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to flourish.

the opportunity
to excel.

St David's College, North Wales, is a co-educational boarding and day school for ages 9 to 19, nestled between the magnificence of Snowdonia and the grandeur of the Irish Sea.

St David's College has over 40 years experience providing specialist support for Dyslexia and additional learning needs. The Cadogan Centre, a specialist on-site department for learning support, is home to around 16 fully qualified one to one teaching staff.

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NEWS ROUNDUP.

Editorial.

As many of you are aware the B.D.A. has been lobbying for policy change at a national level. We have been working alongside the government to ensure that people with SEN or other disability types are treated fairly. This included the draft Children and Families Bill and SEN Code of Practice, exam arrangements and provisions made for apprenticeships. We have also had positive meetings with exam boards about improving the accessibility of exam papers on computers.

We have briefed Parliamentarians to raise 6 oral questions on the many issues being raised through our Helpline and I am pleased to say we have had some success. We were delighted when we received an invitation to meet Baroness Garden, Government Whip and Spokesperson for the Departments of Education, and Business, Innovation and Skills, to discuss these 6 questions. The B.D.A. was able to meet them and represent the view of dyslexic people.

The B.D.A. Dyslexia on the Move van has been out and about spreading awareness across the country. We had a very successful conference on dyslexia and co-occurring difficulties and are looking forward to our working memory conference (see page 9 for details).

The B.D.A. summer camp at St. David’s College, Llandudno over August Bank Holiday was a huge success. The children had fantastic fun and grew in confidence and belief in their ability. Many thanks also to our wonderful volunteers.

In August Sir Jackie Stewart and Cathy Magee, CEO of Dyslexia Scotland, accompanied me to a meeting with Rt Hon Michael Gove, Secretary of State for Education, campaigning for a decent level of dyslexia awareness training in all initial teacher training. The minister has agreed to visit some schools that are examples of good practice for dyslexia. The B.D.A. will continue to work with all concerned to try to bring about positive change in this area in ways that make a real difference to dyslexic children.

I am very excited about the B.D.A. International Conference, from 27th to 29th March 2014. We have top researchers and practitioners from around the world. The conference seeks to make the link between research and practice. We have been very impressed by the high quality of the submissions we have received. It promises to be a fabulous conference in Guildford (see page 19 and 20).

As we look to the future I am excited for Dyslexia Awareness Week. This year the theme is Beyond Words. We are focussing our efforts on highlighting the fact that dyslexia is far more than a reading and spelling problem and that it can affect organisation skills, short-term memory and many other aspects of daily life. These are important elements that are often forgotten or misunderstood when dyslexia is talked about, something we hope to rectify.

I am happy to see once again how successful our art, inventors and writing competitions have been. We have had lots of wonderful entries that we have all enjoyed immensely. I look forward to being able to showing the great work that has been produced during the Dyslexia Awareness Week.

I am also looking forward to our AGM and members day on 19th October in Swindon. This will be a great opportunity for us to thank you for all your hard work over the last year and I hope as many of you as possible will be able to attend (see page 38 for more information).

Onwards and upwards!

Dr Kate Saunders,
Chief Executive.
Rates start from £140.

Places are limited. Book Now!

Creating Impact Through Innovation.

B.D.A. 9th International Conference.
27 to 29 March 2014.
G-Live Guildford.

Held only once every three years!

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 at the G-Live conference centre, Guildford.

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

Keynote speakers include:

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

This international event presents:

- Cutting-edge academic research.
- Good-practice strategies.
- Topical symposia.
- Workshops.
- Interactive poster sessions.
- Keynote lectures by world-leading experts.

To book and for more information:

E: conference@bdadyslexia.org.uk
W: bdainternationalconference.org
T: 0845 251 9003.

British Dyslexia Association
Charity Number 289243.

Ref: BDACONTACT.
Webinars.
The British Dyslexia Association is pleased to announce our forthcoming programme of webinars. Following on from the successful webinars earlier in the year we are arranging two further free webinars for October and November.

8th October – To start at 7pm.
Pat Dixon – Dyslexia and Maths. 20% discount for the Dyslexia and maths book on the night.

21st November - To start at 7pm.
Dineke Austin – Exam Access Arrangements.
To register for this webinar, please go to our website http://www.bdadyslexia.org.uk/courses-and-events/webinars.html. After registering, you will receive a confirmation email containing information about joining the webinar.
Previous webinars are available on our YouTube channel to watch. www.youtube.com/bdadyslexia

Running for the B.D.A.
If you are interested in running and would like to participate in events up and down the country then we would like to hear from you.

This year we had three great runners compete in the London Marathon and managed to raise over £4000. James Heslop is running in the Northampton Half Marathon. And it isn’t just running, Rachel and Alistair Brightey climbed Ben Nevis and raised over £400.
We still have spaces available for 2014 London Marathon and are looking for runners to take part in more events next year including the Great North Run, Great South Run amongst others.
If you would like to run at an event on behalf of the British Dyslexia Association, then get in touch with our Fundraising Officer Eorann Lean on media@bdadyslexia.org.uk or call 0845-251-9003 and she will be able to provide you with a fundraising pack that will give you hints and tips to help you reach your goals and a B.D.A. vest.

Phyl Evans.
Wishing Phyl Evans a happy retirement after working and then volunteering for more than 20 years at the British Dyslexia Association.
B.D.A. Organisational Members' Update.

B.D.A. is delighted to welcome as Organisational Members 27 schools taking part in the Sound Check project. We look forward to meeting staff and families from the schools at B.D.A. events in the near future.

Work continues behind the scenes at B.D.A. Bracknell to create better benefits for our growing and increasingly diverse membership. We plan to be ready later this autumn to start rolling this out – watch this space!

Immediate news is our annual O.M. Day in central London on Friday 27 September. It has the somewhat lengthy, but totally ‘of the moment’ title: "How to get the best dyslexia provision in education and in the workplace, at a time of general belt tightening."

This is surely a theme close to all our hearts as tough economic times threaten the support to our dyslexic community of all ages. We have a great line up of speakers:

Lord Addington, B.D.A. Vice President, and always a charismatic speaker, will give us an update on Government policy. Much has been happening recently and we all need to know about the new Children and Families Bill as well as apprentice training among other issues.

Kate Saunders, our own C.E.O. will tell us the latest B.D.A. news including two large projects, ‘Sound Check’ working with children who have struggled with the Government’s phonics test and ‘YOT’ giving training to youth offending teams throughout England.

How to get home and school working together for successful outcomes for dyslexic children at both day and boarding schools will be tackled by Jackie Murray, Principal of Fairley House School in London and Colonel Keith Boulter of Barnardiston Prep and Riddlesworth Schools.

Professor Angela Fawcett, Emeritus Professor at Sheffield University and B.D.A. Vice President, will speak on maximising the strengths, talents and entrepreneurial skills of dyslexic people – absolutely key in the ever more challenging environment for education and jobs.

Last, but not least, John Levell, Associate Partner at Ernst & Young will speak about making that vital move from education to employment - and making it successfully.

All O.M.s will receive an invitation for two members of their organisation. If you are not an O.M., but would like to join us, do look on the B.D.A. website. These days have proved very popular so this year we are offering a new deal: a modest £40 for non-O.M.s to attend (with £20 deductible from your subscription if you then join us as an O.M.!)
Taking place during Dyslexia Awareness Week, and focusing on the other areas of difficulties rather than just reading and writing, the Working Memory conference promises to be an extremely interesting and rewarding day.

This conference will be ideal for teachers, teaching assistants, SENCOs and students to gain a greater level of understanding on working memory, its impact on people with dyslexia and the strategies that can be used in the classroom and other teaching environments.

We are delighted that Professor Susan Gathercole from the Cognition and Brain Sciences Unit at the University of Cambridge will be giving a keynote address. There will also be presentations from Dr David McLoughlin, Dr Kim Rochelle and Dr Kate Saunders. To round the day off there will be a Question and Answer session from the audience with all the speakers.

We look forward to seeing you there.

How to attend.

Places for the conference are still available but are limited and so will be sold on a first come, first serve basis.

Tickets for the conference start at £110 and can be purchased either through our shop, by going to our website and downloading a booking form or by ringing the B.D.A. Head Office.

For more information and to book go to: http://www.bdadyslexia.org.uk/courses-and-events/conferences/memory-2013.html.

Alternatively, you can ring the Conference Administrator on: 0845-251-9003.

Webinar.

For all attendees of the Conference, you will be able to receive our Working Memory webinar with Tracey Alloway.

For more information on this, please contact the Conference Administrator.

Confirmed speakers:

Professor Susan Gathercole, Cognition and Brain Sciences Unit, University of Cambridge.

Professor Gathercole is an eminent cognitive psychologist who has been engaged in research on human memory over the past 25 years.

Dr David McLoughlin, Independent Dyslexia Consultants.

Dr. McLoughlin is a registered Educational and Occupation Psychologist, visiting professor at University of Buckingham and advisor to the British Dyslexia Association.

Dr Kim Rochelle, Educational Psychologist and Principal Scientist at Aston University Dyslexia and Development Assessment Centre.

Dr. Rochelle gained her PhD working with Professor Joel Talcott. She also trained with Aston University Dyslexia and Development Assessment Centre under Dr. Ian Richards.

Dr Kate Saunders, Chief Executive, British Dyslexia Association.

Dr. Saunders has 25 years’ experience in dyslexia and special educational needs. She has worked as a Senior SpLD/Dyslexia Advisory Teacher, SENCo, chartered psychologist and lecturer.
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aDshe
Association of Dyslexia Specialists in Higher Education.

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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: www.adshe.org.uk, or by emailing adsheuk@gmail.com

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 and other training events.

Dates for your diary in 2013 to 14.

At Sibford School in Oxfordshire we offer a nurturing, pastoral environment with specialist provision.

We develop resilience within each individual to live life adventurously.
DAY & BOARDING CO-EDUCATIONAL AGES 3 to 18.

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Did you know ...?
The B.D.A. can come to you!

Can't find exactly what you are looking for in our Open Courses?
Unable to travel to attend a course?
Looking to train a number of staff at the same time?
Would like training tailored towards your specific requirements?

Sounds familiar?
You might want to consider one of our On-site training courses.

Benefits of On-site Training:
ˑ Cheaper per-head than Open Courses for groups of 8 or more.
ˑ Train larger numbers of staff within your available budget.
ˑ Delivered onsite at your school or a location of your choice.
ˑ Removes the hassle of extra travel time and costs.
ˑ Provides a bespoke solution tailored to fit your specific needs which includes any combination of topics covered in our Open Courses.
ˑ Schools, colleges and other educational establishments can have training during INSET days, after-school sessions and more.
ˑ Employers can request training on days and times best suited to their particular organisation.
ˑ Groups of parents and/or carers can also receive training on dyslexia awareness or other SpLDs.
ˑ We will work with you from the initial enquiry until the date of delivery to ensure that your training day meets your needs as closely as possible.

To find out more, or to make a booking, please e-mail onsite training@bdadyslexia.org.uk or telephone 0845-251-9004.10
How good is your provision for pupils with Dyslexia?

We exist to help you find out and then we tell parents.

We offer:

- For your school: a visit by a dyslexia expert to assess your provision.
- For parents: a free Register of schools approved for their dyslexia provision.

Contact CReSTeD on 0845 601 5013. Lesley@crested.org.uk. www.crested.org.uk

Registered charity number 1052103. Council for the Registration of Schools Teaching Dyslexic Pupils.

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An outstanding day and boarding school for boys aged 8 to 18, who may need support due to a Specific Learning Difficulty.

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Registered charity No. 311872 Moons Hill, Frensham, Farnham, Surrey, GU10 3AP. More House School is firmly committed to the safeguarding of children and young people.
Our policy activity in the last three months has involved:

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Our work is not just having an impact on those organisations directly associated with work in this area however. A senior official has approached us from the Department of Work and Pensions to meet and brief them on how the current apprenticeship framework is failing disabled people, and of course those with Dyslexia or SpLD specifically. Although apprenticeships are not a DWP working area, disability policy is, and so therefore a key link to represent our views across
government. A national association representing employers and the British Psychological Society’s Division of Occupational Psychology have also invited us to brief them on this work.

We must at this point recognize the contribution of the B.D.A. New Technologies Committee, especially its Chair Abi James for continued support and technical expertise. Our successes are never isolated from the great deal of work being conducted by others either associated with the B.D.A. or otherwise.

**Children and Families Bill.**

As many of our readers will know, the government plans to extensively overhaul the system and provision of SEN up to the age of 25 years. Following a recent meeting by the All Party Parliamentary Group on Dyslexia and Specific Learning Difficulties we, along with our partners in the Dyslexia-SpLD Trust, have determined the following key amendments for debate in the House of Lords:

- That all teachers are equipped with skills to identify and support children with S.E.N. including specific learning difficulties such as dyslexia.
- That young people who enter the youth justice system undertake a screening test for dyslexia.
- That changes will be made to apprenticeship functional skills tests to support dyslexic candidates and increase the number who undertake vocational courses.

Crucial developments in relation to the inclusion of apprentices and young people in the justice system have already been achieved. Together we have persuaded government that these need consideration and as such have shaped the debates on these important areas. A focus on teacher training has of course been a priority for some time now, as we see teachers as fundamental both to the identification and support of dyslexia throughout primary and secondary education.

We have already submitted these to Lord Addington who is being supported by Lord Storey and others. Our collaboration and consensus in speaking with one voice and can help shape the future of this legislation and fight on behalf of all those people affecting by dyslexia and SpLD which we represent. The Bill will be debated in the autumn when parliament reconvenes after the summer recess.

**Exam Accessibility.**

The provision of support in many different types of exams is increasingly being reported to our National Helpline. Enquiries about provision for GCSEs, ‘A’-Levels, apprenticeship Functional Skills, entrance exams for university especially for PGCE teacher training, and even for testing at primary school, have all been received in recent weeks.

The support received in many examinations is covered by the guidelines produced by the Joint Council of Qualifications. However we routinely find that schools, colleges, universities and other education or training providers are not providing the necessary support for students with dyslexia or other SpLD. Although it may be the case that some individuals would struggle to complete such assessments regardless of support given, it is undeniably the case that many never get the opportunity to demonstrate their knowledge, skills and abilities due to the design and application of many assessments.

Tackling this growing problem is challenging because of the differences in assessments and the organisations which provide them. We are addressing some of these through our work with the Children and Families Bill, Apprenticeships, and our various responses to government consultations on reforms to GCSEs and ‘A’-Levels and the National Curriculum.

Our National Helpline provides guidance on these issues, as does our website. However for anyone likely to be in this situation we would advise you to discuss your needs with the exam centre as early as possible and be prepared to discuss your needs openly, as difficult as this can be. You may need to provide evidence to substantiate any requests so if you have one make sure you provide a diagnostic assessment report.

**Educational Reform.**

Despite dropping plans to replace GCSEs with the English Baccalaureate, the Department of Education has continued with a series of consultations to radically change the format and content of the current system.

Whilst we broadly support efforts to improve standards in education our principal concerns remain the same. Which is to say that our position calls for greater awareness and training of teaching staff both in initial training programmes and continued professional development. We believe that this will help raise standards, given that newly implemented criteria of Qualified Teacher Status emphasise the importance of literacy standards and an understanding special educational needs. Naturally we advocate that teachers have the necessary training to not only identify and signpost children for appropriate diagnostic
assessments but to subsequently support learners in a classroom environment.

Other developments are also a concern, as the government appears set on removing coursework and modular style exams in favour of a single end of year assessment. Although it is undoubtedly true that students with literacy difficulties may struggle with any form of assessment, we do believe that a multi-model approach is beneficial as it allows students an opportunity to demonstrate their knowledge and skills through different methods. This is even more important given our comments above about issues with access arrangements.

Consultations.

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Spells of magic.

By Ross Duncan Postal Examination, Belfast, HODS.

Sir Jackie Stewart’s autobiography helped change the life of Home Office Disability Support (HODS) network National Executive Committee member, Ross Duncan, when he read about their shared struggle with dyslexia. So when the opportunity for Ross to interview Sir Jackie came along it was too good an opportunity to miss.

It was a dream come true: the opportunity to interview my hero, Sir Jackie Stewart, OBE. Sir Jackie’s courage and charisma on the track fuelled my enthusiasm for motor sport. Indeed, when I was younger, I even became a race marshal at Scottish motor racing circuits.

But there was another reason why I was so happy to speak with my idol. Ever since I had read ‘Winning Is Not Enough’, Sir Jackie’s autobiography, I realised we shared a common bond. Just like Sir Jackie, I too had faced many years of difficulties because of undiagnosed dyslexia. I knew how it felt to underachieve at school and had faced the same negative reactions of people assuming I was slow-witted because of poor spelling.

When the opportunity arose to interview Sir Jackie, I jumped at the chance. The Scottish former racing driver, nicknamed the ‘Flying Scot’, competed in Formula One between 1965 and 1973, winning three World Drivers’ Championships. His achievements on the racetrack – as a driver, commentator, team owner and racing safety advocate – are phenomenal.

But it is for his achievements off the track that make Sir Jackie my hero. At school, he did not fulfil his academic potential, just like me. Instead, Sir Jackie found a different route to success, one that meant he had to ‘think outside the box.’

“All clever people think the same,” Sir Jackie says, “but people with dyslexia break the mould and think differently, often more creatively. Having dyslexia has meant that I have had to find other ways of achieving things in my life.”

At school the focus and attention is on academics; the area where people with dyslexia can be at their weakest. But while the glittering academic prizes may have eluded him, nobody could accuse Sir Jackie of being an underachiever. He is one of the world’s most successful and recognisable faces of Formula One.

Sir Jackie is testament to the fact that dyslexia need not stand in the way of achievement. Many well-known people including Tom Cruise, Steven Spielberg and Keira Knightley now admit to having dyslexia. By being open about dyslexia they are helping to educate and dispel ignorance.

And foremost among these high-profile celebrities is Sir Jackie, who champions the cause whenever he can. He told me: “Typical strengths associated with the condition include, empathy, intuitiveness, problem solving, creativeness and original thinking.

“Take pride in having dyslexia – it is nothing to be ashamed of.”

Spelling may not be Sir Jackie’s strong point, but his words weave spells of magic to all those affected by dyslexia.
To mark the 40th anniversary of the British Dyslexia Association the B.D.A. have produced their Dyslexia Friendly Schools Good Practice Guide. This is a celebration and collection of good practice from Local Education Authorities, regional children's services and schools across the UK. The result is a hugely valuable resource of tried and tested practical teaching tips and methods, within a whole school approach.

Along with contributions from eminent specialists, this book will enable specialist teachers, classroom teachers and teaching assistants to see the best strategies and ideas for working with dyslexic children. It will also enable policy makers, advisors and senior leadership teams in schools to adopt and embed Dyslexia Friendly good practice.

The guide is priced at £19.99

with £5 for postage and packaging in the United Kingdom.

The guide is available now and can be purchased through our shop, www.bdastore.org.uk or by contacting the B.D.A. on 0845-251-9003.

Dyslexia Internship Programme.

Chris Rossiter, Policy Officer.

It was my pleasure to visit the London Academy of Trading in early summer. The LAT is part of the Aldersgate Investment Management Group. Based in the City of London the group trades in company stocks and shares, and has an incorporated history spanning over 500 years.

So what does a trading house have to do with the world of Dyslexia? Well, LAT offers Accredited (by the Association of Business Practitioners) training, which is regulated by Ofqual. The programmes are especially designed for those individuals who are seeking to pursue a career within Banking, Finance and Trading, of differing age groups and backgrounds. The programmes include dedicated time on the trading floor, giving students a unique opportunity to experience and interact with live markets and active traders and hedge fund managers. The academy currently runs two programmes: The one-week Introduction to Banking, Finance and Trading and The Level 5 diploma in Applied Financial Trading. All students have the opportunity to engage with LAT corporate networks through trips to Lloyds, The London Metal Exchange and Bloomberg. In addition students can take the industry standard, Bloomberg Aptitude test, allowing for their CV and skills to be viewed by the world’s top financial institutions.

What’s different about LAT is that they actively encourage students with Dyslexia and other SpLD to apply for their training. Due to the focus on applied knowledge and practical teaching the programme.

gives students the opportunity to learn in an engaging and multi-sensory way. The people at LAT strongly believe that dyslexia, or other SpLD, should not be a barrier to a successful career in banking and finance. It is my understanding that this scheme, and the support it has from senior leaders within the organisation, is unique, not only in the financial sector but mainstream corporate business.

The exceptional work in this area has been fostered and grown through the efforts of Ben Hopper, a Relationship Manager at LAT, and dyslexic. I interviewed Ben to find out more about this inspiring story:

More information about LAT and the training scheme is available here:

www.lat.aimllp.co.uk

Advertisement.

Dyslexia Information Centre

Over 40 years of experience in assessing and helping dyslexic children and adults. Our Home Tuition Programme entitled "Ant to Zip" will take you from basic phonic sounds to an adult standard of literacy in ten easy steps. See our websites: www.dyslexiabooks.biz and syntheticphonics.uk.com or ring 0121-705-4547 for more details.

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Ant to Zip Full Pack £70 Please Tick
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Name: ____________________________
Address: ____________________________

Please make cheque out to: GCIC and send to
Gifted Children’s Information Centre
Hampton Grange, 21 Hampton Lane, Solihull B91 2QJ
What drove you to apply for an internship at LAT?

After finishing university and having achieved a LLB in Law from Reading University I decided that I would rather pursue a career in finance than Law. I therefore entered the workplace with a certain naivety as to how easy it would be to start a career. I was fortunate enough to take on internships but still struggled to secure a permanent role.

After a year of internships and working in construction, I realised that it was down to me to ensure that I had the practical skills and corporate experience that employers wanted. I found the London Academy of Trading who offered structured programmes, where I could not only gain the theoretical qualifications necessary, but I could also gain the practical trading skills that would allow me to take up a desk-ready position in Finance. Having studied with the Academy I was able to learn much more than many university students learn in three years of study. The teacher’s practical teaching methods and focus on practical performance rather than solely academic results enabled me to overcome my dyslexic weaknesses and show my true strengths.

You have been the central driving force behind LAT developing a specific programme for dyslexics and those with other Specific Learning Difficulties, why so?

Having struggled with dyslexia all my life I have taken on a huge range of extra classes in order to help me overcome my weaknesses. This meant missing many of my school breaks and summer holidays.

This in turn has made me feel isolated from the other students and I know this is a feeling shared by many others with learning difficulties. This however wasn't the case with LAT, they instead taught me in such a way that I could contribute to classes and show off my skills through practical assessments rather than a purely exam based qualification does. This in turn gave me the qualifications and practical skills to pursue the career I had always wanted to. Most importantly however is that it gave me the confidence that I needed to know that I can achieve what I want. I in turn want to make sure that others who feel the same as me have an opportunity to show the strengths as well.

What is it about trading that you find most interesting and or enjoyable?

Trading is a job that presents you with a new challenge every day, meaning I wake up excited and invigorated to come into work. There are so many aspects of information a trader takes in to make their decisions from news, charts, pricing, economics and politics. Having dyslexia has given me a gift to analyse and identify patterns within this information, that others would simply not be able to see, and this in turn gives me an advantage on the market.

What's next for you, LAT and the internship scheme?

Having completed the training with LAT, I then progressed on to trading for the group and also working with the academy to promote its programmes to schools, universities and other financial institutions. There was a strong personal motivation to do this as I want as many other people to have access to the same opportunities that I have. Without LAT I would never been able to get into a career within finance, and I will therefore always be grateful.
By Dr Julia Carroll, Conference Chair.

I am truly pleased to welcome you to the British Dyslexia Association International Conference, to be held from the 27th to 29th March 2014. The conference is truly an exceptional event, occurring only once every three years, and it’s certainly worth adding to your diary.

This year’s conference theme is ‘Creating an Impact through Innovation’, in other words, that innovative research can make a real impact on educational practice. This really gets to the heart of what is special about this conference in particular. It is unusual in that the attendance is almost equally divided between specialist educators and academic researchers, creating a melting pot of ideas about research and practice. The conference covers topics related to all aspects of dyslexia and literacy, from prenatal risk factors to adulthood and the workplace.

In many ways, I feel a special connection with these conferences. I attended my first B.D.A. International Conference in 2001 as a postgraduate student. I was a steward, helping people to find the way and passing the microphone around. I remember being very star struck on meeting the keynote speakers! I also came second in the poster competition – a very proud moment. It’s almost unbelievable to me that 13 years later I am chairing the conference itself, and I am honoured to be asked to do it.

As the conference chair, I have had a sneak preview of the venue and the programme and I am really excited about both. The venue is in the centre of Guildford, a picturesque market town just outside of London. Travel links are very convenient, and the town is full of excellent restaurants and some lovely unusual shops.

The programme is packed with high quality presentations. There are nine keynote speakers, (including Usha Goswami, Donald Compton, Joel Talcott, Michele Mazzocco, Brian Byrne, Pol Ghesquière, Kate Cain, Linda Seigel and myself). Professor Ghesquiere and Professor Byrne will talk about the biological underpinnings of dyslexia in terms of brain development and genetics. There are some really exciting developments in these areas, as technology becomes more and more accurate and powerful. For example, Professor Ghesquiere describes how functional specialisation in the brain seems to indicate two pathways to reading words, and investigates whether this is true in children learning to read.

Professor Goswami and I will focus on the cognitive skills associated with dyslexia, including auditory and linguistic processing skills in particular. Professor Compton and Professor Seigel will describe some successful interventions to help poor readers, while Professor Mazzocco and Dr Cain will be talking about mathematics and reading comprehension, respectively. Last, but certainly not least, our previous chair, Professor Talcott, will be talking about the conference theme in particular – can we create those virtuous circles between educational practice on one hand and neuroscience on the other?
In addition to this, there will be up to six parallel sessions of presentations, symposia and workshops on every aspect of dyslexia and reading development from around the world. The evenings are busy too, with poster presentations, wine receptions and a gala evening. There'll be lots of time for networking and developing professional relationships.

I always finish these conferences buzzing with information and ideas. I may be biased, but I can't recommend it highly enough!

For more details, including a preliminary conference programme, please visit the conference homepage at http://www.bdainternationalconference.org.

**Keynote Speakers.**

**Professor Usha Goswami.**

**Title:** Speech Rhythm and Temporal Structure: A Temporal Sampling Perspective on Phonology and Dyslexia.

Usha Goswami is Professor of Cognitive Developmental Neuroscience at the University of Cambridge and a Fellow of St John's College, Cambridge. She is also Director of the Centre for Neuroscience in Education.

**Professor Brian Byrne.**

**Title:** Is dyslexia as "word blindness" such a silly idea? Yes and no.

Brian Byrne is Emeritus Professor of Psychology at the University of New England, Armidale, Australia.

**Professor Pol Ghesquiere.**

**Title:** Auditory processing and brain connectivity in dyslexia.

Pol Ghesquière is Professor in Learning Disabilities at the Faculty of Psychology and Educational Sciences of the University of Leuven (KU Leuven - Belgium).

**Professor Michele Mazzocco, University of Minnesota.**

**Title:** The Paths to Maths: When do mathematics learning difficulties reflect dyscalculia or other maths disabilities?

Michele Mazzocco is a Professor at the Institute of Child Development, at the University of Minnesota, where she also serves as Research Director at the Center for Early Education and Development.

**Professor Linda Siegel.**

**Title:** Early Identification and Intervention to Prevent Reading Failure.

Linda Siegel is the Dorothy C. Lam Chair in Special Education and a Professor in the Department of Educational and Counselling Psychology and Special Education at the University of British Columbia, Vancouver, Canada.

**Professor Donald Compton.**

**Title:** The Contribution of Various Forms of Reader Knowledge to Reading Comprehension Skill.

Donald L. Compton is Professor and Chair of Special Education Department and a John F. Kennedy Center Investigator at Peabody College, Vanderbilt University.

**Dr Kate Cain.**

**Title:** Comprehending text: how to foster good reading and listening comprehension skills.

Biography: Kate Cain, BSc. DPhil. is in the Department of Psychology at Lancaster University (UK).

**Dr Joel Talcott.**

**Title:** Creating virtuous circles between the laboratory and the classroom: delivering the promise of educational neuroscience.

Joel B. Talcott is Professor of Developmental Cognitive Neuroscience at Aston University in Birmingham, UK.
Dyslexia Awareness Week 2013 – Beyond Words.
14th to 20th October 2013.

Beyond Words.

1 in 10 of the population has dyslexia and yet it is often misunderstood especially as it is a hidden disability. Dyslexia Awareness Week is run every year to highlight the weaknesses and strengths of those with dyslexia, so that they can be supported properly and helped to fulfil their potential. Dyslexia Awareness Week 2013 is the 14th to 20th October.

This year’s theme for Dyslexia Awareness Week is Beyond Words. The aim of this week is to dispel the myth that dyslexia only affects people’s reading and writing. People with dyslexia have information processing difficulties which mean that they can have trouble with organisation, time management, rapid naming (i.e. using left and right correctly), maths, working and short term memory (i.e. remembering everything from a list of instructions). Dyslexia affects all parts of someone’s life, and therefore it is vital that schools and employers understand the problems it causes, and how to support them. There are a range of activities going on throughout the week, and we encourage people to get involved, and put on their events at school, businesses and with friends.

Celebrating Strengths.

People with dyslexia have many strengths which we want to recognise during Dyslexia Awareness Week. To do this we run both our competitions and annual awards.

Budding dyslexic writers, artists and inventors are invited to enter their work into our competitions. There are three age categories for each competition primary, secondary and adult. We welcome pieces with any theme. There are size restrictions, which you can find on our website http://www.bdadyslexia.org.uk/get-involved-and-fundraising/dyslexia-awareness-week.html

Our annual awards are run to honour those dyslexic people who have achieved great things, and those that help them. There are a range of awards including 'student commendation for services to dyslexic individuals: school/teacher', Entrepreneurs Award, and Outstanding Achievement Award. You can find more information on our different awards, and how to nominate someone on our website: http://www.bdadyslexia.org.uk/get-involved-and-fundraising/dyslexia-awareness-week/bda-annual-awards.html

Dyslexia Awareness Week activity pack.

This year the British Dyslexia Association have created a pack to help people spread awareness information and hold activities with. The pack will include a presentation to be used in an assembly or meeting, checklists of dyslexic indicators, the B.D.A. style guide, tips on making your organisation dyslexia friendly and a ‘Dress up for Dyslexia’ fundraising event sheet. We would love you to take part in the week in any way possible. If you are interested in receiving a pack please e-mail Eorannl@bdadyslexia.org.uk to register.

Tuesday – Competition exhibition and Awards event.

Tuesday of Dyslexia Awareness Week will be spent celebrating the achievements of dyslexic people with an exhibition of our art and writing competition entries. There will also be art from professional dyslexic artists. The night will include the giving of our annual awards, and auction to fundraise for the British Dyslexia Association. The exhibition will be in London and free to attend. Do come along to see great writing and art from creative dyslexic people,
Friday - Working Memory Conference.

As part of Dyslexia Awareness Week's focus on the other areas of difficulties the British Dyslexia Association are holding a conference for teachers, SENCos, and those studying education, to help them understand working memory and how it affects students with dyslexia and other learning difficulties. There are 4 eminent speakers who will cover working memory, from how an educational psychologist understands and uses working memory to diagnose learning difficulties, to a personal perspective from the British Dyslexia Association's CEO Dr Kate Saunders on how it has affected her throughout her learning and professional life.

Places start from £110 and can be booked through the British Dyslexia Association online http://www.bdadyslexia.org.uk/courses-and-events/conferences/memory-2013.html or on the phone 0845-251-9005.

How to get involved in Dyslexia Awareness Week.

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:
  1) Volunteer Award. 2) Academic Award.
- Parental/Student Commendation for services to dyslexic individuals:
  1) Teacher 2013. 2) Teaching assistant 2013. 3) School 2013.
- Student Commendation for services to Dyslexic Individuals:
  1) College 2013. 2) University Department 2013.

B.D.A. Nominations for Dyslexic Individuals.

- Entrepreneurs' award.
- Outstanding Achievement Award.

Age Categories for both: 1) Primary School. 2) Secondary School. 3) Adult.

To Nominate someone for an award please send:

- Category of nomination,
- Piece supporting your nomination (maximum of 250 words),
- Contact details for your nominee,
- Contact details for yourself,
- Nominee's age if applicable.

Please send your nominations to:

Awards Nominations, B.D.A., Unit 8, Bracknell Beeches, Old Bracknell Lane, Bracknell, RG12 7BW

E-mail: media@bdadyslexia.org.uk

Phone: 01344-381-565.

A panel of Judges will select the winner and runners up for each category. Please see www.bdadyslexia.org.uk for further details.
It has struck me lately how many patients and clients with emotional difficulties have come to me in my practice of psychotherapy (both via the NHS and privately) who also happen to be dyslexic. In other words, they present with the familiar issues which bring people into psychotherapy: depression, anxiety, trauma, low self-worth, anger, difficulties with relationships, repressed feelings that have caused psychosomatic illness... The list goes on... They do not come with a presenting problem of dyslexia. However, as the personal material unfolds in the therapy sessions, it can transpire that, in the mix, is dyslexia.

I find myself thinking about the profound experience of being constantly fearful, confused, misunderstood and in trouble. We know this can be the lot of the dyslexic who has not had the benefit of diagnosis, specialist teaching and sensitive and insightful teachers and parents.

For many years – combined with other endeavours – I have been teaching dyslexic children, teenagers and adults in a range of settings, schools, further education colleges and privately. Later in life, I retrained as a psychotherapist and work in both the NHS and private practice.

Since becoming a psychotherapist and still continuing to teach those with dyslexia, I have been turning my attention to the emotional impact of being dyslexic which, in some cases – and depending on how the problem is approached and treated – can have a deep effect and leave a long-lasting legacy.

This may be considered both from the dyslexic's perspective but, interestingly, also in terms of what becomes stirred up in teachers and parents; what is re-activated and triggered from their own personal life-script. Rosemary Scott (2004) writes of the way the problems of a dyslexic child can trigger conflict with a teacher by resonating with any pre-existing personality problems and low self-esteem that the teacher may have. Schlicter-Hiersemenzel (2000), a psychotherapist working with gifted and disturbed children contends that some teachers seem to be controlled by difficult, unreflected feelings that they are unaware of, or cannot deal with, or suffer from long-term problems. Intrapersonal conflict, she argues, seems to be acted out in the relationship with an "unusual" child.

In specialist teaching interventions we like to think we allow dyslexic students and pupils to meet, step by step, with success, encouragement, and acknowledgement of achievement. This is so often not the experience of dyslexics who do not receive specialist interventions. Older generation dyslexics endured schooling where knowledge about the difficulty was less in the public domain and supportive, insightful and sensitive treatment was not the norm.

Something much deeper sometimes becomes internalised in those with dyslexia which contributes to the construction of their very core self and identity. Some of the patients I see have not necessarily made a connection between a low-level depression, feelings of inadequacy, low self-worth and their dyslexia, relating to how their difficulty
was responded to and what was conveyed about their self-worth by significant and influential others.

Psychoanalytic theory has developed to encompass thinking about “object relations” which concerns the way the treatment by key figures – especially parents – becomes part of the internal template used for navigating the world. It is not an enormous leap to see how the treatment of those with dyslexia by the world of school and learning can be internalised in a way that develops an undermined sense of self. A self sometimes bedevilled by anxiety, self-doubt and confusion. As Rosemary Scott points out, "... most dyslexics spend their time at school veering between fear and outright terror." (Scott, 2004, P.55) As long ago as 1954, Maslow established that only a child who feels safe dares to grow forward healthily. His safety needs must be gratified.

Taking a diversion: a recent article in Therapy Today, (April, 2011, Vol 22) published by The British Association for Counselling and Psychotherapy (B.A.C.P.) focused on the adverse emotional impact of experiences of being sent away from the family and home to attend boarding school at a young age. So compelling has been the research that psychotherapists, Nick Duffell and Joy Schaverien, have developed a discrete focus on this subject in their therapeutic endeavours and are putting together specialist training programmes for other psychological therapy practitioners to address the harm done.

Similarly, this led me to reflect on how many patients who have come to me for psychotherapy have also disclosed that they are dyslexic. Many older patients lived at a time of less enlightenment, recognition, depth of research and quality of intervention in the realm of specific learning difficulty. They have undergone the emotional confusion of feeling and knowing they are bright but having a faulty vehicle for expressing this in ways that our education system values. One of my 50-syear-old psychotherapy patients, presenting with depression, has recently disclosed to me that she is dyslexic. She described how she was sent to an inappropriate special school provision where her peers were severely impaired and with marked behavioural difficulties. Such was the extent to which she and her specific learning difficulty were misunderstood and the resultant psychological impact. Many others report punishments, humiliations and general misery for failing to concentrate, spell or organise homework. Such experiences can fall in the realm of trauma which becomes re-played and reinforced time and again.

Perhaps thoughts about the depth of the emotional and behavioural impact of dyslexia were already germinating when I first did my dyslexia teacher training at the Dyslexia Institute in Staines many years ago. We were required to conduct a mini-research project of our choice as part of our training. I took the opportunity to visit Wormwood Scrubs Prison and talk to the Education Officer and meet prisoners. It is widely known that there is a link between lack of literacy and crime but I was trying to probe further to discover whether this "lack of literacy" sometimes has its roots in specific learning difficulties. Studies have indeed found a link, for example, Von Ebel (1980) reported that a third of inmates in residential remand homes were congenitally dyslexic. In some cases, crime is the only communication available for deep psychic distress. A forensic consultant to German courts, Von Ebelanalysed the erosion of self-esteem and concluded that dyslexics' treatment within school was responsible for their resorting to crime to the extent that their dyslexia was a mitigating circumstance.

Psychodynamic psychotherapy theory places huge weight on the way our early relationships and treatment, not only affect our sense of self, but also are the raw material for constructing that very template for how we are in the world. This is borne out by groundbreaking neurobiological evidence (Schore, 1994). Making links to behaviour and feelings in the present to what has been laid down in the past, is a cornerstone of this work.

Rosemary Scott writes compellingly and in detail about these issues in her book Dyslexia and Counselling (2004) including the effects of school, teachers and peers, as well as the psychological impact of being dyslexic. Needless to say, this all points to the vital importance of early detection and the education of parents and teachers into the emotional impact on those affected. It may also be that teachers should undergo some basic counselling training to make emotional issues more explicit. The absence of these can have deep a psychological impact.

References:


The power of language to confine or transform society's view of dyslexia.

Language plays a major part in shaping peoples' attitudes and beliefs. In terms of linguistic studies and semiology, language creates and organises ways of looking at the world. Therefore language is a very persuasive tool in shaping our views and producing meaning through its codes and conventions.

Consequently, if we observe the conventional language around dyslexia we are met with the vocabulary of 'disability', 'impairment', 'difficulty', 'struggle', and unsurprisingly dyslexia is perceived by the world as a terrible affliction to be pitied. Imposing this negative language on this 'specific learning disability' formalises our view, and presents a false image of dyslexia to society in general.

We see the most influential vocabulary in the media where the negative language reaches its widest audience. Examples of famous people with dyslexia can be very encouraging and yet we are bombarded by stories of adversity and language where celebrities 'battled' with their 'disability' and 'despite suffering' from dyslexia they 'finally overcame' their 'difficulties'. This negativity has strong implications for dyslexic people, and can even be accused of being ethically damaging, fuelling issues of poor self-esteem and low expectations.

In Saussurian terms what is 'signified' is that dyslexia is an almost insurmountable ordeal. These negative definitions are self-reinforcing, perpetuating an endless cycle of failure. Society has little expectation in the 'struggling' dyslexic's academic achievement and career opportunities.

In my own work with students with dyslexia, I can clearly see that these linguistic habits that shape peoples' attitudes frustrate and anger intelligent and ambitious individuals. These students are dismayed, and at worst demoralised, by the negative language around what they feel is their learning difference to be worked with rather than overcome. How can they 'overcome' something that is part of who they are and how they think?

If they confidently declare their dyslexia they are invariably faced with people who have absorbed these negative images and react in hushed tones with concern and sympathy. Well-meaning comments like 'it must be a terrible struggle' negate the hard work and achievements of these individuals. They don't want to be patronised or considered unable to achieve equal or better academic results than their peers. As one student has stated in frustration, 'what I don't like about having dyslexia is that people don't understand it'.
I am not dismissing the challenges that dyslexic students face to achieve their successes, far from it. Dyslexia may complicate life a little but it doesn't deserve this language of suffering around it. My wish is to emphasise that with the right intervention, support and hard work these negative terms don't equate with the reality of the dyslexic experience.

We need to reframe dyslexia as a learning difference, not only remaining realistic and recognising the difficulties dyslexics encounter, but also acknowledging the strengths, creativity and natural abilities of these right-hemispheric brained individuals.

To quote the neuroscientist Baroness Susan Greenfield, 'If we are to place more of a premium on creativity in the future, we should be mindful to preserve and celebrate the inherent, untaught abilities of people with dyslexia.' (The Guardian, 2006.)

So how do we combat this powerful negative language that permeates dyslexia?

If language has such power to shape our attitudes then surely we can immerse the language around dyslexia with positive, encouraging signifiers. We can influence linguistic choices and transform the perception of this learning 'disability'.

We can re-educate large numbers of people through the media and specialised training. We have a responsibility as educators, parents, and professionals to dispel this negative, demoralising vocabulary. It is in society's interest and for the self-esteem of 10% of the population that we insist on new definitions and language to transform notions of dyslexia.

Let's start by labelling dyslexia as a different ability rather than a disability, a learning difference rather than a difficulty. It is a different way of processing and seeing the world and should be celebrated.

The last word should go to one of my students who recently graduated with a degree in Energy Engineering: 'It's not a disability, it's an attribute.'

Sascha Roos, Dyslexia Support
E-mail: sascha.roos@dyslexiasupport.ie
www.dyslexiasupport.ie
(Linguistic studies reference - Jonathan Culler, Saussure, Harvester Press, 1976.)

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Guidelines for Submissions:

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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.
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Where there is a Will, there is a Way.
Around UK in 50 days...

By Eleanor May-Brenneker.

Ettienne de Beer, a qualified personal trainer, employed by 'My Time' and his wife Tricia, an Age Concern project manager, both dyslexics, experienced 18 months into their married life an awful blow. Tricia was diagnosed with and treated for breast cancer. She received tremendous, invaluable, free support from 'The Haven', the Breast Cancer Support Charity. This initially prompted and then drove Ettienne to set a mammoth goal: to raise awareness and funds for 'The Haven' in order to enable 100 breast cancer patients to receive free treatment and care. How laudable and challenging is that?

Although Ettienne has by no means achieved his financial target yet, to raise £100,000 - he will practise what he preaches and work towards his goal whatever it takes, however long it takes.

Please visit: http://www.justgiving.com/AroundTheUKin50Days/.

Ettienne hatched the most daunting task he could think of: to cycle and run the circumference of the UK and Northern Ireland in 50 days.

So Ettienne trained daily, after work in his spare time, in order to upgrade his cycling techniques, hours on the saddle and endurance skills for both cycling and long distance running. A gruelling task, no doubt, that needed to be adhered to every day of the week for months on end, rain or shine, storm or breeze.

Besides the training, there were more expedition aspects to consider for this project to succeed like sponsorship, route planning, negotiating 50 days off work unpaid, acquiring appropriate cycle gear and mechanical skills as well as travel and accommodation logistics to be sorted out. All this would be quite a tall order for anyone and most certainly for dyslexics with possible organisational and planning limitations. These factors were surely not to be underestimated.

The route took Ettienne and Tricia, accompanied by their dog Pixy, from the starting point the Brighton Pier, anti-clockwise eastwards along a coastal path up and over the top of Scotland. From there they made their way down the west coast, including the Isle of Skye. They suffered a stormy crossing to Northern Ireland and trekked the coastal route from Larne to Belfast, in 2 days. This fascinating expedition continued down the west coast to Land's End and subsequently along the south coast. On average, Ettienne covered per day 120 miles by bike and 50 miles running. He cycled/ran for 6 days a week, then took 1 day off. In this way everything went smoothly, and often roughly to schedule until they finally reached their ultimate destination: Brighton Pier, the finish line, 49 days later. Ettienne became the very first person ever to cover a combined distance of 4200 miles of UK's coastline in 49 days, of which 700 miles was run and 3500 miles cycled.

He therefore learned some lessons for life:

- Not to take things too seriously and to enjoy what you enjoy doing.
- That only through failures do we learn valuable lessons (such as not completing the allotted 'miles' per day and to accept this with a smile).
- Not to listen to negative advice. You may have doubts, but always believe that you will do what you have set out to do if it's worth doing.
- Life is a constant change of circumstances; embrace it, learn from it and then enjoy it.
- Always believe in yourself, your skills and your strengths!
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The Importance of Vocabulary to Learning and Literacy, and Specific Intervention for Secondary Pupils.
13th November – London.
Quality First Teaching: Grammar, Spelling and Punctuation.
20th November – Manchester.

Further information about all courses is available on the Patoss website.
www.patoss-dyslexia.org
Exam access arrangement update.

This June was the first time that a new exam access arrangement GCSE was introduced by JCQ. Any candidate who was given a human reader to assist their access to exam questions could also use text-to-speech as a non-human reader of the text in questions designed to assess reading in GCSE English. In reality, very few candidates used this access arrangement.

Why did this happen?

Schools faced a range of problems, as I witnessed in the four schools I specifically engaged with through the school year. The majority of schools do not provide text-to-speech on their network. One of the four schools finally bought and installed the software too late in the year to offer the access arrangement in the June exam. They plan to offer it this coming year.

The other three schools did already own and use it. The SENCo at the first of these described the response of their I.T. support when they discussed what would be needed on the exam day for the candidates: "They went into meltdown." There are other access arrangements that require I.T. support: the use of a keyboard rather than a pen, for example, where the I.T. support has to ensure the candidate cannot access a spell check or a dictionary. Schools need to have run the new access arrangement in their mock exams if they are to be confident they can deliver in the real exams.

The second school, much the best equipped and resourced, did get as far as proving to their satisfaction that they could run an exam with text-to-speech available to their candidates. However, the guidance from JCQ indicated that schools would have to produce their own digital version of the exam papers in one hour on the morning of the exam. The Learning Support department decided against running the risk that their candidates would be expecting to work with text-to-speech and yet at the last minute some problem with the exam paper could make this impossible.

Which leaves the one school which did enable its pupils to use text-to-speech. All pupils at this school are equipped with their own netbook on which is installed text-to-speech software. The pupils were familiar with its use. The school contacted the exam board, OCR, and eventually got an undertaking to provide a digital version of the exam papers an hour before the time of the exam. Despite an anxious moment or two on the day, candidates were able to access the exam on their netbooks and use the text-to-speech software successfully. The school admitted they would probably not have had the nerve to do this had I not been around both before and on the day.

I was able to briefly question all 14 candidates after the exam finished. No-one reported any technical problem. One or two found switching between the question paper and the passages, which were in a separate document, rather irritating. But it was clear that everyone had found it helpful and were positive about the experience.

Why is this important?

In its wisdom, the government has decided to return to end-of-course exams as the only form of assessment at GCSE. The absence of coursework or even controlled assignments puts dyslexic candidates at a disadvantage.

In 2011-12, the most recent year for which there are statistics available, there were about 57,000 candidates who used a human reader (roughly 8% of the total candidates taking GCSEs.) The only exam access arrangement for which there are larger numbers is extra time.

Assuming similar numbers this June, that means a realistic estimate suggests at least 50,000 candidates did not get the chance to use text-to-speech in their English GCSE exam who should have done. As we all know, a C grade in English is essential to open many doors to further and higher education.

Equally importantly, the reasoning for allowing this access arrangement is that it is accepted that someone reading with the aid of text-to-speech is working independently. This is a message that needs to be delivered loud and clear to these individuals. In exactly the same way as a paraplegic in a motorised wheelchair or a blind person using a guide dog is acting independently when they go out into the world on their own, so is a person with dyslexia when they demonstrate their understanding...
of demanding, sophisticated text while using text-to-speech. Reading is far more than simply decoding. Most of the challenges to schools that I have mentioned will still exist next year. The one that will not is that the exam boards are now committed to providing the digital versions of the exam papers, providing schools have requested them.

If you are going to be a candidate taking GCSE English in June 2014 or a parent or supporter, the time to start ensuring your school will be ready to deliver this exam access arrangement is now. It is the school's duty to deliver; it is vital you raise it with the school now so that they will ensure it is place in time.

Malcolm Litten. Member of the B.D.A. New Technologies Committee

mail@mlitten.wanadoo.co.uk

Writing for Text to Speech.

Jean Hutchins, B.D.A. New Technologies Committee.

Here are ten important points about writing for Text to Speech (TTS) software and audio files. Most are included in the B.D.A. Dyslexia Style Guide at

http://www.bdadyslexia.org.uk/about-dyslexia/further-information/dyslexia-style-guide.html

The speech engines are improving, but still say some odd things. We cannot avoid some 'funnies', so we should do everything possible to amend ones that we can express more suitably.

Please listen to what you write, and remember that the voices vary in their pronunciation.

**Do:**

- Use **Styles** for headings and sub-headings, to create bookmarks for PDF files and Navigation Pane for Word, for navigation purposes.
- Use **more punctuation**. If a human reader would pause and let his or her voice drop, we need to indicate this in text.
- For **clock times**, 12.45 would sound like a decimal, so put a colon, as in 12:45.
- Use **manual numbers** in lists. TTS does not speak automated numbering in Word.
- Put **page numbers, manually**, at the top of each page. Dyslexic listeners need to hear them, for navigation in the file and in the printed copy.
- Put **stops in capital letter vowel initialisms** that we say by letter-name, if you do not want them spoken as words, e.g. not HE, NUT, OBE, but H.E., N.U.T. and O.B.E.
- Put **hyphens** in compound words, e.g. help-liners, mind-map, stake-holder.

**Don't:**

- Use **roman numerals**, which TTS logically says as words.
- Insert **footnotes**, which are hard to navigate, and break up the continuity of the speaking.
- Put **Vol., No., mins, pt**, when you mean Volume, Number, minutes, point.

A full account of these points, and further ones, with reasons and examples for you to try with your Text to Speech, in Word, PDF and HTML, is on B.D.A. tech web.

http://bdatech.org/what-technology/text-to-speech/writing-for-tts/
BOOK REVIEWS.

For parents, teachers and all concerned with dyslexia.

THROUGH BLISTERS AND SADDLE SORES.

49 Days That Changed My Life...
By Ettienne De Beer.
(Publisher: The Memoir Club).
(Available on Amazon Kindle @ £2.05; http://www.amazon.co.uk/Through-Blisters-Saddle-Sores-ebook/ dp/B00DIJZN84). 10% Of ALL sales goes to The Haven Breast Cancer Charity.

The book reviewed below is unusual because it is not dealing with literacy methods, dyslexia friendly story series or other specific dyslexia support guides that we usually expect on this page. It's a true tale of two dyslexics achieving a mammoth task.

Review.

Ettienne De Beer was born in South Africa and immigrated to Britain when he realised that SA did not hold much of a future for him, being a dyslexic and not very promising academic youngster. He met Tricia, a dyslexic artist, in SE London and years later their wedding took place in SA. Less than 18 months into a blissful marriage Tricia was sadly diagnosed with serious, invasive breast cancer. They both suffered traumatic, emotional and physical very stressful, tough times. However, a charity called The Haven provided Tricia with tremendous, free post NHS treatment support, which saved their marriage and their lives. Ettienne gratefully began to deeply analyse this whole experience, his objectives and purpose in life. He felt strongly that he wanted to realise a long standing ambition, viz. to achieve something virtually super human, physically and holistically. He wanted to circumnavigate the whole of the UK by cycling and running in fewer days than anyone had ever managed before and to raise in the process the amount of £100,000 - for The Haven to provide more free care for 100 breast cancer patients.

From day one He kept a blog which formed the basis for this e-book.

The book is peppered with 47 colourful photos, mainly taken by Tricia. Text and pictures result in a well illustrated account of the whole expedition and all the aspects and facets of the total project.

In the first three chapters Ettienne describes in great detail the rationale for undertaking this expedition that was organised and executed virtually single-handedly, with only his wife Tricia as his daily back up team. He renders an account of the trials and tribulations experienced during the preparation period, the disappointments suffered in raising sponsorships and support but also the helpful discoveries made in the final prep weeks even though they were forced to learn things the hard way.

Chapters four to ten depict each of the six expedition weeks when the couple travelled around the UK. They started from Brighton Pier - Ettienne by bike and Tricia in the campervan - on a route that took them counter clock wise east~ and northwards, covering the coastlines of England and Scotland. Then they undertook a stormy ferry crossing to Northern Ireland, covered its circumference in a staggering two days and continued on the mainland down the west coast to Wales, the West Country and south coast, reaching the finish line at Brighton Pier, indeed within an amazing 49 days.

Ettienne's highly specific descriptions as well as verbalisations include:

• the natural beauty of Britain as seen through the eyes of the beholder;
• weather conditions and fights with the elements;
• challenging physical, mental and emotional endurances and stress;
• appreciation and kindness shown by many people met en route;
• soul searching and philosophical analyses and accounts of
• life changing experiences and discoveries generated by the events;
• many lessons learned and shared.

The sum of the total makes this book a most worthwhile and encouraging read for anyone interested in setting and achieving goals in general and for dyslexics in particular. It's amazing and awe inspiring what this couple has achieved while facing
and overcoming typical drawbacks due to dyslexia into the bargain. It’s empowering to witness their strengths, qualities and the way they challenge their potential and record their growths despite the limitations and setbacks they encounter. And how about applauding a dyslexic, such as Etienne, writing an e-book in strict chronological order and expressing so explicitly, in every-day, colloquial language what he feels in mind body and soul before and during this colossal project?

It is occasionally apparent that we’re reading a book written by a dyslexic. More in depth, thorough proof reading would be welcome, especially where punctuation is concerned. There are also still a few ‘typo’s’ and homophone confusions present, but those can be ironed out over time, no doubt. The content is highly recommended and Etienne’s objective of this blitz trip round the UK viz. to raise awareness about breast cancer and funding for free post treatment care for 100 other patients is most admirable.

(Author: Eleanor May-Brenneker MA-Ed; PgDIP. SpLD; AMBDA; FRSA; ‘Tudor Manor’ Beckenham Place Park BECKENHAM Kent U.K. BR3 5BP Tel. 020 86586657 Lecturer, Linguist, Researcher, Therapist, SpLD/ND/Dyslexia Consultant (Hon. Member DABBGL)

Livescribe wifi smartpen.

By Eorann Lean.

I wish that I had the Livescribe pen when I was at university. I stopped going to lectures after my first year because I found it impossible to keep up with what the lecturer was saying while also taking notes. I would start writing down what was being said and not only find that I had forgotten half of what had been said but that I was now behind with the next point. I found that recording the lecture wasn’t much help as it would take so much time (time I did not have during an Oxford degree) to listen through the whole lecture again and write up notes.

Now as a working adult I have to take official minutes in meetings as well as noting down information and tasks. The live scribe means that I don’t have to just cope or make my best guess when taking notes anymore.

The Livescribe pen works with a special notebook that links the audio the pen is recording with the notes that you are writing. So if you touch a word you can hear the recording of what was being said as you wrote it. It’s really easy to use just press the record button on the page and away you go. The pen has given me the confidence to write down the main points of what is being said rather than the whole sentence (i.e. Hastings, 1066 not The battle of Hastings was fought in 1066) because I know I can listen back if that isn’t enough. Although, to do this it’s vital to write a title at the start as the pen won’t record until a word has been written.

If you’re more comfortable with drawing than writing then the pen lets you dispense of words altogether. You can draw symbols or pictures and then touch them to hear what was being said at the time.

This new edition of the Livescribe pen has Wi-Fi abilities which is a brilliant function as it means that your notes can be synched to Evernote so that you can access your notes on your computer, mobile or tablet. You can view your note in Evernote just as it is written on the paper or click on it and get a video that plays the audio and shows what you wrote/drew at the time.

I love this feature as I lose/leave behind my notebooks all the time so it means that I have my notes stored in the cloud to retrieve if I need. However it also means you can communicate your ideas to others by sending them the online recordings of your notes. For instance I was working with someone who was designing a poster for me. I was able to talk through my ideas while I also drew them out and then thanks to the Livescribe and Evernote connection I was able to send the recording of my words and drawing to my colleague. Once you have registered your pen this should all happen automatically but you can get this to upload by just pressing the synch-now button at the front.

I think the Livescribe pen is brilliant not only does it let me take notes and to pay better attention during meetings but it lets me express myself by speaking rather than writing. The only negative thing I could think of to make this balanced is the lid. It’s small and fiddly to get off and doesn’t fit on the pen anywhere so the opportunity to lose it is high. However you are provided with a spare lid so it’s hard to be that cross...
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www.bdadyslexia.org.uk
EUPALT.

EUPALT - a European-wide concept of quality management and assurance in education and advanced training of teachers and therapists working with persons with dyslexia.

By Michael Kalmár, Chairman of the E.D.A.

EUPALT.

is an acronym for “European Passport for the Education of Therapists/Teachers Working with People with Dyslexia”, a life-long learning project, funded by the Leonardo da Vinci Programme of the European Union.

Project Partners.

Since October 2012 the project, led by the VINCO Institute (Austria), is implemented by the European Dyslexia Association, the Universities of Siauliai (Lithuania) and Minho (Portugal), Medical School Hamburg (Germany), the Institutes S.I.N.N. and INFOSOC (Austria) as well as the Kütahya School District Authorities (Turkey).

The British Dyslexia Association provides services as a subcontractor as part of the European Dyslexia Association.

Project goals and aims.

The project aims at developing an internet-based platform for self-evaluation of training institutions and its graduates, respectively.

By linking the newly adapted E.D.A.-curriculum to E.Q.F.-related learning outcomes and by transferring a curriculum assessment tool into the field of dyslexia, the quality, transparency and comparability of the training programs for persons with dyslexia are increased.

It includes the possibility of a matching process between this learning outcome oriented framework (with focus on E.Q.F.) and individual or institutional portfolios. In this regard, EUPALT supports the recognition of competencies and qualifications of experts, trained in different fields including informal learning (A.P.L.) in an environment of fragmented (or non-existing) curricula in the EU-28.

Institutions and its graduates measure the progress of their respective educational activities in accordance with criteria that have been developed by the European Dyslexia Association. By integrating the aforementioned outcome-evaluation tool within this conceptual system, improvements in quality, transparency and comparison of educational programmes within the field of dyslexia are targeted.

Project process.

Prominent educational institutions from England, Lithuania, Austria and Portugal have already dedicated themselves to this assessment (several others have declared to do so in the near future). Their self-evaluations are publicly available on the project’s website http://www.dyslexia-project.eu, which also informs about the project itself.

The provision of a platform for both internal (by the institution) and external (by the graduates) evaluation purposes serves comparability and helps to establish a system of continuous quality improvements.

All assessment outcomes may be published publicly on the project website or restricted to the project leader by decision of the user of the tool.

Summary and outlook.

EUPALT translates the Curriculum of the European Dyslexia Association into results (knowledge, skills and competencies) and makes the first steps toward an European Curriculum for the training of professionals working with persons with dyslexia.

EUPALT supports the process of recognising competencies acquired through informal learning (A.P.L.) with its internet-based evaluation tool.

EUPALT makes it easier for potential students to choose educational or training programmes due to the information provided by institutions and graduates.

EUPALT initiates the mainstream integration of the EDA-Curriculum into national contexts.

EUPALT additionally pioneers the development of a recognised, European-wide accreditation institution in the field of dyslexia.
Back in November 2012 the Local Association Board (L.A.B.) discussed running a summer camp for dyslexic young people and creating the B.D.A.’s Youth Board. An L.A.B. member suggested asking St David's College in Llandudno for the residential weekend, and the Headmaster agreed.

On a very cold and snowy day in January a small contingent from the L.A.B., Chris Hossack, Steve & Neomi Calvert and Arran Smith, the B.D.A. Membership & Projects Officer, went to see the school. The Headmaster Mr Stuart Hay, introduced key members of staff to the team and gave them an excellent tour of the school. The L.A.B. team was even included in both maths and art classes. The team was shown many amazing school features including the four-wheel drive course to a bouldering wall as well as superb teaching facilities.

Over the next few months the B.D.A. and the members of the L.A.B. planned what activities could be offered for the pilot weekend and decided to invite individuals from a selected number of local associations to the weekend.

On 23 August 2013, the start of the Bank Holiday weekend, 10 young people, six girls and four boys arrived at St David’s College and were greeted by 7 volunteers from Local Dyslexia Associations including Leicestershire, Salford, North Warwickshire and Coventry together with Arran Smith and the B.D.A. CEO Dr Kate Saunders. The staff and volunteers delivered a program that not only featured amazing activities but had underlining educational value for the young dyslexic people.

After introductions, the young people were shown round St David’s College before supper and team building activities. The night ended with “let’s have a chat”, an activity designed by Arran Smith to get the young people to talk about their dyslexia and the feelings it caused. Over the next three days this was shown to be an amazing way to get young people to talk to others about what they thought should be done to assist them and how dyslexia affects them.

Saturday morning started well with a breakfast cooked by Chris Hossack, after which the young people were split into Orange and Brown groups, two boys and three girls in each.

The Brown group had their first education lesson with Dr Kate Saunders, the Orange group had a music lesson led by Neomi Calvert from Salford Dyslexia Association. Neomi taught the young people to play the electric guitar, the bass and the drum kit, well enough to play ‘Shut up and Drive’ by Rhianna which they performed later on during the weekend for the rest of the staff and students. After lunch both groups joined Arran, Steve and Andy Wilde, a parent from Leicester who was the official First Aider for the weekend, to show them how to use the bouldering wall. This was a weekend favourite activity with staff and young people and consisted of a climbing wall which didn’t need any ropes or harnesses with a very soft floor. It developed confidence in climbing using foot and hand holds and really did become very popular. After
lunch Arran and Andy provided an orienteering activity which directed the young people over the grounds at St David's College, from the 'Hercules' statue and through the three rugby pitches below the school. They had to find 22 different letters to create the words "B.D.A. is at St David's College".

Before dinner, the young people played parachute games, after which was an opportunity to create an art installation which was produced in the art room, based on the John Adams flag project http://www.disabilityartsonline.org/?location-id=1276&item=1535 and situated on the lawns at St David's College. The young people were given T-shirts to allow them to practice their artistic skills whilst creating something visual and tactile regarding the weekend. This basically ended up as T-shirts for all members of the group and staff to sign which provided a great memento of the weekend.

Sunday morning started with the groups going back to music and to I.T., where they created a newsletter for informing parents what they had done so far during the weekend. They also attending Dr Kate Saunders' education lesson in which she continued to provide them with skills to tackle problems in both English and Maths.

After break and a game of rounders, lunch was eaten before a return to the bouldering wall where Andy challenged all the young people to climb to different points around the wall. It was very demanding and only two of the young people achieved it. Then 'Capture the Cone', a wide game activity run by Cara was played, which had the young people running around and letting off some steam. After dinner it was back to the art room where Tessa, one of the volunteers from Leicester, worked with the young people to design a mural of the weekend activities before going back to our main base, Minstrel Hall, where a dyslexia awareness discussion followed. Many felt that dyslexia was still not recognised enough in their experience, and from this discussion, young people were recorded talking about their individual experiences. It is hoped that this video will be edited in time to be shown at the forthcoming B.D.A. AGM in Swindon in October. After this the second day of camp ended with 'Fox and Hounds' played in the dark using torches. Fun and excitement seemed to be had by all.

Monday morning came around very fast. After breakfast the young people were asked to pack their bags and clear up any mess which had been made, subsequently everyone then assembled in the Music room and listened to a live performance of the Brown and Orange group's versions of Rihanna's 'Shut up and Drive' with their own lyrics. This was a really good opportunity for the young people to showcase their strengths, after which Dr Kate Saunders took the final education lesson with both groups of young people combined. The young people were then taken back into Minstrel Hall for further recordings about dyslexia, and after lunch the bouldering wall was utilised for the final time.

Parents started arriving at 1pm and at 1:30pm folks started to assemble in Minstrel Hall for presentations where all the young people received participation and achievement awards. Awards were also presented to staff in appreciation for their dedication over the weekend.

I would like to take this opportunity to send out my gratitude and thanks to those who took part in supporting these young people over the three days; big thanks go to Chris Hossack (chef), Steve Calvert, Naomi Calvert, Conner Hanmer, Tessa Hawkes, Andy Wilde, and Cara Cramp. These people gave up their time to support 10 young people who really had a good time as well as learning a great deal.

The young people really appreciated what we had done for them and I would like to thank them for taking part; that goes out to Rhiannon, Will, Matt, Stephanie, Shannon, Arran, Nicole, Alanah, Sam and Olivia. I know they had a really good time and will want to come back next year.

If you would like to register to find out more information on next year's camp, please go to the B.D.A. website to find out more details at http://www.bdadyslexia.org.uk/membership/summer-camp.html

The B.D.A. would also like to take this opportunity to thank the headmaster Mr Stewart Hay and his staff at St David's College for their generous support and enabling the B.D.A. to use their school and facilities. We look forward to working with them closely over the next 12 months as we create the B.D.A. Summer Camp 2014. Their website if you are interested in regular school places is www.stdavidscollege.co.uk.
Maurice scoops award just in time for his 80th birthday!

This summer, Maurice Goodwin scooped the prestigious North East Senior Learner award as recognition of his perseverance with English in spite of only discovering he had dyslexia when he was aged 76!

Over the last 3 years, Maurice has successfully gained Entry 3, Level 1 and Level 2 English certificates with his tutor Suzanne McGregor's expert help and is now beginning to write his memoirs.

Suzanne, in turn, puts her success with Maurice down to the excellent B.D.A. training she did in Manchester. "It was a very practical and inspiring course," she says. "It showed me how to help those with dyslexia to achieve their potential and working as a dyslexia tutor has been the most rewarding job in the world. Maurice's award is proving an inspiration to current students in my classes, making me feel very proud."

"Our photos have been circulated throughout Tyneside and this has been a further cause for celebration for us both," she added. "I will be contacting the TV soon as Maurice's 80th birthday is 14th October and opens Dyslexia Awareness Week and I think that we need to make ourselves famous and fly the banner for the B.D.A. and our local charity Dyslexia North East!"

"My outlook on life has changed," Maurice insists, "as I no longer feel handicapped and I have more confidence and aspirations."

Anyone, who lives in North Tyneside with dyslexia, wishing to join one of Suzanne's "Brushing up English" classes to help themselves or "Steps 2 Success" classes to learn how to support their children should contact the Adult Learning Alliance Tel: 0191-6438818 or e-mail suzanne.mcgregor@ntlp.org.uk

Details of Dyslexia North East can be found at www.dyslexianortheast.org or by telephoning 0786-826-3696.

Maurice proudly displaying his certificate with Suzanne to his left and friends at the award ceremony in Gateshead Stadium this June.
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OLYMPUS.
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.