those job roles today.

So people are often coming to us because they are needing support around job seeking. They are struggling in the workplace, whether they have been performance managed or newly diagnosed and they don't know what support they need or are entitled to, often facing mental health challenges including burnout because of the support systems or

lack of support systems in their workplace, and also really unsure where to go to get that help and for us it is really trying to bring all those services together and we use the term wrap-around, but for us it is that little ecosystem and support for that individual. Today we are really looking at dyslexia, pre-employment and where we can create a culture where people are feeling safe to say, I struggle but there are areas that I shine in and it is how we bring those two together to create high performing teams where everyone is feeling safe.

So in the chat if we could just quickly just add any terms you've heard about dyslexia, any common perceptions you might have encountered with the people you are working with, particularly jobseekers or those employed. So anything you've ever heard about dyslexia. I can't see the chat, so I am hoping people are putting information in. Here we go. So we've got here, not a reflection of intelligence. Affects numbers, not letters. Can write, if you can write you can do that job. Discrimination and shame. Intellectual disability, yes, can't spell. Great, lots of good examples of what we might hear for someone who has dyslexia. Some other ones that we come across and some people have put these in the chat already, so dyslexia does - that people think it means that you have a low intelligence. That because you've got low literacy skills you are incapable of doing certain tasks, that we should be working in manual jobs or jobs that don't require a lot of literacy support. Dyslexia people don't finish school and they can't do a PhD, we've heard that a lot, even though we run a PhD support group that's global. Dyslexia can't handle complex job roles, letters move on the page. And if you can do that then you can't be dyslexic. As we are talking about dyslexia today keep these in the back of your mind and we'll bring them up at the end of the session to see are these preconceived ideas or assumptions accurate for those who have dyslexia?

So let's look at what dyslexia is in this quick little example.

VIDEO PLAYED -

DR SHAE WISSELL: I wonder if there is anything new in there for you? I have watched that so many times and when I was just looking at putting things together again, it is interesting because they said, the person is - I can't remember his name - is dyslexic, but if you've tried to put one of those IKEA wardrobes together, it took me 6 months and I had to get my brother to come and put it together for me. I was also asked to leave the art class at the end of grade 11 because they said you are not very good. I like to collect art now. Everybody is different in the strengths and the different ways that they perceive the world. If I could put an IKEA wardrobe together, I would be very proud of myself. We will have a look at some of these challenges as people go into the workplace. I was curious what people think the prevalent rates for dyslexia are at the moment and prevalence rates vary across the world for different reasons, but at the moment what people might think they might be. Maybe if we have a thumbs up, so if people think it is 1 in 5? 1 in 10? I can't see any thumbs, so I'll just go through. 1 in 50? 1 in 100? Let's see if people put anything in the chat. Here we go, 1 in 50, 1 in 5. At the moment it is around 1 in 10 in Australia and overseas they are saying 1 in 5. Again we don't collect a huge amount of data at the

moment, particularly around adulthood dyslexia, but that's really coming from starting from school and because we are born with it where dyslexia doesn't leave us, so that's kind of where the prevalence rates are coming from at the moment.

If we are thinking of a workplace of 100 people at the moment around 1 to 2 will have autism. Up to 5% will have ADHD. I think at the moment they are saying in Australia it is sitting around 2.5 to 3% of adults have ADHD and we are seeing that increase significantly at the moment and there is a lot of conversations around ADHD and late diagnosis, particularly for women. Then we have got around 10% of the workplace would have dyslexia. So overall we are looking at about 15 to 20% of the workforce may be neurodivergent, but dyslexia is that leading neurodivergent condition at the moment. Some of the key facts about dyslexia, so it is lifelong and it is highly genetic in nature. In my family it is my dad, I think he's probably got undiagnosed ADHD and autism as well. One of my brothers is neurodivergent and some of my nephews. We have less females in our family, which is why there is not an equal gender balance, but my daughter definitely shows some neurodivergent traits that my husband keeps telling me to stop diagnosing her. As mentioned they often cooccur, so dyslexia cooccurs with other learning difficulties, so for me dysgraphia as well as ADHD and it would be rare to see someone who has got one diagnosis, but it is likely that they haven't had the opportunity to have the second diagnosis, and the pathways particularly for dyslexia are really challenging. They often cooccur with mental health conditions as well. We are seeing undiagnosed and late diagnosis, especially in adults and women. In my research 58% of participants haven't been diagnosed until adulthood. The presentations vary as we saw in the video and it can impact our academic success if we don't have support and there is misconceptions around dyslexia and that can lead to a lot of discrimination, particularly in the workplace. Here is just one example. So I was at the park with my daughter and my husband and he said to me, "Look what is on this park bench?" So I have taken the swear words out. If you think about Charlotte, Charlotte could be someone who is walking in the door to look for a job that's had challenges with education. Charlotte could be in your workplace, knowing that she's got dyslexia or has dyslexia and has been labelled stupid, all those negative labels that we can often start to see happen in childhood that carry through into adulthood. So some of that trauma and that stigma and that labelling can be really sticky as we transition into adulthood and as we move into the workplace. If we think about dyslexia and mental health we know that those with dyslexia are twice as likely to have anxiety, depression and/or depression. When I was diagnosed with dyslexia I had my first - and hopefully only - one mental breakdown. I was suicidal and quite unwell for a couple of years and needed a lot of therapy and medication and a lot of family support to recover from that. Again my story is not really unique when we are looking at the research and seeing these kind of statistics come through. We know that our cohort is feeling exhausted and are at greater risk of burnout and we've generally got lower health and wellbeing compared to the general population.

If we think about dyslexia in employment, we work at all levels across all industries. There is no discrimination of where we are working, and as I mentioned earlier, on the ground staff all the way through to board and executives. There's 30% underemployment at the moment, so we work with a number of individuals who are highly educated and they are

struggling to either find employment or retain employment at the level of their qualification. For some people they have gone through university, but they haven't been able to complete the final exams, so if you are thinking about education or AHPA exams, so they are then unable to finalise their degree and end up working as Allied Health assistants or having to undertake different education pathways because of those end exams that they are unable to complete, because the accommodations aren't suitable for them at the moment.

48% don't feel psychologically safe to disclose or share their dyslexia and this leads to higher levels of psychosocial hazards in the workplace when we are unsupported.

If we think about a Job Seeker, I have got a case study here with permission from one of our clients that we have worked with. This client is highly educated, they are currently job seeking, they are using DES, but they were and still are unemployed and have been for a number of months now ongoing. While engaging in the service provider they face the following barriers. So there is no access to essential tools that they needed, so the computers lacked access to Microsoft Word, so they struggled to be able to do their CVs and cover letters and to write selection criterias. They struggled because there was a lot of staff turnover which is always out of our control, but that was impacting their ability to have consistent support. When they were requested that some reasonable adjustments be put in to support them, particularly on the computer that they were using, they weren't able to get those adjustments put in. There was no understanding around why reading maps and getting lost could impact on someone trying to look for work, particularly if they had been suggested to go and be a delivery driver. If you think back to the video, getting lost can be a key challenge for us. I have flown into the wrong city before. I couldn't live without Google maps. For those who are old enough to know what a Melway was, I used to have to ring my sister and find where the Melway was. Supplying information in printed form only and being asked to downplay their qualifications and skills on their résumé, and we often hear this from highly qualified jobseekers that they are being asked to simplify their CV and they come across the people they have engaged with really didn't have an understanding of dyslexia. Even though this is one case study, we hear a lot of these stories for people that are coming through for support with us. Just in the chat, what are some of the reasons why these might be barriers for someone that's job seeking? I will give you just a minute. I have just left them up there so you can have a quick look. Great, we have got some really great comments coming in, so lack of confidence, no understanding, understanding that dyslexia is not what it is. Limited positions that someone might be able to apply for. Impacting confidence. Not given the opportunity to showcase their talents. So some really great comments in here. Thank you. One of the reasons printing - giving someone printed material is then they can't have any tool to help them read it. So unless they've got something like Speechify or on their phone they have got an App that they can scan to read, if you are giving someone written information and they don't have a tool to be able to interpret that information, then it can become really challenging. I apologised to Olivia last night when we were messaging back and forth, I was trying to finish my presentation, that I couldn't understand the guidelines for how to put the presentation together today. There were 5 slides with lots of instructions and lots of arrows going everywhere and lots of boxes

and I couldn't process all that written information. That was online and I could have gotten something to read it out to me, but it is also taking that additional time as well. So when we are working with jobseekers, there is these other behind the scenes challenges that they might be facing that may not seem apparent at the time. My animations, I did not get that right at all. I was thinking how would this make the jobseeker feel and it was supposed to be hidden.

Increased frustration, anxiety and burnout for having to constantly look for jobs and then not being successful, reduced confidence, prolonged unemployment which leads to financial strain and that cycle of financial disadvantage. Sense of feeling hopeless and that social isolation that can occur. Then really starting to have a distrust within the systems that have been set up that are supposed to be helping us to become gainfully employed and to live happy, successful lives.

So if we think about then if someone has been looking for a job and they are successful in getting a job, then what might that look like for them when they are actually in the workplace? Let's start with the strengths first because then it can be quite depressing for some people if they are thinking about, personally if they are thinking at all about the challenges that they are facing. I wanted to start with the strengths first because we have a lot of them, the video demonstrated a lot of them. I think if we are thinking about any neurodivergent condition, resilience, which I have just realised I have spelt wrong, is our key strength. So we use strengths rather than superpowers, because we feel that that label can be quite ablising sometimes, because not everyone sees dyslexia as a superpower, I certainly don't, but some people do. If we are thinking about the strengths that dyslexic people can develop over time, problem-solving is an important one, because we are put into environments where we are going to adjust all the time and if we haven't been able to disclose, then we are putting in these key strategies that people can't see, so we are building these muscles and problem-solving, creativity, generally quite empathetic, although my family would say that's not true in a family of all dyslexics. As we are moving into this area of AI dyslexics will be around soft skills of employment, that networking, that problem-solving that ability to build collegial relationships, some of those things that in the future that AI won't be able to do. If you are listening, think about what strengths you might have seen in a dyslexic jobseeker or with people that you are working with and please feel free to just put them in the chat as well.

So we have a lot of hidden talents that are not being tapped into, and this is costing workplaces significant amounts of money because you are not leveraging the full skillset of somebody. Because we don't have a lot of time today and I feel like I am getting close to time already, we will focus on recruitment and retention, but we know that those with dyslexia have challenges across the whole employment lifecycle.

So some of the recruitment barriers that we tend to see are complex job descriptions with jargon and unnecessary words or requirements. So I can't tell you how many selection criterias my mum wrote with me over the years, and that my friends helped with as

well. Again with AI the world is changing quickly for the types of tools that help us, but complex job descriptions can be really challenging. Rigid processes for applying as well if there is time to test that can make it really challenging. Unclear communication around what's required. Biases in screening as well and then interview challenges, so (1), someone might not show up because they got lost like me, easy to do. So it might be that you think this person didn't want the job, but it might have been that they got so lost, felt so ashamed and embarrassed, so didn't show up. There are a lot of barriers in place for us at the moment that people may not even be thinking about. This was from one of our participants. "I failed the Government test. After the test two ladies sat in front of me and said, 'You don't look dumb. We've never seen anybody fail a test as bad as this.' And I said, 'Well, I'm dyslexic as my eyes dropped'." Partly there is no accommodation to be able to read and listen to it so that's putting this undue pressure on us to try to do things quickly and be able to read and process and understand the information to give the correct answer.

Once we are employed and we are in a job what we tend to see from the dyslexic perspective is that we have got lower reading speed, slower fluency and comprehension. Our reading is the core area of where we get impacted. But then this has a flow-on effect, so spelling and written communications challenges. For me my reading is slower and for me Ds do move on the page, so they flip. By the end I get to the end of the sentence I know it wasn't right, so I have to go back and reread it. That slows me down. Dysgraphia is what impacts me, so that's a reading difficulty. For me my tenses will get mixed up, I start from the beginning of a paragraph out. So it often doesn't make sense and I am straight to the point. I forget to put the context in and sometimes I will also do that when I am speaking, I get straight to the point. That can be interpreted as someone being really rude. Even my family says to me my text messages are rude, even though they know I have dyslexia. Now I do voice to text and that saves me sometimes, but even in the family unit they get frustrated about some of these challenges that seem so simple for them. Time management and tasks, particularly if we have got to do a lot of reading or writing we procrastinate, so I think I had this PowerPoint open two weeks ago knowing I had to put this presentation together and I was still doing it last night. Partly because of the way my brain works and I think, that's a good idea or that's not going to work anymore, but also just trying to get my thoughts on paper are challenging. Working memory, so again like the video said, sequencing. When we get that pin code on our phone for those 6 digits, I can't retain the 6 digits, so I often have to go back 2 to 3 times, because I can only retain 2 to 3 numbers. So that's adding additional layers to the time that we need to do these tasks. For some people you might be working with - if they are jobseekers there might be some digital literacy skills that need to be built, so AI is one of those digital tools that help us, so being able to support and increase that digital literacy is really important. Then all these challenges can then impact our self-esteem as we have spoken about already.

So if we are thinking about the workplace, psychosocial hazards now are being mandated there is now a code and we are seeing significant implications particularly in New South Wales around psychosocial hazards at the moment. If we think about psychosocial hazards, neurodivergent employees can be at greater risk if we are not supported in our

working environments. Psychosocial hazards are factors that cause harm to someone's mental health when they are in the workplace and psychosocial safety is the environment that we are working in that really protects us and reduces harm and allows us to build and grow and for that organisation to grow. What we see is some of these psychosocial hazards coming through for people with dyslexia and other neurodivergent conditions. So these hazards might look like heavy or unrealistic workloads leading to longer unpaid working hours, so we tend to see people coming into work early, working through lunch or staying back late to keep up with the workload when they don't have the strategies. When communication is not clear, so often dyslexias will need something verbal put to them and then dot points put in, so they have heard it and looking at it. Bullying, exclusion or unfair treatment, lack of support from managers or co-workers, especially if there hasn't been any training, so neurodivergent training is so important in the workplace because that helps to reduce some of these risk factors. Feeling unsafe or overwhelmed and not being able to disclose, so often we will see those with dyslexia, we hear the term mask with the autistic community. For me it was sending my mum out to proofread and lots of people do it, they are sending their work out to a friend, a family member to proofread and edit for them, again adding that extra overlay of time leading to those feelings of cognitive overload, but not being able to disclose is a significant risk factor for us. Then if you look at the image these are the types of challenges you start to see happen, you can't see, but what's happening for us under the surface of our iceberg. So mental fatigue, I often have to nap on the weekends because I am exhausted and napping has always been something I do. Sometimes it used to be after work, now it will be with my daughter if I get one on the weekend I am really excited and I can have a sleep for two hours. That mental fatigue is ongoing. Those feelings of cognitive overload, sensory overload, background noise we can really struggle, I can't have a conversation if the TV is on in the background or the radio is on in the car and working from home is ideal for me, except for Wednesdays when my daughter is home. For me I can adjust my environment. I don't have lights on, I have got a lamp, so that helps me to be able to process information and not feel that sensory overload that we wouldn't normally think about for dyslexias. But this can lead to chronic stress and burnout and they are the factors that we don't want to see.

What can we do? There is lots and lots we can do to create inclusive practices in the working environment and how can we create psychological safety? There are a lot of dot points here, sorry. So really for someone to feel psychologically safe there needs to be a strong and core underlying element of trust and that trust comes when we are able to share, if we want to our neurodivergent conditions and then importantly by sharing that being able to then ask for help and that that help is not attached to stigma, shame, having to disclose to multiple people to get that help, and that those workplace accommodations and adjustments are easily accessible for people. Being able to share that we are neurodivergent is really important, but if people don't feel that they want to share specifically, it might be in a team environment how do you work best? If we are recruiting people from the beginning, what do you need to work at your best? Is it a quiet environment? Is it flexible hours because you are a parent, you've got drop-off or you are a carer. Every employer should be asked this, not just someone who is neurodivergent, but if we are asked how do we work best and you can start to put the tools in to ensure we can do

that. Free to be able to make mistakes. I don't know how many spelling mistakes I have seen today, I think I only picked up one. Some of my previous roles the best managers have been those who didn't send work back with multiple track changes, they just fixed it. Doesn't that save everybody time? I don't need to know if there is a comma missing or if a D was missing, if the context is there and you can understand the concepts that someone is trying to say and there is a few spelling and grammar mistakes, let's just fix it, we are all so busy, we don't have time to send back multiple document changes. My best managers I have ever had are the ones that have sent it back without saying anything, let me work autonomously and enabled me to thrive with the right tools in place. That's when I feel psychological safety is working at its best and it is when the whole team is able to do that.

So for a jobseeker, even though psychological safety is really around what's happening in the internal workplace ecosystem we want to create a safe environment for our jobseekers. So we can do that by asking the question, do you identify as being neurodivergent? I don't know if that's on your intake form now. If it is not, maybe that's something you can think about. But it is not are you coming with a disability, because disability is so broad. So you really need to know, yes it is a neurodivergent condition, then if people are happy to disclose, and what is that so you can put the right tools and strategies in place when they are looking for those jobs and what jobs can they apply for where their strengths can shine rather than feeling like they are in this deficit mode of challenges all the time. Access to assistive technology. When I say access to assistive technology, Microsoft Office as immersive reader, if you don't know how to use it, please go and Google or please come and speak to me about it. It is free, you can change the size, you can do multiple things, change the background colour and that can be a life changer for someone who is coming in looking for work. That gives them a bit more independence and autonomy around what they are trying to do. When thinking about flexible communication formats, do you have plain language or easy English, is there an infographic to explain some of those things? Different ways and also is there audiovisual that someone can listen to or watch. For me I learn best when I am listening. I love audio books, I retain information. If you asked me to read it I am not going to be able to give you back all that information. Individualised support, if someone is coming in and they have got a PhD, please see if there is roles that are going to fit that skillset rather than what we have heard, go and pack shelves at Coles, which they are happy to do, but are they going to retain that job role when they have got a Masters in chemistry, or something, engineering? So even though sometimes those higher level jobs might be hard to find, if you are thinking about retention, they are not going to stay. Then ongoing and reviewing and support for that individual and training in your teams is what's really, really important to understand what tools and strategies can help your dyslexic jobseekers coming through. I am not sure about time. I have got a couple more slides. Am I okay for time right now?

HANIF MOHAMED: Yep, you are fine.

DR SHAE WISSELL: Just give me a thumbs up. If we are thinking about the workplace, some of those strategies are still the same. If you look at our triangle here of our hierarchy,

Microsoft offers baseline. Then as we progress up and Speechify and Grammarly are great tools, then Read and Write which is a tool bar that helps doing multiple different activities from listening to creating vocab lists to a dictionary and the remarkable notepad, which I have that is not charged is a fantastic tool for keeping organised and all your notes together, because otherwise you can't see my desk that I have got multiple pieces of paper with different notes everywhere. Sometimes having a tool like that, that can help stay structured is invaluable. With copilot we can be extremely independent in all the work we do. If you train it properly and you always remind yourself that you are the subject matter expert, not copilot then it can be a great tool for scaffolding and building reports and now my Aunty is out of a job because she used to proofread for me, and generally I can work without her. You have to have those right processes in place. IT needs to be involved, finance needs to be involved, everybody at executive level needs to be approved. Ideally you need a list of tools, whether you are neurodivergent, English is your second language, universal design principles. Having safe ways to disclose and once disclosed that there is support in place and that's confidential for people. Flexible communication reports, like we mentioned. Peer support and allyship is really important. We are seeing a lot of organisations now starting to create these networks that are really, really helpful for people that want that type of peer support. Not everybody wants to be a poster person, not everyone wants to talk about their dyslexia but there will be a cohort that feel isolated and really will value that peer support. Ongoing feedback is really important in any job role and as we are managers, that feedback regardless, but having that ongoing feedback and always coming back to strengths as well as tools that can help in those tools that they are struggling with is valuable. Job access, to our knowledge we are one of the leading organisations delivering Job Access for neurodivergent employees. Most people don't know they can access Job Access for neurodivergent employees, so if you've got a diagnosis of any neurodivergent condition, then you are able to apply for 101, workplace training and also the tools that are needed to help on the job. And so we do that as a package under Rethink Dyslexia. Our staff education is really important inclusive policies and procedures and as I said, executive buy-in because you can't make change without the executive approving some of those overarching, strategies, policies and procedures that are needed to make that an inclusive working environment.

We are near the end. So we had some common perceptions or thoughts or ideas around what dyslexia may or may mean at the start and hopefully now that we have gone through that you have an understanding that dyslexia does not affect intelligence, that literacy challenges do not define our ability at all. I have four degrees now. I'd like to get a 5th around mental health, but my husband, I don't think he would stay my husband if I did that. My family would not cope. We can do all different types of job roles and we are seeing that everywhere. Dyslexias can succeed in complex, high levelled, high pressured environments and dyslexia is more than just a reading difficulty, there is lots of other things happening behind the scenes that you may not know about, particularly getting lost if you didn't know that then, you do now. Really it is on the spectrum like other neurodivergent conditions, it impacts everybody differently, depending on if we have had intervention, whether as a child when we have been diagnosed, what support we have had throughout our education, a lot of adults may not have had any of that if they have been diagnosed in

adulthood. They do cooccur with other neurodivergent conditions, so whether you are thinking about job seeking or employment, how to support, there is other strategies that you might need to include if someone has multiple conditions like I do. Really assumptions are outdated and they are inaccurate at the moment and dyslexias really have a strong set of strengths that workplaces could be leveraging and tapping into if they've got the psychological safety to enable that.

So hopefully today you go and have a conversation, either with your team member or a client or a family member about what you've learnt today and that there might be one workplace adjustment you could do, even if it is going and looking at Microsoft Immersive Reader if you haven't done that before. We have a whole podcast show that's been running for 8 years on dyslexia and other neurodivergent conditions with a wide range of people talking from HR to individuals, and also please follow us on socials and connect in with us if you are needing some support or training. Really I just wanted to finish with this, I love this quote. "I have learnt that people forget what you said, people will forget what you did, but people will never forget how you made them feel." I can tell you that 90% of my job roles have been environments where I have been made to feel crap about myself and 10% have been those managers I talked about before who didn't send the track changes, who let me work to my strengths and everybody wants to leave the day and go home feeling valued, not feeling like they are not good enough or that they are not doing the best job. So if you want to know more, we are going to be soon releasing our psychosocial hazards pack which has some information for employers, employees and a checklist. We are going to be doing some work with the centre around the new year looking at some resource development as well. Then if you are interested, that's the QR code for the podcast and I turned my thesis into a book because I really wanted it to be a resource for the workplace on how they can better support dyslexic employees. So that talks about the strategies and different ways we can work with dyslexic employees. That is it. I am not sure if we have time for questions. Usually I am really good, but I feel like I have just gone off on a bit of a tangent sorry.

HANIF MOHAMED: There was one question, we might just try to address this one question Dr Wissell if you can, otherwise we can take it offline. But Laura asks, hi, Shae, how is dyslexia currently diagnosed? Who is involved where supporting documentation costs, et cetera, and are we aware of any potential proposed changes to this process?

DR SHAE WISSELL: That is a great complex question. For children and young people we would suggest an educational psychologist and in each State there is a SPELD Association, they are probably the key ones to go with to start with if it is someone under 18. Anyone older usually a neuropsych can do an assessment and sometimes a speech pathologist and we are hoping that will change and more speechies will start doing those assessments. Assessments can start at \$1500 and can go up to 3,000, particularly if it is a child because they need multiple assessments done. For us we offer a psychologist or a speech pathologist and that's delivered online, so we do it across the country. It takes about an hour to do and that gives a likelihood of dyslexia. With that report, so we do the

assessing, then we sit down with the client and go through the report and we use that as evidence of a diagnosis and use it to apply for Job Access. So if you are interested come and talk to us. It is not a full psychological assessment, so we always give the client an explanation of what both do and why it might be important to have one or the other. But most of the time adults want to know this is most likely what is happening for them, they have seen it in their family, they have struggled all their life and they really want that piece of paper to say, yes, this is why you have been struggling.

HANIF MOHAMED: Thank you for summarising so succinctly. We have run out of time, so thank you Dr Wissell for sharing so many of your own experiences and all the evidence-based insights and strategies which I am sure have helped all of us to be better informed about dyslexia and the challenges that so many people in our communities evidently are experiencing, so thank you very much Dr Wissell for joining us today and thank you to everyone else who has attended the call as well, the Webinar today. Thank you to Liv and all those behind the scenes who have made today possible and as always keep your eyes out for the next Lunch and Learn which we will let you know about either via email or our socials, but until next time, we'll see you soon. Thank you.

DR SHAE WISSELL: Thank you everybody.

(End)