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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.).

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Copy deadline for the January 2012 issue of Dyslexia Contact is 28 November 2011

B.D.A. website — www.bdadylexia.org.uk
Welcome to the September 2011 edition of Contact.

June 2011 saw the highly successful B.D.A. 8th International Conference in Harrogate. Hundreds of delegates and speakers from all around the world came to share the latest research and best practice in dyslexia.

In response to the consultation on the Department for Education’s green paper ‘Support and Aspiration: A new approach to special educational needs and disability,’ the B.D.A. emphasised a number of key issues, including protecting the rights of dyslexic children to access appropriate identification and provision (overseen by specialist dyslexia teachers), early identification, initial (and in-service) training for all class teachers on dyslexia friendly teaching and the use of technology.

The B.D.A. remains extremely concerned about the severe cuts taking place within education. Local Authorities have lost many extremely experienced and dedicated specialist teachers and advisors. This will inevitably have a negative impact on services for dyslexic children and it is not clear that an effective substitute has been put in place. The B.D.A. fears that more children will ‘fall through the net’, increasing the chance of them failing to acquire adequate literacy skills, squandering potential and fuelling the national skills shortages in the national economy.

The ‘Friends of the B.D.A.’ group, are a group who kindly give their time voluntarily to organise fundraising events, support policy campaigns and generally assist the B.D.A. in working to create a dyslexia friendly society. We are seeking new members for this group. If you feel this may be of interest, please contact Eorann Lean, admin@bdadyslexia.org.uk tel: 01344 381551.

I would like to thank all the volunteers, staff and supporters who enable us to make a positive difference for dyslexic individuals across a number of different fronts.

Dr Kate Saunders,
Chief Executive

---

**Dyslexia Awareness Week:** 31st October to 6th November 2011

Under the theme - ‘Focus on Dyslexia’ we have many events taking place during this week.

**Inventors, Art and Writers Competitions:** The B.D.A. invites dyslexics of all ages to submit ideas for an invention, a piece of art work, or a short story or poem. In all three competitions there will be three categories:

- **Primary** – for those aged 3-10
- **Secondary** – for those aged 11-18
- **Adult** – for those over 18.

Closing date is: **30th September 2011** Awards will be on the 1st November, details to be finalised.

**Strictly Spellbound Ball:** In the presence of Lord Addington and with special guests on the 3rd November at a London venue, this fabulous evening includes:

- Drinks Reception/Three Course Meal/Award Ceremony/
- Music/Dancing/Auction

Tickets will be: £85 or £850 for a table of 10.

**B.D.A. Annual Awards:**

We will be taking nominations for these Awards which include ‘Teacher of the Year’, ‘Local Dyslexia Association’, ‘Dyslexia Friendly School of the Year’, ‘Outstanding Achievement’ amongst others.

For more information please email: admin@bdadyslexia.org.uk or go to our website for further details/rules of entry for the competitions – www.bdadyslexia.org.uk
Exhibitions 2011

Part of the B.D.A.'s work is to disseminate information about dyslexia, through working with organisation such as T.E.S. and EMAP during the four exhibitions that the B.D.A. takes part in each year.

In the last edition of Contact magazine, I mentioned BETT and the Education Show. Over the last few months we have also attended T.E.S. and Education North, which was held in Manchester in April 2011.

These events were a great success, and we spoke to a number of parents and teachers, offering them information about dyslexia and other co-occurring difficulties.

At both events Dr. Kate Saunders took a seminar on dyslexia friendly teaching, and Jill Fernando spoke about the Dyslexia and Multi-lingual project.

Kate and Jill also mentioned the Children Will Shine project which is currently running in Manchester and in London.

We would like to take this opportunity to thank Chris Hossack for his continued support for setting up and running the B.D.A. stand at these events. Thanks must also be given to Jean Hutchins for her administration of these events. The B.D.A. would also like to thank volunteers from Salford D.A., Leeds & Bradford D.A.

Forthcoming Events

Special Needs London:

Date: 14th -15th Oct 2011
Business Design Centre, Islington. The B.D.A will be at Stand 7.

Seminars taking place at this event:

1) Session Details:
Date: Friday 14th October 2011.
Time: 12:30 to 13:30.
Speaker Name: Victoria Crivelli.
Job Title: Senior Specialist Teacher.
Session Title: Making the best use of I.C.T. to support Dyslexic Learners
Overview: This session will look at the benefits of using I.C.T. programs and tools for dyslexic pupils from KS 1 to 4. Victoria will offer live demos and information on some of the latest and popular programs that support literacy and offer advice on low tech alternatives. She will use case studies to exemplify the positive impact of using appropriate I.C.T.
Key Stage: KS 1 to 4.

2) Session Details:
Date: Friday 14th October 2011.
Time: 15:30 to 16:30.
Speaker Name: Dr. Kate Saunders.
Job Title: Chief Executive.
Session Title: Partnerships in education: the B.D.A. Dyslexia Friendly Quality Mark
Overview: The British Dyslexia Association Dyslexia Friendly Quality Mark provides a mechanism through which schools, colleges and universities can ensure good practice throughout the organisation. Dyslexia Friendly policies, teaching and learning, classroom environment and partnerships with parents and pupils help not only dyslexic students but those with other additional needs. Practical teaching solutions are given.
Key Stage: All stages.

BETT Show

Date: 11th to 14th January 2012, Olympia, London.
Time: 10:00am to 6:00pm (4:00pm Saturday)
The B.D.A. will be on stand SN2 and the B.D.A’s New Technology Committee will be hosting education seminars.

Keep a check on www.bdadyslexia.org.uk and in the next edition of Contact Magazine for further details on the seminars for this event.
Organisational Membership – The New Deal

By Rosie Wood – B.D.A. O.M. Trust

From 1st September 2011 the B.D.A. is delighted to offer current and future Organisational Members (O.M.s) a hugely improved service. Much work has been going on ‘behind the scenes’ by B.D.A. staff to update processing of membership and the website, and to improve the benefits package. So, a big thank you to our current members for their patience over the past months and welcome to new O.M.s!

O.M.s provide one of the most valuable sources of feedback and opinion to the B.D.A. The result is better knowledge for us about the needs of dyslexic people, especially in education and in the workplace, leading to better help from us for everyone. A ‘win-win’ situation for all!

We hope to see you at the Organisational Members Day on 30th September, kindly hosted by O.M. Ernst and Young, and that you will enjoy the following benefits package:

Discounts on:
• Advertising rates in B.D.A. publications.
• Exhibition stands at B.D.A. - hosted events.
• B.D.A. Training Course fees.
• Dyslexia Journal subscriptions.

Networking:
• O.M.s Day (annual) for a friendly and informative day and updates.
• Training day at B.D.A. – one person annually free – covering an introduction to dyslexia and legal aspects for organisations.
• Opportunity to join the B.D.A. Forum.

Visibility for your Organisation:
• B.D.A. O.M. Certificate of Organisational Membership.
• Organisation’s details and links on B.D.A. website.
• B.D.A. welcomes and needs financial support, donations, etc. of all kinds. By helping B.D.A. in this way, O.M.s can benefit through visibility and credibility in the field.
• Participation in consultation exercises.
• Sponsorship of B.D.A. core services.
• Exhibition opportunities at B.D.A. conferences (reached up to 900 visitors at the International Conference, for example).
• Direct support for special projects (e.g. ‘Children will Shine’).
• Donations (range of possibilities for maximising the value of one-off or regular donations).

Publications (free):
• Copy of B.D.A. Code of Practice for employers.
• B.D.A. Contact magazine (3 per year) plus Dyslexia Practitioners supplement.
• B.D.A. e-newsletter (3 per year).
B.D.A. Organisational Members Day

Friday 30th September 2011

Thanks to the generosity of O.M. Ernst and Young we are able to hold the first of our new annual O.M. days in their splendid premises in London.

This invitation is for current O.M.s and for former and potential O.M.s. So if you haven’t received your invitation yet, and would like to come, do please contact us on: membership@bdadyslexia.org.uk

The outline programme as at 1st August 2011 is:

10:30 Registration for current O.M.s; Networking (coffee available)

11:15 Dr. Kate Saunders (B.D.A. C.E.O.): Welcome and updates on main issues of interest to O.M.s

12:00 Registration for former and potential O.M.s

12:30 Lord Addington (B.D.A. Vice President): Welcome to all, followed by buffet lunch


14:00 Dr. John Mackenzie (Deputy Chair B.D.A. and legal expert): Dyslexia and the law

14:45 Refreshments

15:15 Arran Smith (B.D.A. staff): I.T. solutions for dyslexics in schools and businesses

15:45 Structured discussion, questions, feedback with the B.D.A. Panel

16:00 Close

As you can see there is plenty of time for networking and there will be an opportunity for O.M.s to share their literature and leaflets. Programme updates (we hope to persuade Louis Barnett, the famous dyslexic chocolate entrepreneur to join us). Location directions and any joining instructions will be circulated later to all registered delegates.

We look forward to welcoming you!

Rosie Wood
B.D.A. O.M. Trustee
**Fairley House School**

By Rosie Wood – B.D.A. O.M. Trustee

Fairley House, a long standing and loyal B.D.A. O.M. celebrated its founder’s 80th birthday this year with a birthday party in their smart new hall.

Daphne Hamilton-Fairley, who has been an inspiration to others to follow her example, writes the following:

‘During the 1960’s and 70’s I worked as a speech and language therapist with young children. (I helped start the Cheyne Walk Centre for Cerebral Palsied babies). I recognised that children with speech and language difficulties also tended to have trouble with acquiring reading and writing skills. I started working with other specialists including teachers in order to meet the multiple needs of these children.

Pressure and commitment from parents and teachers and others led to founding Fairley House School in 1982. A school committed to meeting the multi-disciplinary needs of every individual child so that they can succeed in mainstream school and life beyond. My greatest joy in founding Fairley House (named in memory of my late husband) is the success of so many children previously ‘written off’ by mainstream education.

Dyslexia and other specific learning difficulties are much better served and identified than before but there are still so many children not being detected and given the chance to achieve their full potential. I still believe that it is not just the children who suffer but society as a whole as so many of them are so outstandingly gifted.

Current pupils at Fairley House were asked to write a few words about their school and the principal, Jackie Murray, shared some with guests. All were touching; many brought tears to a few eyes.

‘Happy Birthday Mrs Hamilton-Fairley! Without this school I would be nothing.’

‘I am happy in this school. I would not be getting on in life if it weren’t for you.’

‘What I like about the school is that it helps you with stuff you need help in.’

‘I like the school because it taught me to read.’

‘Fairley House makes me feel clever. I felt stupid at my old school.’

‘You have helped thousands of children who have difficulties and you’re helping them and me have a fantastic, brighter future.’

**Microlink**

Congratulations to Nasser Siabi, Chief Executive of Microlink PC, for being awarded an O.B.E. in the Queen’s Birthday Honours list.

Microlink has been a staunch O.M. and has supported B.D.A. over many years. Microlink was a technology partner in the ‘No to Failure’ Project (2007-9) which worked closely with Sir Jim Rose (‘Identifying and Teaching Children and Young People with Dyslexia and Literacy Difficulties’ report published 2009); one of the exciting outcomes of this collaboration was the government funding for training specialist S.p.L.D./Dyslexia Teachers – a real breakthrough in acknowledgement from the top that specialist teachers are needed in order to release the potential of our talented dyslexic children.

Nasser and his team have been generous friends to the B.D.A. and have partnered B.D.A. on a variety of ventures. We are very grateful for this and their continuing support.
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The International Conference

By Donna Gray – Project Manager

The B.D.A.’s International Conference is a three year event. It aims to provide a platform for the latest academic research within dyslexia and its related fields. This year’s conference was entitled ‘Beyond Boundaries’ to reflect the current ‘break away’ from constraints and boundaries which have often traditionally surrounded dyslexia. The B.D.A. were proud to host this conference in partnership with an academic steering group. Dr. Joel Talcott was the 8th International Conference Chair.

I was the conference co-ordinator, it was my job to make sure our plans were realised, however I cannot take all the credit as this conference was truly a team effort. I was very proud of my B.D.A. colleagues as they rose to the challenges we faced with tremendous grace and fortitude. An event of this scale requires a lot of planning, discussion and hard work; with that in mind I’d like to give a special mention to the conference administrator Julie Haycock. Her organisational skills and cheerful disposition were invaluable during this conference!

Harrogate was our host for the conference and it was exciting to see colleagues, academics and delegates from the UK and across the world congregate to discuss dyslexia. It is to the B.D.A.’s credit that despite the current economic difficulties they still made the commitment to go ahead with an event of this magnitude.

However we did have a few challenges to overcome before we got to Harrogate! Our conference date had initially been planned for late April, it was then announced that the Royal Wedding was to take place on 29th April and so we had to reschedule.

Rescheduling an event of this scale is no mean feat! So, we went back to the drawing-board and had to start again!

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breathed a collective sigh of relief! I had grown to expect the unexpected.

Happily, on June 2nd, we were able to open the conference as we had planned without any more hiccups. The conference was fast paced, with many highlights! Walking into the exhibitor hall for the first time when everything had been set up was impressive. Sandy Fitzgerald, B.D.A.’s Head of Marketing had worked hard to fill the hall with as many exhibitors as she could. She had succeeded and we were therefore able to provide for our guests a fascinating and varied exhibition experience.

Artist Jon Adams’ stand was a personal favourite of mine, Jon has dyslexia and the flags he hung around the conference centre were a symbol of triumph over adversity.

Lord Addington opened the conference and spent time with delegates and academics. We were honoured that he was able to present our International Conference logo designer, Douglas Barrett (age 13) with his prize. Douglas is a very inspirational young man and we were so grateful he and his family had travelled up from London just to be with us.

We also welcomed the Mayor of Harrogate and he spent longer than expected touring the conference and chatting with Douglas, delegates and poster presenters; he and his wife were incredibly interested in dyslexia and eager to offer their support.

The conference was a success and although we were all exhausted we were happy. On a personal note I learnt so much during the process and got to meet and work with some amazing people. Some of the ideas and theories presented at the conference will hopefully go on to become accepted wisdom; impacting on our understanding and practice. It was therefore a privilege to be involved.

Donna Gray pictured centre with the Mayor and Lady Mayoress of Harrogate (photo taken by David Barrett)

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Vibrant, Interactive and Inspiring: Poster Presentations at the B.D.A. International Conference

Dr. Rebecca Larkin, Nottingham Trent University. B.D.A. International Conference Steering Group Member

Poster presentations provide researchers and practitioners with the opportunity to disseminate their ideas in an informal environment, and to gain valuable feedback from conference delegates. This format was well suited to our international conference theme of ‘Beyond Boundaries’, as delegates actively engaged with presenters from a wide variety of disciplines and professional backgrounds.

Ahead of the conference, presenters produced a large, colourful poster which provided an overview of their work in a concise and eye-catching fashion. They then displayed their poster alongside other presenters, and during the evening poster sessions they were on hand to discuss their work in person with interested delegates. The sessions were timetabled alongside our relaxed, informal atmosphere; just what was needed after a fascinating day of engaging with more formal presentations and seminars.

The quality of the research work presented was exceptionally high, and addressed a wide range of research topics and methodologies. In addition, the latest approaches to dyslexia assessment, teaching and intervention were presented by experienced practitioners. This year we were fortunate enough that one of the poster sessions coincided with a visit from the Lord Mayor of Harrogate, who joined B.D.A. C.E.O. Dr. Kate Saunders in a lively tour of the presentations. I had the pleasure of chatting to several presenters around issues to do with inclusion, dyslexia-friendly provision in the classroom, and support strategies for students with dyslexia in higher education. I was also delighted to see several presentations focusing on neurobiological functioning in dyslexia; an area which has gathered momentum over recent years.

Poster presentations are fresh, vibrant and interactive; creating an ideal learning and networking environment for both practitioners and researchers. I am sure that many delegates came away from the sessions feeling inspired to develop their own work further, and I hope that we each moved beyond the boundaries of our own disciplines to appreciate the wider world of dyslexia research, education and practice.

The poster presentation sessions were undoubtedly one of the highlights of the international conference.
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The B.D.A. aims to support dyslexic children through its campaign, Dyslexia Friendly Quality Mark, and other Projects that the B.D.A. runs. Children Will Shine is a project that has set up 3 after workshops within the areas of Southwark and Barnet in London, and in East Manchester.

Southwark, has been running for over ten weeks and has been very successful in supporting its 12 members with literacy, numeracy, and I.C.T. The project has paid special attention to the children’s self esteem. Within these sessions, the children rotate from table to table working on activities such as, spelling and paired reading. One of the activities called ‘feel good’ looks at how these children feel both about themselves, about school and about their difficulties.

Over the 10 weeks at Southwark, we have seen children who arrived in the first few weeks with incredibly low self esteem, blossoming, and being able to be vocal about their lives at school, their dissatisfaction with school, and their request for me to start a dyslexia friendly school as an extension of the workshops.

The Southwark children took part in the ‘Flags’ Project run by dyslexic artist Jon Adams.

Barnet has been running for 6 weeks, and after a very successful open meeting we had 24 children of varying ages register for the workshop. 14 of these children have been attending the after school workshop on a regular basis.

The parents have found this group of great value and have started the process of setting up a new local association. The success of this group has to be accredited to the support from Barnet Parent Partnership who have highlighted great need for dyslexic children in the area.

Both of these groups have been supported by a specialist teacher. The B.D.A. and I would like to thank Catherine Van der Steen for her support within the project and wish her all the best for the future as she moves on.

The group in East Manchester has been running for 5 weeks, currently with 4 pupils. We have big plans in September 2011 for this group. East Manchester Dyslexia Association which is currently applying to become a B.D.A. Local Association member, will be supporting this after school workshop as part of the services that it offers to the local community.

The Future

The B.D.A. has secured funding to continue this project. Over the next 12 months, we will be supporting the 3 established groups as well as starting 2 new after school workshops.

From the outcomes of the initial project, the B.D.A. has created a workshop guide, which highlights how to set up an after school workshop. For more information, please contact Arran Smith arrans@bdadyslexia.org.uk
Members’ Day & A.G.M. 2011 – Oxfordshire

By Arran Smith and Laura Merceron

Saturday 22nd October 2011
Starts at 9:30am – 4:45pm

After the success of previous events in York and Leicester, we are pleased that this year’s Members’ Day for all our members and their families will be held in Oxfordshire on 22nd October 2011. The event will be held in conjunction with the B.D.A. A.G.M.

The Members’ Day is an event for all the family, including workshops for adults and children around the subject of dyslexia. This year's keynote speaker, Dr. Lindsay Peer is back due to popular demand. Other speakers include, Rachel Ingham – a B.D.A. training associate who supports dyslexics through a dyslexia friendly schools initiative, John Mackenzie – a disability advocate formerly a solicitor, Andy Fell – associate trainer and workplace assessor and resident B.D.A. and Olympic artist, Jon Adams.

This event is designed, not only for members, but potential members, family members, dyslexics, and the local dyslexia community.

The cost of this event:

£30 Family Ticket (2 adults, 3 children)
£15 Individual Adult Ticket
£7.50 Child Ticket

A.G.M. – Starts at 2:30pm – 4:45pm

The B.D.A. will be holding its A.G.M. in conjunction with our Members’ Day. This is a free event for all members where B.D.A. will report on its activities over the previous year. It allows Members to understand B.D.A. aims and objectives and vote on any resolutions.

To book, contact Laura/Arran on 0845 251 9002 or email: lauram@bdadyslexia.org.uk

Dr. Lindsay Peer

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Build a Book

By Lucy Harding - Founder and Director

Build A Book is an exciting new family run organisation that delivers structured workshops for children, guiding them through the process of writing, illustrating and publishing their own story book. In addition to the practical story writing sessions, we help children connect literature with I.T. and media, offering an exciting and modern avenue into literature.

We give the children participating in the workshops the tools, confidence and support to transform their own ideas into a book, using their own illustrations and words. The children have the opportunity to scan and upload their finished books which we then publish and offer the opportunity to purchase as many copies as the children and families wish.

We believe that every child deserves the opportunity to be an author, to see their own ideas become a reality and benefit from an alternative approach to learning. Build A Book workshops are both fun and educational - inspiring children creatively and help to boost their confidence in reading, writing and drawing, under the careful guidance of an experienced, qualified teacher.

We work to be inclusive and innovative, and this includes making sure that Build A Book is Dyslexia and S.p.L.D. friendly. We believe that through simple ideas such as taking the fear out of literature by becoming its author, embedding curriculum learning through fun and connecting reading and writing with media we can make a real difference to how children feel about both literature and themselves.

A standard Build A Book workshop is typically between an hour and an hour and a half, weekly for 5 or 6 weeks. Our workshops can be tailored as required to deliver the best results for the children participating. This includes delivering workshops as after school clubs, holiday workshops or during school hours, or tailoring them for specific learning needs, age groups, capability ranges and themes.

As part of our efforts to give back to the communities in which we operate, 50p from every copy purchased goes to the school which has booked the workshop to help support the schools in providing valuable resources for their children, such as providing additional library books!

We were delighted to run our pilot workshop at Warden Hill Primary School in Cheltenham. A group of 25 children ranging between year 3 and year 6 were lucky enough to be the very first Build A Book kids. The level of creativity with both stories and illustrations was phenomenal, and we were delighted to hand out books to their authors in assembly, on World Book Day!

We are thrilled to find that so many of the children who have participated already have asked to do more workshops, and look forward to working with them, watching them grow in confidence, capability and maturity.

To help us continuously improve the workshops we deliver, we gathered feedback from the parents and children and were thrilled with the positive responses.

“I think Build A Book is the most awesome club I’ve ever done. I especially like the drawing. I’ll do it again and again and again.”

“Build A Book is a great experience for all ages and I would love to do it again”

“Your story is completely your own and same goes for pictures”

We plan on bringing the Build A Book experience to many more children across the U.K. soon. If you would like to find out more about Build A Book or enquire about running a workshop, you can visit our website, www.build-a-book.org or email us at: info@build-a-book.org.
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Co-occurring Conference

By Margaret Malpas

It was a full house for the Co-occurring Conference on the 30th June 2011, despite the one day teacher’s strike. Perhaps this was an indication of the anticipation felt by all which was, if anything, surpassed by the range covered and the outstanding quality of the presentations.

First up, was Madeleine Portman who took us on a very amusing whistle-stop tour of developmental disorders especially dyspraxia and E.D.S. (floppy joints syndrome). The latter is a relatively unknown condition and includes double jointed-ness which is often common in families of those where dyslexia is present.

‘Neurodevelopmental Disorders: is co-occurrence the rule rather than the exception?’

Madeleine was able to give us a sound appreciation of the theory underpinning these difficulties in a way we could all grasp. She also then peppered her talk with practical tips on how to help children cope.

We then heard from Claire Jameson about Asperger syndrome. Claire mainly works with young adults but her talk also included practical ways to support children with the condition. She was able to give participants a really good appreciation of how the condition can socially isolate individuals and the practical repercussions from this.

‘Social Interaction - differences in eye contact, differences in body language, domination of conversations’.

Joy Stackhouse spoke about speech and literacy difficulties. The criticality of early intervention was one of Joy’s themes and she also spoke about children she had encountered in her career.

‘Children with speech and language difficulties often have associated literacy difficulties.’

Dyscalculia was covered very effectively by Anne Henderson. Anne stressed the importance of working with concrete examples such as counters, beads, and rods to enable children with these difficulties to become fully conversant with number work.

In the afternoon, we were introduced to the ways to help children with A.D.H.D. as well as various facts about Clapham Junction! Fintan O’Reilly successfully used the concept of a very busy railway junction to see what these children were coping with, who were trying to respond to stimuli coming at them all the time where they were unable to filter.

‘Research indicates that from 50-80% of children diagnosed with A.D.H.D. continue to experience symptoms into adulthood’.

Finally, Arnold Wilkins talked about visual stress and we learned many facts about what fonts are best and what lighting conditions work for all of us. It was a bit of a shock to learn that simply changing the transformers in light circuits for many classrooms would avoid visual stress and migraine for many children. We also learned more about avoiding stripes in décor and which fonts are best for dyslexic people.

‘In the modern world images have become stressful.’

All the presenters’ points were fully evidenced by current academic research and the desire to help those who cannot learn everything necessarily so easily was something they all shared.
The Marion Welchman International Award for Dyslexia 2011 – Michael Davies (a Tribute)

By Steve Chinn

Marion Welchman was one of the key figures in setting up the B.D.A. and in raising awareness of dyslexia back in the 1960s when it was almost unknown. Marion’s influence stretched beyond the U.K. to many countries including the U.S.A. and South Africa. A Trust was set up in her memory and every three years, timed to coincide with the B.D.A. International Conference, the Trust presents its International Award. Past recipients have been Professor Maggie Snowling, Professor and Mrs Tim Miles, Professor Ingvar Lundberg. This year the Award has been presented to Michael Davies.

Michael set up Dyslecsia Cymru/Wales Dyslexia in 2011. Michael was totally committed to ensuring that Wales became a better place for dyslexics to live in. His skill and quiet perseverance in acquiring grants to fund a diverse range of projects is impressive. Two particularly notable projects were developed, in conjunction with the University of Wales, Bangor, a Welsh language to speech programme (EdGair) and then the distribution of the software free to all schools in Wales, and also producing two e-learning courses. All this work was done, unpaid, whilst Michael was working as a full-time teacher.

Another of Michael’s projects was to produce a CD, using pictures and sound to allow parents to access information in a way that would circumvent any literacy difficulties they may have. This CD inspired similar resources in many languages including Romanian, Hungarian, Polish, Portuguese, German and Swedish.

An E.U. funded project, ‘Provision and use of I.C.T. by dyslexic students in University in Europe’ also spread to other countries, this time, eleven countries from Egypt and Japan to England and Spain.

All this came from a small organisation, an organisation that is driven, so selflessly and modestly, by Michael Davies. In recent years Michael has continued to initiate, inspire and lead despite coping with a serious illness. He is truly deserving of the Marion Welchman Award.

Michael was too ill to travel to Harrogate to receive the Award at the Conference. Steve Chinn, Chair of Trustees for the Marion Welchman Trust presented the Award to Michael at the University of Wales, Trinity St David’s, Carmarthen - Michael’s home town, at a special lunch Chaired by the Vice-Chancellor.

Sadly, since receiving this award, Michael Davies has lost his long battle with a long-term illness. The B.D.A. would like to extend condolences to his family. Michael was an outstanding champion for dyslexics and his selfless work over many years made an outstanding contribution to improving the lives of Dyslexic individuals.

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Dyslexia-S.p.L.D. Trust Stakeholder Day

The Dyslexia-S.p.L.D. Trust is holding our Stakeholder Day on 27 October 2011 at the Victoria Park Plaza hotel in London, from 10.00am. The focus of the day is Empowering Parents and Carers. The day is an ideal opportunity for all parents and carers to hear about innovative services for parents nationally and to have your say about burning issues for us to feed back to government.

Lunch is provided and the day is free to all.

For further information please email: info@thedyslexia-spldtrust.org.uk or Call: 01344 381 564
We were very lucky to be nominated as one of five charities to receive charitable donations from Johnson and Johnson Medical Ltd based in Crowthorne Berkshire. Laura Henderson Senior Specialist Advisor for McNeil Nutritional at Johnson and Johnson was keen to nominate the British Dyslexia Association; she said ‘The B.D.A. was my top choice to nominate back in 2010 as I have a few family members and friends who are dyslexic and who I have seen struggle over the years at school and college etc. I knew of the charity, through a close friend of mine and when I was approached by the Community Involvement Team to suggest a local charity I knew how much it would mean to nominate the B.D.A. and help raise money for something which affects so many people in the U.K.’

Mandy Collinson, Personal Assistant who looks after fundraising within the large organisation oversaw various quiz evenings ranging from a resident D.J. inspired music quiz to Halloween and 1980’s Themed fancy dress ones, raffles and Bingo. An Easter ‘Guess the Weight’ of the large Easter Egg and ‘Guess how many Mini Eggs in a Jar’ collected in £300. Also taking place were weekly lotteries, competitions, cookery presentations and selling of diaries to franchise companies. Card, chocolate, jewellery, leather goods and toiletry suppliers also sold goods on the premises and 10% of their takings were kindly put in the charities’ pots.

Every year, all the staff at Johnson and Johnson nominate charities and all five of this year’s nominated charities, Alzheimer’s Society, Berkshire Multiple Sclerosis Therapy Centre, Thames Hospice Care, Toe in the Water and the British Dyslexia Association were given a £5000 cheque which is outstanding!

Sandy Fitzgerald (B.D.A. Marketing Manager) and I were very grateful to go and receive this cheque on behalf of the British Dyslexia Association and meet some of the other charities who were equally delighted.

We would like to thank Laura, Mandy, Marike Edwards and all the staff involved at Johnson and Johnson for such a generous donation.

Johnson and Johnson celebrated their 125 year anniversary and Mandy kindly invited us to have a stand for the day at their premises to promote the B.D.A. After a ‘rained out’ but delicious barbecue lunch, we managed to answer some personal queries on S.p.L. Ds, hand out some information sheets, sell some Louis Barnett chocolate and B.D.A. wristbands but most importantly acquire some interested volunteers. It is a credit to organisations like Johnson and Johnson that their staff makes such an effort to support local charities and we are truly appreciative of their involvement!
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**aDSHE** was set up to share knowledge and to inform good practice in working with students with dyslexia, and other SpLDs in Higher Education. **aDSHE** has since expanded its influence significantly and now has an active role in addressing relevant issues at a national level.

**aDSHE** aims to:
- Work towards establishing parity of provision so students will be assured of appropriate support throughout the HE sector
- Establish commonly accepted codes of good practice
- Allow members to share experiences and overcome feelings of isolation
- Provide CPD for members

Ten regional groups offer **aDSHE** members opportunities for CPD and networking.

Look out for details of our Annual Conference in June 2012 and other training events.

If you are working with students in Higher Education please get in touch with us – through our website or by emailing adshedyslexia@yahoo.co.uk

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Adaptive Software: The Key for Struggling Adolescent Readers?

By Diana B. Newman – Southern Connecticut State University

Computer-assisted instruction for struggling readers appears to hold much promise. The use of reading software programs has been found to be one way to offer at-risk young readers the additional instruction and practice they need to reach grade-level expectations (e.g., Bishop & Santoro, 2006; Karemaker, Pitchford, & O’Malley, 2009). Further, computer programs that supplement regular reading instruction have been identified as being of significant benefit to low-performing children (Macaruso, Hook, & McCabe, 2006). Computer-assisted instruction has been found to not only support reading development in the young student population but also in the older group. Torgesen, Houston, and Rissman (2007) in discussing the struggling adolescent reader advise that although reading software should not be the only intervention, ‘Carefully used, these programs can multiply the amount of targeted, engaged practice students receive’ (p.19). Furthermore, productive practice using instructional software with engaging formats has been found to effect positive changes in attitudes toward school work in adolescents struggling with learning disabilities (Wilson, 1993) and may hold these students’ attention longer than paper text (National Institute for Literacy, 2007).

A Literacy Lab for implementation in two different schools was developed around the focused use of computer software to explicitly target reading accuracy, reading fluency, vocabulary, and comprehension needs of older struggling readers. In designing the lab, those elements identified as necessary for systematic intervention for adolescent learners were addressed: assessment, time-structures, literacy resources, curriculum, motivation, and professional development (Wren, 2009).

Literacy Lab Components Assessment

Adolescent students who had not yet closed the gap in reading comprehension were identified. These learners were receiving ‘typical’ support, that is, most often they were being helped to complete class assignments in a ‘pull-out’ resource room. Direct reading instruction was minimal and limited to learning comprehension strategies using classroom books:

1. Students with below grade-expectations in reading as measured by ‘high-stakes’ tests, norm-referenced tests, and/or curriculum-referenced tests were identified.
2. Measures of decoding, comprehension, and fluency were given to each student. Results were used to develop an intensive reading intervention plan for each student that included specific short-term objectives; assessment was also used to determine initial placement (i.e. grade level) in the software programs.
3. Short-term objectives were monitored and reviewed at least bimonthly through progress-monitoring assessments administered regularly as part of the software program and reviewed by the Literacy Lab instructor, special education teacher, and/or the supervising language/literacy consultant (this author).
4. Progress in short-term objectives was also frequently measured by paper-pencil tasks given by the Literacy Lab instructor.
5. Instructional and programmatic modifications for those students either not making sufficient progress or exceeding their goals were periodically made.

Time Structures

The purpose of the Literacy Lab was to provide individualized, explicit, intensive instruction and practice to older students struggling with reading. Therefore, it was necessary to differentiate between those who were only one or two years behind their peers and thus largely required an increased amount of time to review and practise reading, from those

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who had not mastered basic reading skills, that is, three or more years below their peers and therefore needed intense, explicit instruction to develop both decoding skills and comprehension skills.

1. The literature (e.g., Torgesen, 2006; Wren, 2009) suggests that older students struggling with reading receive literacy instruction for a period of 1.5 to 2.0 hours daily. However, the reality often finds reading instruction, if any, to be limited to half of that recommendation. In order to address such time needs, schools need to acknowledge a significant change in students’ educational plans, one that involves weighing the importance of curriculum content vs. basic skill development. In the case of most students in the labs here discussed, students were excused from a content class (in most cases, social studies/history) and/or an elective (e.g. health) in order to be provided with extended reading instruction and practice in the Literacy Lab.

2. However, as the literature has also found struggling readers to benefit from the content and instruction offered by their classmates in a typical language arts class (e.g., Wren, 2009), most of the participants did continue to attend at least one general education academic class each day.

Literacy Resources and Curriculum

Meta-analysis of interventions for adolescent struggling readers has found intensive interventions that explicitly target word level reading skills yield consistent effects on reading accuracy and comprehension (Torgesen, 2006). However, intensive focus on comprehension strategies produces larger effects on reading comprehension (Torgesen). First, then, in order to address word level reading weaknesses, explicit instruction and guided practice were necessary. At this age, however, there is typically a wide range of skill levels; thus, the software had to be broad enough to address individual student needs, ranging from basic phonological awareness (e.g. word segmentation) to more advanced orthographics (e.g. vowel digraphs). Next, word level reading skills within connected text needed to be practised with guided repeated reading opportunities. Additionally, adolescents struggling with reading most often do not possess an adequate foundation of high frequency but mature words, referred to as tier two words (McKeown & Beck, 2004). In order to influence reading comprehension, tier two vocabulary needed to be embedded and instructed in a way that engaged the student in the active processing and systematic practice of these new words (Wren, 2009). Furthermore, students needed to be engaged in thinking about the text using effective comprehension strategies. Finally, explicit practice in writing in response to reading was also necessary.

1. Engaging, interactive, adaptive computer programs that supported decoding skills, fluency, reading comprehension, and writing were the mainstay of each Literacy Lab. It was essential that the software was adaptive; that is, task difficulty automatically adjusted to each student’s performance so that learning occurred and frustration was avoided.

2. Software however did not replace high-quality teacher instruction; instead, there was a shift in how this instruction was delivered. Typically, the teacher leads small group or classroom instruction in reading. In the labs, students were responsible for active, individualized practice of reading on the computer. Then the lab facilitator or teacher used a corrective feedback strategy, reviewing areas of persisting difficulty with each student.

3. Reading practice was supplemented with high-interest chapter books and with vocabulary instruction using tier two words drawn from these books and the software.

4. Writing was also addressed in responses to open-ended format questions and summary statements.

Motivation

Most adolescents who struggle with reading experience frustration and often try hard to avoid literacy tasks. Thus, interventions must be purposeful in addressing motivation or there will be little improvement in literacy skills (Wren, 2009):

1. Fiction and non-fiction materials with age-relevant themes were selected.

2. Metacognitive awareness of literacy progress was encouraged through frequent teacher feedback, in which gains, plateaus, and even difficulties were discussed.

3. Personal progress was periodically rewarded with certificates of success; good-natured peer competitions that arose naturally out of success were supported.

Professional Development

High-stakes testing and public demands for school accountability have resulted in administrators and policymakers being interested and concerned about struggling adolescent readers (Lang et al., 2009). However, middle and high school teachers rarely have expertise in literacy and language instruction (Wren,
2009). Often special education teachers are focused only on their students’ academic success and even sometimes see literacy intervention for their upper level students as beyond their scope of practice:

1. The school administrators in the participating schools were informed of the essential need for these adolescents to be scheduled with specific times for explicit instruction and for practising literacy skills.

2. Middle and high school special education teachers who have traditionally focused on work completion as opposed to basic skills development participated in literacy professional development workshops in which both evidenced-based assessment and intervention were reviewed or introduced.

3. Special education paraprofessionals, when employed as lab facilitators, were provided with initial and ongoing training and support in the administration of the programs and interpretation of data.

**Methods**

Two conceptually similar though, in practice, different Literacy Labs were developed based on the needs of each of the two participating schools. One school was seeking a year-long program as the initial step of a multiyear program to address the reading needs of all of their adolescents who struggled with reading; the other was looking for a short-term, end of school-year program to shore up the reading skills of students before moving up to high school.

**Literacy Lab I**

Eighteen students were assigned to one of the following three schedules according to needs identified in initial assessments:

1. Eight students reading more than two years below grade level in both decoding and comprehension attended the lab daily for 90 minutes over the seven months of this project. This schedule included:
   - 30 minutes of adaptive software for phonics/grammar/comprehension lessons
   - 30-40 minutes of adaptive software for fluency and vocabulary/comprehension practice
   - 30 minutes of teacher-led instruction in spelling of sight words
   - Teacher-led reading of high interest low-level chapter books for comprehension strategies.

2. Four students reading one-two years below grade level in both decoding and comprehension attended the lab daily for 45 minutes over the seven months of this project. This schedule included:
   - 20-30 minutes of adaptive software for phonics (as needed) and comprehension or for fluency and vocabulary/comprehension practice
   - 15-25 minutes of teacher-led practice in a specific comprehension area
   - 45 minutes once per week of independent reading to practise comprehension, critical thinking and vocabulary.

3. Six students reading one year below in comprehension attended the lab 45 minutes every other day. This schedule included:
   - 20-30 minutes of adaptive software for fluency and vocabulary/comprehension practice
   - 15-25 minutes of teacher-led practice in a specific comprehension area.

**Literacy Lab II**

The purpose of this literacy lab was to provide ‘last chance’ support for those students still marginal in their reading skills before they transitioned to high school in the fall.

Eighteen students whose reading comprehension was one-two years below grade level attended the lab daily for 90 minutes over the eight final weeks of the school year. This schedule included:

- 30 minutes of adaptive software for phonics;
- 30 minutes of adaptive software for fluency and vocabulary/comprehension practice;
- 30 minutes of teacher-led instruction improving word attack skills for spelling improvement.

**Results**

**Literacy Lab I**

After seven months of participation in Literacy Lab I, the mean scores for phonemic performance, fluency, comprehension, and reading grade level were measured and compared to pre-intervention status. As a group, the students made progress towards closing the gap in all four areas.

First, gains were made in phonemic performance as measured by software end-of-lesson tests in which students were required to read and spell words with specific orthographic patterns focused on in that section.

Figure 1 shows the pre and post scores of the students as divided into three ability groups: the first group was reading more than two years below grade level and thus worked on lessons 1-32; the
The second group was reading one-to-two years below grade level, and so worked on lessons 1-46; the third group had only minimal reading weaknesses (one year below grade expectations) and thus used lessons 1-61 (entire program) as a periodic review (primarily for spelling improvement not reading).

Figure 1. Pre & Post Phonemic Performance.
This figure illustrates the group mean for phonemic performance pre and post literacy lab.

Figure 2 presents the average words per minute at instructional level read by the entire group. Note that the gain in words per minute (w.p.m.) represents not just an increased number of words read per minute but that these were read at increased difficulties of reading levels. For example, initially a student might have read 110 w.p.m. at grade 7 but after seven months 102 w.p.m. at grade 8; another student might have read 130 w.p.m. at grade 5.6 and then after intervention 145 w.p.m. at grade 6.

Figure 2. Pre & Post Fluency Performance.
This figure illustrates the group mean for fluency w.p.m. at instructional level pre and post literacy lab.

Figure 3 shares the mean comprehension scores (percent) at instructional level read correctly by the students as a group. Note that as in fluency, the gain in comprehension represents not just an increased number of questions answered correctly but that these were questions following passages at increased levels of reading difficulty. For example, initially a student might respond correctly to questions with 78% accuracy at grade 5.6 but after seven months with 100% accuracy at grade 6.

Figure 3. Pre & Post Comprehension Performance.
This figure illustrates the group mean for comprehension pre and post literacy lab.

Figure 4 shows the average reading level pre and post the seven months of intervention for the entire group. Reading level is the grade level at which students achieve 85% for comprehension. As a group, reading skills increased by one grade level, from mid grade 4 to mid grade 5. However, there was much variation in both the initial and final reading levels; for example, one adolescent improved from an instructional level of grade level 1 to grade level 1.5 while another progressed from a grade 6 to a grade 7 in the same time period.

Figure 4. Pre & Post Reading Grade Level.
This figure illustrates the group mean for reading grade level pre and post literacy lab.

Literacy Lab II
The 18 students in Literacy Lab II were more homogenous than Literacy Lab I in that all of them were reading approximately 1.5 years below grade expectations and all received the same intensity of intervention. A statistically significant correlation was found between pre and post scores in both variables (w.p.m. and comprehension). Further, although the students’ used reading software that had only
expository passages, similar performance post literacy lab was seen in narrative passages.

<table>
<thead>
<tr>
<th></th>
<th>Mean words per minute (w.p.m.)</th>
<th>Comprehension accuracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre intervention 6th grade expository passage</td>
<td>116</td>
<td>36%</td>
</tr>
<tr>
<td>Post intervention 6th grade expository passage</td>
<td>137</td>
<td>76%</td>
</tr>
<tr>
<td>Post intervention 8th grade narrative passage</td>
<td>138</td>
<td>87%</td>
</tr>
</tbody>
</table>

Table 1: Mean performance of group for fluency and comprehension pre and post literacy lab

Discussion

Each group of students in each of the literacy labs was measured to have improved in decoding, reading fluency and comprehension, areas in which student records reported a plateau. After seven months of intervention in Literacy Lab I, even those students reading substantially below grade level made gains in their reading; however, although they narrowed the gap, they did not close the gap. These findings are consistent with those of Lang et al. (2009) who suggested that for significantly delayed readers, interventions must be extended across several years.

The intervention program was different from prior remediation efforts as it focused on the use of adaptive software to provide intensive, individualized, explicit instruction and practice in areas of need at appropriate levels. First, as for intensity, none of the participants had previously received 90 minutes of daily literacy instruction in the upper grades. However, as not all of the students in Literacy Lab I required 90 minutes of daily literacy instruction in the upper grades. Intensity considered both time (45 or 90 minutes, daily or alternate days) and instructional group size for teacher-led instruction. Second, previous interventions had focused primarily on reading strategies regardless of a possible need to also explicitly address decoding skills as was necessary for many of the participants. In terms of appropriateness, the adaptive software provided skill lessons and practice at an ever-changing individual level of need.

Of final importance is that because high levels of fidelity and quality of implementation are known to be necessary if an intervention is to be successful (Lang et al., 2009), the students’ progress was regularly monitored by this author and revised as needed. The importance of such monitoring in this project is suggested.

Conclusions

The Literacy Labs in this project were modelled on the integration of two lines of research. First, studies have found success in the use of instructional software to improve the reading skills of struggling students. Other research has identified specific components of interventions for older readers, that is, a daily 90 minute block in which there is instruction and practice in word level skills, strategy instruction, embedded and systematic vocabulary instruction, and significant time in guided, supported practice in reading (Torgesen, 2006). In this project, remediation with a focus on the intensive use of explicit instructional software around which teacher-led instruction in each of these areas was framed, provided the learners with essential and successful instruction and practice.

Dr. Diana Newman is an Associate Professor in the Department of Communication Disorders at Southern Connecticut State University, New Haven, C.T., U.S. and may be contacted at newmand5@southernct.edu

References


* Note: It is not the author’s intent to endorse any particular software. Products are cited for reference only.
Guidelines for Submission of Articles/Items for the B.D.A. 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, I.C.T., videos etc.) These can be concerned with S.p.L.D. 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 S.p.L.D. 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, I.S.B.Ns 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, Professor Angela Fawcett
‘Team Gorey’
Back ing the L.D.A.

By Sarah Gorey

Our son’s school told us that Niall had dyslexic tendencies; we were unsure what this meant so we started to search the internet.

That’s how we came across the Leicestershire Dyslexia Association (L.D.A.). We went along to their Open Day for Parents; we listened to the speakers and took part in the workshops. We came away with a better understanding and we both came to the same conclusion ‘they have just described Niall - that’s exactly how he is’.

Niall has great difficulty with literacy and numeracy skills, information processing and organisation skills. He can never remember the days of the week and, even with support from his school was falling further behind. However, he can build amazing objects from lego and his hand to eye co-ordination is fantastic.

We took Niall along to the L.D.A. Saturday workshops, where we met Fiona and Chris Hossack and their team of hardworking volunteers. Over the past year, Niall’s confidence has grown; with their help he’s finding strategies to help develop his literacy and numeracy skills.

There’s a wealth of knowledge within the group, they helped us with supporting evidence and guidance to complete and submit Special Educational Needs documents. After a lengthy and time consuming process we’ve been successful and managed to secure additional support and specific one to one dyslexic lessons for Niall at school.

So, after all the hard work, dedication and support L.D.A. had shown our family we wanted to give something back.

‘Team Gorey’ was formed! David took the lead role as the swimmer and the rest of the family – Sarah, Ailis and Niall acted as the support team.

David planned to take part in 3 one mile Open Water swims in Manchester, London and Lake Windermere. The events are sponsored by British Gas and a total of 10,000 swimmers attend over the weekends and race in various waves.

On the 15th May we travelled to Salford Quays, Manchester, it was raining and very cold with the water temperature only reaching 14°C, but the atmosphere and support was great and really helped you through it. David managed a great time of 37mins 50 sec.

The next swim was at Lake Windermere on the 18th June, a great venue and the weather had improved, even the water temperature had risen to a blistering 16°C and David’s time improved again to 36mins 50sec. The Lake was fairly choppy which made the swim challenging.

The final swim was in London on the 2nd July and the sun was shining and the water reached 17.5°C. The atmosphere was great and family and friends came to support David at his final swim. David also managed to beat all previous times and completed the mile in 35mins 31sec.

Team Gorey would like to thank all their family, friends and colleagues who sponsored David to complete this challenge. To date £1,600 has been raised for this very worthy cause. Thank you!
Legal Update

How do Dyslexics Fare in the N.H.S.?

Not very well in some instances

By John Mackenzie

Debbie McCoy worked as an Art Psychotherapist with Northumberland Tyne and Wear N.H.S. Trust from January 2005 to July 2010, when she resigned. At a 5 day hearing the Newcastle Employment Tribunal held that the Trust had failed to make reasonable adjustments for Debbie's dyslexia and had constructively dismissed her.

Debbie declared that she was dyslexic when she joined the Trust. One of her references specifically drew the Trust's attention to Debbie's dyslexia in a reference that stated that Debbie would be a substantial asset but that her dyslexia must be supported. Debbie threw herself into her work and into a number of external activities, lecturing and addressing professional groups on her passion, which was the role of Art Psychotherapy in Mental Health Treatment.

Debbie needed additional administrative support for her dyslexia. Debbie modestly put the amount of support she needed at 1 hour a week. This was consistently denied to her by the Trust over a period of 4 years. In 2009 matters came to a head and in mid-2009 Debbie went sick with stress. Other than for a few days Debbie did not return to work until she resigned in July 2010.

The Tribunal was highly critical of the Trust. It held the Trust's grievance procedures to be wholly inadequate and criticised a senior manager's refusal to accept from Debbie an attempt to resolve her problems informally. The Trust was ordered to pay Debbie £60,000 in compensation.

There is a terrible irony in this depressing case: Debbie was a member of the Trust's Specific Learning Disabilities Team.

By the time the proceedings reached a hearing Debbie was suffering from Panic Syndrome, Agoraphobia and Obsessive Rumination, all debilitating disorders of substantial severity. She is depressed and hyper-ventilates.

She is resolved not to work in the N.H.S. again and does not expect to return to Art Psychotherapy. The N.H.S. has lost a dedicated and talented therapist through the incompetence and neglect of this Trust. Debbie faces a struggle to recover, now using the resources that she used to supply.

Conducting claims in the Employment Tribunal for dyslexics, I am repeatedly struck by how vulnerable dyslexics are to suffer a collapse of health from stress at work. In Debbie's case it was apparent that the Trust found it difficult to accept what a catastrophic impact their conduct had on Debbie's health. They did not assist Debbie's recovery by fighting every aspect of the case, including contesting throughout whether Debbie was disabled, characterising her dyslexia as trivial, and only accepting that the Trust was on notice that Debbie was dyslexic at all when the reference specifically referring to Debbie's dyslexia was unearthed from their files on the last day.

Employers need to know that a failure to treat a dyslexic employee in accordance with their legal obligation will not just give rise to a token sum in compensation but may cause a complete collapse in the employee's health and necessitate a change of career. One might have thought that an N.H.S. Mental Health Trust would have known this to be so.
In Memoriam and Celebrating Mary Colley’s Life

By Eleanor May-Brenneker

Mary Colley is Synonymous to D.A.N.D.A

Mary Colley, the founder (2003) and co-coordinator of D.A.N.D.A, the Developmental Adult Neuro-Diversity Association, a Registered Charity. D.A.N.D.A is run by and for people with specific learning difficulties or ‘differences’ (S.p.L.D.): dyspraxia, Asperger’s syndrome, A.D.H.D., dyslexia and related conditions, also called Neuro-Diversity (N.D.). Through Mary’s tireless dedication, commitment and endeavours D.A.N.D.A has successfully grown out of the Dyspraxia Foundation Adult Support Group, as it became clear to Mary that most people connected to that group did not have dyspraxia alone. (It is now a well accepted concept that there is co-occurrence or co-existence in most S.p.L.D. cases).

With Mary at the helm, D.A.N.D.A, her brain child, has since 2003 developed into an active organisation, providing regular members’ meetings, leaflets on neuro-diversity, newsletters, conferences, courses, workshops and interesting monthly social events. Moreover, there is a regularly updated website. www.danda.org.uk

Mary’s further involvement with S.p.L.D./N.D.

Mary always made sure that research and increased awareness of neuro diversity was constantly encouraged, especially in the workplace, amongst advocacy agencies, those dealing with the disabled and lately even in the courts. To achieve all this she would grab every opportunity to deliver speeches and presentations, attend conferences and organise fundraising events to finance and realise some of her great projects and dreams.

Mary’s History

Mary was born in 1952. She went to Westfield College in 1972 to study history. In 1987 she married Peter Colley and they had two children. When she was in her forties, she was diagnosed with dyspraxia, A.D.H.D. and dyslexia. After this revelation of her own S.p.L.D./N.D., that provided so many answers to her questions, she attended the Hornsby S.p.L.D. training course and received her diploma in 1997. Ever since that time Mary has devoted her energy, if not her life, to support other N.D. individuals. Two years ago, however, she developed breast cancer and even then she continued to dedicate all her progressively diminishing physical strength to D.A.N.D.A. Sadly, Mary passed away in September 2010.

Mary Colley’s Memorial and Thanksgiving Event was held on 2nd April 2011 in the Dutch Church, Austin Friars, London, in order to commemorate and celebrate the life and achievements of Mary.

Family, friends, special guests, and D.A.N.D.A members were invited. During the first hour attendees were gathered in the Church where the event was led by one of the organisers, Eleanor May-Brenneker. She introduced nine speakers in turn to deliver their tribute to Mary. These tributes represented different facets of Mary’s life: her early history, education, family life, hobbies and interests, association with the Dyspraxia Foundation, her D.A.N.D.A involvement and finally her sad loss after a long-fought illness.

There was clearly a ‘red line theme’ running through all these speeches and the N.D. song (composed for this occasion). Speakers shared moving, individual memories of having lived, worked, laughed and cried with Mary. The tributes also illustrated how N.D. can deeply affect people’s lives and how Mary always reached out to help. Moreover, they demonstrated what a hard working and heart warming person Mary had always been: a charismatic pioneer and fighter for the rights of the N.D. community. Till the very last minute Mary was totally devoted to D.A.N.D.A, its cause and its members. As a special commemorative gesture to Peter Colley, a beautiful framed picture of Mary was handed to him. This first part of the service ended when the community was requested to join
in singing the well known Joan Baez song, ‘We shall overcome’.

Refreshments were organised at the Social Hall with an army of volunteers under the baton of Claire Hutchinson (co-organiser). Peter Stanton (co-organiser) had arranged a ‘memory’ display board and slide show with photo’s depicting Mary’s life. Long lost friends in the N.D. world met up again and exchanged a myriad of merry Mary memories. Old contacts were renewed and new ones forged.

The turn-out of attendees and the positive response to this special event was enormous. With the overwhelming, supportive assistance of the volunteers, stewards and hosts and the detailed and intensive preparation by the organisers the result of all combined efforts made this event hugely successful. To every single helper, contributor and attendee, D.A.N.D.A would like to pass on once more a warm and well meant ‘Thank you’!

Before long, a compilation of the above mentioned speeches, song and some pictures will hopefully be made available for all attendees and those who were unable to attend. In this way we can relive this unforgettable commemorative happening of Mary’s Memorial and Thanksgiving Event, so her spirit may live on.

**Eleanor May-Brenneker M.A.**
(Mary Colley’s Event Co-organiser)
(S.p.L.D./N.D. Consultant, Therapist for F.E./H.E./Adults)

**References:**
I.C.T. Round Up from N.T.C.

By Di Hillage and Jean Hutchins

In June 2011, B.D.A. Organisational Members iansyst Ltd, and its partner on the Home Access Programme, XMA, were granted the ‘Working Together Award’ at the Technology4Good awards.

The awards, organised by AbilityNet and B.T., acknowledge the work of a range of charities and businesses that help people to improve their lives through technologies.

The two companies supplied over 9,000 children with learning difficulties with the technologies required for them to access the internet from their homes.

The report on the Home access project is now available at: http://www.info4local.gov.uk/documents/publications/1938526

Meanwhile Ian Litterick, has sent a response to this Green Paper on behalf of the British Assistive Technology Association (BATA) which you can read at: http://www.iansyst.co.uk/files/SEND-GP-response-BATA.pdf

Learning a Foreign Language

Cricksoft has released two new sets of Clicker5 applications for teaching French and Spanish. They are intended for use in a primary classroom with a whiteboard, for class use by a non-specialist linguist, as there are so few of them in primary schools. They are really well structured, with images appropriate for any age and the really useful part is the native speaker exemplars, with the opportunity for speaking into the computer and repeating phrases until they sound correct.

They also include good text to speech voices in the relevant language.

They would be useful for silver surfers who want to learn or brush up on their French/Spanish, to keep up with their grandchildren or to use on holiday. Older users could use the application with headphones so they can work at their own pace and level.

There would be a lot of mileage for dyslexic pupils to use it in this way, either with another pupil or T.A., or at home, to build up their skills and confidence.

For schools who already have Clicker5, a single user licence for the two language CDs is £100 and £50 for the story CD, with a site licence for all three costing £250. The applications need Clicker 5 to run them, but there is a Home version for £69. Contact: www.cricksoft.com for more information.

Wordbanks from Claro

Claro WordBanks provide a useful technique for introducing students to word processing and writing using a computer. Children generally learn to recognise words before they can construct and spell them, so WordBanks can help students generate meaningful text from an early stage.
The created word banks are also good tools for sentence building where vocabulary is predictable and defined or limited.

Writers with spelling difficulties can also use the created word banks to select longer and more difficult words, as well as generate ideas for word choice. They also allow for faster working by selecting whole or sections of words, where typing is slow.

WordBanks allow teachers or students to quickly create on-screen word banks. Simply import a list of words from any source using the WordBanks Editor. Users can decide the size of each word bank, how to index it, whether the words will speak and other options. The word bank can then be published and run, and words can be selected using a mouse device or touch screen. [http://www.clarosoftware.com/index.php?cPath=396](http://www.clarosoftware.com/index.php?cPath=396)

Single copies cost £59 (ex V.A.T.)

**My StudyBar Free Software**

The J.I.S.C. R.S.C. (Regional Support Centre) Scotland North & East has put together a collection of free programs for Windows to support learners with literacy disabilities. Download on to your computer or a USB stick. There are separate versions for Windows XP and for Vista or Windows 7.

[http://www.rsc-ne-scotland.ac.uk/eduapps/mystudybar.php](http://www.rsc-ne-scotland.ac.uk/eduapps/mystudybar.php)

My StudyBar gives a good overview of the kind of software that is available to support dyslexic users. They may be enough, or they may lead you to find out about purchasable software that is easier to use and has additional facilities.

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1. **Planning Support**
   - **XMind** for mind mapping.
   - If you like this idea, consider buying Inspiration, Kidspiration or SparkSpace.
   - **HottNotes** for reminder notes.
   - **Sunbird Calendar**.

2. **Reading Support**
   - **T-Bar and screen masking**. It colours a few lines of text and has options of colours and lines across the page.
   - **Rapid-Set**. Select font and background colour for the whole screen.
   - **Vu-bar**. Screen ruler, putting a box round one line.
   - **ssOverlay colour filter**. Colour the whole screen.

   4 ways of using colour on the screen. There are similar stand-alone free and pay-for versions and Read&Write and ClaroRead include these facilities too.
   - **Orato** text reading. It puts selected text copied to the clipboard into a new window and speaks it with synchronised high-lighting of each word or each sentence with options of voice, speed, volume, font and background colours.
   - If you like this, try free Balabolka which is included in My StudyBar, and the many Text to Speech programs described in: [www.BDAtech/text-to-speech.html](http://www.BDAtech/text-to-speech.html).

3. **Writing Support**
   - **Lingoes dictionary**. Dictionary and text translation software, It offers lookup dictionaries, full text translation, captures word on screen, translates selected text and pronunciation of words in over 80 languages including, English, French, German, Italian, Spanish, Portuguese, Russian, Greek, Swedish, Turkish, Chinese, Japanese, Korean, Polish, Arabic, Hebrew, Vietnamese, Thai.
   - **Let me type word prediction**. It can learn your words as you type; predict from one or two letters; predict words or phrases. It is essential to study the options and the tutorial.

If you like this, you may want to consider Penfriend or the prediction facilities in Read&Write, ClaroRead and Co-Writer.
• **Balabolka** word processor with text to speech. It can talk as you type. Open PDF and Word files in plain text in Balabolka. Words can be highlighted as they are read, leaving a font-coloured trail. Save text as MP3 files, in blocks for tracks. Hear clipboard text in other applications. Download a spelling checker.

If you like this, consider free Open Office as a word processor, talking word processors and Text to Speech software that operates in Word, P.D.F.s and web. See: [http://bdatech.org/what-technology/text-to-speech/](http://bdatech.org/what-technology/text-to-speech/)

• **TinySpell spell checking.** As you type, it flags words that are not in its dictionary. Click on the icon to see suggestions and click on a spelling to insert it.

There are better spell checkers in many commercial applications.

• **Stamina touch typing tutor.** Starts with forefingers middle row, f,j, adds d,k and further letters in pairs before offering unstructured words beginning with a chosen letter. It gives speed, accuracy and regularity results.

There are many free and pay-for typing programs that are suitably structured for dyslexic learners.

See: [http://bdatech.org/learning/typing-skills/](http://bdatech.org/learning/typing-skills/)

4. Vision support.

• **Virtual Magnifier.** A rectangular magnifying pane that follows the cursor round the screen. Options for magnification size and colours.

• **Sonar mouse tracking.** A large ring or rectangle with a bold border, that you can move round the screen.

• **N.V.D.A. screen reader.** (Non-Visual Desktop Access.) This can speak menus and navigation buttons as well as the text.

• The XP version has **Thunder screen reader.** These are primarily for visually impaired users, although some dyslexic users may also find them helpful.

**The Vista and Windows 7 version has:**

Windows speech recognition.

• Windows speech recognition.

In **this slot, the XP version has the** Orato Text Reader which is in the Reading Support section above.

Whilst commercial versions of these tools are available, this free resource is a good starting point. It is also convenient to be able to use it from a USB stick.

If you would like to see how MyStudyBar has been used in a large F.E. college, this report from New College Nottingham will be of interest. [http://www.excellencegateway.org.uk/page.aspx?o=303718](http://www.excellencegateway.org.uk/page.aspx?o=303718)

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**Accessible Formats**

By Jean Hutchins

Accessible does not just mean an electronic version of a printed document. It means an unprotected version in the format that you wish to use, or in an Intermediate format which you can convert to the format that you want.

The Seeing Ear

This is a library of books of all kinds for all ages. They are free to download by, or for, anyone who is print-disabled. Guests can see the lists of books but you have to register to be able to download books. There is no subscription and no return system.

As allowed by the Copyright Licensing Agency, The Seeing Ear will scan any book that members send or lend to them, that is not already available in a suitably accessible format, and add it to the library. They produce text files or Word files, as plainly as possible. They do not retain the layout of the printed books.

These are Intermediate files, for users to convert to Braille, large print, audio or DAISY books. Or users can access them as they are and listen with their own text to speech software, or set their own visual preferences for font size and colour, background colour, line length, line spacing etc. [http://www.seeingear.org/](http://www.seeingear.org/)
**Books for All**

*The Seeing Ear* worked with *CALL Scotland (Communication, Access, Literacy and Learning)* on the *Books for All* project, providing adapted learning materials in accessible, alternative formats for pupils in Scottish schools who have difficulties reading ordinary printed books.

http://www.books4all.org.uk/

**My Textbook**

A similar project for England was the *My Textbook* project.

http://www.altformat.org/mytextbook/

**Follow-up**

Dyslexia Action and R.N.I.B. have received support from the Department of Education for a partnership project to create a fully accessible and dyslexia friendly website-based service. This will provide downloadable curriculum materials in a range of accessible formats for young people who cannot read standard print and their teachers.

http://www.rnib.org.uk/professionals/education/resources/etextbooks/Pages/etextbooks.aspx

**Adapted Digital Question Papers**

*CALL Scotland* and *The Scottish Qualifications Authority* report increasing school use of Adapted Digital Question Papers for candidates who require Assessment Arrangements.

In 2010, Centres from 30 of the 32 Scottish local authorities and 5 colleges and 5 independent schools, requested digital papers,

Candidates with dyslexia and specific learning difficulties were the largest group of users (60%) of digital papers, although pupils with a wide range of other difficulties also used them.

S.Q.A. supplies the papers in PDF format on CDs. Pupils with disabilities, or additional support needs, who meet the criteria, can use Text to Speech and Speech to Text to answer questions on-screen, or they can listen and write on paper (especially for maths). This is much easier, cheaper and more consistent than teachers in each centre scanning the papers for pupils or providing readers and scribes. *Why doesn’t this happen in England and Wales?*

http://www.callscotland.org.uk/Blog/Blog-Post/?reference=207

http://www.sqa.org.uk/sqa/30026.html

**European ‘Book Famine’**

In June 2011, The European Parliament, under pressure from the European Blind Union and the European Dyslexia Association (to which the B.D.A. belongs) agreed a resolution. *Unlocking the potential of cultural and creative industries*, among other things, calls upon the European Commission to agree an international treaty to make more books available in accessible formats. Article 69 of the resolution stresses the need to address the ‘book famine’ experienced by visually impaired and print-disabled people.'

http://www.euroblind.org/news/nr/394
Award for O.M. iansyst.
In June 2011, B.D.A. Organisational Member iansyst Ltd, and its partner on the Home Access Programme, XMA, were granted the ‘Working Together Award’ at the Technology4Good awards.

The awards, organised by AbilityNet and B.T., acknowledge the work of a range of charities and businesses that help people to improve their lives through technologies.

The two companies supplied over 9,000 children with learning difficulties with the technologies required for them to access the internet from their homes.


O.M. Texthelp supports Shine.
Texthelp provide free Read&Write GOLD mobile devices to the British Dyslexia Association’s (B.D.A.) Children Will Shine Project (a project which offers after school workshops for dyslexic children in London and Manchester).


General News

B.D.A. Clam Award

David Williams signed up 92 new members at the Wiltshire D.A./B.D.A Dyslexia Conference in Chippenham in November 2010 and received the Clam (short for the B.D.A. exclamation mark) Award for signing up the most amount of members at one event.
**Dyslexia in the Workplace – An Introductory Guide, – Second Edition** by Diana Bartlett and Sylvia Moody with Katherine Kindersley

*Reviewed by Brother Matthew Sasse – Dyslexic Consultant and B.D.A. Helpliner*

Part A describes how Dyslexia and related Specific Learning Difficulties affect adult dyslexics in the workplace. It is particularly helpful for the insight it gives to employers, the succinct prologue is very reassuring for adults with dyslexia as it summarises the variety of difficulties they may frequently encounter at work. Later a significant paragraph highlights the positive side of dyslexia - ‘not only do they have innate talents, but they have often developed imaginative and creative ways of doing things in response to the challenges of their various difficulties.’ I have never seen it expressed better.

The author has understood the intimate workings of an adult dyslexic’s brain. The section -‘how to find a suitable assessor’ is an important addition.

Sylvia describes so vividly the realisation that it is a person’s dyslexia that can be responsible for their frustration. ‘It was as if that somebody had suddenly given me the key that unlocked all the closed doors of my life.’

The author really understands how a dyslexic adult thinks and feels. Part B aims to provide some of the answers to questions encountered in Part A, such as the difference between speaking assertively, aggressive speaking and unassertive speaking. Also the effects of stress and anxiety on performance can be severe; several techniques can alleviate these.

Employers need to show that they understand that dyslexia can cause stress.

Part C looks at the skills dyslexic students need in order to succeed at work. Unlike in college there is far less support which may result in stress. The section on interviews is particularly helpful as is the section about the decision to disclose your dyslexia which gives both points of view. Remembering instructions, meeting deadlines and prioritising work are highlighted. Change can often be destabilising.

A wide range of computer software can often be the solution.

Part D covers the disability discrimination act and how it can protect employees with a disability. John Mackenzie’s contribution to this section is invaluable. He has acted as legal adviser to the National Helpline for several years. ‘Dyslexia in the workplace’ is a detailed and comprehensive guide with 5 helpful Appendices. This guide is equally useful for employers, dyslexia professionals and dyslexic workers.
By Jean Hutchins –
Local Association Board Member

Helpliners.
In their renewal data for 2011 to 2012, the 60 Local Dyslexia Associations named 130 helpliners. Most have just one helpliner; however, one has 7 and another has 8 working on a rota. The majority are volunteers, but a very few are paid staff.

7 new helpliners attended the initial training day in Leicester in June.

Befrienders.
L.D.A.s named 40 Befrienders, the most in any one L.D.A. being 5.

‘Work with.’
We asked this to be sure that we knew which L.D.A.s work primarily with parents and teachers of school age dyslexic children (1 L.D.A.), or primarily with dyslexic adults (2 L.D.A.s).

However, the question elicited much more interesting information.

L.D.A.s also work with:
Businesses, Organisations, Local Authorities, Employers, Training Agencies, Professionals, Schools, Teachers, SENCos, Teaching Assistants, Parents, Guardians and Carers, and directly with children.

Services.
• 20 said Dyslexia Screening for children, adults or both. One mentioned Colour Filter Screening.
• Open meetings with speakers, Conferences, Group meetings, Drop-Ins.
• Workshops or tuition, (singly or in groups).
• Awareness training.

• Library resource, Resource Centre.
• I.T. support and training. See list of L.D.A.s with I.C.T. activities on B.D.A. tech web.
  http://bdatech.org/useful-links/#ldas

• Newsletter, Website.

• One L.D.A. has a Tinted Lens Fund.

L.D.A.s omitted a great many of their good works.
We know that some give bursaries for assessments and specialist teacher training. Most have lists of Educational Psychologists and Specialist teachers for assessments and tuition. Some keep a stock of useful books and equipment for sale at meetings.

B.D.A. covers:
England, Wales (only 1 L.D.A. now), Northern Ireland (no affiliated L.D.A.s now).

Do have a look at their webs and see details of the services they offer.
  http://www.bdadyslexia.org.uk/membership/directories/lda-directory.html

Our neighbours.
We have good relationships with neighbouring countries.

Dyslexia Scotland.
14 branches. Subscription £20.
  http://www.dyslexiascotland.org.uk

Dyslexia Association Ireland.
33 branches. Subscription €40.
  http://www.dyslexia.ie/

Manx D.A.
  http://manxdyslexia.org/

B.D.A. is a member of the European Dyslexia Association.
44 members in 30 countries.
  http://www.eda-info.eu/
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 fulfill their potential by building confidence through exceptional facilities and teaching.”
From this...
I am wondering about you are yo missing me & bec& because I am missing you and am & &
Jace

To this...
and with the time and thing I need. But sudden and end up in a five sk swimming pool arcade. Suddenly wake up with a sl so sent to the nearest

CAN HE TALK SENSE BUT NOT 'GET IT' ON PAPER

DYSLEXIA

MAPLE HAYES SCHOOL
ABNALLS LANE LICHI Feld STAFFS WS13 8BL T: 01543 26 4387
Principal: Dr. E N Brown, P,D MS, BA MINS MSCME AFBP, S CP-pytet
Headmaster: Dr. D J Brown, DPhil MEd (Psychology of SpLD) MA Oxon, PGCE
Corporate Member of the British Dyslexia Association
Approved under the 1996 Education Act as a
Specialist school by school specially for Dyslexia aged 3-17 years
Outstanding Ofsted report Excellent GCSE results

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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