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www.bdadylexia.org.uk

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Accessible formats of B.D.A. Contact are available on www.bdatech.org in the B.D.A. members page. password is bda1972.

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Front cover:
Arran Smith with the ‘Dyslexia on the Move’ van.

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B.D.A. website — www.bdadyslexia.org.uk
So far this year we have seen much progress in a number of areas that we are very pleased and excited about.

There has been much progress with the Children and Families Bill. It has moved to the Committee Stage and we alongside our partner groups with the Dyslexia SpLD Trust have been campaigning and lobbying to see better provision for dyslexic students of all ages.

We are optimistic about our efforts and are hopeful that they will have a positive impact on the proceedings of the Bill as it passes through Parliament.

Recently, an event was held at Westminster, hosted by Lord Addington and organised by the Dyslexia SpLD Trust to promote dyslexia awareness and improve the understanding amongst politicians. Sharon Hodgson MP gave an impassioned and thoroughly welcome speech on both her personal experiences as a mother and her commitment as an MP to help improve schooling for dyslexics.

Also speaking was Sarah Driver from the Driver Youth Trust. The Driver Youth Trust have recently published their report 'The fish in the tree: Why we are failing children with dyslexia'. This excellent report comes on the back of our Initial Teacher Training petition and calls for more teachers to given dyslexia awareness training so that they can better identify and teach dyslexic students.

We have been delighted to see the Dyslexia on the Move project grow and develop and will be visiting many more locations around the country throughout the year. It has already visited Cambridge where it had a very successful launch and has gone on to events in Manchester and Leicester.

We have held some very successful conferences that are well attended and give an opportunity to pass on advice, news, best practice and the latest in research including our recent Justice conference, which looked at how legal professionals can best support their dyslexic clients, and our Maths and Dyscalculia conference earlier in the year.

We also organised an event aimed specifically at parents and carers. This free-to-attend event was held in Central London with over 100 parents and carers taking the opportunity to get involved in workshops and speak with specialists in homework aids and software. This is the second such event that we have organised and is part of the larger Parent Champions initiative aimed at giving parents and carers better understanding of specific learning difficulties like dyslexia.

Looking a little further ahead we are starting the planning for the 9th International Conference to take place in March 2014. Held every three years, it is a massive undertaking and a fantastic event, bringing together some of the latest theses on dyslexia from around the world.

Dr Kate Saunders, Chief Executive.
**London Marathon 2013.**

Well done to our London Marathon runners Sophie Hines, Clare Gockel and Dominic Llewellyn-Jones, who all completed the London Marathon in April. Between them they managed to raise over £3000 for the B.D.A. to put back into its vital services and support groups.

Sophie clocked in with an extremely impressive 4 hours and 13 minutes and has exceeded her £1000 fundraising target. Clare got around in an equally quick 4 hours and 27 minutes and has raised over £1500. Dominic finished in 6 hours and 47 minutes and has managed to raise almost £1000.

A big congratulations goes to all our runners for all their hard work in their training and fundraising efforts. A full account of the day written by Dominic can be found on page 13.

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**B.D.A. 9th International Conference 2014.**

The British Dyslexia Association International Conference is a high profile conference with the key aim of linking academic researchers with practitioners. The conference will be held over 3 days from the 27th to 29th March 2014 at the G-live conference centre in Guildford.

The conference will cover all aspects of research related to dyslexia, including identification, theoretical views, intervention and support for children, students and adults.

We are delighted to be able to announce the following as keynote speakers:

- Professor Brian Byrne, University of New England, Armidale, Australia
- Dr. Kate Cain, Lancaster University
- Dr Julia Carroll (Conference Chair), Warwick University
- Professor Donald Compton, Vanderbilt University
- Professor Pol Ghesquiere, University of Leuven
- Professor Usha Goswami, Cambridge University
- Professor Michele Mazzocco, University of Minnesota
- Professor Linda Siegel, University of British Columbia
- Professor Joel Talcott, Aston University.

You can book a place now for the conference and take advantage of our early bird rates, which are available until 31st October 2013. Full information on cost and how to book can be found on the International Conference website, [www.bdainternationalconference.org](http://www.bdainternationalconference.org).

On the website you will also be able to find information on hotels and accommodation in the area and take advantage of the discounted room rates we have been able to secure for delegates.
B.D.A. Organisational Members Update.

B.D.A. Organisational Members now have two Trustees representing their interests on the B.D.A. Management Board. Rosie Wood has recently been joined by John Levell, an Exec Director within Ernst & Young's consulting business. He found out that he was dyslexic aged 42, when his eldest child was diagnosed so has a very personal understanding of the challenges facing dyslexics both in education and in their careers.

Within Ernst & Young, he runs a Dyslexia Network for the 14,000 staff and partners in the organisation and brings a wealth of expertise and understanding of the business sector.

John and Rosie have recently started working with B.D.A. staff to look at ways to improve how we serve our Organisational Members - to make sure that what B.D.A. offers is really relevant to our diverse membership in terms of both size and type of organisation.

If you like what you have already, don’t worry! We aim to keep current core membership benefits the same but to enhance these to allow our Organisational Members better access to information and resources that will let them support and make the most of their dyslexic people and cater for the needs of their dyslexic customers and other stakeholders. We also plan to offer additional optional benefits that meet specific needs in:

- **Education:** Primary, Secondary, Further and Higher Education.
- **Sp.L.D. Professional Organisations:** both regional and national, providing assessment, training and support.
- **Government and Armed Forces:** A vast array of public sector organisations not involved in Education.
- **Assistive Technology and Resources:** Those who provide dyslexic people and their professional supporters with resources for learning and processing information.
- **Membership Organisations:** Organisations like professional bodies and unions, reaching large numbers of the dyslexic population
- **Employers and Corporate:** Those whose primary relationship with B.D.A. is as an employer.

B.D.A. is a membership organisation which welcomes input from all its members. Please do let us know your thoughts on how we can make membership better for you and your organisation.

**O.M. Day 2013.**

**Save the Dates!** Friday 27 September or Friday 4 October. We plan to be at a central London venue and hope to welcome many OMs to this popular event. The theme this year will be:

“How to get the best dyslexia provision in education and in the workplace, at a time of general belt tightening.”

The day will aim to offer useful information and discussion for O.M.s representing both education and industry and business. For education we will focus on how to get home and school working together for pupils’ benefit; for industry and business we will focus on the transition from education to employment as well as continuing support for dyslexics at work. In both fields we would like to promote the strengths and talents of dyslexic people, their skills as entrepreneurs and how to promote networks which help dyslexic people towards successful independence.

O.M.s this is your day, and apart from a modest donation towards refreshments, it is free! It is your chance to network with like-minded colleagues and to hear updates on key issues. So please do get in touch if you have ideas about speakers, or what you would like included, or indeed anything else to contribute to the success of the day. We look forward to hearing from you.

John Levell: john.bda@dyslexicprofessional.com
Rosie Wood: rosiechequers@aol.com

O.M. Trustees
Research Round-up:  
Identifying Dyslexia in Multilingual Learners  
A chance to hear the latest research findings regarding dyslexia assessments for multilingual learners. Come and share your results, and discuss how we can work together to move this area forward in practice.  
Cost: £35.00  includes lunch (free for presenters).  
For a booking form and more information, visit www.eltwell.co.uk/research  

*SASC approved CPD*  
Assessing Multilingual Learners  
9.45 am - 5.00 pm  Monday, 10th June  Cardiff  
9.45 am - 5.00 pm  Saturday, 29th June  London  
This workshop offers an essential overview of the issues around assessing learners from diverse language backgrounds for SpLDs. Learn to differentiate between the language-learning difficulties students experience and their underlying cognitive differences, such as dyslexia.  
Cost: £165.00 (early bird: £150)  
includes lunch and a full set of assessment materials  
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A day in the life of Lucid Research.

Organisational member Lucid Research tells B.D.A. Contact what makes them get out of bed each morning.

Today, teachers can turn to a variety of tests to identify pupils with dyslexia. It is easy to forget that 20 years ago there were virtually none. Schools and parents were reliant on educational psychologists to assess pupils who were suspected of having dyslexia, and EPs were in short supply. Large numbers of dyslexic children remained unidentified and many of them left school unable to read or write, with no qualifications and limited employment prospects. The B.D.A. and other organisations worked hard to make the public aware that dyslexic children were being failed by the system, and as a result the importance of early identification of dyslexia was written into the government’s 1994 Code of Practice on SEN.

Lucid Research came into being at this time to meet the need for assessment tools that teachers could use easily themselves rather than having to rely on the dwindling availability of EPs. But rather than developing conventional tests requiring individual administration, Lucid opted for the tougher challenge of creating computer-based tests because they are easier for teachers to deliver, take less time, and are more accurate than conventional methods. As these tests were designed as games, children enjoy them and stay ‘on task’, making results more reliable.

Lucid had a long gestation – a 5 year university research programme into early identification of dyslexia that resulted in the creation of CoPS (Cognitive Profiling System), which was so revolutionary that it featured on BBC television national news. The success of CoPS, which was adopted by many schools, enabled investment into the development of similar assessment systems for older children, college and university students, and adults, created over subsequent years.

The rest – as they say – is history. Today, Lucid now has over a dozen products in its range and continues to be the leading developer of specialised computer-based diagnostic assessment systems for education, not only in the UK, but in the world. Lucid’s products have been translated into several other languages and are used in many countries. As the company approaches its 20th anniversary the ‘research’ in its title is still as relevant today as it was at the beginning. Research and development is mostly what we do every day. Good research is vital to ensure that new products actually do ‘what it says on the tin’. This involves collaborating with researchers in universities, carrying out lots of trials in schools and other educational institutions, and the publication of papers in international peer-reviewed journals so that the scientific evidence behind our programs is in the public domain.

Feedback from teachers is an essential ingredient in new developments and improving products. We strive to be aware of, and respond to, teachers’ professional needs, providing prompt support by telephone and email, and often incorporating their suggestions into products. A recent example of this was the creation of a new program for assessing students who require additional time and other access arrangements in exams. Many teachers were dissatisfied with the conventional tests being used for this and sought a more efficient way to assess pupils. Lucid responded by developing a suite of computer-based tests of reading, comprehension, spelling and writing called Lucid Exact, which has now been adopted by many secondary schools and colleges. The enormous benefits of an assessment system that can be administered to groups of students using a school network, saving precious teacher time and reducing costs, are much appreciated by busy, hard-pressed teachers. One elated SENCo emailed to us: “It probably saved us approximately 100 hours of marking and processing!”

In 2008 the B.D.A. asked us if we could provide an online test for dyslexia in adults that would be confidential to individuals and could be accessed via the Association’s website. In fact, we had already embarked on a research programme to develop such a test, but the B.D.A. also wanted to uncover...
the strengths, as well as the problems, of dyslexic individuals. This wasn’t something we had planned but we readily took the idea on board and were able to come up with a nice solution, which was ‘Spot Your Potential’, an online test that not only gives indication of dyslexia but also assesses each individual’s most useful personal strengths. The B.D.A.’s involvement resulted in a system that was probably better than we would have created by ourselves. Now, hundreds of adults take this test each year and it helps them to find ways in which they can overcome their dyslexia. (If you visit the B.D.A. website you will see the link ‘Dyslexia Test’ at the top of the home page.)

It takes at least 2–3 years to research, design, program, trial, validate, standardise and release a new assessment program. Many individuals contribute to that process. At any given time we usually have three or four on-going projects keeping our researchers and developers busy. Lucid’s overwhelming aim is to pioneer new approaches that provide practical solutions to real educational needs, and our latest product is a good example of this.

An increasing volume of published research has signalled the significance of working memory in the classroom. Children with poor working memory are vulnerable to problems in learning and teachers need ways to identify these children so that learning activities can be adapted to their needs and they do not fall behind. Teachers told us that available tests for working memory were unsuitable for their requirements, so we commissioned Dr Helen St. Clair-Thompson, a psychologist at the University of Hull who researches memory and education, to design a better test. After almost three years of research and development on this project we have just released Lucid Recall, which provides computerised assessment of the key aspects of working memory and processing speed in children aged 7-16. Taking less than half-an-hour, this gives teachers a standardised assessment tool that is quick and easy to use in any classroom, so that children with difficulties can be readily identified and supported.

We feel privileged because the work we do is both exciting and satisfying. Exciting because we create new things and we never know what the outcome of our research will be until the data comes in. Will it be a successful result this time or back to the drawing board? We never know. Satisfying because when teachers tell us how much they value and appreciate our products (as they frequently do) we know we must be getting something right. All that devotion to quality and scientific effectiveness pays off in the end. A recent analysis conservatively estimated that Lucid’s programs have been used to assess well over one million children since we began our work. What we do each day has the potential to change the course of many children’s lives for the better. That’s a pretty powerful reason to get out of bed each morning.

For further information visit www.lucid-research.com

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Shine Workshops.

By Katrina Cochrane, Head of Education and Policy.

Children will Shine was a concept developed by Margaret Malpas for delivery in the Manchester and London areas. The idea was so that the B.D.A. could address the need for specialist tuition at a reasonable rate in areas where there might be no support or it was very expensive. One specialist teacher would be able to work with a group of children and trained Teaching Assistants and parents would be able to meet each other with the aim of setting up their own local associations.

Arran Smith the B.D.A. Project Officer gamely took up the challenge and found suitable locations for the projects setting them up with resources such as Touch Type Read and Write Spell. Later, Southwark CWS and Peterborough CWS were added to the others the original Shine workshops and children started lessons in church halls, community centres and schools.

The cost of the lessons were kept at £15 per session with the children being able to have phonics, writing skills and touch typing lessons during the 90 minutes. Every child was tested using the Wide Range Achievement Test so that base line literacy levels could be ascertained.

When I took over the project in December 2012, the projects were well under way - Barnet for example has 22 children coming each week! Arran and I then put on our first webinar explaining the workshops to interested schools. The idea is that the concept could be licensed and schools could set up their own CWS under the auspices of the B.D.A.

Croydon LDA have indeed decided to start their own Shine Workshop up and have commenced on a Saturday morning this term. The B.D.A. have been involved with the recruitment of staff and as consultants but the LDA will be responsible financially for the workshops. We wish them all the best!

The B.D.A. would like to expand this model and hope that other LDA’s will be interested. A film has been produced of the Peterborough CWS and shows the children hard at work and more importantly enjoying their lessons! We have recently asked all the children about their feelings about themselves before and after starting lessons and almost all the children feel much happier and confident!

I would like to thank all the teachers and staff involved in the workshops for all their hard work. It has not been easy but as the project developed we were able to learn from our mistakes and adapt. All of us involved really believe in the concept and want it to work. We would like to encourage other LDA’s to take the plunge!

If you are interested please contact me on katrinac@bdadyslexia.org.uk and I can take you through the model and financial costings. We can then help with the recruitment process, hold your hand through the beginning stages and then provide a quality assurance visit - so we know you are working at the required standard.
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The Youth Intervention Project.

By Donna Stevenson.

The B.D.A. has recently completed a successful project which worked across a number of Children’s Services teams and schools within Liverpool and Manchester. Our aim was to support young people with dyslexia, who had drifted into offending behavior. Research carried out by the Youth Offending Service (Liverpool) showed that over 50% of young offenders had strong indicators of dyslexia. These findings inspired the B.D.A. to approach the SpLD Trust and bid for funding to further support these young people; assisting them to re-engage positively with education and also support their literacy skills.

The Youth Intervention Project was therefore created. It worked in partnership with the Youth Offending Service (YOS) and similar key agencies from the Social Inclusion cohort.

Stronger communication links with the YOS students’ schools was developed and training provided for staff in Dyslexia Friendly awareness. We aimed to enhance communication links between agencies, so that information about a young person’s dyslexia could be shared and therefore acted upon. We standardized dyslexia screening for the YOS teams and Liverpool and Manchester and shared good practice about dyslexia; a direct result of this project!

The Intervention project has highlighted to us that further action is needed to help these young people. Other Youth Offending Teams have now approached Liverpool YOS and the B.D.A. asking for information about dyslexia and training. This is a direct result of our project. The young offender population continues to have a disproportional high incidence of the dyslexia and the B.D.A. will therefore continue to work to support these vulnerable young people.

Dyslexia on the Move (DOTM).

By Arran Smith

The B.D.A. have been sponsored to lead an exciting new project called ‘Dyslexia on the Move’ (DOTM) by Qualcomm, world leaders in 3G communication, to disseminate information about dyslexia, best practice for schools and in the workplace, and useful technology for everyday use for students and adults. The B.D.A. do this via the means of a very bright, very red, van.

Margaret Malpas Our B.D.A. Joint-Chair, launched the event at the Leys School in Cambridge on Wednesday 13th February 2013 on a bitterly cold dark and snowy evening. This unfortunately restricted numbers, but even so we had folks visiting from 3 counties. The Mayor of Cambridge Cllr Sheila Stuart presented Dave Berry, Director of Engineering at Qualcomm Cambridge Limited Qualcomm a certificate of thanks from the B.D.A. for their sponsorship.

It was also the first outing for the B.D.A. Art Exhibition where items from dyslexic artists Mike Juggins and Jon Adams were showcased as well as pieces entered into the B.D.A. Art Competition in 2012.

We would like to thank Margaret Malpas for a very interesting and informative presentation about tips for study and exams, useful supporting equipment, and after-schools workshops, as well as Arran Smith who will drive the bus and travel around the country disseminating useful information about dyslexia.

For more information please call Arran on 01344-381-554 or Laura on 01344-381-553 or email arrans@bdadyslexia.org.uk and lauram@bdadyslexia.org.uk.

Where will the DOTM bus stop next?

May: Nasen Live at the Reebok Stadium, Bolton
June: The conference for teachers & health professionals at the Life Centre, Newcastle.
       SENCO’s conference and schools project in Swindon.
July: The University Art Exhibition, Bath.
London Marathon 2013 – A personal perspective.

By Dominic Llewellyn-Jones.

Having, perhaps foolishly, agreed to run my first ever marathon this year, I wasn’t sure what to expect on the day. Having previously attended the marathon, I was well aware of the size and volume of the crowd, their cheers and cries for the runners. But standing on the sidelines is nothing to being on the road, running past all those people, whose generosity of spirit and kindness was overwhelming and I cannot thank them enough for that.

The day is a long one, for me starting at 5:45 with a quick breakfast and getting out of the door far too early for a Sunday morning. With frost on the cars and a chill in the air, I was expecting a bright but cool day, what I hoped would be ideal conditions to run in.

The spirit and camaraderie hit me as soon as I got to the train station and was surrounded by runners and their supporters, all a little bleary eyed and half asleep but the excitement and tension was palpable. People were speaking in slightly hushed tones, water was being swigged from bottles and carbs were being furiously consumed, trying to get that extra bit of energy for the race.

You would catch the eye of a fellow runner, someone completely unknown to you and you would just nod and say good luck, as you knew nothing else was necessary. The start area was vast, sprawling and resembled a festival; massive queues for the toilets, groups wandering around chatting animatedly, voracious amounts of drink being consumed and every so often some music would break through and catch your ear. The race was preceded by a minutes silence for those that were killed or injured in the Boston Marathon bombings. It was impeccably observed.

The race begins at 10am, but not for everyone. It took me about 25 minutes to actually cross the start and begin running. Those 25 minutes only served to build the pressure and nerves even further and it was a relief to begin running.

All went well for the first few miles; the weather was fine, bright and not too hot. I got through the first few miles, picked up water and was making good progress and keeping up with my training pace. Perhaps this was my mistake, running in warmer conditions that I am used to, I should have slowed my pace, but adrenalin and naivety took over and I felt good. By 10 miles I had had to start walking every so often and by 15 miles I could only walk. Each time I ran it would take only a few yards for the pain to increase and the pace to slow so that walking became a relief. But I was determined to finish even though I had another 11 miles ahead of me I felt I could do it. By mile 20 I was struggling, my feet were screaming with pain, my muscles were tight and my energy was at rock bottom. But it wasn’t my resolve or the finish line inching closer that got me through, it was the people of all ages who stood along the course that got me home.

I can honestly say that if it wasn’t for all those people, handing out sweets and chocolates and fruits or simply their best wishes, the children smiling and holding out their hands for a high-five or the cheers and shouts of encouragement and belief I would not made it all the way to The Mall to collect my medal and finally stop moving.

Would I race again? Possibly. Was the day a fantastic experience? Absolutely. The London Marathon is a great day and a wonderful event, bringing together people from all over the country and around the world. I would never discourage anyone from taking part as it will be well worth it but you cannot underestimate how much work and effort you need to put in.
Welcome to the new dedicated public policy and campaigns section of Dyslexia Contact!

Over the past year the B.D.A. has been working hard to reshape its policy activity. We have both been recently promoted to policy and campaign related roles. Engaging with central government, as well as many other agencies and organisations, has always been central to our policy work and we hope to build upon this work and increase the B.D.A.’s influence and impact. Over the last few months we have been working intensely to provide a more integrated and consistent approach to our work.

Eorann’s work is focused on creating and publicising our campaigns and Chris’ work involves responding to consultations and producing briefing papers. We are both dyslexic and so have a real understanding of how current issues are having an impact.

We believe that influencing public policy is a key way in which we can deliver on our organisational goals, namely; campaign and lobby for long lasting and sustainable change for the benefit of dyslexic people, promote research and disseminate and share best practice regionally, nationally and internationally.

We believe that it’s incredibly important that our members are informed and involved with our policy and campaigns work. So through these pages we aim to provide you with an essential round-up of our activity. Although the impact of public policy reforms is not often immediate it can have a real impact on the lives of people affected by dyslexia. We are currently seeing this in our two busiest policy areas; Children and Families Bill and Apprenticeships, which you’ll find more information about below.

We hope you’ll enjoy reading our contribution to Dyslexia Contact.

Eorann and Chris.

Children and Families Bill.

This bill covers a wide range of areas including adoption, maternity and paternity pay as well as considerable changes to the law concerning children and Special Educational Needs (SEN).

The B.D.A. originally welcomed the renewed focus on SEN by the coalition government. The green paper, Support and Aspiration: A New Approach to Special Educational Needs and Disability, made some bold claims which could have substantially improved the lives of many children and their families. The considerable frustrations of parents and others are well known to us and we have consistently champion the needs for early identification, timely and appropriate support and teacher training. The Bill was a good opportunity to voice these ideas and we have responded to various calls for input and evidence throughout the draft process As this is such an important matter we have been in contact with a variety of charities to ensure a common approach, including the RNIB and National Autistic Society.

The Bill was first presented to Parliament in February and has just been through the Bill Committee. The Bill Committee is there to discuss and consider the bill in further depth. As part of the Dyslexia SpLD Trust (which is the collective body of all the dyslexic charities) we put amendments to the bill into this committee on our areas of concern:

- Accountability: We want schools to have a duty to provide for their SEN children. At the moment the bill asks schools for their ‘best endeavours.’ We do not believe this is strong enough.
- Services: Services will now be listed by a Local Offer. However at the moment the bill does not mention what should be provided. We are calling for there to be a minimum requirement of services in the offer and that Local Authorities must provide them not just display their availability.
• Initial Teacher Training: Teachers must be provided with the skills and resources to identify and support dyslexic children

• Graduated Response: School Action and School Action Plus are to be removed from the new SEN Code of Practice. We are calling for their replacement to still be a graduated response.

We will continue to monitor the progress of the Bill and work with our friends in the House of Lords to push for further changes. The Bill will be going through the Lords in the next few months so you can expect a great deal of focus on this in the next issue.

Apprenticeships.

Since the coalition government revamped the apprentice scheme, the B.D.A. has given its full support to a vocational alternative to further and higher education. Academia is not for everyone, but people do wish to engage in work related learning or train for a professional career and achieve formal qualifications. We are thrilled to see that the Government are committed to giving apprenticeships the recognition they deserve. For too long vocational courses have been seen as the poor cousin of university degrees - this could not be further from the truth.

Through our National Helpline, the B.D.A. was alerted to the many difficulties dyslexic apprentices face when undertaking Functional Skills Testing. Functional Skills refers to the literacy and numeracy elements apprentices are required to learn and pass an exam on. Some may argue that such skills are essential for life, particularly in work. However these tests present a significant barrier the career progression of apprentices. The difficulties can be broken into 3 main areas.

• Inappropriate access arrangements, as candidates are being provided with technology that, instead of reading the paper aloud, produces gobbledygook because the papers are not formatted properly. Unfortunately human support, in the form of scribes and readers, is not allowed during Functional Skills Testing and therefore there is no alternative to the assistive technology.

• Out of Context Questions while candidates are able to use literacy and numeracy functionally within their field the tests they are given have no relation to this. Therefore a hairdresser may be asked to work out how many bricks are necessary to build a 4 story house.

• Lack of awareness and training: Many of the apprenticeship training providers and examiners are unclear about what someone with dyslexia needs and how to adjust appropriately for them.

The B.D.A. has repeatedly raised this issue with the Depart for Business Innovation and Skills and the educational regulator OfQual. This has been a long and protracted battle with repeated denials by some areas of government that this issue exists at all. However the Fifth Report of Session 2012–13 of the Business, Innovation and Skills Committee highlights the worsening situation for disabled people; ‘access to apprenticeships for people declaring a learning difficulty and/or disability has fallen from 11.5 per cent in 2005/06 to 8.2 per cent in 2010/11’ (p.33).

Lord Addington is an avid supporter of this work and has regularly pleaded with ministers to acknowledge that the system is failing dyslexia apprentices. We recently helped Lord Addington formulate a question to be raised in the Lords’ to ensure the government listens to what we have to say. We approached various other Peers with offers of further information and on the day Lord Addington was supported by four other Lords and Ladies from across the political spectrum.

We are proud that our campaign has been listened to by Ofqual. They have now ordered the boards that create functional skills tests to send us their papers so we can test their compatibility with assistive technology.

Undoubtedly there is still a long way to go before we can be sure that such a worthwhile scheme is accessible to all. You can be assured that we, alongside everyone who has helped us this far – particularly the Abi James of the New Technology Committee, will continue to campaign on this and let you know of our progress.
Forthcoming Work and Consultations.

What we'll be working on in the near future:

**Initial teacher Training Campaign:** We are proud that the government has been listening to our campaign on the importance of Initial teacher Training. The government has now pledged money towards a project providing dyslexia initial teacher training to a proportion on Initial Teacher Training Providers. This will form part of the next stage of our campaign to get a mandatory minimum dyslexia module in Initial Teacher Training.

**Department for Education:**
- Consultation on proposed changes to the role of the local authority in early education and childcare
- Consultation on Teachers’ Standards (Early Years)
- Government proposals to reform vocational qualifications for 16-19 year olds
- Consultation on the criteria for Early Years Educator qualifications (Level 3)
- Reform of the National Curriculum in England
- Secondary School Accountability Consultation

**Government Equalities Office:**
- Government Review of the Equality Duty

**Ministry of Justice:**
- Transforming Youth custody- Putting education at the heart of detention

**Business, innovations and Skills:**
- Future of apprenticeships in England

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**Are you, or do you know, dyslexic apprentices?**

We are keen to hear from any apprentices who are having difficulty with any aspect of their training, related to dyslexia. Ideally we would like to develop case studies to help us lobby for change.

If you’re interested then please contact us on the details below.

Eorann Lean, Fundraising, Campaigns and PR Officer  
[eorannl@bdadyslexia.org.uk](mailto:eorannl@bdadyslexia.org.uk)

Chris Rossiter, Policy Officer  
[chrisr@bdadyslexia.org.uk](mailto:chrisr@bdadyslexia.org.uk)
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The course will

- help you develop a practical understanding of how dyslexia and other specific learning difficulties affect music learning;
- give you a range of techniques and tools to improve learning for this group of children;
- demonstrate the benefits of this style of teaching for non SEN students.

The course is for all music teachers, whether working privately or peripatetically, teaching 1-1, in groups, or in the classroom.

No previous knowledge of SEN is required.

To receive further information, please send an email headed:

“Practical Solutions for Music Learning and Dyslexia” giving your name, email address and telephone number to:

**training@bdadyslexia.org.uk**
Access to Work.

By John Beasley, Department for Work and Pensions.

Access to Work (AtW) is a government funded program that supports people with disabilities and long term health conditions. AtW gives practical support and help to meet additional costs associated with work related obstacles. The main elements of support are:

- Special aids and equipment: required in the workplace as a direct result of your condition
- Travel to work: where a person cannot use a standard method of transport such as public transport or their own car as a result of their health condition
- Travel in work: where a person cannot use a standard method of transport such as public transport or their own car as a result of their health condition
- Support Worker: Providing human support to allow the person to access their work environment or a job coach to assist with their duties
- Mental Health Support Service – An assessment of needs and a personalised six month support plan with detailed steps designed to keep a person in, or help them to return to work

Access to Work Grants.

AtW provides grants towards the total cost of approved support whether you are employed or self-employed and regardless of the length of your employment.

AtW may consider grants of up to 100% for:

- Unemployed people starting a job
- All self-employed people
- People who have been working for less than six weeks when they first apply
- Applications for Support workers
- Travel to work and Travel in work claims
- Mental Health Support Service

Can We Help?

The support we offer is based on your requirements, it is put together after an AtW advisor has consulted with you about your condition.

If necessary the advisor can offer a workplace assessment from one of our professional contracted assessors. The assessment is part of our process and the costs will be met by AtW. This will allow the advisor to make a grant offer based upon all the available information regarding your condition.

The grants can cover long term and short term requirements. Your AtW advisor will support you through the process and ensure you have all the information you need to complete the process.

In the first instance, ring 0208-426-3110 to make an application, or email to atwosu.london@jobcentreplus.gsi.gov.uk. Once this has been received you will be allocated an advisor who will manage your application and support you throughout our process.

Employer Support.

Employers are required to share the cost of items within the special aids and equipment if the employee has been in work for more than 6 weeks the amount is determined by the number of employees in the company:

- 0–49 No cost share
- 50–249 Employees: £500 plus 20% of costs above £500
- Over 250 Employees: £1000 plus 20% of costs above £1000
Exhibition Roundup.

By Arran Smith, Membership and Projects Officer.

We are currently very busy at the British Dyslexia Association (B.D.A.).

We started our exhibition journey at the end January at the BETT Show which was in its new venue at the Excel in London. In September 2012 the organisers of the BETT show declined to offer a stand to the B.D.A. as usual. This news was greeted by a number of our organisational members offering their support by housing the B.D.A. on a section of their own stands, this was very quietly organised by Jean Hutchins.

Over the four days B.D.A. shared stands with Microlink, Texthelp, Iansyst, and Claro Software. Alan Turner, a volunteer from Leicester, and I manned the stands with help from Eorann Lean, B.D.A.’s Fundraising, Campaigns & PR Officer and Chris Hossack one of the B.D.A. Trustees and ex Chair of Leicester DA. We had an eventful time disseminating information about dyslexia and I would personally like to take this opportunity to thank the Organisational Members for their support, as well as Alan and Chris for giving up their time to volunteer on B.D.A. stand.

March was also a busy month. As we didn’t think we were going to Bett Show we accepted a new opportunity to exhibit at a show called Education Innovation, this was a smaller show in Manchester on education technology. The B.D.A. was offered a stand which Dominic Llewellyn Jones, Communications Officer and I manned. Dr Kate Saunders, B.D.A. CEO gave a presentation about dyslexia friendly education and I presented a talk about ICT. All three areas received positive feedback and we were fortunate to have the support of members of Salford Dyslexia Association coming along to share their knowledge and support on our stand. The organisers of this event were very accommodating when we spoke to them about the Dyslexia on the Move project and were very happy to house the van on the forecourt outside Manchester Central displaying the B.D.A. logo and advertising the word dyslexia.

Straight after Education Innovation, Chris, Alan & I went to set up the Education Show in Birmingham with the support of Lesley Hill and Cara Cramp from North Warwickshire and Coventry Dyslexia Associations as well as Mohammed, Raymond and William Ford from Birmingham Adult Dyslexia Group. We had a very successful three days. I would again like to thank volunteers for their assistance and for sharing their local knowledge. As well as talking to a number of people I also presented my dyslexia and ICT presentation to around 50 people.

Going to exhibitions fulfils part of the B.D.A.’s aim of sharing best practice and disseminating information. Without the support of Local Dyslexia Associations and Organisational Members, this would not be possible therefore on behalf of the B.D.A., I would like to thank them for their support over the last few months and look forward to working with them again in the coming months.

The next exhibition that the B.D.A. will attend will be Nasen Live on 22nd 23rd of May with Dyslexia on the Move. We will also be at Special Needs London in Islington on the 11th & 12 October 2013.
Do you work with students in HE and feel you’re on your own?

Join ADSHE where you’ll find a supportive professional network, a chance to air your concerns and opportunities for CPD, including accredited training.

If you are working with students in Higher Education please get in touch with us – through our website or by emailing adsheuk@gmail.com

ADSHE was formed 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 and other training events.

Dates for your diary in 2013:
Summer Conference in May and Professional Development Day in September
Treading the boards.

Star of a new London show talks about acting, dyslexia and coincidences.

There is a new show in town, it’s not particularly long but it covers a lot. It’s called A complete history of London and it does it all in a little over an hour. Starting 60 million years ago and moving all the way up to modern, it’s a witty take on London life. But there was also a strange coincidence amongst the small cast, half of them were dyslexic.

We spoke with Dewi Evans to talk about the show, working with dyslexics and what the future holds.

B.D.A.: What is ‘A complete history of London’ about?

Dewi Evans: The ‘Complete History of London’ is the history of the city of London told in an hour by three actors who play a variety of roles including Julius Caesar, Elizabeth I, and William Shakespeare. It’s a comic look at the city’s history so there are moments like when we talk about Henry VIII and his 6 wives where we claim that the Pope emailed Henry. It’s a really funny show and even after rehearsing it for quite a while I am still laughing at some of the scenes.

We have had some fantastic feedback and a lot of my friends can’t wait to see it when we perform at the Guildhall. Even my family are excited and are coming from Wales to see me perform for the first time in 5 years! My favourite scene in the show is between Barry and George who are two of the Kings Guards. They are both really blokey which is great because I don’t normally get to play blokey characters. Barry is a bit useless and just keeps frustrating my character George.

B.D.A.: How did you get involved in the project?

DE: I applied for the job before Christmas and then there was a few months before I heard anything else. I assumed that I hadn’t got the job but then I got an email from the Director and then got asked to audition for the show. The Director then asked me to take part in the show after the audition and I said yes.

B.D.A.: Did you know in advance that your fellow cast members were dyslexic?

DE: None of us knew that our other cast members where dyslexic. We actually have a really high proportion of dyslexics in the cast as almost 2/3s are dyslexic. We joke that being dyslexic is now a pre-requisite and even the members of the cast that aren’t joke that they really want to be! It all came out over learning lines and suddenly we realised how many dyslexics there were in the cast. It’s really helped us bond together as we are able to support one another and feel each other’s pain when things go wrong or we forget something.

B.D.A.: Do you feel that your dyslexia has helped your acting career?

DE: I think that dyslexia has helped my acting career as it enables me to think in a different way to the rest of the population. I find that I think in pictures so imagining how a scene will look is relatively easy. While learning lines can sometimes be a struggle it doesn’t outweigh the advantages.

B.D.A.: What other projects are you working on?

DE: I’m currently the Head of Theatre for White Desert Productions who are the resident theatre company of the London Welsh Centre. Our current show “Tea With Mamgu” is a show that I wrote last year after having my play “Darkest Hours” short listed for a new writing prize in 2010. While my dyslexia sometimes frustrates me when I can’t think of how to spell the word that I want to use, it also means that I am more creative and can think of things from a different point of view that really helps make my writing unique. Later this year I will also be directing The Taming of The Shrew for White Desert and Hansel and Gretel for a company in Liverpool.

B.D.A.: What are your ambitions for the future?

DE: My ambitions for the future are to keep performing and writing. I’m thinking about possibly doing my PhD as I have a Masters degree and really enjoyed the academic side of the course even though it was practice based. If I hadn’t done the course I wouldn’t have had the fantastic support of the
team at The Central School of Speech and Drama who do some fantastic work with their dyslexic students. When I was there they were researching into Mindfulness and Dyslexia two things that I feel very passionately about and the research really helped me overcome some of the more stressful aspects of Dyslexia whilst accepting that it’s ok to find things difficult that other people take for granted.

B.D.A.: What advice would you give aspiring young actors?
DE: Don’t let being Dyslexic hold you back. And don’t become a victim of it either. Yes we have to work harder but there is always a bonus and that is that we are more creative and find some things easier than ‘normal’ people. People always ask me if I wish I was normal and I respond “I am normal! I just happen to be Dyslexic”. If you only ever read one book on being a Dyslexic and Dyslexia then I’d suggest getting Ron Davies’ “The Gift of Dyslexia” it really helped me understand the many advantages of being Dyslexic. I’d also go to University before Drama School, university life offers you so much more drama schools where you are in lessons and rehearsals from 9-5 everyday and sometimes weekends. Both have their place but a good drama course at a good university will enable you to meet people from different walks of life who are on different courses and who will have different opinions than you too. You will be able to explore who you are as well as learning about Acting and Drama in a more relaxed way and gain valuable life experience before getting down to the hard task of training and becoming a professional Actor at a Drama School.

British Dyslexia Association

Annual Awards

The B.D.A. invites nominations for the following awards:

- Member Nominated Local Dyslexia Association 2013
- Outstanding Contribution as an Organisational Member 2013
- British Dyslexia Association’s Volunteer Award
- Lifetime Contribution to the Field of Dyslexia:
  i) Volunteer Award ii) Academic Award
- Parental/Student Commendation for services to dyslexic individuals:
  i) Teacher 2013 ii) Teaching assistant 2013 iii) School 2013
- Student Commendation for services to Dyslexic Individuals:
  i) College 2013 ii) University Department 2013

B.D.A. Nominations for Dyslexic Individuals

- Entrepreneurs’ award
- Outstanding Achievement Award Age Categories for both:
  i) Primary School ii) Secondary School iii) Adult

To Nominate someone for an award please send:
- Category of nomination and nominee’s age if applicable,
- Piece supporting your nomination (max of 250 words),
- Contact details for your nominee,
- Contact details for yourself.

To: Awards Nominations B.D.A., Unit 8, Bracknell Beeches, Old Bracknell Lane, Bracknell, RG12 7BW
Email: media@bdadyslexia.org.uk phone: 01344-381565

A panel of Judges will select the winner and runners up for each category Please see www.bdadyslexia.org.uk for further details
SuperReading doubles reading effectiveness in 10 weeks. It involves a practical approach to better metacognitive reading strategies and, crucially, an ‘eye-hop’ exercise designed to improve the rapid absorption of visual meaning from text. It is not intended to teach beginner readers how to read, but to coach excellence in reading. Since 2008, we have been using it to dramatic effect with dyslexic students. We now have the results of the 10 week intervention for 91 dyslexic students and can compare their reading progress with a sample of 283 non-dyslexic adults.

We use a measure of Reading Effectiveness (RE = speed x comprehension) to gauge progress, and have standardised the scores with 283 non-dyslexic adults so that we can make direct comparisons. Overall, the mean RE standardised scores of the dyslexic students improve from 91 to 117 (from within the lowest 27% to within the highest 13%). This constitutes a rise of 26 standardised points (1.7 standard deviations). The statistical significance is extraordinary (p<1 in 10,000 million). We can look in more detail at the distribution of individual student scores.
• 16% are above SS145 (standard distribution [SD] would predict 0.1%), previously 0%
• 27% are above SS130 (SD would predict 2.3%), previously 2.2%
• 46% are above SS115 (SD would predict 16%), previously 8%
• 73% are above SS100 (SD would predict 50%), previously 30%
• 27% are below SS100 (SD would predict 50%), previously 70%
• 9% are below SS85 (SD would predict 16%), previously 36%
• 0% are below SS70 (SD would predict 2.3%), previously 9%

Overall, the mean speed of reading doubles, while the mean comprehension goes up by 13% to match that of non-dyslexic readers.

When a group of non-dyslexic volunteers undertook the reading tests over the same time period in very similar conditions as the dyslexic students (but without participating in a SuperReading course) none of the mean reading speeds, comprehension, or RE scores improved. This result supports the view that practicing the tests cannot explain any of the improved scores.

Student Finance England has recognised the dramatic impact for dyslexic students and is happy to pay for SuperReading courses through the DSA in addition to any other 1:1 support.

Some dyslexia coordinators at universities have been proactive in organising courses for their students. We have run courses at St Helen's College and St Aquinas 6FC as well as Leeds Met, Essex, Cambridge, London South Bank and Kent Universities. We are planning courses in the universities of Christchurch Canterbury, Humberside, Imperial, Liverpool, LSE, Plymouth and Royal Holloway. We are happy to run courses wherever we have a group of students needing a course.

We are currently exploring SuperReading for the workplace and schools.

If you are interested in more information, organising a SuperReading course, or becoming a SuperReading coach, please contact
Dr Ross Cooper: r.cooper@lsbu.ac.uk or superreading@hotmail.co.uk Mob: 079-5522-9800
Or Ron Cole ron.cole@alchemy.name Mob: 07738-666511

Note from Ron Cole:
I developed SuperReading in 1995 while living in San Jose, California (Silicon Valley). This development was in response to requests from engineers, software developers, managers and other business professionals to be able to absorb detailed technical information at higher speeds. Traditional “speed reading” techniques could not provide the accuracy and comprehension levels they required.

Part of what I developed were exercises I came to call “Eye-Hop”. These allow the brain to absorb groups of words per “fixation”, instead of only one word. It solved the problem encountered when we try to read faster than we can pronounce the words in our head. We collect the meaning without having to pronounce all the words.

After a while I had people coming into my classes saying they were dyslexic. The first of these was at Hewlett-Packard, where SuperReading was taught weekly for years before I moved to the UK. I knew very little about dyslexia then (1996), and simply offered them the same guarantee to at least double their abilities or get a refund.

These dyslexic readers sometimes became the best readers in their group. I approached the American Dyslexic Association but they showed no interest at all. They made money by testing people, and apparently saw SuperReading as a threat to their cash flow. It was not until I came to the UK and met Dr. Cooper at LSBU that the course was investigated and taken seriously. Now after 3 years of testing, it is obvious that the results achieved were not flukes or misdiagnosed readers. SuperReading gets measurable, predictable results when dyslexic readers put the time and energy into mastering the skills. On average, 30 minutes per day of practicing the exercises will do it. More is fine, but we ask for 30 minutes.

Our aim is to make SuperReading available to as many dyslexic readers as possible. This year we are starting our foray into the secondary schools. The sooner we can help people, the sooner they can overcome their dyslexia when it comes to reading. We also include a SuperMemory component which the majority of them find extremely useful as well.

Sara Agahi and Rod Nicolson.

You may remember from last year’s Contact that I wrote a short piece explaining about our planned initiative that we call ‘Positive Dyslexia’ which is aimed at developing a method to help and assist individuals to gain a greater awareness and learn more about their strengths, with the idea that they will then be able to select – and thrive in – a career that suits them. I am pleased to say that a summary of the Positive Dyslexia approach will be appearing shortly in the B.D.A. Handbook.

In October we introduced the proposed new approach at the Parents’ conference of the International Dyslexia Association in Baltimore where we were privileged to collaborate with Tom West, Author of In the Mind’s Eye and Brock and Fernette Eide, author of the Dyslexia Advantage. Brock and Fernette have made Rod’s talk available at http://www.slideshare.net/drseide/positive-dyslexia-professor-rod-nicolson.

The aim of my part of Positive Dyslexia is to investigate how individuals with Dyslexia identify professions that are well suited to their individual profile of strengths. This will help them to develop the means to make strong contributions to their chosen professions. This should lead to significant benefits for them, their organizations, and society in general.

Since our last article, following suggestions for a range of sources, we have developed a comprehensive Work Design Questionnaire. This covers several approaches to studying strengths, which are essential for someone with Dyslexia. Excitingly, we are now piloting it at the University of Sheffield.

We are once again putting out a call for participants for the next stage of this research and are looking specifically for adults with Dyslexia who are currently employed. Anyone who is interested please contact me at the University of Sheffield (see below).

We will make sure we continue to keep the Dyslexic community up-to-date on the progress of this exciting research, which we are certain will make a positive contribution to the field of Dyslexia.

Research Team:

Sara Agahi
Email: s.agahi@sheffield.ac.uk
Tel: 07976-508934

Management School Doctoral Centre:
Room B5
University of Sheffield
Northumberland Road
Sheffield
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 workplace, reports of personal research such as M.A.s or Ph.Ds, 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/C.D. 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
13. Dyslexia Practitioner Editorial Team:
14. Dr. Kate Saunders, Dr. Rebecca Larkin, Julia Carrol, Professor Ian Smythe and Professor Angela Fawcett
The Dyslexia-SpLD Trust launches ‘Top Tip’ Films and ‘Understanding Dyslexia’ Booklet.

As part of its Empowering Parents and Carers initiative, the Dyslexia-SpLD Trust is launching two new ‘Parent Champion’ resources. These have been developed in response to a survey of over 500 parents and carers. The survey was commissioned to enable the British Dyslexia Association, Dyslexia Action, Helen Arkell Dyslexia Centre and Springboard for Children (working together as The Dyslexia-SpLD Trust) to provide relevant and practical support through the Parent Champion website www.parentchampions.org.uk.

Short Films with Top Tips on Reading, Handwriting, Spelling, Organisation and Memory.

Julianne Miller, specialist teacher and mum gives you her ‘Top Tips’ on supporting your child with reading, handwriting, spelling, organisation and memory. These short films contain practical tips aimed at helping children aged 5 to 11 years.


This booklet was written by parents and children - for parents and children. It has been written by Parent Champion Emma Seymour and her 8-year-old son. It is for mums, dads and carers to share with their children.

Understanding Dyslexia will be sent free to all parents and carers who want to join our national team of Parent Champions.

You can also download it using the link below.

Parent Champions.

Parent Champions is an initiative set up by the Dyslexia-SpLD Trust to support parents and carers of children with dyslexia and other specific learning difficulties.

The Parent Champions website is packed with lots of practical resources and a wide range of expert advice. Parent Champions is about giving parents and carers ready, relevant information and a voice amongst specialist organisations and policy makers.

You can join our national team of Parent Champions at www.parentchampions.org.uk.

We are also on Facebook and Twitter where you can share ideas, get support, be in touch with Parent Champions from across the UK – and air your views on any issue that is important to you.

For more information you can go the Parent Champions website or email social@parentchampions.org.uk or you can call on 020-7921-4530.
Exhibitions enticing us to think more about Apps!

By E.A. Draffan.

Apps are the small programs that can be downloaded onto the many tablets now available running the Android, Apple (iOS) or Window systems. They can be free, a few pounds or more depending on their complexity. They tend to work independently not allowing you to multitask, as with software on desktop and laptop computers. They do however, link up with other apps so that you can take a picture or scan some text and send it to your email account or Dropbox1 for use later.

This year’s Bett, ATIA and CSUN exhibitions all showcased apps from developers designing products to support those with dyslexia. Kurzweil has Firefly2 iPad app that will allow you to read documents that have been saved to a Kurzweil secure online space with word or line box type highlighting and text to speech. Claro Software has ClaroSpeak3 for iPad and iPhone that offers text to speech with coloured highlighting for any document you import whether it is a Word, PDF or text file and you can type or copy and paste text into the app for reading aloud which can help with proofreading.

TextHelp has just launched their iReadWrite4 app for iPad offering many of the functions available in their desktop toolbar such as spelling and homophone checking, word prediction, a dictionary, choice of colour highlighting and voices for text to speech. It allows text to be exported to other apps and email as well as copying and pasting text and importing items for reading.

At ATIA Rick Weinberg asked the question ‘Do students with learning differences really need an iPad?’ He felt it very much depended on the student but then went on to provide a list of useful apps in his slides that are available online7. He mentioned Google app for search and spell checking with speech recognition Bubbl.us as a mindmapping alternative and Popplet mind mapping for recording ideas on the iPad.

Bookshare8 was mentioned along with Librivox9 for accessible ebooks and texts. Overdrive10 is a useful application to access e-books as it will take in most formats on Windows and Apple computers and portable devices and is available for Kindle Fire, Kindle Fire HD & other Android devices in the Amazon Appstore for Android11.

Another session included discussions around Skitch12, a useful way of sharing and annotating images and saving the alongside other notes in Evernote; Pocket13 which allows you to save useful items from the web for reading later even when

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1. https://www.dropbox.com/home
7. https://www.sites.google.com/site/atiapresentation/
you do not have an internet connection and Astrid Tasks\footnote{http://astrid.com/} which is really a list maker but it offers you the chance to prioritise things and delegate tasks!

But the final debate perhaps should be around whether the devices that run all these apps will be available in schools and colleges or will students have to bring their own devices? Bring Your Own Device (BYOD) was a topic discussed by Christine Swaim, who made her PowerPoint slides available online\footnote{http://s3.goeshow.com/atia/orlando/2013/client_uploads/handouts/BYOT%20and%20AT%20%20ATIA%202013%20F.pptx}. She asks everyone to “keep in mind that the latest and greatest are really “cool tools”, however, you still need to consider:

1. What does the “cool tool” provide that we are not already providing?
2. Is the “cool tool” being used for instructional strategies or for compensation?
3. Can the student get the same results using Assistive Technology tools that are already in place or that can be provided?”

\paragraph{ATIA 2013 Conference on Assistive Technologies.} By Neil Cottrell.

\textbf{The impact of B.Y.O.T. (Bring Your Own Tech) on assistive technology in schools.}

\textbf{Presenter: Chris Swaim, Assistive Technology Facilitator, Forsyth County School System, Georgia USA.}

B.Y.O.T. has been implemented across all 36 schools in Forsyth County in Georgia, USA. This means that students are encouraged to bring in their own Laptops, phones, tablets, e-books and even portable games consoles! Tech is provided for those students who don’t have their own. The rules are simple – only use your tech for educational purposes, and put it down when you’re asked to. This method is shifting the role of the teacher even further from the “source of all knowledge” to a “facilitator of the learning process”, and is having great success in their county. Chris also discussed the impact of B.Y.O.T. on the use of assistive technology:

- Students needing assistive technology no longer stand out as much, and feel more confident to use their tech around others.
- All students are encouraged to invent and share learning strategies using their tech. This means that students are showing off their assistive technology to their peers, who sometimes end up using it too, if it fits with their learning style.
- There is sometimes a mismatch between the assistive technology that has been agreed upon and supplied to the student, and the technology that they want to use. Often the assistive technology has been chosen because it helps the student tackle specific issues, whereas the B.Y.O.T. devices are preferred because they’re the latest trend. This can cause friction, and there were different views in the room about who should have the final say – the disability professional? The parents? The student?

All students, including those with disabilities, were empowered to demonstrate their technology and strategies to the teacher. Some teachers found this daunting and some were fascinated to see their students so engaged.

\textbf{References:}

Handout for Chris’ presentation: \url{http://s3.goeshow.com/atia/orlando/2013/client_uploads/handouts/BYOT%20and%20AT%20%20ATIA%202013%20F.pptx}

Handouts for most sessions: \url{http://s3.goeshow.com/atia/orlando/2013/handouts.cfm}
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The Flying Starter Series
published by Oxford Birbeck.

This is a new series of 12 stories, which are high interest low reading ability narratives for beginner readers, dyslexics and all children with reading difficulties. The books use simple sentence construction and are a combination of traditional and original texts.

The stories gain in complexity from books numbered 1 – 12, the size of the text decreases with the intricacy of the narrative and the detail in the illustration increases with the ability of the reader. The books are quite short to encourage students to feel a sense of achievement after completing a book, however unfortunately the covers although durable, are very reflective with the ability to cause visual distortion, the text is written on white paper, and the font used has a stylised ‘a’. Both authors both have Hornsby Diplomas in dyslexia and this is a follow up to their successful secondary school system Alpha to Omega Fiction.

‘The Lion and the Mouse’ number 3 in the series is a traditional morality tale. The general writing and look of the book is rather naïve, the introduction of the concept of everyone needing assistance is fulfilled by the self-realisation toward the end of the book, that this is a correct assumption.

‘Mr and Mrs Snow in Love’ number 5 in the series seems to have been written for the more sensitive reader. It is a book full of impressions that younger readers can relate to. Snow, picturesque looks, the donning of outer clothing as well as the long wait for the bus, and the resultant cold and chilly feelings caused by that wait. The use of repetition at the centre of the book lengthens the feeling of an elapse of time and with the loss of colour in the illustrations a feeling of cold isolation from the rest of the world is produced. There is also a feeling of closeness between the grand-parent like Snows. The twist in the book is mellow and sweet, but not sad.

‘Orange and Lemon’ no 6 in the series and my personal favourite is an original book written and illustrated by Diana Birbeck. It is a fast paced linear story about two fish in a pond in a garden in London. The slightly gruesome tale reflects true life in a Darwinian natural world, but encourages the reader to finish the book just to find out what happens to the characters in the fiction. The story allows readers to empathise with any of the characters in the account whether they are shy, inquisitive or always hungry and growing, and the gothic ending will, I imagine inspire the reader to pick up the next book in the series. It is most definitely not for the sensitive reader and my personal opinion is that most robust boys will love it.

‘Puss in Boots’ number 11 in the series. This is not quite the tale that I remember. The narrative however contains some rather dark clichés. The Ogre is big, ugly and angry so it is quite alright to ‘steal his home. The cat is clever so it’s alright for him to trick and maim, and the boy is handsome so he can become rich and marry a princess. Not my favourite tale, but I suppose that many early traditional children’s tales contained uncomfortable happenings.

In conclusion the series certainly contains some interesting stories written in accessible language that encourage discussion, and if you liked the earlier Alpha to Omega Fiction series, then you will most probably like this.
Our association was formed by a group of parents and teachers in 1972 and in 2012 we celebrated 40 years of service, we serve Cheshire and North Wales. Over the years we have had many long standing members but are currently in a state of change where one of our aims has been to attract new members. Another priority has been to provide cost effective assessments for children and adults and to contribute to the Review for SEN provision in our area and one of our members has tirelessly dedicated herself to this. There is high demand on our unmanned helpline particularly for adult support, therefore an internet-based forum has recently been set up to provide a quicker response time and to allow like-minded adults to share their experiences and encourage each other (http://cheshire-dyslexia.healthunlocked.com)

The idea of an Open Day emerged from a need to serve a wider audience and as an opportunity to share good practice and we set the date for Monday 11th March 2013. Previous Open Days had been well attended and we are lucky to have access to a fantastic venue, due to a Member working at South Cheshire College who had a wonderful ability to motivate the college students so that we didn’t have to worry about refreshments or directing people around the college.

Networking this year proved helpful as we were able to source contacts from B.D.A. meetings as well as speakers from Educational Conferences. As we had previously identified supporting adults as a priority we decided to have two talks aimed at college/workplace and one for the primary age range. We were privileged that both external speakers considered that talking at our event fitted in with their ethos and no charges were made. The subject of their talks revolved around how to provide ICT support for the students to encourage independence and so confidence. One talk explained how Audio Notetaker recording software (http://www.sonocent.com/) allows students to edit and navigate audio like a text document so students can enhance their work with images, slides, PDFs, notes and links. Not only can it record ‘live’ lectures but record slideshows from the internet as it can take snapshots of the slides with the associated audio next to them (Figure 1).

The other ‘adult’ focussed talk was given on behalf of the B.D.A. New Technology Committee (bdatech.org.uk) and illustrated that devices that read aloud text (text-to-speech) are one of the most powerful tools to help overcome the barriers of Dyslexia. In this way reading skills can be developed and proof-reading made easier. Both free and commercial solutions were discussed (Figure 2).

In tandem with these ‘adult’ talks I provided one for the primary age. As a specialist Dyslexia tutor I often have parents show me a
‘spelling list’ sent home from school that seems to have no ‘rhyme or reason’! Therefore I sought to make sense of spelling and to relieve the pressure of trying to learn ‘lists’ of words which are quickly forgotten - by making connections between different types of words and gaining an overview of the whole process as well as citing useful software examples (Figure 3). I also provided some tips to encourage best practice for Primary Schools. Copies of some of the talks are provided on our website under the ‘Events’ tab.

Of course an Open Day wouldn’t have been complete without a range of suppliers of services and resources and our Chair ensured we had a wide variety. We had representatives from Barrington Stoke, SEN Marketing and Northwich IDL who brought displays of their books, resources and tutorial programmes.

The day itself was successful with about 100 people attending including many families, despite very wintry conditions and the threat of heavy snow. We also were approached by two people that wished to volunteer which was an added bonus! There was high demand for the talks and we used sign up sheets for these. We charged a very small entrance fee but as a thank you to the College some teaching staff members attended as part of their CPD programme free of charge. The event took a lot of planning and e-mails were flying between Committee members for many weeks. Advice to others attempting an Open Evening would be to separate the tasks between members (for instance Speakers, Exhibitors, Venue arrangements) but to have a face-to-face meeting a week beforehand to make sure everything is coordinated. To encourage feedback have forms not only available in a central area but put them out on desks in the lecture theatres as Speakers often want specific feedback on how well they had targeted their audience.

As is usually the case this event wouldn’t have been as successful without the drafting in of family members and friends and we would like to take this opportunity to thank them once again! Lastly we hope you are encouraged by this article and will put an Open Evening on your own agenda!

**Figure 3:** Children with Dyslexia may have difficulty discriminating sounds they hear when spelling, Sonic Phonics allows them to also have a visual and kinaesthetic clue [http://www.talkingproducts.com/phonics-software.html](http://www.talkingproducts.com/phonics-software.html)

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**Membership.**

**Attention all B.D.A. Individual and Organisational Members!!!!!**

As you are aware Contact Magazine is one of your benefits but are you aware that you can receive discounts on training courses and conferences as well. More information can be found on our website and on our conference flyers.

Members also receive discount on the Journal *Dyslexia*. This is a publication by Wiley’s which provides reviews and reports of research, assessment and intervention practice. Its central aim is to bring together information from researchers for practitioners. This only costs £55 for four editions which will be received during the year.

To save time, and to become more cost effective, the B.D.A. is moving its membership payment to direct debit, when you receive your renewal, you can either complete the renewal form and send to the B.D.A. or complete the online direct debit mandate. Please note other payment methods are still available, but admin charges may apply.
Asking pupils of Stanbridge Earls School, Romsey, to produce a pop video in class may not seem appropriate work for GCSE students but, in reality, it is quite the opposite. Devising and recording a 3-minute pop music video requires students to develop many qualities of creativity, planning, co-ordination and teamwork. Stanbridge Earls is a school for pupils with specific learning difficulties such as dyslexia, dyscalculia, dyspraxia and mild Aspergers’ Syndrome.

Peter Trythall, Headmaster, said: “The Media Suite is an invaluable tool for our students who can create media products using industry-standard software. They gain proven benefit from the processes employed to produce and record a pop video or magazine spread while enjoying their learning tremendously. Stanbridge Earls is again leading from the front in enabling children with specific learning difficulties to fulfil their potential by building confidence through the use of exceptional facilities and teaching.”

Its pupils love working in the newly opened, state-of-the-art Media Suite and thrive on the opportunity to express themselves through visual projects, as illustrated above. They can now undertake professional-style media productions such as film and video making and designing magazine spreads as an important element in their GCSE and A Level studies.

State-of-the-art technology
The technology available in the Media Suite could be the envy of many businesses. It enables a full class of pupils to work together on a project. Pupils use 12 of the latest i-Mac workstations, with Adobe Creative Suite for graphic design; Photoshop to manipulate images; Final Cut Express for editing moving-image film footage and to fade shots in and out, plus a Green Screen which permits backdrops to be superimposed on film, such as are used by TV weather presenters.

Some say that taking Media Studies is the easy option, but not so at Stanbridge Earls. Producing exciting visual and audio projects is based on a detailed study programme which develops latent skills in Stanbridge’s students, who generally find it difficult to express themselves in writing. These students have built new enthusiasm and confidence through these studies and have produced projects of exceptional quality, exceeding GCSE A* standard. One boy, who previously struggled to achieve satisfactory grades in GCSE exams, due to low self-esteem and lack of confidence, went on to produce an A grade film trailer for his A Level exams.

Pupils develop valuable skills through:

Critical text analysis – by reading and analysing technical codes

Production – using creative skills, planning, leadership, teamwork, problem solving, evaluation and technical expertise

Researching – understanding audiences; the institutions that produce media products and their ideological values, historical and socio-economic implications.

Alison Doherty, Head of Media Studies, says: “The Media Suite is multi-disciplinary. While senior students produce projects for their coursework, children from Year 9, studying Drama, find the Media Suite can help them visualise Shakespeare plays or short stories. Our A Level Music Technology students use the facilities alongside their music editing software when composing; English students are encouraged to read and show understanding and interpretation of texts when producing visual output. It also gives younger students a taster before deciding GCSE options.”

www.stanbridgeearls.co.uk
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To this ...
and with the time and things I need. But sud... and end up in a five-stone swimming pool, arcade. Suddenly I took up with a st... so I went to the nearest pers.

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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