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Contents.

4. Introduction.
10. London Marathon Results.
12. B.D.A. 9th International Conference.
15. Keynote speakers.
18. Gala evening.
20. Exhibitor Poster Display.
22. Obituaries.
30. Poetry corner.
31. Exhibition Roundup.
32. Angry Young Man.
34. L.D.A. News and Events.
35. Stephen Duffy: My Hopes and Aspirations.

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B.D.A. Helpline Number: 0845-251-9002.

Helpline e-mail: helpline@bdadysexia.org.uk


Editor:

Emma Abdulaal.

Front cover:

Pictures taken from the B.D.A. 9th International Conference Gala Evening.

Dyslexia Contact

You can use a free downloadable App QR Code Reader on your smart phone to access the page.

The audio files are available on disk from B.D.A. office 0845-251-9003.

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Copy deadline for the September 2014 issue of Dyslexia Contact is 5th August 2014.

B.D.A. is a company limited by guarantee, registered in England Number 1830587. Registered Charity Number 289243.

B.D.A. website — www.bdadyslexia.org.uk
Introduction.
Editorial.

Welcome to the May 2014 edition of Contact.

In March 2014 the British Dyslexia Association (B.D.A.) 9th International Conference took place in Guildford and was a huge success. The B.D.A. was proud to host this gathering of the dyslexia community from all over the world, with cutting edge international researchers and practitioners in the field of dyslexia presenting their findings. We were delighted to welcome over 650 delegates and being able to share ideas, experiences, knowledge and stimulating discussion with colleagues and friends from so many different countries added to a memorable and inspiring conference. It was wonderful to hear of the great work that colleagues are undertaking in support of dyslexic individuals across the world and know that B.D.A. has a key role in spreading awareness, good practice and research far and wide.

In England, major Special Educational Needs (S.E.N.) reforms are being introduced. The B.D.A.’s next education conference, on June 6 2014, in London, sets out what these are and what the implications are for dyslexic individuals and those who support them within the education system. Phil Snell, Assistant Deputy Director of SEND at the Department of Education, will be amongst the eminent and informative speakers. See www.bdadyslexia.org.uk/courses-and-events/conferences/sen-reform for further details and booking. Details of the B.D.A. conference on Dyslexia and Speech, Language and Communication Needs on October 24, 2014, in London, can also be found at the same link. Professor Maggie Snowling will be presenting, together with other top individuals in these areas.

Dyslexia Awareness Week will be November 3 to November 9, 2014. The theme is 'Dyslexia Matters' and we hope to build on the enormous success of last year, which saw hundreds of people taking part in dyslexia awareness events and thousands downloading our resources.

Continuing to raise awareness of dyslexia and the issues concerned is crucial in this time of cuts in education and welfare provision, as well as punitive changes to examinations and Disabled Students Allowances, all of which are of deep concern to the B.D.A. due to the negative impact on dyslexic individuals.

The use of the term ‘Dyslexia’ has been somewhat under attack in the media recently. The B.D.A. mounted a strong media rebuttal in the press, television and radio, and was joined in this by colleagues, parents and dyslexic individuals nationwide, including our new B.D.A. Young Person Ambassador, Olivia Loder, who is 11 years of age. Olivia recently wrote a letter to Michael Gove, Secretary of State for Education, advocating that dyslexia awareness should be a part of initial training for all teachers (see features on Olivia in this edition of Contact and on the B.D.A. website). B.D.A.’s responses to key policy issues are posted on the news section of the B.D.A. website (www.bdadyslexia.org.uk) together with press releases and government consultation responses. The B.D.A. campaigns extensively for the rights of dyslexic individuals, with the ultimate aim of creating a dyslexia friendly society.

The B.D.A. Awards will run again this year, so do let us know if you know any dyslexic individuals who have achieved something extraordinary, or created something amazing, as well as any individuals, schools or organisations you wish to nominate for their support of dyslexic individuals. For a full list of the award categories, application/nomination details and deadlines (September 30, 2014), please see the B.D.A. website.

The B.D.A. would like to encourage remote working volunteers to join our B.D.A. Team. So if you have some time to spare and would be able to do some voluntary work from home, we would love to hear from you. Activities would be varied according to the skills available, but could include, for example, proof reading, assisting with fundraising and campaigns, writing and spreading the word. Alternatively, you might like to join our ‘Friends of the B.D.A.’ group, who volunteer to help to organise fundraising events (locally and nationally) and support policy campaigns. If you have some time to offer, please contact Debbie Tear Debbiet@bdadyslexia.org.uk or call 01344 381 551 (full details are on the B.D.A. website, in the recruitment section under ‘About us’).

Congratulations to the nine runners who successfully completed the London Marathon and raised funds for B.D.A. in March 2014. It was a fabulous occasion and together they raised over £7000 for the B.D.A. Well done to all of you.

The B.D.A. is rightly proud of the work we do to build a dyslexia friendly world and of the hundreds of volunteers and supporters around to country who work as part of the wider B.D.A. family, through our Local Dyslexia Associations, towards this common aim. Thank you to all of you for all that you do to make a positive difference for dyslexic individuals and those who support them.

Dr Kate Saunders, Chief Executive
The vision of the British Dyslexia Association is a dyslexia friendly society enabling all dyslexic people to reach their potential.

SEN Reform - What will it mean for you?
6 June 2014.
9:30 to 15:45. London.

This conference aims to demystify the changes in SEN legislation and help schools and teachers prepare for the new Children and Families Act. The conference will help Specialist teachers, Head teachers and Classroom teachers prepare for the funding reforms.

We hope you can join us for what promises to be an informative and valuable day. Confirmed speakers include Malcolm Reeve, Lorraine Petersen, Mel Byrne, Mary Daly, Phil Snell Assistant, and David Williams.

Dyslexia and Speech, Language and Communication Needs
24 October 2014.
London

The confirmed speakers for this conference are:

* Professor Maggie Snowling, President, St John’s College, Oxford.

* Anne Fox, Communications Trust

* Dr Courtney Norbury, Royal Holloway University of London

* Rita Fogerty, Moat School

For more information and pricing:
E: conference@bdadyslexia.org.uk
W: bdadyslexia.org.uk (Training and Events)
T: 0845-251-9003.
NEWS ROUNDUP.

Free Conference for parents.

Langley Wellington LLP Solicitors is organising a free conference in Birmingham for parents of children and young adults with Special Educational Needs (S.E.N.) where education lawyers from the firm will be on hand to speak with. The conference will be taking place on July 4 from 9:30am to 1pm at Birmingham City Football Club, St Andrews Stadium, Birmingham. Parents are invited to attend to learn about forthcoming changes to SEN Law and will be able to speak to experts on SEN Law, put questions to a panel of speakers and share their own experiences with other parents. Places are limited and can be booked by calling 01452-555166 or by e-mailing education@langleywellington.co.uk.

Imelda Brennan, Partner and Head of the Education Department, said, "We have organised several events in London for experts working in this area of law and decided to set up local events across the country aimed at parents who may be interested in knowing more about their rights in order to achieve the provision they believe their child requires to meet their Special Education Needs".

Langley Wellington LLP Solicitors.

Lost property.

Someone left two books at one of the B.D.A. 9th International Conference stalls and we are looking to reunite them with their owner. The books are Wales After 1536 – a guide, and Welsh Rugby Heroes. If you are missing these two books, contact us on media@bdadyslexia.org.uk

L.D.A. News Update.

Congratulations to South Kent Dyslexia Association. They have almost doubled their membership numbers from 43 members in 2013 to 82 members in 2014. Well Done South Kent Dyslexia Association.

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EDUCATION ISSUES?

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The British Dyslexia Association has many online portals that you can get involved with.

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The Organisational Members' Day.

September 26, 2014
at the Ernst & Young building,
1 More Place, London.

As part of your Organisational Membership fee, the British Dyslexia Association would like to invite you to the annual Organisational Members' Networking Day.

This year we are delighted that Ernst & Young have offered us a venue. The day brings together our organisational members and encourages them to share and network with each other as well as giving them a chance to listen to some inspiring speakers, who hopefully, will re-energise them in their chosen fields.

We can confirm that our keynote speaker is Dr Steve Chinn, author and ex-headmaster, as well as the brains behind the moneyless auction at the recent B.D.A. International Conference gala dinner. We also have Ian Litterick, Executive Chairman; and Janine King, Managing Director of Iansyst Ltd, one of the UK's leading assistive technology (AT) and disability services suppliers. We hope to be joined by a member from the House of Lords who will give us a government update and as always Dr Kate Saunders, C.E.O. of B.D.A., will be there with her update on B.D.A. activities.

The event is open to all Organisational Members and we hope that you will sign up for your place early this year. There is a small charge of £20 per person (including V.A.T.) to cover the cost of refreshments. To book or for more details you can email membership@bdadyslexia.org.uk or call Arran Smith on 0845 251 9003 (option 1). We look forward to seeing you there.

Keep us up to date.

As an organisational member we would like to offer you the best service possible. In the past a number of members have noted that they don't always receive our communications. Please can you contact membership@bdadyslexia.org.uk with your preferred contact email address as well as a secondary method of communication that we can use to send renewal information through to you on. It is also worth checking your junk folder to see if any of our messages have been filtered through to that. If you would like any further details, please contact us on 0845 251 9003 (option 1).
A day in the life of Acognia Software.

Organisational Member Acognia tells B.D.A. Contact about their passion and drive to provide software that enables learners with dyslexia to succeed.

The motivation for our day.

Inspiring learners with dyslexia to succeed is Acognia's central ethos. Our team consists of educators, I.T. specialists, coders and designers. Approximately, half of our team are dyslexic, which means that our software is designed by individuals with dyslexia for learners with dyslexia.

This is a dynamic that we embrace to create a stronger team. Our team members with dyslexia provide lateral thinking, and often the creativity, whilst being complemented by their non-dyslexic counterparts who provide linear thinking and the ability to quickly digest or produce large volumes of text based material.

At Acognia, we produce software; ActiVise Software for three to 16 year olds and A.V.P. Software for ages 16 plus to adult learners. We identified a need for interactive and repetitive learning and revision tools for learners with dyslexia.

The software can be populated with text or pictures to form questions and answers or sequences that are then selected to be used in a series of activities to stimulate learning and revision for any subject, age or ability. Central to our work is the belief that individuals with dyslexia can succeed, and often excel, if they adopted effective strategies. Our software's fundamental strategy approach is personalisation and interactivity through the embedded principles of repetition and overlearning.

At Acognia every day is different, although, there are commonly occurring themes that include providing good customer service and support alongside the development cycle of product design, coding and testing followed by advertising and marketing. This makes for a busy, challenging and inspiring day!

Our working day.

Our day begins by providing customer support; this is high on our agenda and our support is free. This enables ActiVise and A.V.P. users to embed the products effective in their practice to ensure the greatest impact on learners' progress.

Around mid-morning, we liaise with our design and coding team. We are currently developing exciting additions to our software range as well as upgrading our website. The new products will allow educators and trainers to create and share topics with their learners. The team consistently strive to design products that are easy to use and enable a seamless learning experience.

At a similar time, our software testing team is undertaking the fundamental role of ensuring that the software is 'bug free' and functioning effectively. This is always an exciting time in which we witness our ideas being transformed in to workable software solutions.

Around early afternoon; we have a planning meeting to design the layout and advertising for our exhibitions. These events provide unique opportunities to network and obtain reaction to our products. The B.D.A. events are central to this work by providing access to a wide range of learners and professionals spanning the employment, training and education sectors.

At the end of the day, we work on initial designs for new products. This is usually the quietest period in which we reflect and bounce ideas between the team. This continually evolving design process ensures that Acognia continues to bring products to market that provide the tools for learners with dyslexia to succeed.

For more information visit www.acognia.com or contact enquiries@acognia.com.
Paul and I had an amazing day yesterday, but are very sore today, expecting to lose a few toe nails. We have raised just over £2000 with a few more donations to collect now that the race is done. Although I had a blue start and Paul had a red we managed to find each other at about 4 miles and finished the race together holding hands. Our time was very slow but we managed to stop and chat with all of our supporters at numerous points around the course. Also the six trips to the toilet on the way round meant that we didn't break any records. We are so pleased that we were able to share our first marathon together and just have fun, take it slowly and thoroughly enjoy sharing this experience with each other, our friends and family and all the other runners on the day. I hope that everyone else enjoyed it as much as we did.

Rose Kavanagh.
I am so happy that I completed the race in without stopping running one single time! I was so pleased with how it went. I had a brilliant support team up there to cheer me on and it was so brilliant every time ~I saw them around the course because they really gave me a surge of energy each time. The highlight of the race for me was definitely running over Tower Bridge. I had just seen all my friends and family, so was happy enough as it was, but then the feeling of running over that bridge as well was just so brilliant. I have to say the hardest bit was between mile 18 and 19. I was in desperate need of a familiar face in the crowd to keep me going and thankfully just before mile 19 I saw all my girls. There's even a funny photo of me moaning to them about how hard the race was as I ran past them. I started the race with the famous rhinos and it was great to see them all dressed up. I also ran past the guy carrying a fridge, a guy dressed up as Charlie Chaplin, a guy dressed up as Mario and many other fancy dress people. I have no idea how they do it! I can't believe how much money I've raised. It has been really overwhelming how supportive everyone has been.

Mike Littler's London Marathon top five tips.
- You will get sores in places where you least expect, use some vaseline or similar. St John's Ambulance are dotted around the course with supplies of the stuff, but as race day was sunny don't think, as one B.D.A. runner did, that they are doling out suncream and smear it all over your face.
- When starting from Blackheath, walk through Greenwich Park and you get to see the runners go along. The closer you get to Cutty Sark the busier it gets, but if you take a right instead of left it should be OK.
- Parking at the end isn't advised, due to the roads being shut off. I've previously parked by the National Theatre and Waterloo Bridge area and walked over the bridge.
- Going this way you get to see the runners along the embankment and if you decide to meet up at Horse Guards Parade it is about a mile down the road. Around the end of Westminster Bridge there is a bit of a bottleneck as people are heading for Horse Guards Parade and the meeting points.
- I also advise that you choose a meeting point and letter carefully, avoiding 'S' as there will be a lot of people in that area who are all walking or staggering around and looking at their goodie bags. Choose a landmark in the park opposite or a less common letter.
Don't forget that there will likely be congestion on the mobile phone signals so don't bank on being able to make contact that way.

**Anthony Corcoran.**

I saw all of the Elite runners pass me in the opposite direction. Mo looked really cool even though he was at least a minute behind the leaders even then.

**Marjie Field.**

The weirdest and sweetest thing I saw was a runner going down on one knee to propose to his girlfriend in the audience! And of course there was the guy with a fridge on his back, but we all saw and read about him!

**Chloe Bevan.**

So my donations are up to £607.04 now. My marathon time was a little longer than I was hoping for, but as it was my first marathon I was just happy to cross that finish line. The weirdest thing I saw whilst running was definitely the huge numbers of people on their phones whilst running! I've definitely caught the running bug so I'll be signing up for a few half marathons whilst I find my next marathon.

<table>
<thead>
<tr>
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<th>Time</th>
<th>Amount raised</th>
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</tr>
<tr>
<td>Mike Littler</td>
<td>05:06:08</td>
<td>£377</td>
</tr>
<tr>
<td>Anthony Corcoran</td>
<td>03:28:29</td>
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<tr>
<td>Laura Osborne</td>
<td>06:53:33</td>
<td>£1,675</td>
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<tr>
<td>Paul Osborne</td>
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<td>Marjie Field</td>
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<tr>
<td>Rose Kavanagh</td>
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<tr>
<td>Sherrie Hardy</td>
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<tr>
<td>Mandy Wraige</td>
<td>06:19:19</td>
<td>£760</td>
</tr>
</tbody>
</table>

Runners names, times and total amount raised.

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**Advertisement.**

**The Dyslexia Debate.**

*Julian G. Elliott, University of Durham,*  
*Elena L. Grigorenko, Yale University.*

The Dyslexia Debate examines how we use the term 'dyslexia' and questions its effectiveness as a diagnosis. Taking into account the latest research in cognitive science, genetics, and neuroscience, Elliott and Grigorenko outline a better way to describe the various types of reading difficulties and discuss empirically supported forms of intervention.

"This is a thought-provoking book that rigorously examines the scientific evidence and ends up challenging many assumptions about the concept of dyslexia... Essential reading..."

Dorothy Bishop, University of Oxford.

For more information please visit [www.cambridge.org/dyslexiadebate](http://www.cambridge.org/dyslexiadebate)

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B.D.A. 9th International Conference.

Creating Impact through Innovation.

Introduction.

Dr Kate Saunders, CEO, British Dyslexia Association.

The B.D.A. is enormously proud of the great success of the 9th B.D.A. International Conference, held in Guildford, March 27 to 29, 2014. It was a fascinating three-day conference with speakers from across the globe presenting cutting edge research and best practice in the field of dyslexia. The topics ranged from genetics, neurology, educational research, to co-occurring difficulties, dyslexia and multilingualism, dyslexia and music, adult issues, and dyslexia friendly good practice in schools and other organisations including youth offending teams.

One of the great additional joys was meeting so many dedicated and inspiring colleagues from around the globe and many different continents, including delegates who do fantastic work spreading awareness and supporting dyslexic individuals. For example, one delegate from the African continent showed me a video clip on her iPhone of a joyous, musical dyslexia awareness parade down the street during Dyslexia Awareness Week, organised by their group. It is wonderful to know that in our work supporting dyslexic individuals we are part of a larger dyslexia community, which is spread across the world.

B.D.A. can be proud of the part it has played, for over 40 years, to spread awareness and encourage the growth of this community, all working together with the common aim of building a dyslexia friendly world.

Thanks from the B.D.A.

Huge thanks go to Dr Julia Carroll, Chair, and the 9th International Conference Academic Committee, Dr Nicola Brunswick, Professor Steve Chinn, Dr Rebecca Larkin, Clare Jamieson, Dr Tilly Mortimore and Professor Joel Talcott, for their extensive hard work in planning and executing a fabulous conference. Thank you as well to all of our speakers, seminar and poster presenters, as well as to B.D.A.’s Donna Stevenson and the other B.D.A. staff and volunteers, including the B.D.A. Chairs, Jim and Margaret Malpas, who worked tirelessly to ensure that everything went smoothly and that those attending had a great experience.

Advertisement.

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Listening to the teacher or lecturer in a busy or noisy classroom can be a struggle for most students. If they also have a learning difficulty, taking notes can pose an additional hurdle to academic progress.

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Use a Conversor MM1 directional microphone and Conversor Adapter Cable to connect the microphone to the iPad, iPod Touch or iPhone headset socket for high quality recordings.

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Creating Impact Through Innovation.

Julia Carroll, Conference Chair.

In the last week of March, the town of Guildford braced itself for the 9th British Dyslexia Association Conference. Over 650 delegates were offered the chance to attend 9 keynote lectures, 12 symposia, 20 workshops, 80 individual spoken presentations and 90 poster presentations. Speakers came from as far afield as Japan, India, North and South America and of course all over Europe.

The conference theme was Creating Impact through Innovation, and particularly focused on how cutting edge research can change classroom practice. This theme was exemplified by our previous conference chair, Joel Talcott, who opened the conference with a presentation on the exciting new research field of Educational Neuroscience. Professor Talcott’s ideas and research demonstrate how neuroscience can have an impact on educational practice, and whetted our appetites for the information to come.

Highlights.

For me, I particularly enjoyed the sessions talking about large-scale, longer term research projects. Brian Byrne described how results from the International Twin Study, a behavioural genetics study carried out in three countries in parallel, can inform our understanding of how different aspects of the reading process are connected or separate in terms of genetic underpinnings. This work was paralleled by an excellent double symposium, chaired by Maggie Snowling, demonstrating the overlap between different aspects of language and cognitive developmental disorders.

I also really enjoyed Michele Mazzo’s keynote presentation on the differences and similarities between dyscalculia and milder mathematics difficulties. She highlighted that while many children have difficulties in arithmetic, only the most severe show a genuine deficit in basic numerical understanding or ‘number sense’.

Ideas for Practice.

Most practitioners will be well aware that children with dyslexia often have difficulties in reading comprehension addition to word level reading. Kate Cain and Don Compton gave very good complementary lectures about developing reading comprehension. Both highlighted the importance of ‘the bigger picture’ – encouraging children to use their existing background knowledge and form a global model of the information they are reading for true comprehension. This approach is quite different from the emphasis on finding the part of the text that answers a comprehension question that is common in primary school teaching.

I also enjoyed the increased emphasis on multilingualism and supporting children from varied language backgrounds. Linda Siegel demonstrated that children learning English as a second language can respond well to targeted instruction, a finding emphasised by others in both the posters and the spoken presentations.

Controversy?

The auditorium was packed for Julian Elliott’s presentation on ‘the dyslexia debate’ – his arguments for why the term dyslexia should be retired from general use. An interesting viewpoint, though not one shared by the majority of his audience! The other papers in this session on ‘feigning’ dyslexia, diagnosing dyslexia in gifted children, and dimensional views of the disorder, also sparked reflection on how we define dyslexia.

The Social Side.

Our first day was completed with a showing of Lexicon, an audio-visual art installation conveying the complexity of spoken language processing faced by individuals with dyslexia. That was quickly followed by a wine reception attended by the Lady Mayor of Guildford, who loved looking around the posters and the exhibition and talking to the delegates. We were also really pleased to present an award to our young ambassador, Olivia Loder.

Friday night was the day of our Gala Dinner, organised by Steve Chinn and with speeches from Anthea Turner and Sir Jim Rose, well deserved recipient of the Marion Welchman Award. The dinner was followed by a raucous ‘cashless auction’ with an array of amazing prizes. Let’s just say I didn’t know how sneaky some people could be.

Overall, it was a really successful conference, with a great balance of information, networking and fun.
Keynote speakers.

This year's conference theme was 'Creating an Impact through Innovation' and offered a series of talks, workshops and keynote presentations. As always the conference's key aim was to help bring academic researchers and practitioners together by covering all aspects of research related to dyslexia including identification, theoretical views, intervention and support for children, students and adults.

**Professor Joel Talcott.**

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

*Biography:* Joel Talcott is Professor of Developmental Cognitive Neuroscience at Aston University in Birmingham, UK, as well as Vice-president of the British Dyslexia Association and Executive Editor of Dyslexia (Wiley).

**Professor Pol Ghesquiere.**

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

*Biography:* Pol Ghesquiere is Professor in Learning Disabilities at the Faculty of Psychology and Educational Sciences of the University of Leuven (KU Leuven – Belgium). He is also president of the Flemish Learning Disabilities Network and member of the scientific advisory panel of Dyslexia International.

**Professor Kate Cain.**

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

*Biography:* Kate Cain is in the Department of Psychology at Lancaster University (UK). She is the current Editor in Chief of the journal Scientific Studies of Reading.

**Professor Usha Goswami.**

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

*Biography:* 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 Michele Mazzocco.**

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

*Biography:* 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. Prior to joining the faculty at Minnesota, she was a Professor at Johns Hopkins University for 18 years.

**Professor Donald Compton.**

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

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

**Professor Linda Siegel.**

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

*Biography:* 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. She has been the President of the Division of Learning Disabilities of the Council on Exceptional Children.

**Professor Brian Byrne.**

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

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

**Dr Julia Carroll.**

*Title: Individual differences in developmental dyslexia.*

*Biography:* Julia Carroll is Associate Professor in Developmental Psychology at the University of Warwick. She was chair of the 9th British Dyslexia Association International Conference.
Participant Feedback.

Fiona Hossack, Specialist teacher and assessor.

The 9th B.D.A. International Conference provided a wealth of information and research, with excellent speakers and presentations. With so much to choose from, presentations linked with the difficulties that my current pupils face were going to be the most informative and beneficial.

Professor Joel Talcott spoke about the promise of educational neuroscience: of how research can inform practice and conversely, how practitioners in schools can feed back into research. Dr Laura Shapiro reported on a study that compared two different approaches to the teaching of reading. In contrast with government approved schemes such as Letters and Sounds, the Early Reading Research strategy teaches a restricted set of phonics skills plus the 100 most frequent sight words. The study showed that the children with poor phonological skills did better on the less intensive programme.

Jonathan Solity's workshop: a 'Rational Analytic Approach to teaching reading' presented the case for the use of real books in preference to phonics reading schemes that are 'divorced from real reading'. Usha Goswami's lecture 'Speech rhythm and temporal structure' indicated that both children and adults with dyslexia show deficits in basic auditory processing mechanisms, and in particular an insensitivity to musical/speech rhythms and syllable stress. As speech rhythm is key to phonological development, it is plain to see why dyslexic children would benefit from novel interventions based on metre and rhythm. Linked presentations made me aware of the reasons why a young pupil of mine has so much difficulty in counting and clapping syllables — and, even more important — what I should do about it. The advice was to practise singing and clapping nursery rhymes to increase awareness.

The notion of 'multiple deficits' in a diagnosis of dyslexia and of co-occurring and interconnected difficulties is fascinating. Valerie Muter's workshop presented several case studies which showed that co-occurrence seems to be the rule rather than the exception and that dyslexia on its own is rare. Learning difficulties co-occur or overlap because the same genes that are shared across learning disorders create risks that a disorder will develop, but this may not happen for children who are well supported and also have strengths.

Amanda Kirby made it clear that as well as screening for dyslexia and other difficulties we should also be looking at the individual as a person. Research shows that dyslexia is also affected by environmental factors and that taking a comprehensive past history as well as a current understanding of the individual and their setting is key to providing the right support. Evidence from the Dyslexia and Multilingualism Project (Mortimore) and from a Canadian Intervention (Siegal) showed that bilingualism may be an advantage to the development of phonological skills. This explains why a pupil of mine who speaks three different languages has excellent phonological awareness, despite a diagnosis of dyslexia.

In summing up, Dr Julia Carroll reminded us of the importance of on-going research of individual differences in dyslexia: although there are multiple risk factors for dyslexia, many dyslexic difficulties can be remediated if identified early.

Michèile Mazzocco, Ph.D. Professor at University of Minnesota.

Dr Goswami's presentation revealed potential paths to reading disability that have not been evaluated as thoroughly as the widely-studied phonological awareness deficits. This strengthens my belief in the need to focus on the many paths to learning difficulties, which is a focus of work on maths disabilities and difficulties.

Dr. Siegel's presentation on the mental health consequences of undiagnosed learning disabilities was a powerful reminder of the need to focus on early identification, early intervention, and the whole child.

When it came to the conference in general, I particularly enjoyed being able to meet and talk with so many attendees. They were engaging, enthusiastic, dedicated, and willing to share great ideas, insights, and examples. I also enjoyed the seemingly endless supply of delicious English tea, which helped me keep up with all that was going on during the conference.
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Further information and booking details will be released via our social media channels, newsletter and website.
Gala evening.

The Gala Evening took place on March 28 at the Mandolay Hotel and provided guests with the chance to socialise with keynote speakers and other delegates.

Anthea Turner was also there as guest speaker talking about her personal experiences with dyslexia. A cashless auction added an extra dimension to the evening with prizes ranging from a backstage visit to the Royal Opera House to two Grandstand tickets for Derby Day at Epsom. On the night, Sir Jim Rose was also presented with the Marion Welchman International Award for Dyslexia. The Gala evening was sponsored by Iansyst.co.uk.
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The International Conference aims to promote excellence in the field of dyslexia specifically when it comes to theory and practice. In recognition of the products and services that are available in the general market, several of the exhibitors wished to present what they are doing to support the community. Below are several images from the exhibitor poster display that was kindly supported by Achievement for All and Microlink Pc.

3. Matchware: www.matchware.com
4. DyslexieFont: www.amanotech.com/shop/dyslexifont
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CPD Dates for your diary in 2014:
Professional Development Day, February 1st 2014, York St John University; a repeat of the successful event held in London in September 2013.
Annual Conference, June 20th, Aston University Conference Centre, Birmingham, on the theme of Quality Professional Development Day, September, TBA.
Obituaries.

Professor Robert 'Bob' Burden (1940 to 2014).

It is with sadness that the British Dyslexia Association (B.D.A.) announces that Professor Robert 'Bob' Burden, who served as Chair of the B.D.A. Accreditation Board for nearly 20 years, a Trustee and Member of the B.D.A. Management Board, died peacefully at his home on March 21, 2014.

During his time on the Accreditation Board he oversaw the development of both national and international standards for the B.D.A. accreditation of courses for specialist teachers of learners with dyslexia. One of his particular concerns was that all courses should consider the emotional as well as the cognitive needs of such learners. His research included the development of the "Myself as a Learner Scale" designed to assess the academic self-concept of pupils. His book, "Dyslexia and Self-Concept" (2005) is regarded as a classic text.

From 1999 to 2002 he was Head of School of Education at the University of Exeter and since then, Emeritus Professor of Applied Educational Psychology. He was an active researcher and produced four books on educational psychology, 23 chapters and 96 peer-reviewed articles many concerned with dyslexia. During his career he was External Examiner to 26 UK universities, three in Australia, two in South Africa and one in Ireland. He received academic honours from all over the world. Throughout this time he maintained close links with and strong support for the B.D.A. and its work in championing children and adults with dyslexia.

Members of the Accreditation and Management Boards have been unanimous in acknowledging his commitment to the organisation and in expressing how much they have valued his wisdom, common sense and personal warmth. It is not an exaggeration to say that without Bob's quiet guidance and, at times, tireless energy in recent years, the B.D.A. would not be the positive force for people with dyslexia that it is today.

Joy Pollock (1927 to 2014).

Joy was born in Sunderland in 1927 and was always very proud of her northern roots. Following the outbreak of war she was sent to school in North Wales and then went up to Kings College Durham. After University, Joy spent a year living and working in Norway which set up a lifetime of friendships with Norwegians and a love of that country. This was long before she met Helen Arkell. In her later years she accompanied Helen on several occasions, on Helen's annual trip to Norway. In her teaching career Joy became passionate about helping dyslexic children to learn to read and refused to accept that these children were either lazy or lacked intelligence. After attending a course at the World Blind Centre in Copenhagen, she was introduced to Helen Arkell, a meeting which subsequently led to the setting up of the Helen Arkell Centre in London in April 1971.

Helen admired Joy for her bravery in giving up her paid teaching job and joining in with this pioneering venture. In the early days, it was always Joy who came up with money-making ventures such as producing a film, writing books and developing teacher training courses when they realised they could not teach all the dyslexic children themselves. The film was premiered in Shaftesbury Avenue and shown in many different countries. On one occasion Joy and a friend went on a long fundraising horse ride across the north of England and returned to a reception at Farnham castle on their homecoming. Helen accompanied them in one of the mobile support units. When she retired from the Centre, Joy embarked on a new career helping parents to choose a school for their dyslexic child and she enjoyed matching the child to the most appropriate school available.

To Joy, along with her contemporaries: Helen Arkell, Elizabeth Waller, Tim Miles, and Bevé Hornsby – we owe an enormous debt. Their legacy has endured. Pre-neuro-imaging and pre the technological revolution, the methods that they promoted for best teaching dyslexics have stood the test of time.

Bernadette McLean with Anthony Pollock and Helen Arkell.
Keith Holland (1957 to March 4, 2014).

The British Dyslexia Association was saddened to learn that Keith Holland, co-founder of Keith Holland & Associates in Cheltenham, passed away in March 2014, aged just 57, after a valiant year-long battle with cancer.

Keith qualified as an optometrist in 1978, and became a founder member of the College of Optometrists in 1980. In 1989, Keith and his wife Clare Holland, who is also a well-respected optometrist, founded the first behavioural optometry practice in Britain, working with children whose visual problems held back their reading and learning. The aim was 'To help children use their vision as well as they could, to learn'. Keith was passionate about this aim and he helped a huge number of children, as well as adults with visual processing difficulties, always working with great warmth and understanding. It was the positive difference that his work made to the lives of these individuals that motivated him.

The practice won many awards over the years. Keith was awarded Fellowship of The College of Optometrists in Vision Development in 1999. Clients came to the practice from all over the country and overseas. Clare said, "Keith was passionate about working with children and their sight, and he pioneered behavioural optometry, especially with children in Britain, where he was the founder and first chairman of the British Association of Behavioural Optometrists (BABO). He has faced some opposition, but people now commonly link children's eyesight to learning; that's his legacy and his name is known for that."

The work of the practice will continue at 27 St George's Road, Cheltenham. Our sincere condolences go to Clare, his family, friends and colleagues. Keith was deeply respected and will be much missed. It was a privilege to have known him.

Dr Kate Saunders, CEO, B.D.A.
Olivia Loder – B.D.A. Ambassador.

In February, the British Dyslexia Association recognised the important contribution Olivia Loder has made to the dyslexic community by awarding her a ‘Young Ambassadorship’, which we are pleased to say she accepted. Olivia accepted the role at the B.D.A. 9th International Conference where she also spoke with Katrina Cochrane, B.D.A. Head of Policy and Education, about her experience at school and how the proper support has meant that she is now realising her potential.

KC: Olivia, you are here today to meet the Mayor of Guildford and become a Young Ambassador for the BDA and to promote dyslexia awareness wherever you can. We just want to let you know how proud of you we all are for doing such an amazing and proactive job.

KC: Did you have a terrible time at primary school?
Olivia: Yes, I went to two Primary schools and I received no extra help at all. I was quite frustrated and was picked on because I had dyslexia. One of the teachers would have given me extra help in the classroom, but he had 30 other children to teach at the same time and it was too difficult for him. One of the downsides about having dyslexia is that you know that you should be able to do things that your friends can do and you wonder why you can’t do them. It can be frustrating for the teachers and children because sometimes teachers don’t know what to do with dyslexics.

KC: Is it easier now that you have some extra assistance?
Olivia: Yes, getting extra help means that I’m now in the top groups instead of the bottom groups. It makes me feel intelligent.

KC: How did your dyslexia assessment go?
Olivia: It was quite fun as it wasn’t just a written test and there were lots of other things to do as well. One of the good things about being tested is that it highlights the good things that you do.

KC: When you had the test done, did it make a difference to you, how did you feel?
Olivia: It meant that I could have a teaching assistant (T.A.). I had a really good T.A. in one school, but the other one taught me things in a different way and sometimes it was more complicated so that didn’t really help at all.

KC: In your new dyslexia specialist school, do the teachers understand the specialist support that you need and teach you in a way that you can learn?
Olivia: Yes the classes are tiny and the teachers really know what they are doing.

KC: Why did you write your letter to Education Secretary, Michael Gove?
Olivia: I wrote to Mr Gove to try and change people’s attitude to dyslexia in schools, to get more awareness about dyslexia for teachers and parents, and better training for them so that they can help other people.

KC: When you wrote your letter to Michael Gove, he sent you a letter back. What did his letter say?
Olivia: His letter was about bullying and not being bullied, but my letter to him was about getting extra help so that dyslexics wouldn’t be bullied. If there was more awareness teaching in schools then other pupils might not bully dyslexics.
40th Anniversary Book Set

Including:

**Dyslexia and Co-occurring Difficulties** Edited by Professor John Stein.
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Free.

Sponsored by publisher the Usborne Foundation, all the details and contents are shown on the web.

Early phonics.

The program follows the Government Letters and Sounds, phases 2, 3 and 4, for children aged 5 to 8 years. First Steps and Fun with Words cover the sounds of single letters and early letter groups, 30 'tricky' words; relevant, useful, regular words, and sentences.

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Learning.

Teach Your Monster to Read has an excellent balance of playing and learning. The supervising adult can see progress reports in order to offer reinforcement work if needed.

Games.

You create a friendly monster and go through the whole journey with it. You can stop at any time, and the program remembers where you left it. There are also 16 islands for optional further enjoyment and reinforcement. Children can choose from a good variety of game tasks, which nearly all involve word work. All the monsters are friendly and no games are punitive by time restraints or urge to speed. Mistakes are treated gently, and offered again for reinforcement.

What it does not do.

It does not teach letter names or the alphabet sequence. There is no letter formation, or use of the keyboard for spelling. Word meanings are not discussed.

Concerns.

The program uses capital letters in sentences, without having taught them. The few alternative spellings should refer back to the first version, e.g. when introducing 'k' immediately after 'c', the program needs to say, "Here is another letter that has the same sound."

Conclusion.

I do hope that the developers are working on the next phases of literacy development.

Full review.

More comments are given in http://www.bdanewtechnologies.files.wordpress.com/2010/10/monster-review.pdf
Dyslexia and Co-occurring Difficulties.
Edited by Professor John Stein.

Nell Rimington.

This small, but very erudite, book is a collection of seven chapters written by different experts which tackles not only an overview of dyslexia, but provides information about other conditions that can co-exist with dyslexia.

It is good to have a thumb-nail sketch of each of the seven authors and the editor of the book so the reader can appreciate not only their expertise – which is considerable – but their backgrounds and nationalities. With the stark contract in finance made available in UK in comparison with the USA, it is encouraging to see that most of the contributing authors have been able to do their research in the UK. This can help to make the conclusions reached seem more relevant to the British protagonist of SpLD education, and those personally involved due to being dyslexic themselves or the parent of a dyslexic student.

The research findings used are clearly annotated. It is possible that the use of professional educational and psychological terminology might seem a bit overwhelming to the average reader at first, but if seen in the context of wanting to be as accurate and evidence-based as possible, this can be interpreted as an attempt to examine each of the co-occurring difficulties with professional detachment and clarity. There is even a wry observation that 'co-morbidity' despite the use of the root word 'morbid', is not necessarily fatal.

To start with, there is an introduction which gives an overview of dyslexia and co-occurring difficulties. After this each of the separate chapters discuss possible co-existing conditions. Chapter 1 describes the possible visual factors that may be involved and Chapter 2 goes on to look at the use of coloured filters for visual reading problems that a dyslexic child may be experiencing. Chapter 3 centres on speech, language and communication. Chapter 4 deals with attention deficit and hyperactivity disorder (A.D.H.D.). Chapter 5 is about autism and Asperger's syndrome (nowadays generally regarded as 'on the autistic spectrum'). Chapter 6 is on developmental co-ordination disorders and the 7th and last chapter is on dyscalculia and other mathematical disorders.

This is a book to be recommended to the teachers of dyslexic pupils, and to those wanting to gain a full picture of the conditions that can co-occur with, and therefore exacerbate, dyslexia.

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Supporting people in education, the workplace and everyday life.
Paul Milton is using his love of art to show the public how much potential those with dyslexia have.

For Paul Milton, what started as difficulties at primary school due to dyslexia eventually led to what he describes as a hatred of certain subjects at secondary school. While Paul disliked more academic subjects such as history and geography, he enjoyed art and found that he was able to understand it in a way that he couldn't grasp writing and mathematics. This love of art developed over the years and recently Paul was commissioned to create a piece of work for the supermarket where he works.

The resulting mural features hand-drawn sketches of 38 different people and is on display at Sainsbury's Haywards Heath. The commission came about when Paul, who works at the store, was spotted by his manager with a sketchbook in his hand. The manager asked to see some of Paul's work and being impressed with what he saw asked him to create a piece for the store. Paul said, "I put my heart and soul into that mural and think it is one of my best pieces."

Among those that are featured in the mural are a chef and some of Paul's colleagues. His favourite image though is that of the 'crying man', which Paul found while looking through some photographs to find something interesting to draw. On the image, Paul said, "When I was looking through the photos, I zoomed in on one of a man looking as though he was thoroughly enjoying a party. However when I looked closely at him I noticed there was a tear in his eye so decided that I had to draw him."

Paul has been into textiles and art from a young age and said that his work always has a lot of texture in it. He first learnt basic sewing skills at primary school and can now machine and hand knit as well as loom knitting. His passion and talent for textiles is so apparent that he even sold a knitted piece to Versace at the Indigo fashion show in Paris. The piece was inspired by the science fiction film Predator and Paul describes the purchase as being one of the highlights of his career so far.

On the issues he faced with dyslexia, Paul said, "I struggled with my dyslexia through school but luckily had help from a kind lady called Marianne Griffin who was my private teacher at secondary school. Her support helped greatly and allowed me to find out what I was entitled to such as extra time and computer access. Art was the one outlet that was freeing because there was no worrying about spelling or punctuation."

Awareness plays a big part in Paul's work and he added, "I am epileptic and dyslexic and whenever I exhibit my work, I make it my point to talk about it. I like people to be aware of what people with dyslexia and epilepsy can do and by talking about it I am helping other people talk about it and this will hopefully break down barriers."
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➤ 11th September – London
➤ 1st October – Southampton
➤ 16th October – Manchester.
Access Arrangements:
Update on the 2014/2015 JCQ Regulations (Halfday).
➤ 10th September – London.
➤ 17th September – Birmingham.
Specialist Assessment:
Principles & Practice in Assessment for & Management of Access Arrangements in F.E.
➤ 8th October – London.

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Motivation and enjoyment within structured learning. Particularly helpful for anyone with DYSLEXIA and/or DYSCALCULIA.

www.wordshark.co.uk
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Poetry corner.

These two poems were created by participants of the B.D.A.'s three-day course Practical Solutions for Music Learning and Dyslexia. In order to provide feedback at the start of day two of their experiences of day one, two of the participants wrote these poems. Some of the references may not make total sense as you would have needed to have been there, but how fantastic to see such creativity coming out of one of our courses.

Andrew's 'Dyslexia sonnet" – dedicated to Karen.

When Paul began to learn the flute,  
His teacher helped him not one hoot.  
By pointing out each flaw and slip,  
And criticising every blip.  
So Paul, who likes to get ahead,  
Resolved to take up squash instead.  

But Hannah's teacher was far wiser,  
Knew better than to criticise her,  
But gave her pats upon the back,  
And used Paul Harris' practice map.  
She's stuck so firmly to this model,  
That every piece became a doddle.  
So now, while Paul plays not at all,  
Our Hannah's at the Festival Hall!

Margaret's Limerick.

I went on a course for dyslexia,  
To see how it really affects ya'.  
I learned, if you're stressed,  
You can't do your best,  
If your flute teacher always corrects ya'.
Exhibition Roundup.

Arran Smith B.D.A. Membership Development Officer.

As you may be aware the British Dyslexia Association (B.D.A.) has had a very busy first couple of months this year.

In February 2014, the B.D.A. attended Education Innovation in Manchester. This is the second year that the exhibition has taken place and the B.D.A. has been a keen media partner since the start. I would like to take this opportunity to thank Steve Calvert and his two daughters Naomi and Alana for supporting the B.D.A. and taking the helm at the exhibition.

I would also like to thank Abi James for running a number of B.D.A. seminars at the event. The exhibition was quiet but this allowed meaningful conversations to take place, which of course continue the B.D.A.’s mission of spreading awareness about dyslexia.

In March, a week before the B.D.A.’s 9th International Conference a number of local association members and I, took part in the Education Show at the NEC in Birmingham. This was an eventful exhibition, especially when the red B.D.A. van broke down (however it was towed away and fixed rather quickly). The exhibition ran over three days and offered a number of opportunities for B.D.A. to interact with delegates. There were a large number of interested people which enabled us to disseminate information about dyslexia as well as the products and services that the B.D.A. have to offer.

The Dyslexia SpLD Trust and the B.D.A. shared a stand at this exhibition as we did in October 2013 at Special Needs London. This is a very good working partnership as it enables organisations with similar working practices and agendas to spread awareness of dyslexia with an eye to sharing resources and saving money.

I would like to take this opportunity to thank Alan and Chris from Leicestershire Dyslexia Association; William, Raymond and Mohammed from Birmingham Adult Dyslexia Group; and Cara and Lesley from North Warwickshire and Coventry Dyslexia Association for their continued support at this event. These are people that I see at many events and I really do appreciate their assistance.

Working together with Local Associations enables the B.D.A. to spread awareness to a wider audience. We are extremely grateful to these people who give their time voluntarily to support this work that is so important to us all.

The British Dyslexia Association and the Dyslexia-SpLD Trust have an exhibition stand at T.E.S. Special Needs London from 10 to 11 October, 2014 at the Design Centre in Islington. This is a unique show for the B.D.A. to be involved in, and it offers an exciting opportunity to continue raising awareness about dyslexia.

For more information, go to www.tessenshow.co.uk
At primary school Godfrey suffered from being seen as dull, thick, and clumsy. At secondary level he was regarded to be a slow learner, pronounced as unfit for University and only fit for manual work. Consequently, he worked briefly in a bakery and then - rather by fluke than design - he landed himself an apprenticeship as a 'Sparky'. Even during his training to become a qualified electrician he could not understand or follow all the diagrams, but fought his way through to exams by copying what others did and said. He still cannot explain how he ever passed his tests and got his electrician's certificate. But he did, and spent around eight years in the construction industry. There he became very creative, skilled if not ingenious in applying avoidance techniques and self-preservation strategies when the demands on processing information and carrying out complicated tasks got too hot under his heels. Godfrey did not particularly thrive in these surroundings: the blue collar work environment was not for him.

He knew he was bright with many different interests, especially aircraft, aviation and history. He dearly wanted to study the latter subject in depth. So, he gained a place as a part-time mature student at Birkbeck College, where a lecturer, Dr Michael Hunter, suggested he might be dyslexic, judging from Godfrey's essays and assignments. Despite severe spelling struggles he acquired a Bachelor's Degree in history. Soon afterwards he happened to hear a radio programme where Susan Hampshire was interviewed by Gloria Hunniford.

It was to him as though Susan's descriptions of her dyslexia characteristics or symptoms were identical to his. He immediately took steps to get himself 'sorted out'. Subsequently Dr Sylvia Moody diagnosed him as dyslexic and recommended a tutor to provide professional help.

Brewing anger about his past educational experiences erupted like red hot magma from a volcano with questions such as:

- Why was I always seen as a dumb and slow learner up till now?
- Why did I have to struggle so much?
- Why was I not given early support?
- Why have so many years been wasted?
- Why ME?

He soon found a tutor/therapist for adult dyslexics. The huge dark grey skies of anger, frustration and despair were addressed and step-by-step the clouds drifted away. In the meantime his potential was drawn out and grew in enormity. Godfrey’s confidence blossomed and flourished. He had earlier made up his mind to swap the blue collar environment for a white collar one. To become a P.A. in the Civil Service one day was his ultimate goal. He had therefore registered with various agencies and was offered office temping jobs. The employment diversity suited him down to the ground, for he loved variety and loathed routine that might lead to boredom. The lack of employment continuity annoyed him. He badly needed to acquire professional typing skills and apart from being dyslexic he had found out that he was also dyspraxic.

To accommodate dyspraxia he practised daily EK (Educational Kinesiology or Brain Gym) and attended classes that taught a form of Martial Arts. He also launched himself on to the TTRS typing course, scoring 11 w.p.m. to start with and going steadily up to 40 w.p.m. through hard work and perseverance.
His spelling accuracy levels improved noticeably too. It was altogether a daunting task at first that turned in due course into a tremendous achievement for a dyspraxic dyslexic.

Godfrey’s self-esteem, communication and rapport skills improved gradually and visibly over the years. Once he had accepted that he was different, he turned his full attention to exploring his strengths. He felt good about himself and he has displayed in many ways how gifted and diligent he really is.

To mention but a few landmarks in his varied accomplishments of arts and crafts:

He has two semi-autobiographical manuscripts to his name, ready for publication. One features an electrician in the construction industry. He reflects on and relates the dangers and fearfully funny practices in his days on the building sites in the eighties before the present, stringent Health and Safety Regulations. His descriptions and observations of the goings-on are humorous if not hilarious at times and most amusing. The second novel describes the trials and tribulations of a dyslexic young man battling with forms, red tape, sequencing, planning, organisation, time management and communication in preparation for a trip to America and during his stay there.

He has also written ‘The dyslexia guide for non-dyslexics’, a handbook that does what it says on the tin. To non-dyslexics it points out in a concise, yet comprehensive and well-illustrated format the what-why-how of dyslexia and where dyslexics basically differ in processing information. It also provides hints for help and support.

The hands-on Godfrey has moreover developed a talent for marquetry. He executes life size portraits of TV celebrities in glossy attire, rendered with the tiniest pieces of various wood veneers in amazing colours and effects.

And what about his dream, his ambition, his ultimate goal, you may wonder? He is permanently employed in the Civil Service as a P.A. He is comfortably settled in his job and loves every minute of it. Godfrey has turned from angry to good-natured, good-humoured, amiable and affable. He gets on really well with colleagues and line managers and occasionally gives talks about dyslexia for non-dyslexics in various government departments in order to create dyslexia awareness in situ. An angry young man no more.
L.D.A. News and Events.

**Powys DSG.**

The B.D.A. is pleased to welcome Powys DSG to the membership. For more information, contact w.thomas217@btinternet.com

**Projects.**

**Waltham Forest DA.**

Through a donation from the Equitable Funding Trust and a free venue provided by Forest School, Snaresbrook this year we'll again be hosting our free Summer Transition Club for pupils with dyslexia/dyspraxia in Year 6 moving into Year 7. The club will take place from July 28 to August 1. Visit www wfda org uk for more details. Places are limited so book early by contacting Helen Bigham at 07702-601 897 or email Helen@wfda.org.uk

**Events.**

**DA Bexley Bromley, Greenwich & Lewisham.**

We have received funding from the Co-op Community Fund to run a series of coffee mornings. There will be a short talk followed by the chance to share ideas and concerns with others while relaxing with coffee and cake. There will be a craft table for children but no crèche. Entry is free and all are welcome. The coffee mornings will take place on June 6, July 3, September 5 and October 3 at Greenwich Toy Library, Newhaven Annexe, Eltham from 10am to midday.

A talk on "My Personal view of Dyslexia" by Dr Kate Saunders, CEO of the British Dyslexia Association will be held on July 3 at St Nicholas Church Hall, Chislehurst. This is an opportunity to hear a truly fascinating and inspiring talk from Dr Kate Saunders about her own personal journey with dyslexia. The talk will be preceded by our famous super-speedy A.G.M. For details, contact info@dyslexiawise.co.uk

**Kent West DA.**

Open meeting and AGM. "What does it feel like to be dyslexic?" through her popular workshop, Chris Sellers makes us understand exactly what it's like to be dyslexic. This meeting will be held at Tonbridge School, Cawthorne Lecture Theatre on June 11 from 7pm to 9pm. Admission is free to KWDA members and £5 for non-members.

A KWDA coffee morning will be held on May 14 at Tonbridge School, Ogilvie Room from 9am to 11am. It will offer a chance to chat with others affected by dyslexia, swap stories and information. There will also be demonstrations of games to help with literacy such as Wordshark and Trugs. Admission is free.

**South Kent DA.**

Local legal expert, John Sprack, will discuss the current Disability and Discrimination law under the Equality Act 2010, and how this is able to protect and support those with specific learning difficulties, such as dyslexia. It will be held at Kingsnorth Primary School, Ashford and start at 8pm. All are welcome and admission is £3 for non-members and £1 for concessions.

Liz Wright, nutritional expert and dyslexia tutor, will be discussing how diet can help with specific learning difficulties, such as attention deficit and hyperactivity disorder (A.D.H.D.). It will be held at Kingsnorth Primary School, Ashford and start at 8pm. All our welcome and admission is £3 for non-members and £1 for concessions.

**Sutton DA.**

Catherine Halsey from the National Handwriting Association will be speaking about handwriting at the Friends Meeting House, Sutton, Surrey on June 18. For details, contact 02086-474 526 or visit www.suttondyslexia.org.uk
Stephen Duffy: — My Hopes and Aspirations.

Stephen Duffy, chairman of the Local Association Board (L.A.B.)

A voice.
I think it is important that the L.A.B. has a voice, so that Local Dyslexia Associations (L.D.A.s) can feed back any concerns that they have to their representatives as a way of channelling information back to the B.D.A. staff and Management Board. The L.A.B. come together to improve services for the wider community of dyslexia. We look at local and national issues in the interests of the B.D.A., so that dyslexics can move forward. We need to recognise the work that the L.D.A.s do.

B.D.A. web.
I would like the hard work of the volunteer L.A.B. regional, adult and young person representatives and alternates to be recognised on the B.D.A. website; who they are and who they represent, so that people will see their place in the framework for the future of the B.D.A.

The picture.
Many years ago, I watched a film called 'Stir Crazy' which features a song 'Down in the valley', also known as 'Birmingham Jail' about innocent prisoners. I later found out that there was a connection to the famous letter written on April 16, 1963 by Martin Luther King, who was in prison at the time. His letter was about justice and human rights. That's really what I'm trying to do, be involved in, justice for people with dyslexia. A lot of work has already been done, but there is still more to do.

The dyslexia debate.
Recently a gentleman disputed the usefulness of the term 'dyslexia'. Why doesn't he raise it through the appropriate channels such as his local MP? I don't believe that he is giving dyslexics the respect that they deserve. He should leave dyslexics well alone because it has taken us 40 years to get to where we are now. The B.D.A. is trying very hard to get training into schools, colleges and employment, so that staff can understand the difficulties that dyslexics have, in their day-to-day living, because of their poor short-term memory, time skills and literacy skills.

Accessible formats.
Dyslexic people have great difficulty remembering, because of their poor short-term memory. Dyslexic people use multisensory learning and a holistic approach. One way forward is to make audio files available for computers and CD players, with hard copies as well. This allows the dyslexic person to hear and see the written information together, which will help them to remember it. This may also help dyslexic adults to support their children in the future.

Libraries.
I want to make people more aware of the work that the L.D.A.s and the B.D.A. do. One way to publicise the B.D.A. would be to ask libraries to display Local Association meeting posters, and to tell us what services they offer dyslexic people, including screen readers on their computers. Feedback of this information round the L.A.B. table will give us an indication of how we can move forward.

Join the L.A.B.
Ann Brereton set up the L.A.B. in 1994. At that time, the L.D.A.s were the only voting members of the B.D.A. The L.A.B. nominates four trustees who report to the B.D.A. Management Board on L.D.A. matters. Elections for vacancies on the L.A.B. are held every year. An L.A.B. chair once described L.D.A.s as the backbone of the B.D.A. so will L.D.A. committee members please consider volunteering for this important service and help to raise the profile of L.D.A.s.

Note: All my written information has to be conducted via third parties acting on verbal information from me. This article was edited on my behalf by a support volunteer.
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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.