Independent Day and Boarding School for Boys and Girls Aged 10–18

We aim to ease the transition into secondary education by offering a full Year 6 programme, taught by our highly qualified specialist staff. Year 6 pupils will benefit from the vast range of courses and facilities on offer at St David’s that includes an extensive outdoor education, sports and activities programme which complements rigorous but sympathetic academic studies. Year 6 pupils will be afforded their own academic base, common room, play space and lunchtime break in order to acclimatise slowly into secondary education. Following on from Year 6 there will be a natural progression on to our full programme of studies up to GCE and A Level. Each and every child will be nurtured along the way by a team of academic and support staff dedicated to the ‘whole person’ ethos of education.

Broad range of GCEs, A Levels (including Psychology, Philosophy, Photography and Performing Arts) and vocational courses (including City and Guilds: Computer Aided Engineering). Amazing variety of Outdoor Education activities and qualifications in addition to a BTEC in Sport. Individual education plan for each pupil including study skills and exam preparation. At the forefront of SEN provision for over 40 years. Services’ discounts, scholarships and bursaries available.

GCSE pass rate – 99%; A’ Level pass rate – 94%;
University application success rate – 100%

Tel: 01492 875974
email: hmsec@stdavidscollege.co.uk
www.stdavidscollege.co.uk
Contents

NEWS ROUNDUP ................................................................................................................. 4–7
'I Know I Can Fly’ .................................................................................................................. 8
Event Review – Music Teaching and Dyslexia: Practical Insights ........................................ 10
Children Will Shine Update ................................................................................................... 12
W.D.A./B.D.A. Dyslexia Conference ....................................................................................... 14
B.D.A./N.D.A. Dyslexia Conference ......................................................................................... 15
Jon Adams – Artist .................................................................................................................. 16
Nokia Pure Typography Exhibition .......................................................................................... 18
Bruce Reynolds – TV Personality ............................................................................................. 19
Dyslexia and Multilingualism .................................................................................................. 22
Some Results from the Accessible Resources Pilot Project .................................................... 25
Free Resources – Mapping What is Out There ........................................................................ 26
Guidelines for Submission of Articles/Items for the BDA Professional Supplement within Contact Magazine .............................................................................................................. 28
B.D.A. Unsung Hero ................................................................................................................ 29
I.C.T. Round Up from N.T.C. .................................................................................................... 31
Text to Speech (TTS) .............................................................................................................. 31
Apps for iPhone? ..................................................................................................................... 32
BETT 2011 ................................................................................................................................ 34
Coping with Courts and Tribunals ............................................................................................ 36
New Publications and General News ....................................................................................... 36
Golfers Chip in with an Oversized Cheque ............................................................................. 36
BBC – MyDisplay ................................................................................................................... 36
LDA News ............................................................................................................................... 38

Views expressed by the author of any article in Dyslexia Contact are their own and do not necessarily represent those of the British Dyslexia Association (B.D.A.).

The B.D.A. does not endorse methods, materials or institutions advertised in this magazine. Mention of Organisational Membership of the B.D.A. does not imply endorsement of products or services by the B.D.A. The content of this magazine is copyright © The British Dyslexia Association 2010.

Copy deadline for the September 2011 issue of Dyslexia Contact is 29 July 2011

B.D.A. website — www.bdadyslexia.org.uk
Hello Readers

The present economic climate brings both challenges and opportunities. The B.D.A. continues to be concerned at the effects of cuts to frontline services. The B.D.A. Helpline receives 20,000 calls a year and it is clear that these factors are impacting on dyslexic individuals across many sectors.

Unfortunately, the English government funding the B.D.A. received towards the Helpline has ended. Many individuals have benefited from the Helpline over the years and sometimes the calls they receive are from dyslexic individuals (across the age ranges) who are at a desperate point. The B.D.A. is therefore, launching a Fundraising Campaign for the Helpline, (please see details at: www.bdadyslexia.org.uk).

In England the green paper from the Department of Education, ‘Support and Aspiration: A new approach to special educational needs and disability’ is in the consultation phase, the B.D.A. is making representations in reply. There are some positive aspects, including an emphasis on early identification, better information and transparency for parents, reducing bureaucracy and removing the adversarial statementing system. However the B.D.A. is concerned to ensure that the rights of dyslexic children to specified appropriate provision will continue to be protected under the new ‘Education, Health and Care Plan.’

The B.D.A. strongly supports the need for a rigorous, consistent standard of input in initial teaching training on how to identify the signs of dyslexia and on dyslexia friendly teaching. Scotland leads the way here, as their teacher training universities embraced this need some years ago. There is also a need for on-going in-service training for existing teachers and for accountability around whose job it is to ensure that dyslexic children have access to appropriately skilled practitioners to meet their needs.

The Dyslexia - Specific Learning Difficulties(SpLD) Trust, of which the B.D.A. is a member, has been granted some further funding for 3 years from the English government for work including implementation of a Competencies Framework about Dyslexia/SpLD, for school staff.

In Wales, a large scale Welsh Assembly project has been completed, collecting information on Dyslexia/SpLD services and existing good practices from all regions. An article on the results of this will be featured in the next edition of Contact.

We are looking forward to the 8th International Conference (2nd to 4th June, Harrogate) and a Dyslexia Co-occurring Difficulties Conference (30th June, London). For Dyslexia Awareness Week (31st Oct to 6th Nov) B.D.A. will be encouraging schools, organisations and individuals to organise local events with the theme ‘Focus on Dyslexia’.

The B.D.A. will be holding competitions for art/creative work from dyslexics of all ages, with a prize ceremony in Dyslexia Awareness Week. We are also currently launching an exciting new competition for budding inventors, for a new piece of technology that would benefit dyslexic individuals (details: www.bdadyslexia.org.uk).

I would like to say a big “Thank You” to the huge number of B.D.A. supporters who do so much to enable the B.D.A. to be effective, working to bring about a dyslexia friendly society. It is always a huge privilege to meet and work alongside such individuals. I am constantly inspired by dyslexic individuals of all ages who show their support for the B.D.A. in a number of ways and at all levels. Together we can continue to make a real difference.

With my very best wishes,

Dr Kate Saunders, Chief Executive
Exhibitions 2011

Over the previous few years, the British Dyslexia Association has attended many exhibitions including BETT, Education Show, Education North and SEN London.

In January we attended the BETT Show. This is the largest educational technology trade show in the world, with over 650 exhibitors. The B.D.A. was one of them.

The show takes place over 4 days, Wednesday to Saturday. The B.D.A. is fortunate that we have a number of Trustees and volunteers from local dyslexia associations that support these exhibitions; we would like to thank all volunteers and Trustees that have helped with this. A special thank you has to go to Jean Hutchins and Chris Hossack for their support in administration of the event, as well as setting up the day before and being on the stand for all the days of the event.

BETT is very much about ICT and technology, but we have many teachers, TAs, parents, professionals and overseas members who are interested in dyslexia, being at an exhibition like BETT enables the B.D.A. to support these people in an informed and educated way.

The B.D.A. attended the Education North in April. We will update you in the next edition of Contact on how the event went.

The Education Show

The Education Show at the NEC was in March. This exhibition is a three day exhibition, Thursday to Saturday, and has over 400 exhibitors, the B.D.A. is lucky to be one of them. The B.D.A. stand had a number of teachers, TAs and trainee teachers enquiring about dyslexia and the B.D.A.

Within all of these exhibitions, a number of volunteers and members of staff, support the exhibitions by taking seminars on their relevant specific subjects. So a big thank you to Dr. Kate Saunders, Joanne Gregory, Victoria Crivelli, E. A. Draffan, Hilary Williams and Jill Fernando who will be speaking at Education North.

Forthcoming Exhibitions

Don’t forget, Special Needs London at the Design Centre Islington on 14 to 15 October 2011. To find out more information go to:

http://www.teachingexhibitions.co.uk/
BDA Training for Summer/Autumn 2011/12

By Amy Straughan, Training and Conferencing Coordinator

Please note: We can organise any of the programmes advertised below for staff groups at your workplace on request.

**Practical Solutions for Dyslexia**

This is a supportive workshop, which recognises and communicates the issues facing schools and parents in supporting their dyslexic children. It includes the five key roles for practical tips on supporting your child at home and in school. There is a morning session for parents, governors and an afternoon session for Teachers and Teaching Assistants (TAs)*.

Parent courses (am) and Teacher and Teaching Assistant courses (pm) are being held at:

<table>
<thead>
<tr>
<th>Location</th>
<th>Date</th>
<th>Location</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leeds</td>
<td>11 May</td>
<td>Manchester</td>
<td>17 May</td>
</tr>
<tr>
<td>Cambridge</td>
<td>16 June</td>
<td>Liverpool</td>
<td>21 Jun</td>
</tr>
<tr>
<td>Thurrock</td>
<td>Thurrock</td>
<td>London</td>
<td>07 Jul</td>
</tr>
<tr>
<td>Cardiff</td>
<td>13 Sep</td>
<td>Bristol</td>
<td>22 Sep</td>
</tr>
<tr>
<td>Oxford</td>
<td>12 Oct</td>
<td>London</td>
<td>01 Dec</td>
</tr>
<tr>
<td>Reading</td>
<td>06 Dec</td>
<td>Thurrock</td>
<td>06 Dec</td>
</tr>
<tr>
<td>Chester</td>
<td>08 Dec</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Important: There are plenty more dates for Teacher / TA “Practical Solutions for Dyslexia” courses countrywide that are held in the morning (am). Please visit our website.

**Dealing with Dyscalculia**

This half day (pm) workshop, aimed at Teachers and TAs will cover:

- An appreciation of what dyscalculia is;
- How to approach the teaching of children with dyscalculia;
- Where the specific problems are in acquiring arithmetic skills;
- Where to go for a range of resources.

£69 for an individual course (£125 if booked with another half day course)

<table>
<thead>
<tr>
<th>Location</th>
<th>Date</th>
<th>Location</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bristol</td>
<td>17 May</td>
<td>Redhill</td>
<td>17 May</td>
</tr>
<tr>
<td>Milton Keynes</td>
<td>19 May</td>
<td>Winchester</td>
<td>07 Jun</td>
</tr>
<tr>
<td>Leeds</td>
<td>08 Jun</td>
<td>London</td>
<td>14 Jun</td>
</tr>
<tr>
<td>Birmingham</td>
<td>15 Jun</td>
<td>Manchester</td>
<td>30 Jun</td>
</tr>
<tr>
<td>Thurrock</td>
<td>15 Sep</td>
<td>Cardiff</td>
<td>20 Sep</td>
</tr>
<tr>
<td>London</td>
<td>22 Sep</td>
<td>Reading</td>
<td>27 Sep</td>
</tr>
<tr>
<td>Liverpool</td>
<td>28 Sep</td>
<td>Cambridge</td>
<td>29 Sep</td>
</tr>
<tr>
<td>Nottingham</td>
<td>29 Sep</td>
<td>London</td>
<td>04 Oct</td>
</tr>
<tr>
<td>Coventry</td>
<td>06 Oct</td>
<td>Bristol</td>
<td>18 Oct</td>
</tr>
<tr>
<td>Oxford</td>
<td>03 Nov</td>
<td>Manchester</td>
<td>10 Nov</td>
</tr>
<tr>
<td>Sheffield</td>
<td>15 Nov</td>
<td>Cardiff</td>
<td>13 Dec</td>
</tr>
</tbody>
</table>

**Screening for Dyslexia**

This is a one-day course for Teachers and TAs to enable them to screen for dyslexia effectively and develop their understanding of the key issues associated with screening.

The training is suitable for anyone working within an educational setting who has responsibility for identifying individual learning needs including; Teachers, SENCOs, Teaching Assistants and Head Teachers.

By the end of the course learners will be able to:

- Use a selection of dyslexia screening tools
- Critically assess and evaluate a range of dyslexia screening tools
- Demonstrate through discussion understanding of the principles and key issues associated with screening for dyslexia
- Analyse the results of a selection of dyslexia screening tools

£125 per day.

<table>
<thead>
<tr>
<th>Location</th>
<th>Date</th>
<th>Location</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>London</td>
<td>05 May</td>
<td>Bristol</td>
<td>09 Jun</td>
</tr>
<tr>
<td>Milton Keynes</td>
<td>14 Jun</td>
<td>Redhill</td>
<td>22 Jun</td>
</tr>
<tr>
<td>London</td>
<td>05 Jul</td>
<td>Winchester</td>
<td>05 Jul</td>
</tr>
<tr>
<td>Leeds</td>
<td>06 Jul</td>
<td>Winchester</td>
<td>07 Jul</td>
</tr>
<tr>
<td>Manchester</td>
<td>29 Jul</td>
<td>Thurrock</td>
<td>06 Oct</td>
</tr>
<tr>
<td>Cambridge</td>
<td>11 Sep</td>
<td>Cardiff</td>
<td>12 Oct</td>
</tr>
<tr>
<td>Liverpool</td>
<td>13 Oct</td>
<td>London</td>
<td>19 Oct</td>
</tr>
<tr>
<td>Nottingham</td>
<td>19 Oct</td>
<td>Reading</td>
<td>20 Oct</td>
</tr>
<tr>
<td>Bristol</td>
<td>08 Nov</td>
<td>London</td>
<td>16 Nov</td>
</tr>
<tr>
<td>Coventry</td>
<td>22 Nov</td>
<td>Manchester</td>
<td>06 Dec</td>
</tr>
<tr>
<td>Oxford</td>
<td>07 Dec</td>
<td>Sheffield</td>
<td>18 Jan</td>
</tr>
</tbody>
</table>

**Dyscalculia Plus (In association with Unicorn Maths)**

A two day maths development programme for the remediation of dyscalculia, for Teachers and TAs. This is a detailed, structured, cumulative, multi-sensory mathematics development programme for the remediation of dyscalculia. £350.

<table>
<thead>
<tr>
<th>Location</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>London</td>
<td>10 and 18 June 2011</td>
</tr>
<tr>
<td>London</td>
<td>5 and 11 November 2011</td>
</tr>
</tbody>
</table>
Higher and Further Education (Post 16 year olds)

Do you know how to support your dyslexic students fully? 80% of students in receipt of D.S.A. have dyslexia related issues, yet it is one of the least understood conditions. We have two courses designed for those supporting or teaching students with dyslexia. Course 1 is suitable for lecturers; Course 2 describes the screening process and demonstrates a variety of packages.

1. Practical Solutions for Dyslexia (1 day) £180 pp*
   - London 16 June 2011
   - Manchester 5 October 2011

2. Screening for Dyslexia (1 day) £200 pp*
   - London 05 October 2011
   - Manchester 17 November 2011

*There is an “early bird” booking discount. You pay £20 less if you book 2 months in advance.

Employers

This suite of three training workshops will show you how to switch on 10% of your workforce and avoid costly E.T. claims.

“I had no idea dyslexia covered all this. We’ve been completely ignorant of the scale of our risk.”

The following three courses (full day) are available for employers;

1. Understanding Dyslexia
2. Making Reasonable Adjustments for Dyslexia
3. Screening for Dyslexia

The price for one day’s training and associated training materials is £285 + V.A.T. per delegate or £750 + V.A.T. per delegate for the whole suite (three full day courses). Dates are available on the website.

Workplace Assessors Programme

A programme of accreditation for employers who would like to learn how to assess individuals with dyslexia or other Specific Learning Difficulties. The cost of 4 training days, marking of your assignment, B.D.A. individual membership for a year, one C.P.D. event and e-learning facilities: £950 plus V.A.T. plus a separate registration fee of £12 p.p.

The next 4 dates for our Workplace Assessors Programme are:

Staines: Workshop A: 16 May 2011
         Workshop C: 6 June 2011
Workshop B: 26 May 2011
Workshop D: 20 June 2011

(Please note: The titles of the individual workshops are detailed on our website).

For further information please contact the Training Department on 0845 251 9004 or visit the 'Training and Events' section on our website, where additional course dates may be advertised. www.bdadyslexia.org.uk
'I Know I Can Fly'

By Samantha Knight

‘According to science and the law of physics, the bumblebee should not be able to fly. Its body is too large and its wings are too small, for this to be so. But no-one told the bumblebee.’ This is something my learning support adviser told me at university recently. I cannot think of a better way to put it. Just because we may be dyslexic, doesn’t have to stop us doing anything at all. It doesn’t have to stop us from flying.

I am a dyslexic Undergraduate at University for the Creative Arts, Epsom. I have been aware that I have had dyslexia from a young age. But I wasn’t diagnosed early enough to escape the prejudice of the system that did not quite understand what dyslexia was. So I was in the middle to bottom sets of the class, labelled ‘dumb’, while I watched my peers read faster and more complicated books than me; watched them copy from the blackboard with a flourish while I took my time struggling to copy down two letters at a time, let alone words; and sat there drenched in nervous sweat when my teacher asked me to read aloud from a book. I feared going to school, it was not a pleasant experience for me.

But in senior school, I was diagnosed. It felt good to know there was actually a reason why I processed things differently from others; I wasn’t ‘dumb’ at all. This was reflected through my school life, I was in top sets for most subjects and I tried my best with all my work. I showed a passion and talent for art and this then motivated me to take the subject of graphic design through college and then a degree in my current university. I still struggle with spelling and reading, but with constant support from additional advisers and learning support teachers, I have learnt how to combat it as best I can.

When it came to my final major project of my third year at university, they asked us to do something that we feel passionate about. I instantly knew my topic. I wanted to write about something that affects me and although it is technically classed as a disability, I feel it has enhanced my life. It has made me more determined to succeed, to try my very best and to prove that although I may have the spelling age of a twelve year old, I can do so much more.

Through my book, I want to show other people and even other dyslexics, what I have learnt. I am in the process of compiling information that I have gathered throughout the years, which I feel has helped me. For instance, highlighting the oddities of the English language, what to look out for and what to avoid, to tips and facts on dyslexia and ways to combat different parts of life. I want it to be motivational, light hearted and fun, but most of all I’d like the reader to realise that they are not alone and that dyslexia does not need to hold you back.

Being dyslexic just means that we think differently from other people, we process information differently and we see the world from a different point of view. But who said it was wrong, or bad to be different? Look at the bumblebee. It’s different from a lot of animals in many various ways. But it doesn’t stop it from flying high.
Online dyslexia test

An objective test giving you a reliable indication of dyslexia. Use it anywhere you have internet access.

- Takes only 30-40 minutes
- Results available immediately
- Highly accurate, more objective than a checklist
- Designed specifically for adults (15 or over)
- Successfully used in thousands of homes and dyslexia friendly workplaces

spot-your-potential.com

Lucid Developing software for developing minds

FREWEN COLLEGE
The Art of Teaching Dyslexics

A friendly co-educational school for dyslexic and dyspraxic children aged 7-17
See our website for Open Morning Dates

- Excellent facilities in over 100 acres of playing fields and parkland.
- Fully flexible, homely boarding
- Full time therapists on site.
- Very small classes (average 5.5).
- Duke of Edinburgh Scheme

*OUTSTANDING OFSTED NOVEMBER 2010*

Frewen College, Northiam, East Sussex TN31 6NL
Phone Annabel Edwards on 01797 252494 *email: office@frewencollege.co.uk*
visit: www.frewencollege.co.uk
Registered charity no. 307019
I joined the B.D.A. in December 2010 as the Training and Conferencing Administrator. I had enjoyed organising events within the education sector in my previous job, so I was very pleased to hear that I would play a role in assisting the B.D.A. Music Committee with the organisation and running of the event, *Music Teaching and Dyslexia: Practical Insights*.

The event took place on the 24th February 2011 in London and was the second of its kind. The primary focus for the day was to share best practice and recent research findings regarding teaching music to individuals with Dyslexia.

The event was attended primarily by music teachers but it also attracted a number of undergraduate and postgraduate students. I discovered that they were currently completing assignments or research into music and Dyslexia. They were particularly keen to meet and learn from the various speakers, most of whom are part of the B.D.A. music committee and are leading professionals in this area of interest.

The day began with a fascinating talk by the Chief Executive Officer of the B.D.A., Dr. Kate Saunders regarding Dyslexia, Learning and the Brain which highlighted common difficulties individuals with Dyslexia face in learning new information and possible theories explaining these particular challenges.

Katie Overy followed with some interesting research findings regarding the potential of music as a powerful learning tool and the use of Rhythm Games to support children with literacy and language skills.

In the afternoon, the benefits of the latest available Assistive Technology were demonstrated by Paula Bishop-Liebler, Karen Marshall and Andy Fell. This was a very informative session explaining how new technology such as applications available for download on the iPhone and other software can be used to assist and support individuals with learning music. Such technology could help individuals who have faced challenges (such as visual stress and disturbance and working memory difficulties) when attempting to learn music through traditional teaching methods.

Case studies were shared where assistive technology has helped individuals further towards achieving their full potential when playing an instrument. It became apparent that assistive technology is clearly making learning music more accessible for those with Dyslexia which is great news.
Two specific approaches to teaching music were explained by Cyrilla Rowsell -The Kodály Approach and Jacqueline Vann -The Dalcroze Method. These approaches both involve a multi-sensory approach to learning music which typically is beneficial for those with Dyslexia. All the delegates on the day participated fully in learning about these methods first hand using singing games and movement.

A great deal of positive feedback was given by the delegates on the day.

“...A well thought out programme – theoretical in the morning and practical input in the afternoon. Well done.”

“..Great speakers and a lovely informal atmosphere. Thank you very much.”

“..Very many thanks. Keep up the great work!”

“...Well organised and timed.”

“...More events please similarly organised!”

The possibility of holding a similar event in the north of England is currently being explored following the success of this event.

The Music Committee also hopes to establish the meeting as an annual event in London.

---

**Win a Luxury Holiday Prize and Support the B.D.A.**

**Wonago.com** is a fabulous holiday company who generate positive PR to promote their range of services by donating luxury holiday prizes to charities. The B.D.A. are delighted to be one of these lucky charities and to be able to offer everybody the chance to be a prize winner! Rather than hold an auction, the B.D.A. have decided to hold two raffles, enabling more people to join in.

One raffle will be to win a 7 day holiday in the exclusive luxury 5-star Kololi Beach Club Resort in the Gambia, for up to four people (worth over £500). The second raffle will be to win a one-week luxury holiday per week for life across a choice of resorts; a prize worth over £4,000.

Keep visiting the B.D.A. website [www.bdadyslexia.org.uk](http://www.bdadyslexia.org.uk) or e-mail: admin@bdadyslexia.org.uk for information on raffle ticket price and availability.
Children Will Shine Update

By Arran Smith

Over the last couple of months, the Children Will Shine Project has made some significant gains. The first starting within January when Texthelp met with Kate Saunders and myself and offered to support the project by donating a number of copies of Read & Write Gold to be used within the project. The project has also been lucky that Touch Type Read and Spell, has also donated copies of their software and training time for the project. The project is also very grateful to Whitespace for supplying some copies of Wordshark and Numbershark.

In March we opened the first workshop in Southwark. We have 5 Teaching Assistants, supporting and teaching the 10 children that have signed up for the project.

As you may know projects don’t always run smoothly, so I would like to take this opportunity to thank Dr. Kate Saunders B.D.A. CEO for stepping in and teaching within the project for the first few weeks.

The feedback so far from the parents and the children has been very favourable.

Over the next month, the project will start workshops in the borough of Barnet and in Manchester. I went to speak to Salford Dyslexia Association at the beginning of March. As a result we have a number of interested parties who are willing to support the project.

At the end of 2010, Barnet Parent Partnership invited me to speak to a group of parents about dyslexia and my experiences. We also discussed the Children Will Shine Project. Again from this event a number of parents wanted to get involved and are really running with the idea of setting up an after school workshop within the Barnet area. Since then I have met the group and a number of parents have already put their children’s names down for the workshop.

If you are working within the areas of Barnet or Manchester as either a Teaching Assistant or a Specialist AMBDA Teacher and you would like to work within the project, then please go to http://www.bdadyslexia.org.uk/about-us/recruitment.html

To find out more information please contact me Arran Smith at arrans@bdadyslexia.org.uk

---

Dyslexia Awareness Week

Dates are:
Monday 31st October to Sunday 6th November 2011

The Theme is: ‘Focus on Dyslexia’

Please look out for further details to be published on our website at a later date:
www.bdadyslexia.org.uk
Is your child Dyslexic?
Skilled teaching coupled with a caring family atmosphere

A co-educational day and boarding school for children with dyslexia and associated learning difficulties.

Call: 01980 621020
www.applefordschool.org
Shrewton, Near Salisbury, Wiltshire, SP3 4HL

How good is your provision for dyslexic pupils?
We exist to help you find out, and then we tell parents.

We offer:
• for your school a visit by a dyslexia expert
• for parents a free Register of schools approved for their dyslexia provision

Contact CReSTeD on 0845 601 5013
lesley@crested.org.uk www.crested.org.uk
Registered charity Number 1052103
Council for the Registration of Schools Teaching Dyslexic Pupils

QuickScan

discover your strengths

pioneers of dyslexia computer screening
reliable and cost-effective
visit www.studyscan.com

Would you like your son to go to an OUTSTANDING school?

More House School
Frensham, Surrey

More House School has been judged “Outstanding” by Ofsted in every aspect of their inspection. We are also CReSTeD listed in the Specialist Provision Schools category.

If your son needs a little extra help with his studies, we can offer high quality education tailored to fit his needs. Boys aged 8-18 are welcomed and we offer:
• Small classes
• Excellent GCSE* and A level results (*80% achieving A*-C Grades)
• Wide choice of subjects and after-school activities
• Specialist support within our Learning and Development Centre
• Daily minibus from Farnham rail station
• For more information, please contact us on 01252 792303/797600 or schooloffice@morehouseschool.co.uk

Registered Charity No 315872 Moore Hill, Frensham, Farnham, Surrey, GU10 3AP
W.D.A./B.D.A. Dyslexia Conference
Sheldon School, Chippenham, Wiltshire – 25 November 2010
Caroline Fowke – W.D.A. Secretary

The Event
The date was set and we decided to organise three sessions for the day: In the afternoon Margaret Malpas ran an excellent workshop on study skills and exam preparation for Years 9–11 dyslexic pupils from the three local secondary schools. Following this, around 200 teaching staff began to arrive for a presentation by Kate Saunders on ‘How dyslexics learn and how to make your school dyslexia friendly’. At 7 pm we welcomed over 200 parents and teaching assistants to a presentation jointly given by Margaret Malpas and Kate Saunders. The theme was ‘Dyslexia explained and how to support your dyslexic child’. There was also a celebrity guest, Jonty Hearnden, who spoke about his experiences of being dyslexic and having twin dyslexic sons.

Displays
One of our W.D.A. members is Calder House School, a small co-educational, day school for children with dyslexia, dyscalculia, dyspraxia and language difficulties, who asked if they might have a stand giving information about the school. We happily agreed to this and felt it would be interesting for parents if they had any questions and also for teaching staff to find out how a specialist SpLD school is organised.

The B.D.A. had a table providing information leaflets and promoting various publications including the Handbooks and Contact magazine.

Tony Kershaw, a W.D.A. committee member, exhibited his research on the use of coloured overlays and we offered visitors free copies of the SEN Code of Practice and the SEN Guide for Parents (both ordered in bulk from the DfE).

We offered a discount for new members at the event – half price! The idea certainly worked. At the end of the presentations both Margaret Malpas and our Chairman, David Williams explained that although donations would be appreciated to help with the event running costs, what we would rather have are additional members so that the B.D.A. could quote far higher membership figures when campaigning on our behalf.

That evening we more than quadrupled our membership from 20 to 90!

Comments following the Conference
Inevitably the event resulted in a number of calls to the helpline and parents continue to be so grateful for the support they receive.

SpLD Teacher: ‘Congratulations on a wonderful event yesterday. I found it quite emotional at times! I came away feeling frustrated and overwhelmed but also invigorated. So much to be done for dyslexic children and dyslexic adults. I know have a new mission in life. I am determined to make my school go down the route of a Dyslexia Friendly School!’

Parent: ‘We thoroughly enjoyed the talk, and felt quite emotional hearing from the parents who themselves are dyslexic and just had to get on with it, ‘in those days’. Thank you - very well organised! Look forward to future presentations!’

SENCO: ‘This comes with a big thank you for having involved the TAs in the fabulous presentation last Thursday. They all came back with lots of enthusiasm and had obviously picked up a lot. I heard Dr Kate Saunders speak at the B.D.A. back at the beginning of this month and she is great – very funny and very interesting. So, really glad it was a good evening for them.’
B.D.A./N.D.A. Dyslexia Conference

Malcolm Arnold Academy, Northampton – 17th February 2011

By Pam Tomalin – N.D.A. Volunteer

17th of February saw the fruition of a couple of month’s preparation; Speakers Dr. Kate Saunders, Margaret Malpas and Jonty Hearnden were all booked, schools and teachers informed (and through them, the parents), various publicity campaigns, including a fantastic article from Anna Brosnan of the Northampton Chronicle & Echo, (see download from their website www.northamptonchron.co.uk). The day finally came for the conference at the Malcolm Arnold Academy, who had offered their premises for holding the event. In addition two sponsors ‘Highgate House’ and ‘Options 2’ kindly offered to print the welcome packs for visitors, so a great big thank you to them as well.

Exhibitors of special educational needs resources set up their ‘wares’ (bravely) in the very cold atrium and had also made donations for the event. All the volunteers from the (N.D.A.) Northamptonshire Dyslexia Association (plus other kind helpers) turned out in strength to help organise everything on the day. The B.D.A. and N.D.A. also had stands in the lecture theatre, with constant streams of visitors to both throughout the whole event.

With excitement mounting, the speakers, mingling and chatting with everyone, the doors opened and the wave of visitors to the first event, surged in, these being in the main, teachers and TAs.

Eventually everyone was seated, Kate delivered her interactive presentation to an enthralled audience, with lots of questions and comments from them during the proceedings. One of the numerous feedback comments received afterwards ‘Dr. Kate Saunders was amazing. Her talk was very informative, enjoyable and very easy to understand. She is obviously very passionate about dyslexia and it came across in her presentation’. During the break between the two events, there was plenty of time for visitors to browse all the stands and warm up with hot drinks and biscuits. The second half started with Jonty Hearnden and we have been told that this was what every parent needed to hear and he drew on his personal experiences in a very positive way. He was followed by Margaret, equally inspiring with her talk on parents supporting their dyslexic children.

One parent wrote to say ‘Thank you so much for all your efforts in orchestrating yesterday evenings conference. My daughter came away feeling really empowered and it really helped her self esteem. So much so, that she has gone to school this morning with the intention of speaking to her head of year to ask if she can give a presentation on Dyslexia to raise awareness and understanding. She is also going to promote the idea that they become dyslexia friendly’. Another delighted parent expressed her thanks and quoted her daughter as always saying ‘Dyslexics of the world untie!’

Overall, the event was deemed a success by both visitors and participants alike, with well over 550 visitors to both events and a good result for the N.D.A. with over 50 new members signed up to the joint N.D.A./B.D.A. membership and in excess of £534 in donations and sponsorship. Thank you to everyone involved and also to Caroline from the Wiltshire Dyslexia Association who shared her experience from running the first of these events with me and continually gave me encouragement and inspiration.
Jon Adams – Artist

Interviewed by Debbie Mitchell

We were very lucky this year to have a contributed piece of artwork entitled ‘Flags and sun: Whitstable 2010’ for the front cover of our Dyslexia Handbook from Jon Adams, Artist in residence at Portsmouth University. Jon contends with Dyslexia and Aspergers Syndrome and from the age of six knew he wanted to be an artist. But with a difficult and traumatic time at school where Jon experienced bullying not just from other children, but from unfortunately at the time, very uneducated teachers in the field of Specific Learning Difficulties, it is a testament to his belief and determination that he turned his life around and is now a very successful artist.

I spoke to Jon about his schooling and the difficulties he experienced during the 1960s and 1970s. ‘Spelling was always an issue, for the first couple of years at Junior School I managed to cover up my difficulties by talking or drawing, but it soon became evident that there was a problem. We had a few old guard style teachers who would pick up on your weaknesses, one felt if you couldn't spell you weren't worth anything. My books used to be thrown back at me covered in red marking and I used to be laughed at by the other children if I misread writing on the blackboard. Having Aspergers Syndrome I felt very disconnected to the other children, in a half world’, but Jon’s artistic talent and ability to visualise what he was being taught was the only way he felt he could prove he was worthy. ‘I see everything as film, learning about dinosaurs, I could actually watch dinosaurs walking across my desk’. In one particular incident where Jon’s talent was so badly abused was when he drew a particularly detailed drawing of a Tudor street, he was asked to write his name and details on, attempting to do this to the best of his ability, but when the teacher saw he had misspelled his name he said ‘you have spoilt it again’ and tore it up in front of the class and put it in the bin.

Senior School did not see much improvement, ‘Desperate not to have to read aloud I became the class clown and tried to hide away from everyone. I was told I was lazy or thick. Maths formula was also very hard for me to remember as well’.

At University Jon went on to study Geology and Fossils, he explained that with Aspergers ‘it really makes you want to understand the landscape; you want to know the answers to everything. I could read the landscape before I could even read about the landscape. With my added interest in geology, I felt I was born with a rock in one hand and a pencil in the other’.

Jon later worked as a Security Guard at the Barbican Art Gallery and there he experienced his love of art again, ‘I could feel and hear it’, he said. He began helping his father with his printing business and also worked privately as an illustrator.

Jon was finally diagnosed with Dyslexia in 1999, even though he has had no formal diagnosis of Aspergers Syndrome, the condition is very evident to both him and others.

He went on to enter the British Dyslexia’s Art Competition and won two years in a row which was rewarding, but suddenly finding people telling him he had true talent and ability Jon found it all a bit overwhelming. The negativity throughout his early life had transpired to pull him down into quite a depressed state and he wasn’t ready to accept he was actually very good at what he did.

But in 2005, unemployed and living on a council estate, Jon finally felt ready to change his life. That same week the Olympics were announced and Jon had no idea that their paths would cross again.

A place came up at the Portsmouth University – Residency Scheme and Jon took it. ‘I wanted to make artwork that wasn’t drawing; I wanted to make it more expressive’. I changed from an illustrator to doing sculpture, sound and temporary public art.
My role now is wide and varied. I work within the cosmology and geology departments. I deal with students with dyslexia who have suffered bullying and mature students who feel a lack of self worth who feel encouraged by what I do. I tell them that it is an advantage to have dyslexia and to be positive in what they are doing.’ A link to the residency is http://www.aa2a.org/

‘Flags’ came about in 2006. Jon put in an application for a public art competition run by the Arts Council, it was called Arts Plus and he won an artist in residence for a railway company. ‘One day on one of the trains I looked out of the window and wondered how I could grab peoples’ attention from inside to outside. I wanted to map all the torn plastic bags in the trees and I kind of just liked it. The mapping thing caught my Aspergers attention.’

‘I decided from there to make flags. I remembered from the days of making sandcastles as a child and my parents buying me flags to put on top. So I came up with the idea of taking a page from a favourite book and attaching them with PVA glue to a stick and then displaying them as a flag in your favourite place making them a temporary installation. The opportunity for first creating this came by joining in with an open weekend. ‘We did it at Whitstable Biennale, (festival of contemporary visual art) and people loved it, it was not only the sight of them but also the sound as they flapped away on the beach.’ Jon always uses recycled books, ‘at first I felt dreadful cutting up books, but it is better than seeing them just go into a landfill’.

‘It is a nice simple thing for people to do. Anyone can be an artist for the day; you can buy a hundred kebab sticks for a £1 and start making your own. I want people to join in anywhere they wish with it and do something different. I have always felt excluded and outside all my life. I wanted to do something that everyone can join in with.’ The next ‘Open Weekend’ opportunity to plant Flags is due to happen from 22nd - 24th July. Last year Jon planted 5000 flags, but he would like to see people at the open weekend making flags wherever they want, making the highest or the largest amount of flags. He suggests taking a picture of the installation and sending it to him giving their reasons on why they have planted the flags where they have and why they have chosen those particular pages. The link to the next ‘Open Weekend’ is: http://www.london2012.com/get-involved/open-weekend/index.php

Already through Facebook and Twitter ‘Flags’ is popular. In Ecuador and Mexico – street kids on arts projects have been planting flags this year; Jon explained ‘it takes them away from their situations.’ ‘Hopefully’ says Jon, ‘with involvement from the main stream press – people will start to get the proper facts about dyslexia – a story to say yes you have dyslexia/learning difficulties, but you are not stupid has to be worth it.’

Ironically with the Olympics just round the corner again for 2012, Jon is hopeful that ‘Flags’ may be part of cultural events surrounding the occasion and therefore feels he has come full circle from when he first chose to turn his life around. Jon’s guidance on dealing with learning difficulties is strongly felt. ‘You have to believe in yourself as a whole person. Something I have learned rather late in life. You can make any dream come true but hard-work and dedication is important – it never falls into your life. So work hard and have belief. Don’t hide – Dyslexia isn’t an inadequacy – it is a gift – I wouldn’t be doing what I am doing now if I did not have it. It makes you think in a different more creative way, but you need to do it for you.’

Jon’s Flags website is: www.dysarticulate.org
Nokia
Pure Typography Exhibition

DesignStudio Create and Host the Nokia Pure Typography Exhibition for over 400 Design and Type Fanatics whilst Raising Over £3,000 for the British Dyslexia Association

Last month saw the cream of London’s design community flock to Shoreditch, East London to see the unveiling of the new Nokia Pure Font and Poster Exhibition. The event saw 400 of the UK’s design community marvel at an exhibition of limited edition prints created by some of the hottest global type and graphics creatives around, including both rising stars and design pioneers.

The Nokia Pure Exhibition was designed and curated by DesignStudio, as an innovative way to launch the new font and typeface Nokia Pure, designed by typography experts Dalton Maag. The agency have spent the last two years working closely with The Nokia Brand team to evolve and develop the brand. Part of this process has been to look at the key brand assets, including the brand typeface.

“Paul Stafford, Founding Partner, DesignStudio

Nokia are keen to support the Design Industry in all aspects, so it was suggested by DesignStudio that the event has a charity partner. After careful consideration the agency decided that the British Dyslexia Association would be the perfect match. Dyslexia is a condition that affects a significant number of professionals within the design industry, so it was hoped that by supporting the charity through the sale of artworks, Nokia would be able to fund important initiatives the B.D.A. had set.

Another key factor in choosing B.D.A., was that the event was based on typography and many dyslexics often have trouble reading. A key consideration of the Nokia Pure font was ease of reading.

“Bruno Maag Managing Director, Dalton Maag

The event itself was an opportunity for Nokia to showcase the following 13 globally renowned graphic designers: Alex Trouchut, Bond, Build, CartlidgeLevene, DesignStudio, HelloVon Nokia Design, Non-Format, North, Practice, Studio Myerscough, Value & Service, Z.A.K

The result was a limited edition of 20 A1 prints, produced by each design group as well as 20 x customised Alvar Alto 60 stools by Studio Myerscough.

The B.D.A. team were there in full force, promoting the charity and managing all the exhibition sales.

There are still some posters for sale, so please use this opportunity to support the B.D.A. by owning a limited edition poster or stool. For more details, please visit: http://pure.wearedesignstudio.com/.
Bruce Reynolds worked as a BBC News Reporter in the UK before moving across to Los Angeles where he now works as a TV Presenter and Correspondent.

We caught up with Bruce while he was here in the UK and I spoke to him about his life and experiences with Dyslexia.

‘When I was around 11 my parents divorced and at the same time I was having trouble at school, so it was just considered to be all connected. I used to try and write things down from the blackboard but it took me longer to memorise words and as I was looking down to write, the blackboard would be wiped and I couldn’t remember the words. I was often labelled as being disruptive and sent out of class and if I tried to copy from friends it was thought of as cheating. I ended up leaving school with bad exam results.’ Bruce found it hard to cope with being called a troublemaker and was often negatively compared to his siblings. He said ‘it does scar you’.

Bruce initially wanted to be a shoe designer when he left school, so on a visit to see a Careers Officer he was guided to take a BTEC First Diploma, even though he was put off from being in an educational environment again, he found that as it was more practical course work related, there was less information to remember. He passed the course at the College of Distributive Trade in London. Then going on to do a BTEC National course at London College of Fashion, which again was predominately course work. Bruce was then accepted to take a BA in Business Services Management but found the exams very intensive. ‘I excelled at coursework, but found exams really difficult and unfortunately I had to leave, I just took time out to reassess everything.’

Around that time Bruce was watching an episode of Brookside, a Channel 4 Soap and realised that one of the characters who was suffering from Dyslexia paralleled his own school years and felt that this may explain his own educational difficulties. ‘I really wanted to do a degree and found that the then North London University now London Metropolitan University had a Dyslexia Unit. I applied and got in and was tested and found to have Dyslexia. This was a life changing moment for me and suddenly I had the support and advice I needed. I was given a book allowance, extra time with exams and advice with how to study. I graduated with a 2:1 degree’.

Bruce’s career grew in strength. Working at Bloomberg Financial News and as a Researcher at GMTV he decided to take an MA in Journalism and received a Distinction, the highest grade you can achieve. ‘I specialised in broadcast journalism because I can communicate information far better verbally. I can write etc. but I do find it hard. When I finished the MA I then went straight into the BBC working in the BBC Newsroom South East and as a BBC Breakfast Reporter and producer.’

Bruce also attended the University of Hawaii and was picked by the East West Centre, an International
Think Tank as its first European Student where he was trained in fostering better relationships between the United States, Asia and the Pacific.

A future project which he is scripting and producing to be made into a DVD called ‘Equation of Change’ and which will include Richard Branson narrating, will be looking at manmade and natural world problems and how to address these issues. He explains, ‘say for example we will ask some architects to give 8 hours of their time to advise on how to rebuild homes from the Haiti earthquake, or ask McDonalds to install drop off bins for canned goods to give to homeless shelters. It will be how companies can help to address these issues. A message to everyone hopefully’. Los Angeles is now where he is primarily based working within the entertainment market for the ABC Television Network as correspondent and fashion expert for ‘On the Red Carpet’ where he has interviewed celebrities including Colin Firth, Bruce Willis and Ricky Gervais at the various Award ceremonies like The Golden Globes and The Emmys.

I asked Bruce what techniques he uses to memorise his work now and he explained, ‘I prepare and over prepare – be thorough. Give time to research and print out vital information. Highlight main pointers. I recognise that my brain can work too fast and I have to pull it back, I have to stop myself from assuming what a page is saying and teach myself to actually read it. You have to recognise how Dyslexia can trip you up and you have to be vigilant to that’.

Bruce has found little difference in the acceptance of Dyslexia in this country compared to the USA. ‘I think Dyslexia is something that is still not widely recognised on both sides of the Atlantic. Unless you are in a senior position people are quite tight lipped about it. There is still a shame factor attached.’ But there are positives and he feels that with the condition he is a definite problem solver. ‘Answers instantly come to me, I am very entrepreneurial and my business skills are very good. There’s a personal finance programme in the States called Camp Millionaire and I’m actually hoping to bring it to the UK’.

Asked about any tips and guidance, Bruce answered, ‘if you are suffering from Dyslexia – don’t deny the opportunity to live a very full life and seek out tools and books to help you move forward. Identify your strengths and run with them, and ‘manage’ your weakness. If you don’t like reading a paper book get an audio book. If you are entrepreneurial, it is important to source books by mentors. Identify the best way that you can learn and find what works best for you. If you are looking for a career in TV or journalism always aim to be the best. Go into an area that you believe you can excel. Don’t be a generalist – be specific – it is hard to retain all information as a dyslexic, so specify a field of work – like a glass you can fill it up with all that specialised information so it is there for your disposal.’

Bruce recommended a book that greatly helped him, ‘The Gift of Dyslexia – Strategies’ by Ronald B Davies and Eldon Braun. It explains why some of the brightest people can’t read or learn. Bruce is very supportive of our charity and explained that as a youngster he did not have quite the support there, but now that there is he says ‘You have to persevere, catch hold of the vision. You really have to take can’t out of your vocabulary and insert how – so instead of I can’t do that, say how can I do that?’ To view Bruce’s website, see www.withreynolds.com
B.D.A. 8th International Conference
Dyslexia: Beyond Boundaries - 2nd to 4th June 2011
Harrogate International Conference Centre

This conference is a unique opportunity for the exchange of information and best practice between teachers, practitioners and academic researchers. It is held only once every three years and includes topical symposia, workshops, interactive poster sessions and keynote lectures by world leading experts. For programme updates please visit www.bdainternationalconference.org

Each of the three days will include at least one of our keynote speakers:
- Professor Charles Hulme, University of York - The Theory and Practice of Reading Intervention
- Professor Margaret Snowling, University of York - Risk Factors for Dyslexia: Evidence from Family Risk Studies
- Dr. Marketa Caravolas, University of Bangor - Cross-linguistic Perspectives on Dyslexia
- Professor Bruce Pennington, University of Denver - Genetic and Environmental Influences on Dyslexia
- Professor Brian Butterworth, University College London - Mathematics Development and Impairment
- Professor Julie Williams, Cardiff University - Dyslexia Genetics
- Professor Usha Goswami - Professor of Education at the University of Cambridge
- Dr. David Saldaña, University of Seville - Hyperlexia and Poor Comprehension in Autism
- Dr. Kate Cain, Lancaster University - Reading Comprehension
- Dr. Joel Talcott (Conference Chair), Aston University - Beyond Boundaries

Conference rates for bookings will be:
Full 3 day package: Standard £ 389.89 Member £ 369.89 Student £ 329.89 (3 day rates inc. £9.89 VAT)
Daily rate: Standard £ 218.59 Member £ 203.59 Student £ 183.59 (1 day rates inc. £3.59 VAT)

B.D.A. Dinner Event: Our traditional conference dinner will be held at 7pm on 3rd June. Places are £50 pp inc. VAT. Take the opportunity to network with other delegates and speakers and enjoy a sumptuous 3 course dinner and guest speaker. Places are limited so please book early.

To Book: For further information and booking please see BDA International Conference website at: www.bdainternationalconference.org

Dyslexia: Co-occurring Difficulties Conference - 30th June 2011
9:30am - 4:45pm – Camden, London

The B.D.A. are delighted to announce a 1 day conference featuring expert speakers, focussing on difficulties that can co-occur with Dyslexia.

Dyspraxia/ Developmental Co-ordination Difficulty, Dysgraphia and Hypermobility Syndrome:
Dr Madeleine Portwood
Visual Stress – A Disturbing Vision: Professor Arnold Wilkins
Asperger’s Syndrome: Claire Jamieson
Speech and Literacy Difficulties: Professor Joy Stackhouse
Dyscalculia: Anne Henderson
ADHD Executive Function and Clapham Junction: Fintan O’Regan

Conference Rates: (all prices inc. £3.40 VAT)
Standard £150 Member £125 Student £110

To Book: For further information and booking please see website at: www.bdadyslexia.org.uk
Dyslexia and Multilingualism

Implications for Teachers of EAL Students at Tertiary and Higher Education Levels

By Liz Horobin

Recent years have seen increased interest in dyslexia and multilingualism, with a number of studies being conducted, particularly with primary age children (see, for example, Hutchison et al, 2004; Geva, 2000; Frederickson & Frith, 1998; Mortimore et al, forthcoming). However, despite the large number of overseas students studying in the UK at tertiary and higher education levels, rather less focus has been given to this age group. It is perhaps assumed that older students who are already proficient readers in their first language will be able to overcome any initial difficulties by transferring first language (L1) literacy skills to reading in English as an additional language (EAL). However, recent research suggests that such assumptions may be misplaced and that there is a strong need for teachers of international students to be alert to areas of weakness which, if unaddressed, could lead to many students failing to achieve their potential.

The importance of phonological awareness in the development of literacy skills has long been recognized (Adams, 1990; Ellis, 1990). That children who develop the ability to recognize linguistic features such as onset and rime, syllable division, and, eventually, individual phonemes, become more successful readers, is well documented (Birch, 2002; Goswami, 1999; Adams, 1990; Rayner & Pollatsek, 1989). It is also recognized that committing new vocabulary to memory is aided by the ability to create a phonological representation of a word (Service, 1991; Gathercole & Baddeley, 1990). If students lack these skills, therefore, the prospect of their becoming fluent readers will be diminished.

Phonological processing, however, can also be affected by the opacity of the language. Goswami’s psycholinguistic grain size theory of language learning (Goswami, 2010), suggests that the complexity of the individual elements of words - syllables and phonemes - affect the learnability of a language. Thus, a language in which syllables typically have the structure CV (consonant plus vowel) or CVC will present fewer problems that one such as English, in which consonant clusters can create a much more complex syllable structure (e.g. sprint = CCCVCC). Equally, the lack of transparency and orthographic consistency in the English language can be problematic. Goswami (2010) points out that in order to read English successfully it is necessary to develop three separate reading strategies: regular phoneme-grapheme decoding strategies, rhyme analogy strategies, and whole-word reading strategies.

These observations have clear implications for EAL students, both for those who have experienced a less opaque L1 and for those who come from different orthographic backgrounds. A Chinese or Japanese student may be accustomed to whole-word recognition and may even have learned to make use of grapheme-phoneme decoding techniques through learning Pinyin or studying Kana; however, the range and complexity of reading techniques employed by the skilled reader of English may be unfamiliar and inaccessible. For some students, raising awareness of the different strategies required will be a straightforward process; for those with dyslexic tendencies, however, the task will be much more difficult to accomplish.

Much of the teaching of EAL reading skills in the UK Higher Education setting focuses on the use of context and knowledge of schema. While these are undoubtedly worthwhile strategies, reading instruction which ignores the ability of the student to successfully decode individual words has, at its heart, a gaping hole. As Wang & Koda put it, ‘Word identification is one of the important early skills for learning to read. Failure to acquire this skill leads to reading difficulties in both young children and adults’ (2005:12). Laufer (1997) discusses the danger of students confusing visually similar words with disastrous consequences for reading comprehension; inadequate application of the appropriate reading technique increases the likelihood of this happening.

The many challenges facing the EAL student in attempting to develop fluent reading skills are likely to be experienced by all learners at some point in the language acquisition process, regardless of...
whether they are dyslexic or not. It is clear, then, that challenges exist in the identification of EAL students who may be at risk of dyslexia. Recent studies suggest that a focus on deficits in phonological processing may be effective in identifying dyslexia in younger speakers of English as an additional language (Hutchison et al., 2004; Guron & Lundberg, 2003; Geva, 2000; Frederickson & Frith, 1998). The role of phonological awareness in identifying dyslexia in older multilingual learners is explored by Everatt et al. (2010), who compare the performance of bilingual adults in tertiary education in the UK with groups of monolingual dyslexic and non-dyslexic adults. While they conclude that tests of phonological processing may help in the identification of dyslexia in this group, they also concede that the reliability of the testing may depend on the tests used. Indeed, in tests of semantic and rhyming fluency, the EAL students were outperformed by the monolingual dyslexic group.

A further route for exploring the identification of dyslexia in adults is discussed by Griffiths and Frith (2002) who find a deficit in articulatory awareness and continuing phonological processing difficulties to be present in dyslexic adults for whom reading is no longer problematic. This deficit is further investigated by Yamada (2004) in a study of articulatory awareness in Japanese college students. Yamada finds that, in spite of their varying English language reading abilities, all students perform weakly in tests of articulatory awareness, but that performance on these tests correlates with English language reading ability. Yamada postulates that, for Japanese students, difficulties with learning the articulatory movements required by the English language may result from prior familiarity with the Japanese sound system combined with inadequate contact with an English speaking role model. The resulting deficit causes the Japanese learners to experience problems with literacy skills which mirror those of English L1 dyslexic individuals regardless of whether they are, themselves, dyslexic.

If many of the features characteristic of L1 dyslexic learners are also evident in EAL learners, distinguishing between the truly dyslexic student and the student who is experiencing transient language acquisition issues is clearly problematic. Many of the overseas students who come to the UK to study are from countries where dyslexia is not widely recognized and so will not have been identified as dyslexic. Moreover, there is still debate over whether dyslexia is script dependent, in which case a student may develop dyslexic type difficulties in English even though none are evident in their L1, or caused by a central processing problem which affects literacy in all languages (Geva & Siegel, 2000). However, while ways of clearly identifying multilingual dyslexic learners are being sought, perhaps the labelling of individuals should not be our priority. Rather, if many EAL students are experiencing difficulties with phonological processing and single word reading skills, it is the challenge for the teacher to assess students’ needs and to address them accordingly. Strategies which can be used to help dyslexic learners, such as raising awareness of word structure, spelling patterns, and pronunciation, and tapping into preferred learning methods, can be used equally effectively with students who are experiencing transient phonological processing problems, helping all to develop the skills required for fluent reading. Instructing students to ‘guess from context’ should not be seen as the only response to their reading difficulties.
References


About the Author:

Liz Horobin was from 2002 - 2010 head of foundation courses for international students at Bath Spa University. She left this position to take up the role of project manager for the British Dyslexia Association/Bath Spa University research project, Dyslexia and Multilingualism: Identification and Intervention.
Some Results from the Accessible Resources Pilot Project

By E. A. Draffan

The Accessible Resources Pilot Project, funded by the Department of Education, aimed to make a real difference to the learning and lives of pupils with print impairments by providing direct access to curriculum materials with the supporting use of personalised technologies.

The project was also designed to help those who produce materials in alternative formats by providing additional conversion technologies. The project took place in three districts in the north of England with nine schools both rural and city-based, new build and old with 40 Key Stage Three pupils - 20 had visual impairments and 20 with dyslexia. Two Local Authority student support managers in each area coordinated the provision of laptops and training delivered by Inclusive Technologies with the majority of the software supplied by Dolphin Computer Access. Each student was provided with either Dolphin SuperNova or Jaws for those who were blind or had visual impairments and EasyTutor, Text help Read and Write or ClaroRead for those who had dyslexia. Some were also given a digital recorder. All the students received EasyConverter and EasyReader. EasyConverter allows students to take a document in PDF, text or Word format and convert it to an MP3 audio, large print or Braille document or a Daisy Digital talking book with navigation features.

Students on the project were able to receive chapters or sections or even worksheets in a Microsoft Word format that allowed them either to read it immediately with their text-to-speech software or to choose to put it through EasyConverter to have it in a form that they preferred on the day. Those with dyslexia all felt that they had benefited from the use of text-to-speech with or without text highlighting. Those who used a digital recorder also listened to the files when away from their laptops and some used the recorder for making memos or recorded what the teacher was asking them to do for homework.

Based on the teacher and teaching assistants comments it was found that making teaching materials available in an appropriate electronic form along with the use of the access technologies to read them had a positive impact on students reading, writing, achievement, concentration and homework completion.

Students with support from staff and trainers were willing to make choices as to the technology they used and defined the settings that suited them best, for instance changing the size of fonts and coloured backgrounds (76%). They discussed these ideas with friends and family and often made amusing comments about the text-to-speech or the fact that their technology skills were better than their teachers! 90% of all pupils interviewed rated the value of using a computer for their school work as between 4 to 6 on a scale of 1 to 6 where six was excellent and 40% of the students commented that they felt it had helped their schoolwork. It was also interesting to note that the staff were commenting on improvements in writing as well as reading and many of the students talked about spellchecking and looking up words on the Internet. One student commented ‘I do loads of homework on it - reading is better than me reading my book. The highlighting is good to see you can follow it and see where you are.’

From the point of view of those who were producing materials it was clear that having extra technology support reduced conversion times for most text books. However those complex science and mathematical books, that required considerable work for those with visual impairment, remained a sticky problem. One Specialist Producer commented that without the Word template file that had been provided, a particular geography book would have taken 10 times longer to have been made available to the student.

Finally, an Assistant Head commented, ‘One of the things we found with the dyslexia group that we work with is that we’re quite good at identifying their particular needs but are less good at actually providing the resources to meet those needs. That’s
one of the things I think the project has really helped with, both in terms of giving them better access to learning at school, but also the incidental learning where they’re taking their laptops home and they are using it to go on the Internet to contact their friends... that’s one of the ways in which students make tremendous progress in their social contact with using programs like Facebook to contact their friends and they will write at length using the skills that hopefully they’d been learning in school.

Free Resources – Mapping What is Out There

By Dr. Ian Smythe

We asked Dr Ian Smythe, author of ‘Dyslexia in the Digital Age’, to write 500 - 1000 words on free resources to support dyslexic individuals.

Let me start by saying that 1000 words is not enough to even scratch the surface of what resources are out there. So rather than try to write about everything I thought I would write about the process of writing this article, which would then allow me to cover everything. The starting point should be to establish the criteria I should use. That is, it should be:

- Informative
- Dyslexia friendly

But then we need to ask what constitutes dyslexia friendly? Here, I suggest:

- Use pictures instead of words where possible - less reading and easier to see the structure
- Use few words – fewer errors to make!
- Have a clear structure - needing a concept map?
- Use bullet point where possible

Special considerations:

- Avoid complex web site addresses - Nothing worse than trying to retype web addresses from a paper version of a magazine.
- Have an associated website where live links are used - Use a Tiny (Can Copy) web address with meaning: (www.tiny.cc/isscontact2011)
• Do not assume the article will be definitive, since the range of resources and ideas available is pretty huge.

Having decided all that, I realised there was only one thing I could do here - make a concept map. Despite working in the field for almost 20 years, and recommending everybody to use concept maps I only started using them professionally 18 months ago. That was when I found a simple, intuitive one, with no libraries, no extras, and no cost! It has a few bugs (Tip - Once you start it, give it a title, save it immediately, and then regularly! It is www.ikonmap.com) but it works for me! (That is obvious since by now you will have seen the large illustration that accompanies this article!).

But I also quickly realised that there will be many out there who will say ‘But you have not mentioned X, Y and Z’. My answer to that is that this is ‘work in progress’ and the easiest way to learn is discover things for yourself. I encourage the reader (that’s you!) to redraw this concept map, by hand if you wish and concentrate on the areas that interest you, filling it with whatever resources you can find. And if anybody sends me their expanded concept map with more useful resources, I shall include those links in the online version.

The online version will show all these categories and all the links. Note that in some cases specific recommendations (e.g. EU projects) are mentioned. For the assistive technology, the choices are too many to list here, but plenty are to be found on the website. There you will be able to click to all these links which will lead to specific resources. And of course there are many more than indicated on this concept map.

Finally, it used to be said that you get what you pay for. The internet changed all that. However, sometimes it is worth paying for something to improve the quality. One example is a high quality voice for text-to-speech, which can be used with a free interface such as Balabolka.

Dr Smythe is Visiting Professor at the School of Education, University of Wales, Newport and author of ‘Dyslexia in the Digital Age’ published by Continuum. He may be contacted at ianssmythe@gmail.com

---

**Dyslexia Handbook 2011**

The British Dyslexia Association’s Dyslexia Handbook 2011 is now available.

The Handbook is packed with all new articles on a wide range of topics of interest to those with dyslexia, their families and teachers.

Topics include:

• Information for Parents and Teachers
• New Developments
• Further and Higher Education Technology
• Reports from Dyslexia Organisations

**Employment and Dyslexia Handbook 2011**

Bursting with fascinating articles of interest to dyslexic adults, those who support them and employers, the Employment and Dyslexia Handbook 2011 is due out in June 2011.

Topics include:

• What is Dyslexia
• Assessment
• Law
• IT Solutions

The Dyslexia Handbook and the Employment Handbook cost £10 each (inc. P&P) and you can order your copy by calling the BDA on 0845-251-9003 or email admin@britishdyslexia.org.uk
Guidelines for Submission of Articles/Items for the BDA Professional Supplement within Contact Magazine

The Editorial Board warmly welcomes contributions from all those working in the Specific Learning Difficulties field or with an interest in this area. Articles can relate to teaching experiences, teaching suggestions, assessment, the work place, reports of personal research such as MAs or PhDs, reports from courses or conferences or reviews (of books, materials, ICT, videos etc.) These can be concerned with SpLD across the age ranges.

Guidelines for Submissions:

1. Articles can be of any length (250-3000 words).
2. Please send articles preferably by email, as an attachment, or on a disk in a WORD document format, font: Arial size 12 in black and white. If you do not have a personal computer, we can accept clear handwritten articles. Please send contributions marked for the attention of Contact Editor via the email admin@bdadyslexia.org.uk entitled ‘For Contact Professional Supplement’.
3. Any illustrations including photographs can be scanned into your document or sent on plain white A4 photocopiable paper. Graphs, photos and tables etc. can be included in WORD as an email attachment or sent on disk/CD or as a hard copy which can be photocopied or scanned.
4. Reviews should be as objective as possible, to give an accurate picture.
5. Readers may be mainly professionals working in the SpLD field and articles will be selected to reflect a wide range of relevant interests, age ranges and sectors.
6. Resources (books, websites etc.) cited should include details in full, including author, publisher, ISBNs and correct websites or email addresses.
7. Prior permission must be obtained by the sender from the original publisher for articles which have previously been published in another form, before submission to the Professional Supplement.
8. Your name, e-mail address and telephone number should be on the contribution sent. Contact details (e.g. professional postal address, e-mail and or telephone number) may be included at the end of the article if you wish when it is published.
9. Contact is published three times a year, in January, May and September. Please send contributions 6 weeks previous to these deadlines, so by 12th November, 25th March and 29th July.
10. All articles/materials for review are posted at the sender’s own risk and cannot be returned.
11. Articles will be acknowledged on receipt.
12. Submission of articles does not automatically guarantee inclusion in any publications of Contact. For individual queries or guidance on writing articles please contact the Editor, whose decision is final through admin@bdadyslexia.org.uk

Dyslexia Practitioner Editorial Team:
Dr. Kate Saunders, Dr. Rebecca Larkin, Julia Carrol, Professor Ian Smythe
In order to prosper in the demanding world of professional music-making it is necessary to know what you are doing, to have a robust technique that works in all situations, all day, every day, year after year.

By 1987 when I first came across Gillingham (the first dyslexia literacy scheme with Orton and Stillman in 1935), I had been a professional musician for 20 years. I knew immediately that Gillingham worked and from my experience as a professional musician, why it worked.

Multisensory and sequential teaching, words sometimes used to describe Gillingham’s methods, are exactly what learning to play an instrument involves. Training the neurological connections in a dependable way is the ‘name of the game’ in both Gillingham and learning to play a musical instrument.

I was shocked to learn at that time that our schools did not offer literacy teaching that worked for everyone. In 1990 Barnet Council published a report on reading in schools in Barnet. The same year in America Lieberman and Lieberman published a paper which predicted a 25% failure rate for the methods that were at that time used in Barnet. Subsequent testing has shown that the Lieberman’s prediction has been born out not just in Barnet but across the country.

What was I to do knowing that the failure to teach literacy effectively in our schools was completely unnecessary? To start with I joined the Barnet Dyslexia Association and was soon on the committee. Over the years we tracked what was happening in Barnet, helped where we were able and organised regular public talks on all aspects of dyslexia. Through one of these talks which was given by Violet Brand, I was invited onto the B.D.A. Music and Dyslexia Committee.

The music and dyslexia committee was an eye-opener for me. Here were a bunch of determined knowledgeable people providing effective help for dyslexics and doing so in the nicest possible way.

The committee had organised extra time for dyslexics in music exams. This pioneering achievement has since spread throughout academia. Sheila Oglethorpe, a member of the committee, had already published a book on music and dyslexia. Prof Tim Miles had many publications to his name. With their advice and contributions by themselves and others, we published two books on music and dyslexia. Most recently we have organised, with the help of the B.D.A., two highly successful conferences.

Over the years I have on every occasion available to me written extolling the virtues of Gillingham. I have written to newspapers, individual journalists, academics and Parliamentary committees. In the course of this writing my views have developed and simplified. I suggest that Gillingham, in the context of the spreading failure of literacy teaching, researched and published a comprehensive method for teaching literacy skills on a one-to-one basis for those failing in class. It seems to me the way forward now is to apply Gillingham back to whole classroom teaching so that everyone can be successful.

My latest venture is to release a ring tone on iPhone called Literacy OK. The Tune is an arrangement of Twinkle, Twinkle, Little Star to which the traditional ABC is chanted.

To hear this ring tone and others, visit my website: http://mikeslea.com

See Michael’s story at the Musicians’ Benevolent Fund. http://tinyurl.com/6gp32ss

---

Tune taken from Wikipedia
Inventors Competition

Calling all Budding inventors!

The B.D.A. invites dyslexics of all ages to submit ideas for a piece of technology based equipment, which does not currently exist, but which could provide substantial benefits to dyslexic people.

A description or design for your invention can either be e-mailed to us at: admin@bdadyslexia.org.uk or posted to us at: B.D.A., Unit 8, Bracknell Beeches, Old Bracknell Lane, Bracknell, Berkshire RG12 7BW

The closing date for submissions to the Inventors Competition is: 30th September 2011 and prizes will be awarded for the winning entries

Please see our website for competition rules and further information: www.bdadyslexia.org.uk
Text to Speech (TTS)

By Jean Hutchins

Text to Speech software is useful for dyslexic children and adults, who:

- read slowly or with difficulty;
- have visual stress when reading;
- want feedback when writing;
- want help with spotting errors when proof-reading;
- benefit from the multisensory experience of seeing and hearing.

These I.C.T. tools, displayed as an extra toolbar use synthesised speech engines which has improved considerably.

Text to Speech is most helpful when it highlights the words as they are spoken. Dyslexic people say this focuses their attention and helps their understanding of the content.

There is no ‘one best program’ as they all have different additional facilities (and prices).

Text to Speech can speak the body text already in a document or as you type it in wordprocessors. Some software can also speak navigation links and icons. There are more sophisticated programs for visually impaired people.

1. Free Text to Speech

Balabolka Opens Word and PDF files as plain text and can read with synchronised highlighting.

Free Natural Reader
Synchronised high-lighting in its own word processor but not in other applications.

WordTalk Speaks Word documents with synchronised highlighting.

Adobe Reader for PDF files, has Read Aloud without highlighting.

PowerTalk Speaks PowerPoint files, without highlighting.

Click, Speak, for Firefox web browser, can highlight one sentence at a time.

Free for the user, on enabled webs, but paid for by web owners. Only Browsealoud has highlighting.

Browsealoud. RokTalk. Dixerit.

2. Software for Purchase

Most are available for download, on disk and on USB stick.

3. Word-processors with Speech

These programs all have Text to Speech with synchronised high-lighting and many other features.

Crick Clicker and WriteOnLine.

Penfriend.

Widgit.

Communicate: SymWriter

Inclusive Technology. Write OutLoud.

All from BDA store.

Also Textease. Publisher.

Text to Speech for all Applications

These all speak Word files with synchronised highlighting and other applications, without highlighting.

They speak buttons and menus and have many other features.
Claro Software. ClaroRead SE. and ClaroRead. New ClaroRead Professional can also speak PDF files with highlighting. **BDA store.**

- Claro Read SE: A software that can speak PDF files with highlighting.
- ClaroRead: Another software that can read and speak PDF files with highlighting.

**Texthelp. Read & Write.** R&WGold has PDF aloud with highlighting. **BDA store.**

**Dolphin. EasyTutor with EasyReader** which has highlighting.

**Sight & Sound. Kurzweil 3000** can speak Word and PDF files with highlighting.

### 3. Text to Speech in e-books

These free formats for displaying e-books have good integral text to speech, with synchronised highlighting in Windows: **Blio** and **Microsoft Reader.** Blio promises availability for iPhones etc.

There are links to all the programs in a fuller version of this Text to Speech article on BDAtch web, and in the electronic version of this Contact magazine in the B.D.A. Members Page on BDAtch web. The password, for members only, is bda1972.

---

### Apps for iPhone?

**By Cheryl Dobbs, E.A Draffan and Arran Smith**

If you have an iPhone, you cannot fail to have noticed the number of apps around. There seem to be hundreds of them covering almost every conceivable task and the list just keeps on growing. Which ones are worth downloading and trying out? Which ones are most useful? We have begun a page on www.bdatech.org which aims to collate some of the most useful apps we have used so far. We started with those which help with organization and productivity as this seemed like a good place to begin for most of us!

If you would like to help us to build a database of useful apps, please visit the site, add your comments and provide any useful suggestions for new applications. If you could add a note as to why you found them useful – that would really help.

These are just a selection from the site:

- **Dragon Dictation:** (Free) A lite version of the popular speech to text application but requires web access to work. Useful for dictating emails, texts etc.
- **Dragon Search:** (Free) Instead of typing in text when you want to search the Internet – just use speech.
- **Web Reader:** (£1.19) a text to speech application for reading web pages.
- **CamScanner:** (Free*/£2.99) a portable scanner for your phone. It scans the document, whiteboard etc and saves as a pdf. You can either store this
One day training courses
We are a team of dyslexia experts providing assessment and training for people with dyslexia/dyspraxia. We specialise in working with adults in education and employment.

Diagnostic Assessment at FE/HE level for the DSA
Adult Assessment & Identification of SpLDs
Tests, Profiles, Interpretation, Case Studies & Report Writing
Monday 23 May & Wednesday 16 November 2011

Exploring Dyspraxia and AD(H)D
For SpLD assessors and specialist tutors. Assessment & Support
Tuesday 24 May & Thursday 17 November 2011

Dyslexia in the Workplace
For dyslexia professionals & those who wish to develop skills in assessing and training dyslexic employees, and in advising employers on good practice.
Tuesday 22 November 2011

£140.00 including light lunch & refreshments

For Information & Booking see our website www.workingwithdyslexia.com
or email: info@workingwithdyslexia.com
Tel: 020 7820 1970 & 020 7582 6117
Venue: Central London

---

Brown’s School – Chelsfield, Kent
Tel: 01689 876 816
Email: info@brownschool.co.uk
www.brownschool.co.uk

Brown’s School is celebrating 12 years of helping children aged 6 to 13 years who have dyslexia, dyspraxia and social communication problems.

A staff to pupil ratio of 1:4 enables pupils to regain their confidence through raised literacy and numeracy skill levels.

The Ofsted inspection, March 2009 commented upon ‘the outstanding development of each pupil’.
BETT 2011

Every year members of BDANTC help with the B.D.A. stand and present seminars at BETT. This event is held in January at Olympia, London and is the largest UK and international show of educational technology, associated products and practice.

In previous editions of Contact it has become customary to give a summary or review of any of these presentations but the launch of the BDAtech.org website last year has provided the opportunity for much more information to be provided than the printed page.

BETT often sees the launch of new products and ideas as well as updates to existing products. It is a huge event and there is so much to see and absorb. We have included a brief summary of items which were of particular interest but direct links to these products and further information can be found in the online version of this article at www.bdatech.org

Claro Learning Access Suite: now includes a Wordbank tool amongst its other useful facilities. They are easy to create and provide an excellent tool for teaching vocabulary. Their mind mapping software has been updated with a chance to change the various views of the diagram and list to different windows, export to more formats and add extra lines to the outline view.

ZenTap Pro: (£1.79) an efficient text prediction software application from which emails, texts etc can be sent. If you have found text prediction on phones difficult to use in the past – give this a try.

Dropbox: (Free) If you use more than one computer you may have used Dropbox to save and move documents between them. The facility is now available as an App allowing you instant access to your documents wherever you have web access.

Vod Lite: (Free) Daisy 2.02 reader with text to speech and highlighting. Total playing time is limited to 120 seconds. However, the full version (£15.49), allows unlimited playing.

Fusion Calculator: (Lite Free/£1.79*) A calculator which allows the user to view calculations in multi steps. Numbers can be saved and dragged around the screen whilst the keypad is used for other calculations.

Reminders: (Free/59p*) A very simple notification pad for daily tasks. Useful if you do not use Outlook.

*Free versions display adverts but they do not appear in paid versions.

Texthelp Read and Write: has a new picture dictionary and verb checker to aid vocabulary. The screen capture allows flash or PDF files to be read aloud and has been improved.

WordQ and SpeakQ: also offer text to speech and speech to text in a very easy combination of packages. They do not have all the features of Texthelp Read and Write or ClaroRead and Dragon NaturallySpeaking but may suit those who are not using the full functionality of those two programs in particular in a work situation.

Read Outloud: has been updated with its built in web browser for easy web page reading.

Many of these programs can now be used on a USB pen drive so you do not have to install them on your computer.
Dragon NaturallySpeaking 11 and Dragon Dictate for Mac: There have been recent updates of both versions of Dragon. It has become a little more dyslexia-friendly by presenting the training passages for reading in much shorter chunks. You can also print out these passages for pre-training practice. The different price levels have been renamed ‘Home,’ ‘Premium’ and ‘Professional.’ ‘Premium’ is best for dyslexic users as it includes the facility to record your dictation and hear it back as required in addition to the text-to-speech engine that reads the text on the page. Don’t forget you can get reduced price copies of either program if you are in fulltime education.

Tablets/slates and portable devices: At the moment the iPad and all its apps are the most popular. It is the right size for reading and apps can be grouped into folders. It is also useful that you can often sample apps before paying for the full version. There are many apps that have speech available, but they tend to be American, so it is important to check when downloading if the type of voice matters. A useful list can be found at: http://www.scribd.com/mobile/documents/24470331 The list (from USA) is made up of 24 pages and you need to link it to a PDF format.

Slates are light and easy to use, making good e-readers if you do not mind backlit screens. The Samsung Galaxy has a smaller viewing area but has the advantage of android apps that are often freely available and can be further developed as they are open source. The Toshiba Folio slate also uses Android apps so it may be possible to tailor these to suit those with difficulties as they are open source. It is larger and more like the iPad for reading books etc. Examples of some of the specialist apps being developed can be found at: http://www.readwriteweb.com/archives/amazing_innovation_mobile_apps_for_the_disabled.php

The use of symbols for communication is becoming more widely available and more Apps for picture and symbol communication are beginning to appear. At the moment Proloquo2Go uses Symbol Stix for those that need communication on the move but this field is rapidly growing.

Hills Components: provide a good range of affordable, but sturdy, headsets (including microphone) with many features to protect them from the daily handling they endure. Prices: £4.10 each or £3.20 for orders of 40 plus. It is advisable to contact Hills for advice on size of headsets prior to ordering as some are more suitable than others for younger children.

I Can Present: a new product from Kudlian - not necessarily dyslexia specific, but a creative way to encourage and motivate literacy skills. For more information visit: www.bdatech.org
Coping with Courts and Tribunals

By Melanie Jameson

Justice Adviser to DANDA www.danda.org.uk

The Developmental Adult Neuro-Diversity Association

A new Guide Coping with Courts and Tribunals by Melanie Jameson, is now available. In addition to court and tribunal settings, it also covers parole hearings, jury service and mediation – all of which present special challenges to people with SpLDs. The Guide does not deal with children's issues, such as Special Needs Tribunals.

The court system can seem like a maze, overwhelming in its complexity and confusing in its twists and turns. Support should be available for those regarded as vulnerable or with a disability but what does it comprise and how can you access it? The main purpose of the Guide is to answer these questions in the various justice settings. It is unfortunate that we are experiencing a time of unprecedented cuts which are bound to impact on services; the reorganisation of courts and tribunals into one organisation is likely to cause further upheavals.

It is important to know what legislation deals with issues of disability and vulnerability. The provisions of the new Equality Act are covered in the guide, in a section on appropriate legislation, and guidance is given on the vital matter of Reasonable Adjustments.

In addition to the PDF colour version, there is a printer-friendly version (without colour). Both are on the DANDA website and on www.dyslexia-malvern.co.uk. Hard copies, at a cost of £7, are available from either source.

Remember that there is also a Guide for justice professionals; this was written in partnership with the B.D.A. who distribute it at a cost of £10. Educating the justice sector about SpLDs is a difficult task but we made an important start with this publication in 2009. Hopefully the new Guide will complete the picture and help lead people with SpLDs through the maze.

Golfers Chip in with an Oversized Cheque

By Jim Malpas

After a very enjoyable day in South Buckinghamshire last summer for those who play golf and those who don't who joined for the evening meal, we were delighted to meet up with the organisers of the Nation Golf Association again on the 15 December. Wallace Murdock, Graham Dore, Chris Murtagh and Andy Goddard brought over a large cheque from funds they gathered to support the B.D.A.

The Nation Golf Association organises golf events which give players pleasure but also provide an opportunity to raise funds for their chosen charities. We were, therefore, delighted to learn from them that the B.D.A. is going to be one of their chosen charities for a third year running.

So if golf is one of your hobbies, we want to hear from you in readiness for this year’s challenge game. To put your name forward, please email admin@bdadyslexia.org.uk

BBC – MyDisplay

The BBC have come up with a new tool called MyDisplay to allow users to change the way text is presented on the web pages of their popular www.bbc.co.uk website. You can alter the text size, spacing, font or style, or change the text and background colours to whatever combination you prefer. If that sounds like something you would benefit from, please go to www.bbc.co.uk/mydisplay give it a try and let the BBC know what you think of the trial version of the tool.
At Bredon School we understand that all children are individuals with individual talents that need nurturing. They cannot all be high fliers academically and we have an excellent record for helping children who struggle at other schools.

We offer a very broad curriculum - great for those with strengths in vocational subjects or sport.

Our Access Centre has an international reputation for helping pupils with specific learning difficulties, such as dyslexia.

The school has 84 acres of grounds, together with excellent sporting facilities and a working farm.

At Bredon School we understand that all children are individuals with individual talents that need nurturing. They cannot all be high fliers academically and we have an excellent record for helping children who struggle at other schools.

We offer a very broad curriculum - great for those with strengths in vocational subjects or sport.

Our Access Centre has an international reputation for helping pupils with specific learning difficulties, such as dyslexia.

The school has 84 acres of grounds, together with excellent sporting facilities and a working farm.

---

MOON HALL SCHOOL FOR DYSLEXCIC CHILDREN 7-11 YEARS
Holmbury St Mary, Dorking, Surrey RH5 6LQ

A specialist CReSTeD DSP dyslexia school in the grounds of Belmont Preparatory School.

- Weekly boarding available
- Focus on literacy and numeracy; the key to success in secondary school
- SALT and OT available

Tel: 01306 731464 www.moonhallschool.co.uk

---

MOON HALL COLLEGE BURYS COURT
LEIGH, REIGATE, SURREY RH2 8RE

Expert dyslexia tuition concentrating on literacy and numeracy for boys and girls aged 5-16 years.

- Focus on achieving good GCSE results
- Individual talents promoted, support for difficulties
- Small classes, family atmosphere • CReSTeD registered

Tel: 01306 611372 www.moonhallcollege.co.uk

---

NUMBER SHARK 4

- Numbershark addresses many of the difficulties which lead students to dislike maths
- 45 MOTIVATING games to help anyone improve basic numeracy
- The program is particularly targeted to help anyone with DYSLEXIA or DYSCALCULIA

Tel: 020 8748 5927 www.wordshark.co.uk

---

WORD SHARK 4

- Includes an extensive PHONICS course with its new games and easy read font
- 55 MOTIVATING games to help raise reading and spelling ages
- The games and the selection of pre-recorded words have been specially targeted to assist those with DYSLEXIA
- Over 9,000 pre-recorded words selected and grouped for easy use. Also you can add YOUR OWN WORDS

www.wordshark.co.uk
Tel: 020 8748 5927
Jean Hutchins - Local Association Board Member

All the 62 Local Dyslexia Associations have helplines. Nearly all the helpliners are volunteers. Many are well-experienced and have given long service. They are all Unsung Heroes. Here is a summary of how one L.D.A. operates its helpline. All L.D.A.s do some or all of this, according to their own situation.

Hampshire DA Helpline
The helpline is a core activity of the association.

Rota
Hants DA helpline is managed between 5 of the committee, who respond to the telephone and e-mail helpline on a 3 week rolling basis.

Call Back
The telephone, BT, has our personal recorded message, stating that it is an answer phone and asking the caller to leave a message. The caller will be called back, and our aim is to answer within 3 working days.

What We Send
We send a membership joining form to callers and e-mailers and invite them to visit the website for further information and links.

Records
We record statistics about the caller’s location and status: i.e. parent, professional, adult with dyslexia, and the nature of the request. These statistics inform our meetings with local authorities and influence newsletter content.

Disclaimer
We have decided to include a disclaimer at the end of all helpline e-mail replies similar to that from other associations.

Publicity
There is a link from our website under Contact Us, which has increased traffic to the helpline.

FAQs
The most frequent requests are for assessors, then tutors. We respond with a full list of all assessors and tutors on our database. We declare that we have verified qualifications but it is caller’s responsibility to ask to see CRB checks.

Advance Notice Wanted
Similar to all L.D.A.s we experience an increase in traffic following a programme, such as the Kara Tointon one, about specific issues. Advance notice of anything coming up is very helpful, so that we can be prepared.

Training and Updating
We try to get together for training and updating, but as we are all working full time or very busy, this is difficult to manage.

On 26 March 2011, there was a very successful L.D.A. Helpline Update session:
• We heard about current B.D.A. activities;
• discussed what makes a good helpline;
• had some points from the S.E.N. Green paper;
• learnt how B.D.A. Helpline Department operates;
• and debated adult enquiries.

The presentation and handout documents are available on www.BDAtech.org in the B.D.A. Members page. The password is bda1972.

Congratulations
Croydon’s Mayor Elect has chosen Croydon D.A. to be one of his two chosen charities, from May 2011 to May 2012. They propose to set up a Saturday teaching centre for secondary school pupils who have dyslexia and receive little or no support in school.

Hampshire D.A. plans to set up an Adult group, and hopes to get Probation service funding to deliver one to one support to female offenders.

Waltham Forest D.A. has obtained a grant of £2,000 for an occasional Saturday club for the children that attend WFDA weekly literacy and numeracy classes and funding of £25k over 3 years from Children in Need for their weekly classes.
History lessons for pupils at Stanbridge Earls School, Romsey, can be accessed by increasing numbers of students thanks to the Assistive Technology for Independent Learning project (ATIL). The School educates children aged 10-19 with Specific Learning Difficulties such as Dyslexia, Dyspraxia, Dyscalculia and Speech & Language Difficulties.

Mrs Visser, Head of History, says: “Stanbridge Earls School began a 2-year trial of ATIL last September. These tools enable pupils to organise their ideas and demonstrate intelligence and knowledge. We have already found that pupils using this superb advanced technology, combined with traditional methodologies, are gaining greater understanding and achievements, helping them to rise above the difficulties that confront their every day learning.”

Our pupils who study History can use the available technology in many ways to suit their individual needs. For example, written text in the form of books, primary and secondary source material, websites and documents can be ‘read’ to the students, if required, using the software provided as part of the project. This consequently reduces the fear of not being able to read as a barrier to studying History.

Making coherent, structured notes also becomes possible. By using the excellent Mind Mapping software they are able to structure key points and incorporate visual images into their planning. This can also aid revision and independent learning.

Another element of the ATIL project allows for the development of subject specific word banks coupled with the use of word prediction. This enables students to write essays of a length and fluency they thought they may never achieve.

The ATIL project also provides software for audio files that have been created by the student or teacher, to be easily linked to relevant text and images. These aid note making and revision dependent on the student’s individual learning style. Some History students are using speech recognition software to write essays and create notes.

With the help of ATIL our students can study History and pursue their interests through to GCSE and A level regardless of their individual educational needs. Assistive Technology combined with the History teachers’ knowledge and understanding of SpLD pupils can consequently ‘level the learning playing field’.

The History department at Stanbridge Earls School also develops the importance of active learning to promote historical understanding and knowledge throughout the school. All year groups visit historical sites and museums to aid their understanding. For instance, Year 9 students visit both the Black Country Living Museum and The Imperial War Museum’s excellent Holocaust exhibition to enhance their empathetic skills. The department also runs an annual History trip to relevant places of interest; for example Berlin, Auschwitz, Ypres, Normandy, and Russia. These tours are open to all students interested in History, not just those studying GCSE or above.

The subject of History at Stanbridge Earls School is consequently open to all regardless of any Specific Learning Difficulty thanks to the ATIL project and members of staff that understand the needs of the Students.

Peter Trythall, Headmaster, said: “Stanbridge Earls has now commenced the trial of assistive technology, monitored by Oxford University’s Kellogg College. This initiative further enables us to help children with specific learning difficulties to fulfil their potential by building confidence through exceptional facilities and teaching.”
Meaning, Morphemes and Literacy
Essays in the Morphology of Language and its Application to Literacy
E Neville Brown and Daryl J Brown

Meaning, Morphemes and Literacy takes a retrospective look at the research that led to the establishment and continued success of the Maple Hayes Dyslexia School and Research Centre in Staffordshire. Even today, Maple Hayes is the only school in the world that takes an integrated morphological approach to literacy acquisition.

The book details the theoretical underpinning of the morphological school of thought, along with its application in a range of learning environments, developing the system beyond mere morphology and into an overall theory of language in terms of semantic primes.

Meaning, Morphemes and Literacy  E Neville Brown and Daryl J Brown