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Accessible formats of B.D.A. Contact are available on [www.bdatech.org](http://www.bdatech.org) in the B.D.A. members page. Password is bda1972.

www.bdadyslexia.org.uk

B.D.A. Helpline Number: 0333-405-4567
Helpline email: [helpline@bdadyslexia.org.uk](mailto:helpline@bdadyslexia.org.uk)
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Welcome to the May 2015 edition of Contact.

Welcome to the May 2015 Contact. I would like to express thanks to all the hardworking individuals (volunteers, friends, families, colleagues and allied professionals) who work to make the world a fairer place for dyslexic individuals. Without the contribution of each and every one of you, we could not have achieved the protection for the rights of dyslexic individuals and the provision of appropriate support for them that we currently have. There is, of course, much more to be done to get consistent, embedded provision and adjustments for dyslexic individuals. However, like building a house, we have to go about it one brick at a time.

B.D.A. campaigns tirelessly with government, through consultations, meetings and projects, on key areas that contribute to the building of a Dyslexia Friendly Society, with the help of academics, practitioners, dyslexic ambassadors, B.D.A. members and other partners. But we also need Trojan horses throughout society who can help to bring about change from within. These may be parents, dyslexia specialists, dyslexic individuals, including adults in the workplace, or anyone who understands and wishes to help support dyslexic individuals. Because if everyone who cares about dyslexic individuals having a fair chance speak up, society can change for the better.

This edition of Contact shows many exciting ways that individuals can contribute to the work of the B.D.A. We thank our wonderful Marathon runners who have raised over £10,000 in support of the work of the B.D.A. Well done to you all! Thanks too to the contributors to the 2015 B.D.A. Handbook, which is a wonderful collection of articles from people at the top of the field, with wide range of chapters to interest all readers. We are delighted to announce the dates for the 10th BDA International Conference, March 10 to 12 2016, at The King’s Centre, Oxford, with conference dinner in a lovely University of Oxford hall. See http://bdainternationalconference.org/ for details, call for abstracts and bookings.

Watch out too for our top notch fundraising Gala Dinner, November 27 at The Hall at Gray’s Inn, London. Dyslexia Awareness Week in England, Ireland and Wales will be October 5-1, in line with European Dyslexia Awareness Week, while the B.D.A. competition and awards also run again this year – see http://www.bdadyslexia.org.uk/fundraising/dyslexia-awareness-week.

In Scotland, Dyslexia Awareness Week will run from November 2-8.

Thank you to all of you for what you do in support of dyslexic individuals.

Warm regards,
Dr Kate Saunders
Chief Executive
Learning to support literacy difficulties.
MSc Education Specific Learning Difficulties

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B.D.A. Training Launches eLearning.

Following a very successful pilot with the Jersey Dyslexia Association, B.D.A. Training launched its eLearning training platform in March 2015.

An initial pilot project in Jersey saw 12 teachers, who would otherwise have been unable to access the training, successfully complete “Practical Solutions for Dyslexia”, a Level 3 accredited programme.

“I really enjoyed the modules; they were really accessible with lots of activities to keep me interested, the practical approach means I can start to implement what I’ve learnt straightaway.”

Emily.

Each module consists of text, video/website links and activities to check learning as the individual progresses through the module. There is a final summative assessment at the end of each module, with learners receiving a B.D.A. certificate of completion once they have successfully fulfilled all criteria.

“I love the fact that I can do this at my own pace and when it’s convenient for me, if I’m not sure about something I can go back and have another look or ask a question on the forum. It was great to be able to access this sort of high quality training without having to take time out of work.”

Lesley.

In order to ensure that learners don’t feel isolated, discussion forums and live chat facilities are incorporated into the learning platform so that learners can interact with each other and their tutor.
“This is a really exciting development for the B.D.A. as it enables us to bring quality training and expertise to individuals who would otherwise be unable to access it due to factors such as geography or time constraints. Individuals can work through the modules at their own pace and also when and where it is convenient for them to do so. New modules are going online over the coming months. March saw the launch of two new modules, ‘An Introduction to Understanding Access Arrangements’ and ‘Revision & Exam Strategies and Technique’ these will then be followed by ‘Making the Most of Memory’ and ‘Organisation Skills’; other modules are in development and will continue to be rolled out. There will will be a combination of short modules to meet specific support needs as well as options to undertake larger accredited programmes.”

Helen Boden, B.D.A. Training.

Courses include:

- Fundamentals of Dyslexia Awareness.
- Fundamentals of Dyslexia Support.
- Practical Strategies for Reading, Spelling and Writing (these are three separate modules).
- Practical Strategies for Higher Level Literacy.
- An Introduction to Understanding Exam Access Arrangements.
- Practical Strategies for Revision & Exam Technique.
- Practical Strategies for Making the Most of Memory.
- Practical Strategies for Organisational Skills.
- Practical Strategies for Study Skills.
- The Dyslexia Friendly Learning Environment.
- Managing Learner Motivation & Stress.

Some of these modules can be combined to form accredited outcomes; we already offer an online accredited level 3 award in Practical Solutions for Dyslexia Plus, with another due to be made available later on this year.

With ever-increasing time and financial constraints, using these sorts of innovative approaches to deliver dyslexia training will without a doubt help to develop the skills and knowledge of anyone providing support for dyslexic individuals.

For more information contact: elearning@bdadysexia.org.uk, or telephone: 0333-405-4565.
Working Together we can make a difference.

How neighbouring L.D.A.s. are supporting each other.

Thanks to Arran Smith B.D.A., Chris Hossack Leicestershire L.D.A. and Pam Tomalin, Northamptonshire L.D.A.

Peterborough and Cambridgeshire District Dyslexia Association – P.a.C.D.D.A. owes its existence to the dedication and support from neighbouring L.D.A.’s. Working in partnership brought about a revitalised P.a.C.D.D.A. in November 2012, with the launch of a Children Will Shine workshop. The journey demonstrates what can be achieved when partnerships are developed. Arran, Chris and Pam were instrumental in maintaining a platform for individuals with dyslexia in this area of the country.

In return P.a.C.D.D.A. members are able to support N.D.A. in their delivery of 12 parent Dyslexia Support Workshops, with a project called Dyslexia Parent Support Initiative (D.y.P.S.I.) spanning a six month period, and made possible through local grant funding.

Pooling knowledge, expertise and experiences has proved to be a successful formula in the move to create a more dyslexia friendly society.

New local members visited neighbouring association’s events and members chatted about the positives and pitfalls of L.D.A. life. Since those early days we have maintained the working partnerships. Pam heads up the local helpline, and has attended P.a.C.D.D.A. meetings providing her valuable support and advice.
Poster by Arran Smith, aged 9.

“My inspiration for the poster was to tell other people that having Dyslexia does make us different, but that doesn't matter. I chose the people because I like them and think they are cool and because they are important people. I was 8 years old when I was identified at having Dyslexia and the support from my family has really helped me.

“I think if more people understood more about Dyslexia that would help support everyone who is dyslexic and we might not all feel as stupid,”

If you have any artwork or posters that your children have created relating to Dyslexia, please send them to us at media@badyslexia.org.uk. We regret we cannot publish all of them, but will try to share as many as possible.

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Dealing with Dyslexia.

Ellen Cole.

At the age of 23 I was diagnosed with Dyslexia, at the time I felt very hurt as I had gone through 16 years of education and not one person mentioned to me that I may have it. Signs of my Dyslexia were not spotted until I was undertaking my Masters degree at the University of York – I had gone to the careers services in my first week and was trying to explain to one of the career services tutors what I wanted to do after university – I struggled to express clearly what I wanted, which led her to asking me if I had been tested for Dyslexia. In January 2010 I undertook the diagnostic test and it was confirmed that I had severe Dyslexia.

For a while I rejected the idea of being dyslexic and continued with day to day life. Over the next three years I worked in various Marketing and PR positions and even started my own freelance marketing business, which I built up in my spare time alongside my full time job. Unfortunately I decided to give up freelancing in 2014 to focus solely on full time employment. During this time my confidence was at an all time low. This is when I decided to confront my Dyslexia and began working on strategies in order to build up my confidence and become happier about myself.

In late 2014, I discovered that the British Dyslexia Association had teamed up with Good Story to create a business mentoring scheme for dyslexics. Having run my own business before, I felt this was an opportunity not to be missed, as it would not just enable me to develop more effective dyslexic coping strategies, but it would also provide me with the skills to set up my own business again, something which I craved for.

In January 2015, I discovered that my application to be part of the scheme had been accepted and I couldn’t contain my excitement! I also changed jobs this month and it was good to see that my new employer was a dyslexic friendly organisation. Since then, my confidence has flourished and I meet my Dyslexic Business Mentor on a regular basis who is currently helping me build a business from scratch. I love working with my mentor as she is so full of knowledge and wisdom and really understands how Dyslexia affects and is also an asset for those who wish to start a business.

I am deeply passionate about Marketing, which I do in my current day job, and Events, which I do by night when I run my own music festival, York’s Little Festival of Live Music. It is difficult enough for anyone to set up a business, but it can be even trickier for a dyslexic who may have many obstacles in place, for example, sequencing, short term memory, note taking and verbal communication – something which I struggle with on a day to day basis. However the Dyslexia Mentoring Scheme is really helping me challenge my weaknesses head on and has given me the opportunity to address my Dyslexia, for example, recording meetings, asking for follow up emails, task timetables and of course by not panicking. Since addressing these day to day issues, I feel I have become more organised and am beginning to see structure and clarity not just in my working life, but also in my personal life by being a bit more organised.

The key for me is to create three separate priority lists to help me organise my work. I have been creating three categories: (A) Essential, (B) Nice to do and (C) Low priority. I then add all of my tasks (writing them in pencil, so I can rub them out if I need to) into these three sections and work from this list adding comments as I go along. I used to do this using a computer programme but I struggled with it as I am a visual and kinetic learner, I seem to work better if I use my hands.

The aim over the next couple of months is to begin taking my business plan from the page to bringing it into reality. I have learn so much from the Dyslexic Mentoring Scheme and am looking forward to what the future will bring for me and my Marketing and Events business.

Read more about Ellen and her work at: www.ellenwritesstuff.wordpress.com
Or follow her on Twitter: @missellenjane
Exhibition roundup.

Arran Smith.

Since January the British dyslexia Association has attended two exhibitions.

Education Innovation, a two-day exhibition devoted to education and technology, took place in February 2015 in Manchester. We were very fortunate where we were placed and despite the show being quite quiet, we did have some good conversations with attendees and signed a number up to become members. I’d like to take the opportunity to thank the members of Salford Dyslexia Association for coming to help me during this event.

In March 2015, we attended the Education Show in Birmingham. This three-day exhibition showcased over 300 exhibitors and is a show we have attended for over 20 years. This was the first show in a long time that we had to request more leaflets to be sent to us during the exhibition as so many delegates were coming and asking for information to take away with them. We shared the stand with the Dyslexia- SpLD Trust which worked well and our Media and Communications Officer, Emma Abdulaal was on hand on the Friday to answer questions about Dyslexia Awareness Week and fundraising for the B.D.A. We had support from many local associations and I would like to thank members from the Birmingham Adult Group, North Warwickshire and Coventry Dyslexia Association, our new local association IDEAS Walsall Dyslexia Association and Leicestershire Dyslexia Association who help set up the show.
Learning from experience.

Earlier this year, Leon Brown (33) won the North West’s Coolest Techie Award from Daisy Group in association with industry magazine Computer Weekly and charity Computer Aid. The award aims at showcasing positive role models that can raise the profile of IT careers and make it appeal more to young people. After being identified as Dyslexic towards the end of his education, he has used his coping strategies to create learning resources that he hopes will help others facing similar issues to him. In this article, Leon talks about these apps and shares his experiences and opinion on Dyslexia.

“They chose me as the winner for the North West because of my creativity, dedication to IT and ability to create apps, in which I’ve developed a series of digital learning resources including apps, video and a concept called smart worksheets to deliver tuition to help children and young people to overcome difficulties in their learning. Results have been highly positive with students who have struggled with maths in school under mainstream teaching methods going on to understand concepts in maths straight away.

I credit my ability to gain skills in maths and English largely to computing because it is an ideal platform to understand maths, reading and writing in a way that is visually interactive. Most of my maths knowledge was learnt through my interest in programming games, in which allowed exploration of concepts such as algebra in real use. This is the foundation that I have created my digital learning resources.

My smart worksheets concept is a way for teachers and tutors to provide printed worksheets that link to the apps I’ve developed. Students can scan the worksheets to access additional content such as video, interactive tutorials and games that support what is being taught through the worksheet - smart worksheets can also be set up to allow questions to be sent to the tutor/teacher. In addition to this, smart worksheets can also be set up to track the progress of the students.

Something I’ve noticed more recently is the lack of awareness of what Dyslexia is. One example is a student I’m currently tutoring, who I could see showed many of the typical indications of being dyslexic from the first time I met him five months ago, but it was only in the past few weeks that he was diagnosed. Additionally, most people assume that Dyslexia is the inability to read and write, which leads to a lot of people who show less obvious signs going undiagnosed.

In terms of myself and Dyslexia, I believe that I can help to raise awareness of what people with Dyslexia can achieve. I was myself affected by difficulties in acquiring the ability to speak, read, write and understand maths at a young age, but with the catalyst of computers as a learning tool, I’ve been able to learn maths and English to a standard where I’ve written commercial software and have also had my writing published in leading industry publications. Especially for children who are repeatedly told/suggested that they under-perform at school, like myself, I believe that a large part of breaking the barriers posed by Dyslexia is the ability to build an understanding of your own strengths and to have the confidence and perseverance to keep working at what you want to achieve in.
I believe that early identification of Dyslexia would have made a significant impact on my education achievements - I had to put a lot of effort into learning methods that were unsuitable for how I learn. I use the learning resources I have created to teach this learning style to people who struggle with maths at G.C.S.E. level, most of them are also Dyslexic. The learning method fits with how they think and results in them understanding topics easily with minimal effort, which is in complete contrast to how they struggle at school with conventional learning methods.

Another way I believe that not being diagnosed with Dyslexia in education affected me was confidence. Although I’ve always been the type to embrace and learn about topics I have an interest in, some of the treatment I was given by teachers had a lasting impact throughout my education - making me believe that achieving average results was a big achievement as I wasn’t capable of achieving higher grades. This resulted from situations where teachers had humiliated me through their lack of understanding of Dyslexia and me not being diagnosed - despite showing all of the classic signs. Their assumption was that I was lazy and didn’t try hard enough, which lead to situations such as where I would be asked to answer questions in front the class in a way that didn’t make sense to me - not being able to answer because I couldn’t understand the specifics of what they were asking, or being too slow to recall the facts, led to some degrading comments by other children as well as teachers. I believe this led to a situation where I was left to achieve half my potential at primary school - especially in maths, where I had fallen behind. This treatment had a long lasting impact on what I believed was a good achievement at school - i.e. not possible to be the best.

My outlook changed through encouragement I received through friends I met at university, which led to me setting up my own business and helping other people with their learning.

For more information, you can visit Leon’s Facebook page: www.facebook.com/NextPointHQ

For more information, you can visit Leon’s Facebook page: www.facebook.com/NextPointHQ
Simon McManus.

Two marathons in 14 days! Having just recovered from the Brighton Marathon two weeks before I was at the start line praying I could complete my challenge. Four hours 31 minutes later I was stood in the mall reflecting on an amazing experience. I started steady and until mile 18 I felt great and then it started to hurt, and by mile 20 when I was overtaken by SpongeBob Squarepants as I struggled to keep moving, I thought I’d perhaps bitten off more than I can chew. However the spectators were truly exceptional and literally dragged me through the last six miles and the noise and encouragement of the last two miles along the embankment will live with me forever. I couldn’t compare the experience to anything else I’ve ever encountered. When I crossed the finish line to complete a challenge that not even I was sure I’d manage having not run for seven years, I couldn’t have felt prouder knowing that I’d achieved my goal and raised money for a charity that had helped me and my family made it that more special.

Joel O’Halloran.

My decision to run in the Marathon was only made last December when our eldest son, Flynn was diagnosed with Dyslexia. Knowing that learning would be more difficult for him, I wanted to show him that anything can be achieved with hard work, commitment and dedication. Running the Marathon for the B.D.A., or for Flynn as he would later term it, seemed a great way of showing this to him. I quickly learned that I would really be practicing what I was preaching to Flynn. As a non-runner, training for a marathon was quite an effort – coming home from work late knowing that you still had to go for a run in the dark didn’t sound like fun. A few injuries along the way and a family bereavement in the last few weeks with subsequent trip home to Australia and lots of international work travel meant that my training, wasn’t exactly text book.

Marathon day quickly arrived and surprisingly I felt ready and not nervous! Travelling to the race and waiting for the start with the other runners was incredibly exciting. The run itself was extraordinary, at times I felt fantastic (particularly seeing my wife and sons cheering me on at the 14 and 23 mile marks) at other times it felt impossible and I really feared I wouldn’t make it. I finally finished and the satisfaction from completing the race was worth every minute of the training. Most importantly I was able to show Flynn that difficult tasks can be achieved. Flynn was proud as punch on race day and even more so when wearing my medal to school on Monday.

Laura Watson.

The Marathon has been a wonderful experience. The morning of the race was cold, dull and rainy, but luckily I had my boyfriend as company and support until I started in my red area and him in his blue area. The first six miles went quickly and I even bumped into two B.D.A. runners which raised my spirits higher. Getting to Tower Bridge was amazing with the crowds shouting your name, supporting you all the way to the next
point. I even decided to take a selfie whilst crossing the bridge. The race was going well but I felt tired at mile 18, although I managed to get my second wind at mile 19. Mile 20 was great as I got back into my stride again and my boyfriend, Ronald, appeared at the side of me. I was then able to run the last 6.2 miles with him, keeping both our spirits up to the finish line. I was relieved to see the finish and ended my run on a high with a time of 5 hours, 50 minutes, 7 seconds. Getting the medal at the end was worth it. Thanks to my charity B.D.A. who made my dream of running the Marathon come true.

**Kellie Herson.**

The last six months have been the most challenging and rewarding months of my life. The Marathon is not just about the 26.2 on the day, it’s the long training, getting up at 7am on a weekend in the snow to go and run for three hours along country lanes. It’s leaving your kids for that amount of time and then being shattered during the week, but still having to go out and run again to get your runs in. The build up to the big day is so exciting, but also nerve racking as it’s the fear of the unknown and the self-doubt of whether you can actually do it. But it was so worth it! I cried when I got into my start zone, I cried at Cutty Sark, Tower Bridge when I saw all my lovely family who had stood there for ages waiting for me, at 21 miles when I had a wobble and finally coming down The Mall to cross the finish line. They were not tears of pain, but joy (well apart from the final cry down the Mall!). The atmosphere is amazing, the crowds give you the push you need to carry on and the feeling you get when you cross that finish line is one of the proudest moments of your entire life. I did it and I am still walking around with a big smile on my face.

**Kym Byrne.**

I have no shame over the pride I have after running the London Marathon. I was so nervous but the fundraising and the atmosphere soon set me on my pace. Running over the London Bridge was overwhelming and I couldn’t stop thinking how lucky I was to have this opportunity. Then hearing Heather Small’s ‘Proud’ blasting was another tearjerker. The final slog - mile 23 to 25 - was slower yet by this stage I knew I would do it. The medal in sight, the realisation I would let no-one down and that over £2300 was raised for B.D.A. sent me into floods of tears at the finish line.

**Michael Ball.**

I was a bit nervous the morning of the run, but was soon filled with excitement as I walked through Greenwich Park with the 1000s of other runners! The run went really well as thankfully I finished within my target of 3 hours and 30 mins despite having a bleeding nipple for the last six miles! Running over the finish line was an incredible experience and I am extremely glad that I did it whilst raising money for the British Dyslexia Association!

**Neil Williams.**

Neil decided to run for the B.D.A. because his daughter is dyslexic. He said, “It is important to my wife and I to quell the misconceptions regarding Dyslexia and further address the issues surrounding it.”

**Virgin London Marathon results**

- Michael Ball 03:26:30
- Joel O’Halloran 04:09:47
- Kym Byrne 04:24:54
- Simon McManus 04:31:47
- Kellie Herson 04:32:06
- Neil Williams 05:37:01
- Laura Watson 05:50:07
‘Hidden Traces’.

John James Addison.

Sunderland-born John James Addison is a photographic artist who depicts British culture and heritage from historical sites. In his latest work, ‘Hidden Traces,’ he is drawn to the notion of absence. Hidden Traces, explores the allotment and its connection to human traces left behind. Addison creates urban landscapes images and takes the audience into the allotment by concentrating on the closer details of his subject.

Allotments are a familiar urban landscape to use and make highly engaging subjects. The artist removes found objects which reveal human traces and allow us to explore, make connections with, and embrace our British culture.

Comparisons may be made with that of an archeological dig and the artifacts we discover and use to form narratives of our past culture.

Allotments have been a part of British culture and social heritage in the North East of England, dating back to post-war period. Addison’s fascination with the allotment’s urban landscape inspired him to capture the hidden traces human presence left behind. The found objects have their own story to tell, and while the audience will never know each individual story, the artist’s images encourage our own exploration of an external view of allotments and an internal imaginative narrative about the human presence. This then invites the viewer to engage in a personal imaginative narrative about the human presence that once existed on these individual allotments.

The images evoke a sense of absence, where the traces of human presence can be more empowering and reveal more to us when they are devoid of human content.

On the impact Dyslexia has had on him, John said, “Dyslexia has had a great impact on my creativity and how I see the world and my visual interpretation of everyday parts of my life. Before I had my own allotment I would explore allotments, but I am driven by colour. I am sure dyslexia plays part on my artistic vision.

“I have a positive outlook with my Dyslexia and try not to let it stop me creatively and in my day to day life, although there are parts of my life and the art world that can become challenging. When applying for funding it has been very challenging but I keep going. I feel nothing stops me when I have camera in my hand and up to my eye. This becomes my world that I want to invite audiences to share with me.”

He added, “I want audiences to enjoy my work and explore what can be achieved through art. I am not saying is I think and see in a different way. This is not to say people without Dyslexia are not creative. However I do sometimes think if I were not dyslexic would I be creative and would I have the same creative vision, in fact would I be creative at all.

“A personal quote that comes to mind is: ‘If I were not dyslexic I may not be creative, I believe I have a creative brain and a creative mind.’ I enjoy being a creative person and an artist and hope to live the dream and have my work reach international audiences. I am always thinking creatively have lots of different projects going at the same time.

“I want the audience to engage with our British culture and heritage and I want my work to be an experience for audiences of all ages.
Allotments are fascinating places and I wanted to share my experience of exploring the finer details of the allotment. The gallery space can be sometimes an intimidating place and it was important for me to invite everyday people into the gallery space so the audience did comprise of allotment holders who experience images of their own allotments. The images represent what they have nurtured, created character, and added human personality. There are no people in my images but they’re full of human traces.

For more information, you can contact John on allotmentart@yahoo.co.uk

The Dyslexia Handbook 2015

The Dyslexia Handbook is the definitive resource on dyslexia. Packed with new articles on a wide range of topics, the 2015 Handbook is the perfect resource for those with dyslexia, their families, teachers and employers.

The 2015 Handbook contains chapters on:

- What is Dyslexia?
- Co-Occurring Difficulties
- Dyslexia Friendly Good Practice
- Parents/carers
- Dyslexia Training
- International Perspectives
- Organisations
- BDA Groups

www.bdastore.org.uk

£10 + £3.60 postage and packaging (UK only)
Fundraising update.

We have lots of events planned over the coming months. For more information or to get involved, please contact fundraising@bdadyslexia.org.uk or visit the fundraising section of our website: http://www.bdadyslexia.org.uk/fundraising.

B.D.A. Awards Dinner.

You can help make a real difference by joining us for what promises to be a fantastic black-tie evening on Friday November 27th of fun, entertainment and inspiring stories in the wonderful surroundings of The Hall at Gray’s Inn, London.

The B.D.A. Dyslexia Awards Dinner is a key event for those who care about children and adults with Dyslexia and literacy difficulties. Please join us in celebrating the successes of dyslexic individuals, including children, young people, adults and teachers.

You and your guests will enjoy:

- A drinks reception in the atmospheric surroundings of the Pension Room
- A superb three course meal with wine in the historic Main Hall
- Four Awards and stories of inspiration - Child, Young Person, Adult and Teacher
- A Silent Auction with ‘money can’t buy’ prizes
- A Live Auction with truly unique items
- Exclusive live entertainment

Tickets:
Table for ten people: £900
Individual Ticket: £95

Places are limited so please book early
To book or for more information on the evening and sponsorship opportunities, please contact Phil Wormley on 0333-4054588 or philw@bdadyslexia.org.uk.

London to Brighton Bike Ride – spaces available!

The B.D.A. has ten spaces available for the doitforcharity.com London to Brighton Cycle Ride. The challenge starts in London and finishes on the Brighton sea front. Thousands of people are expected to take part raising funds for hundreds of different charities and now this is your chance to join them!

You will start the challenge from Clapham Common, travel through Mitcham, Carshalton, Chipstead, Banstead, Haywards Heath and finally to Brighton having completed 54 miles!

No previous experience is required however preparation for this event is highly recommended. The spirit of the event is ‘taking part’ not ‘winning’ so you go as fast or as slow as you like!

All you need to do is pledge to raise a minimum of £100 for the B.D.A. Then you simply reserve your place by registering online at www.doitforcharity.com.
The vision of the British Dyslexia Association is a dyslexia friendly society enabling all dyslexic people to reach their potential.

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10th International Conference
March 10-12, 2016
The King’s Centre, Oxford

The 10th International conference is a high profile conference with the key aim of linking academic researchers with practitioners. The conference will cover all aspects of research related to Dyslexia, including identification, theoretical views, intervention and support for children, students and adults. The Conference will be chaired by Professor Victor van Daal and the theme for 2016 is ‘Moving Forward: Challenges and Transitions’.

Keynote speakers
- Professor Victor van Daal, Edge Hill University
- Dr Julia Carroll, Coventry University
- Professor Maggie Snowling, St John’s College Oxford
- Professor Peter de Jong, University of Amsterdam
- Professor Usha Goswami, University of Cambridge
- Professor Elena Grogorenko, Yale University
- Professor Don Compton, Vanderbilt University
- Professor Deirdre Martin, University of Birmingham
- Professor Karin Landerl, University of Salzburg
- Professor Tom Nicholson, Massey University

Call for papers, now open!
Visit the BDA International Conference website for more information.
Submissions close on June 8, 2015.

For more information and pricing:
W: www.bdainternationalconference.org
E: conference@bdadyslexia.org.uk
W: bdadyslexia.org.uk/events
T: 0333 405 4555

@BDA Dyslexia
facebook.com/bdadyslexia
@BDAIC
www.bdadyslexia.org.uk

National Helpline:
0333 405 4567
Charity No. 289243
Did you know that the B.D.A. Technology Committee has a complementary and additional resource to the main B.D.A. website? The site is maintained by the committee’s voluntary members; all of whom have a professional or personal interest in how people with dyslexia use technology to help them develop strategies for coping with literacy at school, college, work and everyday living.

www.bdatech.org contains a wealth of information with regular updates and reviews on a wide range of technologies. Links can also be found to other useful organisations and informative articles. Members post responses to questions submitted online through the site but they also answer questions passed on by the B.D.A. helpline, as well as contribute to other relevant online forums.

Some members are involved with events that inform agencies and other governing bodies about relevant information pertaining to technology and dyslexia. They will often contribute (or link) information from their presentations to the website.

**Some recent presentations have included:**

‘Assistive Technologies for People with Dyslexia’ by Neil Cottrell and Abi James. This was a presentation to members of parliament at an event organised by the Digital Accessibility Alliance; a newly formed organisation that seeks to address some of the issues faced by disabled and older people accessing digital services.

‘Exam accessibility: trends towards enabling disabled students to use assistive technology in the exam room’ was presented by Abi James at the Annual General Meeting of the British Assistive Technology Association (B.A.T.A.); an organisation that campaigns to raise awareness for the use of assistive technology.

E.A. Draffan also spoke about ‘Trends in assistive technology: the big picture’. 
For more information about these presentations and other useful articles visit: www.bdatech.org

**Touchtronics (Junior Learning).**
Reviewed by Victoria Crivelli.

It has been well documented that the use of multisensory teaching and learning is one of the best ways to support Dyslexic Learners and many teachers use tactile letters as part of this approach. **Touchtronic** technology from Junior Learning manages to combine tactile letters activities with self-corrective apps. This new technology is highly innovative and has great potential for future development.

The current resources include a set of chunky plastic alphabet letters consisting of blue consonants and red vowels in a carefully chosen Sassoon style font. These special tactile letters can be used directly onto the flat screen of an IPad for use with dedicated free app activities (downloaded from the App store). Current apps include letter recognition and early phonic consonant-vowel-consonant games. The apps “speak” the words or phonic letters used in a choice of accents (e.g. UK or US), enabling self-corrective activities and essential auditory feedback. The player hears encouraging feedback to any error made and receives positive reinforcement for correct answers.

The plastic letters can be laid onto a flat screen but the software creators recommend using the letters like printing stamps rather than placing them directly onto a slippery surface. This allows for multiple letter use in words such as dad and to avoid occasional misidentification. This approach also enables the screen to be placed at a gentle angle if preferred.

Support activities for Maths using tactile numbers are also available. More Touchtronic apps and phonic activities are planned, together with further development for android technology.

For further info and prices see: www.juniorlearning.co.uk.
Visual problems that can co-occur with dyslexia.

Ian Abbott, Bruce JW Evans, Arnold J Wilkins.

This article has been inspired by Olivia Loder: young Ambassador for the B.D.A.; passionate campaigner for dyslexia awareness; and someone who loves their blue/purple precision tinted lenses for reading (Figure 1). Without her coloured lenses Olivia still reads well, but wearing them increases her reading speed, fluency and comfort.

Visual interventions such as coloured lenses, overlays and eye exercises can make a big difference for some individuals with dyslexia but there is potential confusion concerning vision-related aspects of reading difficulty on the one hand, and ‘dyslexia’ on the other. So, what are the likely visual issues that impact on reading, and how might these relate to dyslexia?

It is almost universally accepted that dyslexia is characterised by difficulties with phonological processing of sounds within spoken language. The Rose Report definition, for example, gives three key phonological ‘markers’ of dyslexia; namely poor phonological awareness, verbal memory and verbal processing speed. To read and spell, children use such phonological skills along with learnt correspondences between visual symbols on the page and the distinct speech sounds they represent.

There are visual correlates of dyslexia (outlined below) that can cause visual confusions when reading, or make reading persistently effortful and off-putting. It is easy to imagine how visual confusions might limit reading engagement and learning, but they are often overlooked. Any child with reading difficulty therefore deserves a thorough assessment of sensory difficulties.

Visual interventions to reduce visual confusions and eye-strain are not substitutes for learning support. Neither are they treatments for dyslexia nor indeed any reading problems stemming from poor phonological, language or comprehension skills. They only serve to alleviate visual symptoms where they exist.

**Visual Stress.**

It seems that the commonest visual problem that co-occurs with dyslexia is visual stress, characterised by visual symptoms (perceptual distortions, such as apparent movement and blurring) and eyestrain and headaches when viewing text. Symptoms are often alleviated by individually prescribed coloured filters.

There are now several studies linking the experience of visual stress to the use of oxygen in the visual cortex. The visual stimuli that give rise to discomfort are those that require a large use of oxygen, as revealed by a large haemodynamic response to the stimuli. The individuals who are particularly susceptible to discomfort are those who tend to show a large response. Computer models of the visual cortex suggest that uncomfortable visual stimuli give rise to a greater number of active neurons than more comfortable stimuli, consistent with the larger haemodynamic response to uncomfortable stimuli.

![Figure 1. Olivia Loder, Young Ambassador for the BDA, wearing her precision tinted lenses.](image)

![Figure 2. Examples of striped words that are likely to cause visual stress (left) compared with words (right) that are less likely to cause visual stress. The text on the left takes fluent readers 10% longer to read.](image)
the brain’s use of oxygen, and the reduction in oxygen usage when precision tints are worn.

The beneficial colour varies from one individual to another and has to be selected with precision from a sufficiently large range of alternative shades. There are three manufacturers of overlays on the market with an adequate range of colours. Coloured overlays are used to screen for visual stress. People who benefit from overlays tend to find precision tinted lenses of greater help. Precision tinted lenses can be prescribed using the Intuitive Colorimeter. Only a minority of individuals identified with dyslexia, perhaps about one third, have visual stress and only those that do are likely to benefit from coloured filters.

**Binocular instability.**

Binocular instability is a subtle weakness in the eye co-ordination that would not be apparent to a parent or teacher. It might not even be detected in a routine sight test but requires specialist vision testing. Symptoms of binocular instability include words appearing to blur, move, or double and eyestrain and headaches. Children who experience visual symptoms might not report them if that is the way they have always seen. Binocular instability is more common in dyslexic children than in good readers, but nonetheless only affects about 10% of children with dyslexia.

**Accommodative insufficiency.**

Accommodation describes the ability to focus at different distances. Problems with accommodation are slightly more prevalent in dyslexia than in good readers and can cause problems with blurring and eyestrain when reading.

**Refractive errors.**

Refractive errors (long-sightedness, short-sightedness, astigmatism) have a similar prevalence in dyslexia as in good readers. In the UK vision screening typically occurs nowadays only at school entry and refractive errors often develop during the school years. Most parents do not take their children for regular optometric checks in the way that they do for dental checks and this may explain why as many as 1 in 5 schoolchildren have undetected visual problems such as refractive errors. Even a basic N.H.S. sight test will detect refractive errors and this is advised for any child, especially if they are struggling in class.

**Eye movements and tracking.**

Teachers sometimes tell parents that they should have their child’s “tracking” checked, but the term tracking does not have any scientific meaning for the eyecare professions. The eyes do move when a child reads, in a series of flick-like (saccadic) eye movements. But saccades are used in almost every visual task and if a child had problems with saccades they would not have a specific learning difficulty but rather a general visual disability. Saccades are influenced by comprehension so a poor reader may make irregular saccades as a consequence rather than as a cause of poor reading. The eye co-ordination testing that is most important in people with dyslexia is to detect binocular instability.

**Conclusions.**

As noted above, the characteristic features of dyslexia are difficulties in phonological awareness, verbal memory, and verbal processing. These non-visual factors are likely to be causes of dyslexia in most cases. Nonetheless, visual problems can co-occur with dyslexia and may contribute to the overall burden that the child experiences in the classroom, limiting literacy engagement and attainment. While treatment of the visual problem may be of some help it should not be expected to cure dyslexia. The most prevalent visual problem that co-occurs with dyslexia is visual stress, which is found in about one third of children with dyslexia. Other correlates include binocular instability and accommodative insufficiency, which might not be detected in a basic N.H.S. sight test. Eyecare practitioners who have specialised in visual factors associated with specific learning difficulties can be found through a web-based non-profit organisation, www.s4clp.org.

**About the authors & disclosures.**

Ian Abbott is the Lead Professional for Cognition and Learning with Wiltshire Council. Ian works to support children and young people with additional learning needs, raising the awareness of specific learning difficulties and visual stress across a variety of audiences and settings.

Arnold Wilkins is Emeritus Professor at the University of Essex. He has undertaken research on lighting, photosensitive epilepsy, migraine, typography and visual stress. He receives an Award to inventors from the Medical Research Council based on a proportion of sales of the Intuitive Colorimeter and various other tests. (He does not receive emoluments from sales of overlays or tinted lenses.)

Bruce Evans is Director of Research at the Institute of Optometry and Visiting Professor to City University and London South Bank University. He also has an optometric practice in Essex, has written books on vision and reading difficulties, invented a system of eye exercises, and co-invented the Pattern Glare Test. He receives royalties on these books and products.
Seeing the Positives and Raising Awareness - Making Hidden Conditions Visible.

Rosie Edmondson.

Ever since I was a child, difference has always surrounded me. I’ve always been very tall and if you add to that a mix of clumsiness and lack of coordination, it made me stand out like a sore thumb. My mum had a huge fight to get me proper help with my Dyspraxia and Dyslexia, even though I was diagnosed with Dyspraxia when I was four and Dyslexia later at university. The teachers at my primary school told her she was an overprotective parent and that I was “too clever” to be struggling.

As I grew older, I found that my learning style was different to those around me. It would take me a lot longer to process information, to copy things down and keep up with everyone else. Even when I was at University I had a really rough time as they didn’t have any real understanding of my difficulties.

My time keeping was all over the place and my personal organisation left a lot to be desired. It was like I was in chaos and my head seemed full of spaghetti; I was very close to giving up on everything. My confidence was shattered and my self-esteem was at rock bottom. My anxiety levels were very high and I was very down and depressed; I truly believed, even though I had graduated with a high 2:2 degree, that I was stupid.

I decided that I wanted to take a stand and not see others face what I had, after facing a particular awful time in the workplace where I faced a lot of ignorance and bullying. It felt as though the main focus was on what I struggled with not with what I could do, and it left me feeling worthless and I lost my self-esteem and confidence.

So I decided to write a blog which now has over 35,000 views to help raise awareness of neurodiversity and the positives, my blog covers a whole range of topics which people with dyspraxia and/or dyslexia may find tricky in day to day life, hopefully opens others eyes about these issues especially the emotional side which is often misunderstood. When you have a hidden condition this is all magnified as your body and brain and body are taking 10x longer to process information, do the simplest of tasks, and genuinely just be able to get through the day, it can leave our minds and bodies prone to exhaustion and anxiety.

Many people with Dyspraxia/Dyslexia hate to let people down, we want to please people and get the job done well, we hate to think we could have upset someone or let them down in any way, and worry
about the emotional consequences the “what if’s” and it can dent self-esteem and confidence.

I think it’s important that it’s spoken about so others don’t go through what I did and why there needs to be a change on how these differ ways of thinking are seen and treated and to help banish the stigma which still surrounds them. People who may be Dyspraxic and Dyslexic don’t want sympathy, they don’t want pity and the looks of poor you. What we do want is understanding. Understanding and attention are two different things. I am passionate about raising awareness of these issues and also about campaigning across social media and the media.

Teachers need access to teacher training about Dyslexia and Dyspraxia so they are aware how different ways the children in their classes learn and how to bring out the positives. As they are hidden, people often don’t realise someone could be struggling and how much of an effect they can have on people and the battles parents can go through to get support.

I hear of so many sad cases where parents are often ignored and have to fight so hard. It shouldn’t be like that. If there was more awareness and training in place from such a young age then it would have a domino effect into secondary school, further education, university and then into employment.

So many incredible people aren’t given the chance to shine as they are seen as just their labels and what they can’t do instead of what they can do. The impact which this has on unemployment rates and the mental health services is huge.

The potential people with Dyspraxia and Dyslexia have is huge we are such determined hard working, things may take us quite a few attempts to get there and we do things in our own way, sometimes our coping strategies may be a little different to how everyone else. We literally think out of the box and often like there is no box there in the first place. We offer emotional intelligence which I want to cover on another blog which means we understand and empathise with others as we know what it’s like to struggle; we don’t judge and have a very open mind. But there needs to be the understanding in place.

I now live in London and support young people who have had the same struggles as me and hopefully see where they can get to in life. Even though some of my experiences haven’t been positive it has made me very determined not to let anything hold me back in life. Anything is possible with the right support and understanding.

http://thinkoutsideofthe cardboardbox.blogspot.co.uk/
L.A.B. report.

Stephen Duffy, Chair.
It has been a new learning experience to be the chair of the Local Association Board (L.A.B.).

L.A.B. delegates.
I would like to thank all the voluntary L.A.B. delegates for their efforts and their time, especially giving up their Saturdays for meetings.

We have delegates from Local Dyslexia Associations (L.D.A.s), Dyslexic Adults and Dyslexic Young People. They bring us news and concerns from their regions. We nominate 4 L.D.A. trustees from L.A.B. for B.D.A. Management Board.

Activities.
We have had meetings in Manchester, Coventry and Leicester. We want to thank the relevant L.D.A.s for all aspects of their hospitality. We have trialled GoToMeeting successfully with some members.

We had an article in the May 2014 Dyslexia Contact magazine and there is be one in the 2015 B.D.A. Handbook.

Campaign.
We support the provision of accessible formats of B.D.A. documents and publications. We recognise that some people, who are severely dyslexic and print disabled, are unable to function, and they need CD audio, and open, well-formatted Word and PDF files.

Ongoing tasks.
• The L.A.B. By-laws to the B.D.A. Constitution are being revised, for the approval of the Management Board.
• There is a Region Map on the B.D.A. web, showing the delegates and the associations, of which there are now 57. We are always seeking volunteers and we would welcome new groups.
• The Local Dyslexia Association Manual is being brought up to date to make us more efficient.
• The Model Constitution is being updated, for guidance of new and existing L.D.A.s.
• The last L.A.B. meeting asked for Dyslexia Awareness Week (D.A.W.) to be moved to October in 2015, in line with the rest of the world, and Kate Saunders, B.D.A. CEO, agreed.

Our thanks.
We thank Kate Saunders, and Arran Smith, B.D.A. Membership Officer, for their support. Arran’s Dyslexia Awareness pins are a great idea.

We have welcomed new L.A.B. member Jeni Parker, and are pleased to have Jeff Hughes back again.

I thank the L.A.B. delegates who have taken turns recording the meeting minutes, and reading the agendas in the meetings. Your help is greatly appreciated. I would also like to thank Jean Hutchins, who supports me.
Local Association Board, August 2014.


Dyslexic Young Persons Representative: Neomi Calvert.

Regions:

11) Northwest.
   Jeff Hughes
   Alternate: Stephen Calvert
   Bolton & D.D.A.
   Cheshire D.A.
   D.A. [Wirral].
   Liverpool D.A.
   North East Lancs D.A.
   Preston & D.D.A.
   Salford D.A.
   South Cumbria D.A.
   St Helens D.A.
   West Cumbria D.A.

10) West Midlands.
    Cara Cramp.
    Alternate: Lesley Hill.
    Birmingham Adult D.G.
    Hereford & Worcester D.A.
    D.A. Staffordshire.
    North Warwickshire &
    Coventry D.A.
    Shropshire D.A.
    South Warwickshire D.A.

9) Wales.
   Claire Sykes
   Alternate: Margaret Meehan.
   Dyslexia Cymru
   Powys D.S.C.
   W Wa les D.A.

8) South West.
   David Williams.
   Cornwall D.A.
   Dorset D.A.
   Gloucestershire D.A.
   Somerset D.A.
   Wiltshire D.A.

1) Northern Ireland
   Alternate: Catherine Dunstan
   Dyslexia N.E.

2) North East.
   Jeni Parker
   Alternate: Catherine Dunstan
   Dyslexia N.E.

3) Yorkshire & The Humber.
   Pat Payne
   Alternate: Judith Stansfield
   Dyslexia Network Plus.
   Leeds & Bradford D.A.
   York & D.D.A.

4) East Midlands.
   Pamela Tomalin,
   Vice Chair
   Leicestershire D.A.
   Northamptonshire D.A.
   The Dyslexia
   Association.

5) East Anglia.
   South Bedfordshire D.A.
   Hertfordshire D.A.
   Norfolk & Norwich D.A.
   Peterborough &
   Cambridge D.A
   Suffolk D.A.

6) London.
   D.A. of Bexley, Bromley.
   Greenwich, Lewisham.
   Croydon D.A.
   D.A. London.
   Ealing D.A.
   Merton & S.W. London
   D.A.
   Richmond D.A.
   Sutton D.A.
   Waltham Forest D.A.

7) South East.
   Adult Dyslexia Centre, Dyslexia House Association.
   D.A. of Windsor, Maidenhead, Slough & Bracknell.
   Hampshire D.A. Jersey D.A.
   Kent West D.A. North Surrey D.A.
   Oxfordshire D.A. South East Surrey D.A.
   South Kent D.A. West Berkshire D.A.
   Wokingham & Reading D.A.
Dyslexia Pioneers.

In 1972 when the B.D.A. was founded, these pioneers were active. All Pioneers were nominated by Jean Hutchins, Associate Member of the British Dyslexia Association.

1. Dyslexia Pioneers.

1.1. Dame Helen Arkell.

Helen Arkell, severely dyslexic, set up a dyslexia centre in London. The Edith Norrie letter-case was the basis of her teaching, i.e. awareness of the mouth position for making speech sounds. The Centre moved to Farnham, Surrey. Helen ‘retired’ to teach offenders in prisons.

http://www.arkellcentre.org.uk/About-Us/Helen-Arkell.html

1.2. Kathleen Hickey.

Kathleen studied the Orton-Gillingham-Stillman methods in Texas. The ‘Hickey Multisensory Language Course’ was very different from ‘Alpha to Omega’. It led to the systematic phonic schemes. She set up the Dyslexia Institute in Egham, Surrey, with the support of North Surrey Dyslexia Association, and Wendy Fisher.


1.3. Professor Bevé Hornsby.

Bevé also visited Texas, and wrote Alpha to Omega with Frula Shear. Bevé set up the Dyslexia Clinic at St Bartholomew’s Hospital, and trained parents to teach. The Hornsby International Centre in London followed, which later merged with the Dyslexia Institute to form Dyslexia Action.

http://www.randomhouse.co.uk/authors/beve-hornsby

1.4. Professor Tim Miles, O.B.E.

Tim launched the Bangor Dyslexia Unit in North Wales, now called the Miles Dyslexia Centre. He devised the ‘Pattern of difficulties’, and the Bangor Dyslexia Test, which has led to many checklists and screening tools. Tim was a founder member of the B.D.A. Music Committee.


1.5. Dr Margaret Newton.

Margaret also did research, at Aston University, and developed the Aston Index. It was the first battery of tests to help teachers identify dyslexia. Her colleague, Michael Thomson, noticed the WISC sub-tests that indicated dyslexia, the ACID profile (Arithmetic, Coding, Information and Digit Span tests).

https://www.pinterest.com/pin/57772807694246042/

1.6. Marion Welchman, M.B.E.

Marion set up the Bath Association for the Study of Dyslexia (BASD), the first L.D.A., and a B.D.A. founder member. Her M.B.E. was awarded for services to the B.D.A. She was the driving force for the accreditation of AMBDA. The B.D.A. inaugurated the Marion Welchman Award.

http://dysvet.learnerprofiler.co.uk/media/18916/international_dyslexia_.pdf
2. Pioneer B.D.A. staff members.


As Administrator, Jennifer moved the B.D.A. office from a London attic to her home in Peppard, Oxfordshire, and then to London Road, Reading. She oversaw the B.D.A. Diploma, the Rainbow Ball, the House of Lords Reception, provisions for examinations and driving tests, and free Directory Enquiries.

http://www.peppardnews.co.uk/About%20us/JenniferSmith

2.2. Louise Aitken

Louise Aitken started with the Lancashire Dyslexia Association, served as B.D.A. Vice Chairman and is still a member of Wiltshire D.A. Louise edited the first Contact magazines in 1982, supported by the Chair, Lord Harry Renwick, until 1997, to foster communication between B.D.A. office and its members.

https://opencorporates.com/officers/47797068

2.3. Cleone Parker.

Cleone Parker, now Cleone Augur, started at the B.D.A. office with Jennifer Smith and developed B.D.A. helpline. At this time, before the internet, Webs and e-mail, the Local Dyslexia Associations were the only B.D.A. members. Cleone and the helpline supported the L.D.A.s well, by phone.

2.4. Giannina Zerilli.

Giannina joined the B.D.A. in December 1982 part-time, dealing with Helpline, Membership and Accounts. In 1984, Giannina became full-time Accounts Administrator. She is...
the longest-serving staff member. Giannina is also the B.D.A. Archive Keeper and has records going back to the beginning of B.D.A. in 1972.

http://www.zoominfo.com/p/Giannina-Zerilli/1401711581

2.5. Sue Flohr, M.B.E.
Sue Flohr joined the B.D.A. on 6 September 1993. She shared Helpline management with Cleone Parker for some years. She is now Helpline and Policy Manager, and attends meetings on behalf of the B.D.A. In 2015, Sue was awarded the M.B.E. for services to dyslexia.

3. Further dyslexia pioneers.

Baroness Warnock, B.D.A. President, chaired the 1978 Warnock Report, which included ‘Specific Learning Difficulties’ (SpLD) as a ‘Special Educational Need’ for the first time. The B.D.A. had been campaigning for this. SpLD included ‘dyslexia’, but the term was not accepted until later.


3.2. Jean Augur.
Jean was B.D.A. first Education Director. She had worked with Kathleen Hickey at the Dyslexia Institute, set up a Surrey CC Remedial Centre and was on North Surrey Dyslexia Association Committee. She was a popular speaker and was well supported by her husband Frank Augur.

http://www.independent.co.uk/news/people/obituary-jean-augur-1463081.html

3.3. Violet Brand, M.B.E.
Violet Brand set up the Watford Dyslexia Centre and still belongs to the Hertfordshire DA. She devised the RSA Diploma in SpLD, which merged into the OCR Diploma. Violet inspired the SPELD organisations in Australia and New Zealand, and wrote the scheme ‘Spelling Made Easy’.

http://www.spellingmadeeasy.co.uk/violet-brand/

3.4. Anne Brereton.
Ann was B.D.A Vice Chair when members elected such trustees. She ran 3 Summer Schools for Hertfordshire D.A., and still belongs to it. She persuaded Hertfordshire CC to set up dyslexia bases in schools. She developed the B.D.A. Befriender system, training L.D.A. helpliners to become Befrienders.

3.5. Robin Salter.
Robin was treasurer, then chair of Bedfordshire D.A., a B.D.A. Vice Chair, and a founder member of the European Dyslexia Association (E.D.A.). He became E.D.A. first treasurer and second President. Robin’s wife Jennifer, sharing his activities, was E.D.A. secretary. He was the co-editor of ‘The International Book of Dyslexia’.
The vision of the British Dyslexia Association is a dyslexia friendly society enabling all dyslexic people to reach their potential.

Dyslexia: Raising Achievement Conference
November 5, 2015
Central London

About the Conference
The British Dyslexia Association is committed to raising achievement for dyslexic people, both adults and children, and this exciting one-day conference will explore the various ways that this can be obtained.

Confirmed speakers

- Professor Sonia Blandford - Founder and CEO of Achievement for All, Professor of Education and Social Enterprise at the Institute of Education, and Senior Research Fellow at Oxford University
- Victor Van Daal, Edge Hill University
- Glenys Heap, Head of Educational Development at Dyslexia Action
- Abi James, Chair of the BDA New Technologies Committee
- Tom Cowne, Director of Admissions and Placement at Eagle Hill School, Connecticut

For more information and pricing:
E: conference@bdadyslexia.org.uk
W: bdadyslexia.org.uk/events
T: 0333 405 4555
From this ...

I am wondering abt ur aro a yd mising me & bcos. I am mising yoo und amry and kace.

To this ...

and wth the tile and things I need. But sudd and end up in a fire & swimming pool arcade. Suddenly broke up with a st so i went to the nearest pos.

Outstanding Quality of Education – OFSTED December 2011

MAPLE HAYES SCHOOL
ABNALLS LANE LICHFIELD STAFFS WS13 8BL Tel: 01543 261387
Principal Dr E N Brown PdD MSc BA Mins. MCME AFBS, S CP Dyslexia
Headmaster Dr D J Brown DPHil MEd (Psychology of SpLD) MA(Oxon) PGCE
Corporate Member of the British Dyslexia Association
Approved under the 1996 Education Act as a
out-schooling/day school especially for Dyslexia students 7-17 years
Excellent GCSE results

www.dyslexia.gb.com

Meaning, Morphemes and Literacy
Essays in the Morphology of Language
and its Application to Literacy
E Neville Brown and Daryl J Brown

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

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

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