



dyslexia

in our
own
words

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Introduction

Dyslexia is a Specific Learning Difference (SpLD) that primarily affects the way people process, store and retrieve information.

Dyslexia is estimated to affect around 10 per cent of the population, occurs in people of all races, backgrounds and abilities, and varies from one person to another, sometimes quite widely.

Because dyslexia usually affects the way people read, write and calculate, many schools, colleges and workplaces can become preoccupied with the skills people with dyslexia often find most challenging, such as reading, writing, planning and organising.

But this is only part of the story. People with dyslexia also display a range of strengths, such as creative thinking, problem solving and lateral thinking, which should be welcomed in the world of work.

This booklet aims to help UNISON activists, especially union learning reps (ULRs), better understand dyslexia and see how they can help and support any colleagues who are dyslexic, or suspect they might be.

It includes a range of useful information, including a series of interviews with UNISON members who have dyslexia, many of whom have had to battle serious obstacles to become active in the union.

The booklet also includes useful tips on how to make branch communication dyslexic-friendly (many of them contributed by dyslexic members themselves), information on assessment and diagnosis of dyslexia, and suggestions on how to organise around dyslexia.

What is **dyslexia**?

Our understanding of dyslexia has continuously developed over the past 40 years, but there is as yet no general consensus on how to define exactly what we mean when we say an individual is dyslexic.

However, there are many points of agreement among the various specialists and organisations that work to improve our understanding of dyslexia and make the world a more dyslexia-friendly place to live and work.

- * There is no link to intelligence. Dyslexia varies between individuals, and can occur in people of all abilities. While people with dyslexia usually have trouble with reading or spelling, they are often extremely bright and gifted and can score highly in intelligence tests.

- * Dyslexia is inherited. Dyslexic people can often struggle with conventional language-based teaching methods, not because they lack motivation or are lazy (as teachers in previous generations believed) but because of the different way their brain functions.

- * Having problems with reading and writing does not mean someone is dyslexic. Because problems with literacy are often the most obvious symptom of dyslexia, a popular misconception has grown up that equates all literacy problems with dyslexia. This is not the case: dyslexia affects the way information is processed, stored and retrieved, and causes problems with memory, speed of processing, time perception, organisation and sequencing.

Seeing dyslexia in the round

Union learning reps and all workplace activists can encourage a culture that values the strengths people with dyslexia bring to the workplace, while offering the greatest possible support to help people with dyslexia overcome the challenges they face.

People with dyslexia often struggle with:

- * short-term memory
- * analysing information
- * literacy skills (including spelling, reading and writing)
- * numeracy skills
- * organisational skills
- * managing time and meeting deadlines
- * sense of direction
- * following oral or written instructions
- * retrieving and articulating words
- * multi-tasking
- * high levels of stress or anxiety arising from their dyslexia in certain situations.

People with dyslexia have many different strengths, including:

- * good long-term memory
- * intuition
- * creativity
- * problem solving
- * ability to see the 'big picture'
- * ability to synthesise information
- * being able to think in images
- * being able to make links between ideas
- * practical skills
- * people skills
- * verbal communication.

My story Carol Warren

I struggled to read from an early age and was told I was stupid all my life until the age of 36 when I was diagnosed as dyslexic.

When my daughter turned five, I wanted to be able to help her when she started reading, so I decided to go back to college to do basic English. I found the course difficult but when I finished I decided to have a go at GCSE English.

That was when I was referred to learning support and had a dyslexia assessment for the first time at the age of 36. The learning support unit said my form of dyslexia was too complicated for them to deal with, so they referred me to an educational psychologist, who confirmed I was severely dyslexic.

I went into three years of denial, because I'd been told all my life you'll never make anything of

yourself and I carried on believing that for quite a while.

But I got to the point where I decided I was going to start proving people wrong. I wanted to prove I was just as good as them – it takes me twice as long to achieve things, but I get there in the end.

The difference was the learning support worker I met at what was then Broxtowe College in Nottingham: Glen persevered, he would spend hours producing tailored worksheets for me, and never criticised me if I got something wrong. I ended up marrying him!

Once I achieved my GCSE in English, it made me thirsty for more education. It was suggested to me that I became a support worker helping adults with learning difficulties.



Through the government's Access To Work programme I got a laptop, Dragon voice recognition software, Read&Write text composition software and a Dictaphone that helped to make my life easier. Everything still takes me longer to do compared to a non-dyslexic person but I get there in the end through sheer perseverance.

When a friend suggested I become a UNISON rep, I said 'No' at first because I didn't think I could do it – I still have lots of doubts about my capability to do things and still feel I'm not as good as other people.

But since I became a rep in 2005, I've taken many UNISON

courses, I've spoken twice at national delegate conference and now I'm the regional representative for the East Midlands and on the National Further Education Committee.

UNISON activism has made a big difference to my confidence – I wouldn't have done half the things I have done if I hadn't become a union rep.

If you think you may be dyslexic, it's never too late to get assessed and get support: it can be life-changing to know there's a reason why you find reading, writing and numbers difficult compared to other people, and you can get the proper adjustments made available for you at work.

What are **Specific Learning Differences?**

Dyslexia, which is estimated to affect 10 per cent of the population in the UK (4 per cent severely), is one of four Specific Learning Differences/ Difficulties (SpLD), a group of related conditions that can occur together.

The term Specific Learning Differences or Difficulties is used to contrast with general learning disability, which refers to people with significant impairment of intellectual, adaptive and social functioning.

Dyspraxia

People with dyspraxia have difficulty co-ordinating and organising their movement and the condition may also affect their thought processing.

They may:

- * find it difficult to judge what is socially acceptable behaviour
- * feel anxious in unfamiliar settings
- * have trouble finding where to go
- * experience sensory overload
- * have weaknesses with memory and organisation.

Dyscalculia

People with dyscalculia have trouble understanding basic number concepts and grasping basic numeracy skills. They are likely to have difficulties dealing with:

- * learning number facts and procedures
- * telling the time
- * time keeping
- * understanding quantity, prices and money.

Attention Deficit Disorder

People with Attention Deficit Disorder (ADD) have problems remaining focused. They:

- * are very easily distracted;
- * lose track of what they are doing;
- * have poor listening skills;
- * may miss key points by not paying attention to detail.

People with Attention Deficit Hyperactivity Disorder (ADD) also have problems remaining focused but the hyperactivity means they may also:

- * be restless and impulsive
- * behave erratically and inappropriately
- * blurt out inappropriate comments or constantly interrupt
- * sometimes unintentionally seem aggressive.

ADD/ADHD can co-exist with autism, when individuals think inflexibly, become dependent on routines and lack social and communication skills. People with Asperger Syndrome find social interaction very challenging and panic easily when they cannot cope.

My story Beverley Smith

I first discovered I was dyslexic back in the mid-1990s, when I applied for a social work course at what is now Birmingham City University: I struggled with the paperwork, and there was no support at the time, but I must have done something right because I got an interview!

I passed the verbal interview, but I failed the written test.

Afterwards, the gentleman who did the verbal interview encouraged me to read about dyslexia in my local library and to see my GP if I recognised anything.

When I read the book, I did recognise things that were happening to me – but I went home and didn't go to the GP because I felt frightened and I left it alone.

When the chance came up to do Return to Learn with UNISON, I did that. I had a fantastic time working together with other people who have difficulty studying, sharing and supporting each other: it was awesome, that's all I can say, a new beginning.

Some time after I'd done Return to Learn, one of my managers asked me what I was doing about a case: when I told her, she asked me to write it up, and when she looked at it she asked me to see her later. She told me she would like me to go to an assessment centre, although she didn't say it was for dyslexia.

When the assessment was completed, my manager asked how I would feel about going for a psychology assessment. I thought: 'Does she think I'm mad?' and was worried I would

lose my job since I was the only breadwinner, a single parent bringing up two children.

When I did see the psychologist, we did some tests over a period of six weeks and at the end she asked me how I managed to hold down my job: she was surprised at the level I was functioning with the level of dyslexia I had. I said I would take everything home so I could take my time to write up reports: I was doing double the amount I should have been.

My manager sent me on a six-month course on how to manage dyslexia at Matthew Bolton College, and after that I was given extra time to write up reports and I would go downstairs to get away from the distraction of the phones in our open plan office.

I became an activist in UNISON to help people who needed support. Now I'm a steward, I'm chair of Birmingham branch women's group and secretary of the black members' group. I enjoy sharing my experience with people, going out and being an activist in UNISON.



Dyslexia is an **equalities issue**

All employers and learning providers must treat disabled employees and students on an equal footing with non-disabled people and must make 'reasonable adjustments' to their premises and employment/educational arrangements for all disabled staff/students.

These are two of the central requirements of the Equality Act 2010, which covers people with dyslexia.

The Act says: 'A person has a disability for the purposes of this Act if he has a physical or mental impairment which has a substantial and long-term adverse effect on the ability to carry out day-to-day activities.'

The guidance that accompanies the Equality Act mentions dyslexia twice.

Paragraph A6 states: 'A disability can arise from a wide range of impairments which can be ... developmental, such as autistic spectrum disorders (ASD), dyslexia and dyspraxia'.

Paragraph B9 states: 'In some cases, people have coping strategies which cease to work in certain circumstances (for example, where someone who has dyslexia is placed under stress). If it is possible that a person's ability to manage the effects of an impairment will break down so that effects will sometimes still occur, this possibility must be taken into account when assessing the effects of the impairment.'

For people to get help in the workplace, it is important that they disclose their dyslexia to their employer. However, many people feel uncertain about

disclosure because they worry that managers and/or colleagues may treat them negatively as a result.

This is where ULRs can play an important role. Learning reps are ideally placed to support colleagues with dyslexia through the disclosure process, and help prepare the ground for a positive response from managers and co-workers.

ULRs can support people with dyslexia by working with their colleagues on the branch committee to take up any issues that need addressing and help ensure reasonable adjustments are successfully negotiated.

They can also help dyslexic colleagues by putting them in touch with local or national organisations that run helplines and support groups for people with dyslexia.

Reasonable adjustments

The Equality Act states that employers have a duty to make "reasonable adjustments" for disabled employees in compliance with the requirements of the Act. The reasonable adjustments that a person with dyslexia needs will depend on:

- * the person's personal circumstances
- * how he or she experiences dyslexia
- * the person's job role
- * the workplace.

For an employee with dyslexia, this could mean:

- * training in using assistive technology (e.g. voice recognition computer software);
- * providing assistive technology such as voice recognition software on their computer, a Dictaphone, sat nav for their car;
- * making information available on coloured paper, using sans serif type (e.g. Arial) at a particular size (e.g. 14pt);
- * providing additional time to complete written tests;
- * providing learning support on courses.

My story Jeff Goodley

I discovered I was dyslexic after I took early retirement from the Metropolitan Police in 1989. I had some counselling afterwards and the psychologist who was supervising my treatment for stress conducted some tests and at the end asked if I realised I was dyslexic. I said, 'No, but it does answer an awful lot of questions'.

When I was about seven, my primary school teacher Miss Gurling wanted me declared educationally sub-normal, but when I took an IQ test (twice, because they didn't believe the first one) it came out at over 130 (well above average intelligence).

When I went to secondary school, the first year was fine apart from the usual complaints about my handwriting, and I was put into the A stream at the end of the second year, but I left

school without any GCEs and basically self-educated myself thereafter.

After I left school, I studied voice at the Guildhall School of Music in London for about 18 months, but I couldn't sight-read because of my dyslexia so I couldn't complete the course and graduate. Nowadays there are provisions to help dyslexics but they didn't exist then.

I spent 14 years in the Metropolitan police, where I would still come up against stuff like 'Goodley, your handwriting's awful' but like many dyslexics I developed the ability to keep things in my head instead of writing them down, and developed my own version of shorthand for my notebook.

I was on duty as a CID officer during the 1985 riots at

Broadwater Farm in north London, and they decided that I needed a little less stress afterwards so they posted me out to Barkingside on the Essex border.

Unfortunately, I got involved in an armed siege on one particular night and I retired early after that. It was during the counselling I received afterwards that I was finally diagnosed at the age of 39.

My advice to any member who thinks they might be dyslexic is to find out, get an assessment or a diagnosis. Ask your union learning rep (ULR) or lifelong learning co-ordinator (LLC) to enquire about getting you assessed. And don't be afraid to tell your work colleagues and line managers: there is no stigma attached to dyslexia.



Getting a **dyslexia assessment**

The main reason for having an assessment is to identify each individual's areas of difficulty so that their employer can then provide appropriate support.

In addition, an assessment of dyslexia is often the best way of unlocking additional resources in learning environments (such as securing additional time in which to complete exam papers, or grants towards the cost of a laptop).

Trained specialists such as educational psychologists or specialist tutors are the only people who can conduct assessments.

Preliminary assessments are conducted by specialist tutors and are often the best first step for individuals who believe they may be dyslexic, and may be all that is required in some cases.

They do not take as long as full psychological assessments and therefore do not cost as much.

Full psychological assessments are conducted by educational psychologists and occupational psychologists and use a wide range of tests to make an in-depth analysis of an individual's strengths and weaknesses. Because they take several hours to complete, they can cost up to £350.

While it may seem daunting to go for a dyslexia assessment, the professionals who conduct them are trained and experienced in putting people at their ease.

Some employers are willing to pay for assessments. If you have a workplace learning agreement, check to see if it includes support for Skills for Life or dyslexia assessments. If you don't have

an agreement, discuss how to raise the issue with your lifelong learning co-ordinator or your branch secretary.

UNISON members on courses at a local college can ask to see the student services department or equivalent, who can refer individuals to a specialist tutor or an educational psychologist. This may lead to an individual getting additional support in class and/or extra time to complete written exams.

Unemployed individuals can ask to see the Disability Employment Adviser at their local Jobcentre, who can conduct an initial assessment and may refer them to an occupational psychologist. This may lead to provision of

some special equipment to help individuals when they find a job.

Anyone who thinks they may be dyslexic can also make an appointment with their GP, who will then refer them to a specialist. Doctors can also treat individuals for associated stress, anxiety or depression and may refer them for counselling.

People who think they may be dyslexic may also opt for a private assessment, which can cost anything from £150 to £350.

ULRs can suggest members contact their local dyslexia association for advice about the best route to assessment in their area.

Access to Work

Access to Work is a government programme that provides financial support, practical help and useful advice to disabled people and their employers to cover the extra costs of removing obstacles to work. Access to Work covers people whose disability prevents them being able to do parts of their job whether they are:

- * in paid work
- * unemployed about to start a new job
- * unemployed about to start a Work Trial
- * self-employed.

Find out more by searching 'Access to Work' on www.directgov.uk

My story Tina Roche

When I started primary school in the early 1960s in Leicester, I seemed an intelligent child, but I had difficulty learning to read: on one occasion, my teacher slapped my legs and made me stand in the playground in the rain to punish me.

I enjoyed school, I liked being in a learning environment, but I felt very frustrated because I was always put in the bottom set and I could never understand why.

Because I left school with very low grade CSEs, I went to work in a factory making boxes and then worked as a chambermaid in a hotel.

But I finally got to the stage when I thought 'I'm better than this'. When I was about 30 years old, I did a couple of O Levels at our local sixth form college, in child development and sociology.

Because the child development was more practical, I came out with an A, but I got a C in sociology because the exams let me down.

About four years later, I decided to do basic English and maths through the Workers' Educational Association (WEA) because I knew that's where my weaknesses were. It was quite daunting but once I got there, there were lots of people who were probably the same as me and I found it quite supportive.

While I was on the course, I picked up a leaflet about a pre-access course concentrating on English, maths and study skills run by City of Bath College. After that, I progressed onto an access course, and then started a BSc in Sociology with Industrial Relations at the University of Bath when I was 36.



The university paid for me to have a dyslexia diagnosis. I was alarmed when I saw the results, because it's not good to see all your weaknesses down in black and white.

But the university then paid for me to see a specialist tutor at the Dyslexia Institute every fortnight who taught me how to structure essays, how to speed read, different techniques to get round my problems: it wasn't easy but it was really good.

Afterwards, I started working with unemployed people, did a one-year postgraduate diploma in careers guidance, and then got a job with Tyneside Careers in 2000. That's when I joined UNISON, and I'm now Assistant

Branch Secretary for South Tyneside Local Government Branch (full-time paid release).

Working with UNISON has helped my confidence levels further as I have given speeches at the National Delegate Conference, Women's Conference and at the Local Government Conference: I can't read a speech from paper but I write down key words that help me to remember what I want to say.

Dyslexia should not hold you back in any way from doing what you want to do in your life. If you think you may be dyslexic, talk to someone about it and get yourself assessed: there will be qualities you can be proud of.

Supporting members who may have dyslexia

Member discloses they may have dyslexia to ULR



ULR discusses the next steps in confidence



ULR contacts local dyslexia organisation for further information and advice on assessment



Member decides to proceed with assessment



Initial assessment identifies strengths and weaknesses



Further assessment by occupational or educational psychologist may be required



ULR supports member when they disclose assessment/diagnosis results to employer



ULR helps employer put in place reasonable adjustments



ULR continues to provide ongoing confidential support

Organising in UNISON around dyslexia

Union learning reps have a vital role to play supporting colleagues who think they may be dyslexic and co-workers who need support to secure some reasonable adjustment in the workplace.

- * You can find out where to signpost them for further help and advice.
- * You can organise specific courses to help them overcome literacy, numeracy or ICT problems.
- * You can work with your employer to make sure they are aware of their legal responsibilities to employees with dyslexia under the Equality Act 2010.

Research suggests over half of adults with dyslexia are hiding their condition in the workplace, and many people are not aware that they are dyslexic.

That's why it is also important that ULRs and all workplace reps play their part in raising awareness with colleagues and managers, to combat potential or actual discrimination and help create a culture in which disclosure can lead to greater fulfilment for the individual and increased productivity for their employer.

- * Make sure your branch disability policy specifically includes dyslexia.
- * Make sure your branch communication is produced in a dyslexia-friendly format (more details on page 24).
- * Organise dyslexia awareness-raising sessions in the workplace.
- * Invite members with dyslexia to address branch committee meetings and branch meetings to help educate activists and members about the issues.

My story Stephen Craven

I worked as a glazier for 18 years until I fell off a ladder while I was working at East Midlands Airport: I shattered both ankles completely, I couldn't walk for a year, and needed another six months rehab after that.

But the psychological side was hardest for me. Glazing was the only work I'd really known since leaving school, and I was very worried about how hard it would be to find another job, knowing I had dyslexia: it was a really stressful time, and I did get help for anxiety and depression through my GP.

After six months back at work, it became obvious that I couldn't continue and that's when I spoke to the disability employment officer at the Jobcentre: they explained that I could get some equipment to help me when I found a new job.

Around the same time, I went to Wilmorton College in Derby, which is where I got the psychologist's assessment confirming I had dyslexia, and I spent about a year and a half going on various courses there including basic English and maths.

I started volunteering at the Bankcroft day centre in Ashbourne where I live, which is for adults with learning difficulties. Through that, I applied to be a residential social care worker on a relief basis, which I did for two years, and now I've got a permanent post with regular hours.

My dyslexia is quite severe: I can't put things into order properly, I find cross-referencing things very difficult, and I have trouble retaining information – my short-term memory really is bad.

I used to do all sorts of things to help me, such as taking photographs of things and putting them on my computer: you can imagine how time-consuming that all was, and it can cause added stress.

I've got my laptop now with my Dragon speech recognition software and I try and do as much as possible on that, but some of the work gets lost on the computer – that can happen at times.

Through UNISON, I've taken the five-day union learning rep course and the Stage 1 health and safety course – both times with a scribe funded through the college. Taking notes on courses had always been a barrier before: without the help of the scribe, I wouldn't have been able to do either of those courses.

When I had my accident 20 years ago, I really didn't know what to do, and I never thought I'd be able to do the job I do now. But it goes to show that however severe the barriers are, you can overcome them if you know where to go for help.



Making UNISON communication **dyslexia-friendly**

Making union communication dyslexia-friendly does not only help members who are dyslexic: making these adjustments will also make union communication more widely welcoming to everyone.

People with dyslexia usually find it easier to read sans serif typefaces such as Arial and have trouble with serif typefaces (such as Times New Roman), *italics* and **BLOCK CAPITALS**.

Print and electronic communication checklist

- * Produce all written communication using sans serif fonts such as Arial instead of serif fonts such as Times New Roman.
 - * Use a minimum type size of 12pt for accessibility.
 - * Use double line spacing.
 - * Do not justify text: it is easier to read text when it is set left (as this text is).
 - * Avoid block capitals, underlining and italics wherever possible and use bold text for headings.
 - * Write in short sentences (fewer than 30 words), avoid long paragraphs, eliminate as much jargon as possible and always explain any jargon or acronyms that are absolutely necessary.
 - * Provide a summary on the contents page.
 - * When designing leaflets etc, do not impose type over pictures since this is difficult to read.
- * Avoid bright white and glossy paper; it is much easier to read type on pastel colours.
 - * Email documents to members: individuals with dyslexia usually prefer electronic communication to bits of paper.
 - * Coloured overlays can reduce visual perceptual problems that are common in people with dyslexia.
 - * Emails or text messages are usually much better than handwritten notes for members with dyslexia.

Oral communication checklist

- * Summarise the main points of long discussions.
- * Identify action points and who is responsible for carrying them out.
- * Give people enough time to discuss issues.
- * Avoid reading out long documents in full.

Dyslexia resources

Online tests for adults

www.spot-your-potential.com

Developed in partnership by British Dyslexia Association & Lucid Research

www.amidyslexic.com

Developed by a team of chartered psychologists and academics

Equality & Human Rights Commission www.equalityhumanrights.com

Provides information and guidance on discrimination and human rights issues through its helplines, which are all open Monday to Friday, 8am–6pm.

England: 0845 604 6610, Textphone: 0845 604 6620

Email: englandhelpline@equalityhumanrights.com

Scotland: 0845 604 5510, Textphone: 0845 604 5520

Email: scotlandhelpline@equalityhumanrights.com

Wales: 0845 604 8810, Textphone: 0845 604 8820

Email: waleshelpline@equalityhumanrights.com

British Dyslexia Association www.bdadyslexia.org.uk

Campaigns for a dyslexia-friendly society where barriers to dyslexic people do not exist and all people with dyslexia fulfil their potential.

Telephone: 0845 251 9003, Email: admin@bdadyslexia.org.uk

Dyslexia Action www.dyslexiaaction.org.uk

Charity that provides a wide range of services to people of all ages who have dyslexia, including assessments and specialist tuition.

Telephone: 01784 222300

Independent Dyslexia Consultants www.dyslexia-idc.org

Provide a wide range of services for the workplace and education, including consultancy, training, tuition, coaching and assessment.

General enquires: 020 7388 8744, Assessments: 020 7383 3724

Email: info@dyslexia-idc.org

Access to Work

Government scheme to provide advice and financial support to people whose disability affects the way they do their job.

London (covers London, E England, SE England)

Email: atwosu.london@jobcentreplus.gsi.gov.uk

Telephone: 020 8426 3110, Textphone: 020 8426 3133

Cardiff (covers Wales, SW England, W Midlands, E Midlands)

Email: atwosu.cardiff@jobcentreplus.gsi.gov.uk

Telephone: 02920 423 291, Textphone: 02920 644 886

Glasgow (covers Scotland, N England, Yorkshire and Humberside)

Email: atwosu.glasgow@jobcentreplus.gsi.gov.uk

Telephone: 0141 950 5327, Textphone: 0845 6025850

Re-adjust Services www.re-adjust.co.uk

Provides consultancy, assessment and awareness services, assistive technology, training and Access to Work solutions and strategies.

Email: sales@re-adjust.co.uk

Freephone: 0800 018 0045, Telephone: 01223 420 101

The Dyslexia Shop www.thedyslexiashop.co.uk

Products for people with dyslexia, including coloured overlays.

General enquiries: hello@thedyslexiashop.co.uk

Sales: sales@thedyslexiashop.co.uk, Customer services: 01394 671818

Crossbow Education www.crossboweducation.com

Dyslexia and visual stress support including coloured overlays for reading; multisensory teaching resources; books, spelling games and other phonics activities; sand timers; pencil grips and handwriting aids.

Telephone: 0845 269 7272, Email: sales@crossboweducation.co.uk

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